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Impact Assessment of Project: Provision of Laptops to the Students of Public Sector Universities of Punjab (Pakistan)

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Ekaterina Gavrishyk**

Ghazanfar Mubeen***

Abstract

Government of the Punjab (GOP) initiated a development project through which two hundred thousand (200,000) laptops were provided to meritorious students in two phases of the project along with free of cost on campus access to internet facility to cope with the challenges of the digitization brought about by the spread of Information and Communication Technology. The rationale behind the project was enhance the IT skills of students and to help students overcome the obstacles in the way of learning and professional growth in the modern times. It was envisaged that the laptops will improve the IT skills along with improvement in grades and outcomes of students'. At completion, the project was evaluated for assessment of outcomes and impact of the project on the beneficiaries. Moreover, the qualitative aspect of scheme was also analyzed, in terms of quality of laptops, warranty support, quality of internet connectivity, laptop distribution on merit and etc. Questionnaire was developed covering all the aspects of the project. Data was collected online from 3600 sampled students through Google form on a broad based methodology. Based on the data analysis, positive outcomes were observed almost in almost all quantitative and qualitative indicators defined for this evaluation. Detailed conclusions and recommendations are given in the last section of the paper.

Keywords: Punjab, development project, IT sector, laptops, Impact Evaluation.

Introduction

In this modern age, Information Technology (IT) plays a vital role (Quinonez, 2014).

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The overwhelming revolution of IT and its impact on the society has been experienced all over the world. Its role in the development and progress of any country cannot be overlooked. If rightly used, IT can be a powerful tool to propel change (Education and Manpower Bureau, 2004).

Information Technology as a tool, provides tremendous opportunities to overcome its historical disabilities and ensures leapfrog (by compressing time) to attain a position of economic strength and respect in the comity of nations. Its role has been significantly increased in the education sector. The role of Information Technology in Education is discovering the potential for technology to redefine the terms of teaching and learning (The Hitachi Foundation, 2010). The ways of education are changing as the modern world continues to grow in IT age. It is essential that students should have access to modern ways of education. So they are better prepared for the future. The students of today are the scientists, leaders, teachers, and businessmen of tomorrow. Without IT skills, these students will not have the preparation needed to survive in the future.

In most to the European public and private sector universities and colleges the entire campuses are provided wired or wireless infrastructure to provide access to information. Students are connected to the internet, e-learning and information portals through a high-speed Internet gateway. Moreover, these higher education institutions of different countries across the globe are emphasizing on the use of websites, electronic submission of assignments and online quizzes. In 2007 in Massachusetts Institute of Technology, a non-profit organization, One Laptop per Child Association (OLPC) was created with the concept of producing affordable laptops for the use of children less than twelve years in developing countries. It was observed after the OLPC model that students having long term access to the computer performed consistently well in their academic programs.

Context of the Study

In very context, it was planned by the Government of the Punjab to equip two hundred thousand (200,000) meritorious students in phase-I & II of the project entitled “Provision of Laptops” (Planning Commission Proforma-I, 2012-13). Further, it was also planned to provide free of cost on campus access to internet facility, where needed, to prepare them to cope with the challenges of the digitization brought about by the spread of IT. The rationale behind the provision of thousand laptops along with access to World Wide Web was to help students overcome the obstacles in the way of learning and professional growth in the modern times. Moreover, it was also envisaged to create IT skills and awareness among the students and teachers. The government’s investment

in students, through direct subsidy in the shape of free laptops, is a public investment in human capital and a mean for ensuring better and competitive educational opportunities. It is an initiative to encourage and reward merit based achievers towards a larger goal of national economic development. The both phases of laptop scheme are continuation of many such efforts that has been done in the past around the world to overcome the digital divide.

Upon completion this project assigned to Directorate General Monitoring & Evaluation (DGM&E), Planning & Development Department, for the evaluation. The detailed, in-depth evaluation was conducted by the team of DGM&E.

Objectives of the Study

To measure pre versus post impact of the intervention (provision of laptops), the indicators were derived from the objectives mentioned below:

- Change in grades of students before and after the laptop
- Change in IT skills (operating system) before and after the laptop
- Change in IT skills (MS office) before and after the laptop
- Change in IT skills (Software proficiency) before and after the laptop
- Change in IT skills of families of beneficiaries before and after the laptop
- Change in computer usage time before and after the laptop
- Change in internet usage time before and after the laptop
- Satisfaction Level on the quality of laptop
- Satisfaction level on the specification of the laptop
- Satisfaction Level on the warranty claim
- Satisfaction on fairness of distribution criteria
- Average income level of beneficiaries
- Gender analysis
- Quality and functionality of laptop

Review of Literature

The role of IT in various sectors had been explored by various researchers. A meta-analysis of findings from 254 controlled evaluation studies revealed that computer-based instruction (CBI) created positive effects on students (Kulik & Kulik, 1991). They further explained that CBI programs raised student examination scores by 0.30 standard deviations in the average study, a moderate but significant effect. Sivin-Kachala & Biala (1994) reviewed 133 research studies to evaluate the effect of technology on learning and achievement. They concluded that students in

technology rich environments experienced positive effects on achievement in all major subject areas. Moreover, education technology had been found to have positive effects on students' attitudes toward learning and their own self-concept. Hill (1999) also identified that as information technology became advanced, it resulted in increasing opportunities, options and strategies for education. (Hill, 1999). A study conducted by Furneaux (2004) presented evidence that information technology affected changes in the methods, purpose and the perceived potential of education. (Furneaux, 2004)

On the other hand, Yusuf (2005) in his paper presented an analysis of the Nigerian National Policy for Information Technology. The analysis revealed that the policy was not adequate to impact positively on the Nigerian education system. (Yusuf, 2005)

Grinager (2006) investigated that the use of technology in education provided students with technology literacy, information literacy, capacity for life-long learning and other skills necessary for the 21st century workplace. (Grinager, 2006)

A study was conducted by Jumhur, Riza, Reynolds, & Olcay (2007) to find the opinion of undergraduate students on the role of the information technology (IT) in higher education. The analysis of the responses had shown, the students strongly agreed that computer labs, personal computers, internet and IT tools were necessary components of successful education. (Jumhur, Riza, Reynolds, & Olcay, 2007)

Negi, Negi, & Pandey (2011) explored that IT tools had some relative advantages as compared to conventional modes of information sharing. It was investigated that the combination of education and technology was the main key to human progress as it affected the methods, the purpose and perceived potential of education. Safdar, et al. (2012) found that about 91.7% of the respondents signified the information technology as vital for educational development (Safdar, et al., 2012). The research findings by Higgins, Xiao, & Katsipataki (2012) using experimental and quasi-experimental designs indicated that well use of technology to support teaching and learning made the difference. (Higgins, Xiao, & Katsipataki, 2012)

On the Other hand, Toni Mora and Joseph Oriel (2018) analyzed the impact of a "One Laptop per Child Program", introduced by the Catalan Government on student achievement in secondary education during the period 2009–2016. In contrast to the previous studies, the empirical results of this research consistently indicate that this program had a negative impact on student performance in the subjects of Catalan, Spanish, English and mathematics. Test scores fell by 0.20–0.22 standardized points, which represent 3.8–6.2% of the average test score. This negative effect was stronger

among boys than it was among girls (differences ranging from 10% to 42%). (Toni Mora, 2018)

Methodology

A well designed methodology was developed for this research followed by development of questionnaire, pre-test the questionnaire to validate questionnaire and for estimating response rate, determination of sample size for the survey, data collection and analysis, finalizing findings, conclusions and recommendations.

Questionnaire Design

The questionnaire was specially designed to cater all relevant information from primary beneficiaries of the project or scheme in the framework of objective indicators. The questionnaire contained questions pertaining to the participant's general information, income level, institution, grades and IT skills before and after the use of laptop. The questionnaire was broadly divided in three parts, i.e. i) Demographics, ii) Students' satisfaction and iii) Improvement in academics/IT skills as mentioned below;

Section - I (Demographics)

Name, institution, field of study, city, gender, age, income of head of family, telephone number which is used as unique ID in data analysis.

Section - II (Participant's Satisfaction over laptop)

Functioning, working, quality, warranty support, software provision, fairness of criteria of laptop distribution among students

Section - III (Change in academic grades and IT skills)

Type of previous computer, preparation of assignments, academic percentage (before and after use), improvement in overall IT skills, skills of operating systems, skills of MS Office, advanced software knowledge, internet and surfing skills, family IT awareness.

Pilot survey was conducted to validate the question and estimate the response rate for the probable survey.

Determination of Sample Size

Mwanzia suggested that calculated sample size should truly represent the population and should consider accuracy, confidence level, response rate, variability and population of survey (Mwanzia, 2014). Sample size for this evaluation was calculated by using the following formula.

$$n = \left[\frac{\frac{P(1-P)}{\frac{A^2}{Z^2} + \frac{P(1-P)}{N}}}{R} \right]$$

Where, n is the sample size determined by the aforementioned relationship. 'N' is the number of people in the population. 'P' is the estimated variance for the population of survey, which was slightly high in our case as the population was slightly heterogeneous therefore taken as 70% i.e. 0.7. 'A' is the desired precision level of survey which is expressed as decimal in the formula and in this case it was taken as 5% i.e. 0.05. 'Z' is the required confidence level of the survey and its value is different for different levels. For 95% confidence level value of Z is 1.96 and for 99% confidence level, its value is 2.578. Since, high confidence level was required, so 99% confidence level was used for sample size calculations. 'R' is the response rate of the audience in the population which is given the questionnaire to fill and came out to be 50.5% on the basis of pilot survey. Since, the survey was conducted online, as described in next section therefore, response rate remained low. 'N' is the number of studied population and in our case, as describe above the population of survey was 200,000 since laptops were distributed to around 200,000 students of two phase of the project.

$$n = \left[\frac{\frac{0.7(1-0.7)}{\frac{0.05^2}{2.5758^2} + \frac{0.7(1-0.7)}{200,000}}}{0.5} \right]$$

$$n = 3600.033 \approx 3600$$

Data Collection

There were 200,000 beneficiaries of the project/scheme which were geographically dispersed. Therefore, an online survey, on Google Docs, was conducted to collect data from representative samples. The online survey link was shared with the Registrars and Vice Chancellors of the public universities and educational institutions in which laptops were distributed through E-mail to get the responses from the students. As described above that a sample size of 3600 students was selected for this evaluation and accordingly responses of 3600 students randomly selected (beneficiaries of the scheme) were recorded and automatically saved in Database developed by evaluating organization i.e. Directorate General Monitoring and Evaluation (DGM&E), Planning and Development Department, Govt. of Punjab (Pakistan). The recorded data was

further analyzed statistically for the evaluation of the scheme. Descriptive statistical analysis was made using Statistical Package for Social Sciences (SPSS).

Results & Discussions

By analyzing the data of responses, the following findings were made in terms of each indicator.

Skills of Operating Systems (Windows, Linux, etc.)

It was observed that after the initiation of this scheme IT skills of the students regarding operating windows and LINUX etc. has been improved significantly as depicted in figure 1.

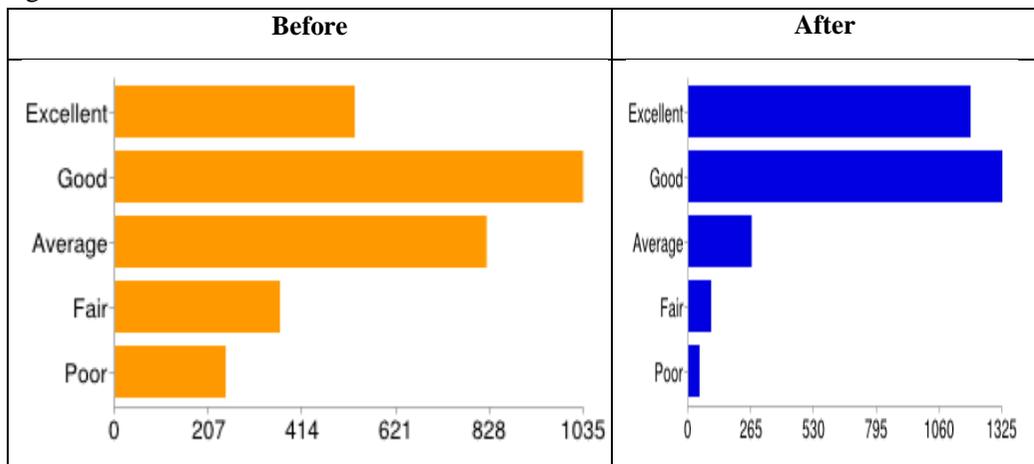


Figure 1: Improvement in understanding of Operating System

MS Office (Word, Excel, Power Point, Access) Skills

The data shows that the proficiency/expertise of participants in MS office has been improved after the intervention of the laptop scheme. The percentage on excellent and good scale has been increased from 22% to 35% and 37% to 44% respectively Table 1.

Table 1: Improvement in understanding and know how of MS Office

Before			After		
1	Excellent	22%	1	Excellent	35%
2	Good	37%	2	Good	44%
3	Average	24%	3	Average	14%
4	Fair	11%	4	Fair	4%
5	Poor	6%	5	Poor	2%

Advanced Software Skills of in Professional Field

Twelve percent (12%) of the student replied that they had already excellent skill on advanced tools / software. But after the initiation of the scheme 35% students had excellent skills on advanced tools / software, which is increased by 23%. On the other had before launching the scheme 13% students had poor skills on advanced software but after the free laptop scheme it is observed that this percentage has been decreased up to 4 %, Which shows that student capabilities on advanced tools / software are gradually increasing as shown in Figure 2.

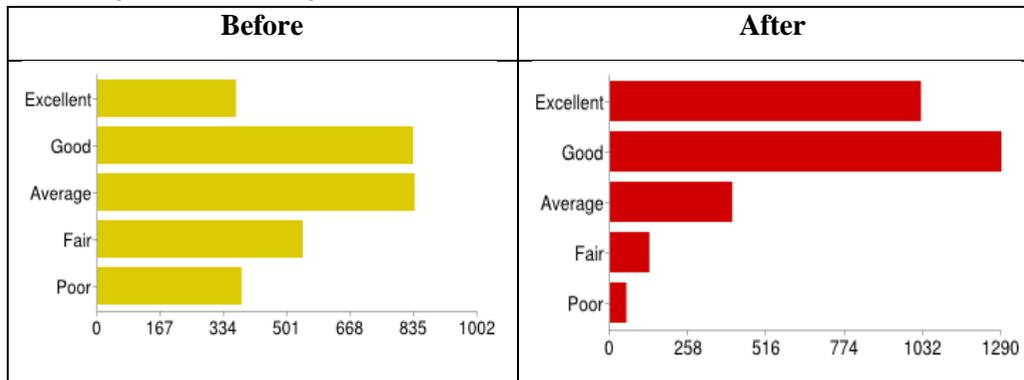


Figure 2: Improvement in Advanced Software Skills

Monthly Cumulative Income of Students’ (sampled project beneficiaries)

The statistics revealed that a considerable percentage of students who received laptops under this project belonged to lower and middle income class families. Figure 3 shows that 35% of the students belong to families having monthly income less than Rs. 10,000 per month, while 48% belong to families having monthly income between Rs. 10,000 to 40,000 per month as shown in figure 3. Data was collected in 2013-14.

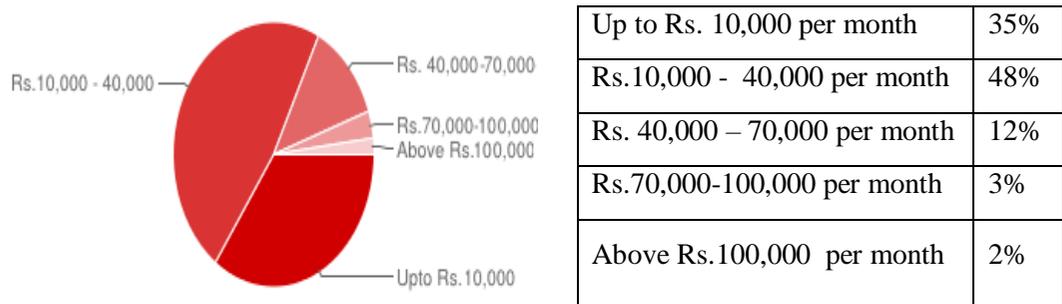


Figure 3: Representation of students’ house hold income

Change in IT Awareness / Skills of Family

After the feedback from respondents it is observed that not only IT skills of students’ was improved but IT skills and awareness of student’s families was also improved significantly from 13% to 31%. Moreover, percentage of students was remarkably reduced having poor IT skills of family from 14% to 3% as shown in figure 4.

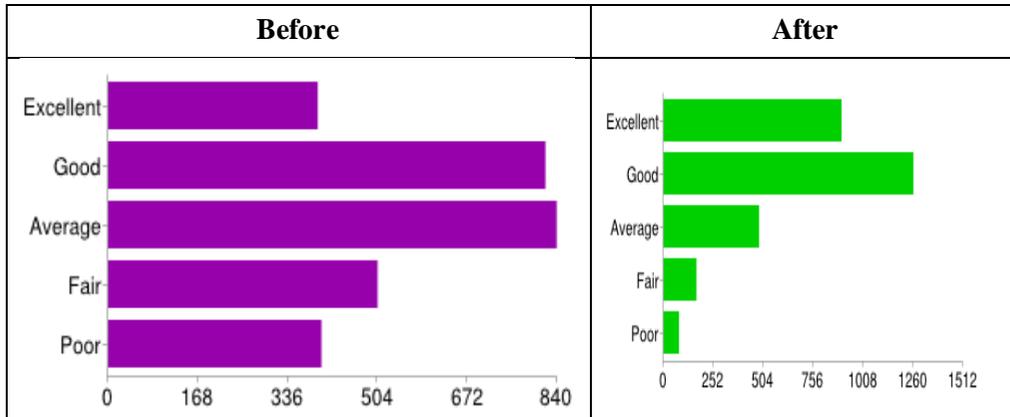


Figure 4: Change in IT skills of students’ family after getting laptops

1	Excellent	13%
2	Good	28%
3	Average	28%
4	Fair	17%
5	Poor	14%

1	Excellent	31%
2	Good	44%
3	Average	17%
4	Fair	6%
5	Poor	3%

Changes in Students’ Grades (pre and post laptop)

Laptops were given to the students’ on the basis of selection criteria based approved in PC-I i.e. percentage of marks secured in last semester or exam should be more than 70% and 60% for semester and annual system respectively. Therefore, at the time of award of laptops results of students was recorded. At the time of evaluation, question was asked about the percentage of marks obtained by the students in the last semester or exams after award of laptops. Analysis and comparison of both (pre and post) results show that that student’s overall class grading / percentage was improved as mentioned in figure 5 below. Before the award of laptops, 10% students secured more than 85% marks in their last semester, however, after one year of award of laptop i.e. at

the tie of evaluation, 12% students falling in sample size secured more than 85% marks in their semester / annual exam results.

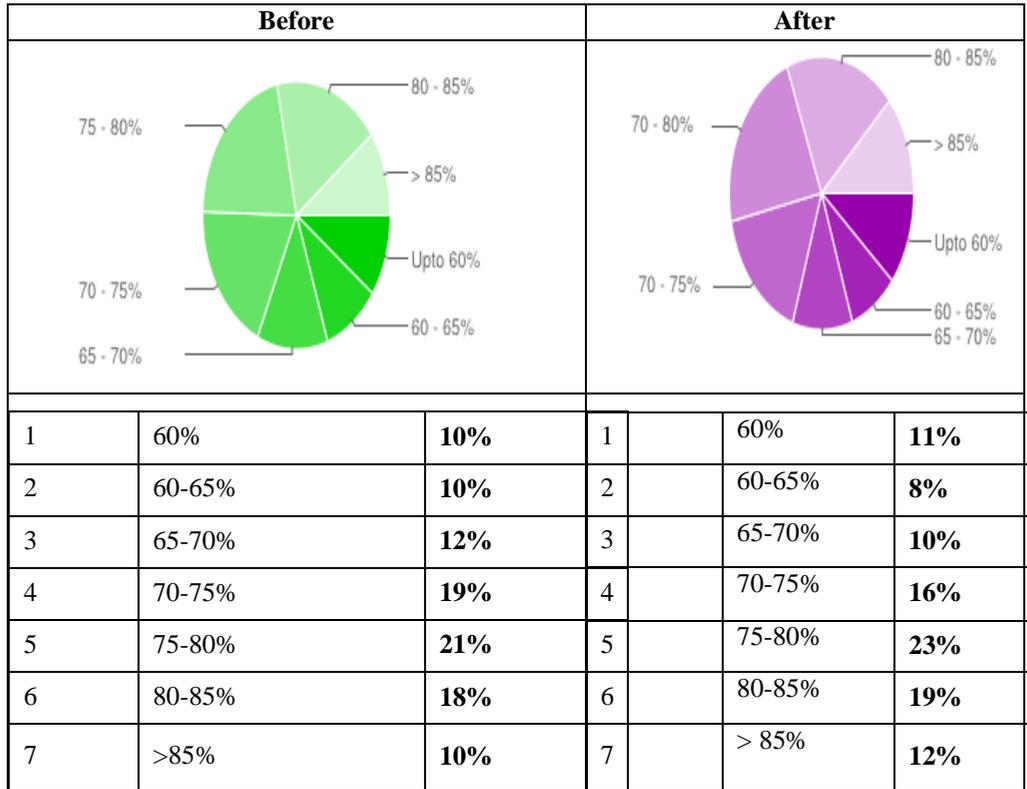
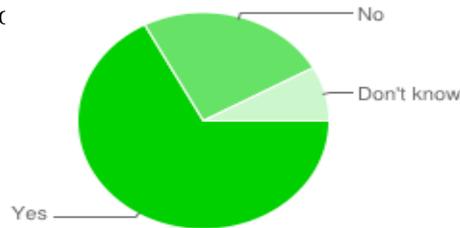


Figure 5: Comparative analysis of change in grades of students before and after laptops

Satisfaction on the Quality of Laptop

Quantitative analysis was also made to find the satisfaction level on the quality of laptops provided to students. The Figure 6 shows that a



Yes(68%) No (24%) Don't know (8%)

Figure 6: Satisfaction level over the quality of laptops

Significant percentage of students i.e. 68% are satisfied with the quality of laptop while 24% students are not satisfied with the quality of laptop.

Fairness of the selection criteria for the Distribution of Laptops

In response of the above stated question, 82% students replied that selection criteria for distribution of laptop was fair which reveals the transparency of the scheme and participants confidence in it while and 13% are of the opinion that merit and selection criteria was not fair as shown in figure 7.

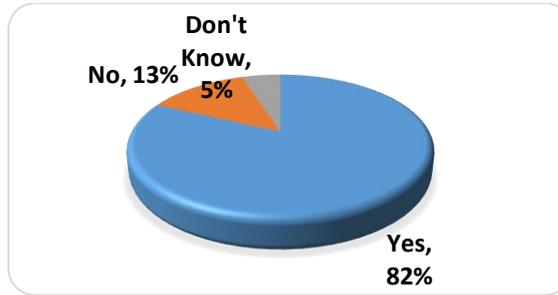


Figure 7: Satisfaction over Laptop distribution criteria

Which computer you had before this scheme?

The figure 8 shows that before the intervention of the scheme majority of the students were using desktop computers i.e. 63%. It is pertinent to mention that a very low percentage of the students were having laptops before the intervention of the scheme i.e. only 14% as shown in figure 11. Laptops far overweigh desktop computers in terms of benefits and perks because of the power bank (battery) system and portability they have. Students carry their laptops to their classrooms, libraries and other places for assistance in their academic activities. Because of internet service available in the universities, students use laptops for preparing notes in their classrooms and their assignments while sitting anywhere in the university campus. Thus, there are many chances that laptops will improve knowledge and learning capabilities of students as compared to desktop computers.

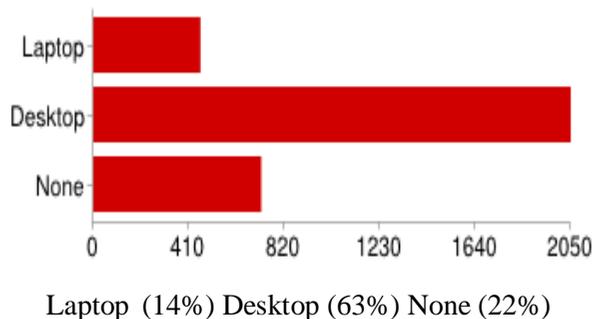
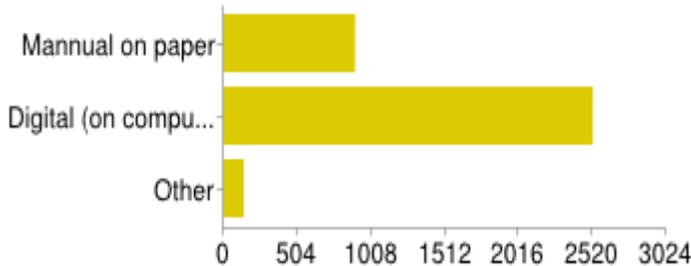


Figure 8: Types of Computer already used before this Scheme.

Preparation of Class Assignments

As analyzed and mentioned in figure 9 that a high percentage of students i.e. 71% used laptop computer for the preparation of assignments. Therefore, it has been observed that provided laptop under the project has made things easier for the students in terms of improvements in digitization, IT skills and by and large preparation of class assignment as shown in figure 9.

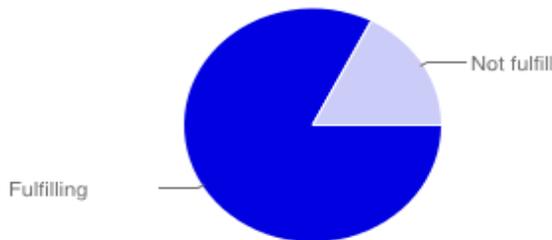


Manual/Paper (25%) Digital/computer (71%) Other (4%)

Figure 9: Mode of Assignment Preparation

Satisfaction on the specification of Laptops and fulfilment of the academic needs of students

Figure 10 shows that a considerable majority of students i.e. 83% are satisfied with the specification of laptops. This shows that the machine provided to the students is compatible with the prevailing standards/trends of the market.



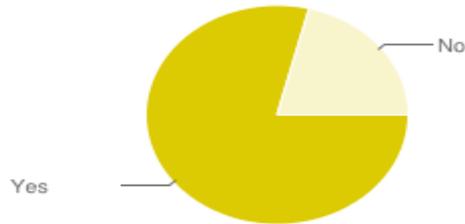
Fulfilling (83%) & Not Fulfilling (17%)

Figure 10: Satisfaction over the specification of Laptop

Satisfaction of the working / functionality of laptops

Figure 11 shows the satisfaction of participants regarding the working and functioning of laptops. The results show that a good percentage of students have shown their satisfaction over the working and functioning of laptops. However, a significant

number of students (21%) were not satisfied with quality, working and functionality of laptops.

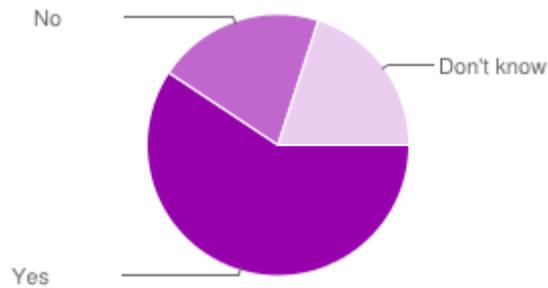


Yes (79%) & No (21%)

Figure 11: Satisfaction over the functioning of laptop

Satisfaction on the Warranty Support of Laptops

Figure 12 shows the satisfaction of the participants over the warranty provided by the company. The statistics shows a mixed trend of responses. The reason could be that some proportion of the students is not much familiar with the warranty provisions of the company. But still a fair amount of students are satisfied with the warranty of the machine provided.



Yes (59%), No (21%) & Don't Know (20%)

Figure 12: Satisfaction over the warranty support of the Laptop

Gender Analysis

The Figure 13 shows that a high percentage of male participants i.e. 61 % participated in the survey while 39 % of female students took part in assessment survey of project titled "Provision of laptop".

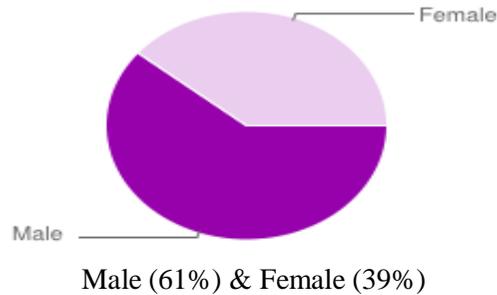


Figure 13: Gender wise participation of students in the survey

Conclusion and Recommendations

Almost in all parameters, the positive change and impact was observed including grades of students, IT skills (operating system and MS office), gained knowledge as an indirect measure of computer and internet usage time. Majority of students' showed satisfaction on the quality of laptops, specification of the laptop, warranty claim, fairness of distribution criteria of laptops among students. Not only IT skills of the individual students were improved but also IT skills of their families were also enhanced. Majority of students are now preparing their assignments in digital form which is a positive move. Laptops are again fulfilling their requirements as responded by 83% of sampled students. After having laptops, grades of the sampled students were improved which may be due to the following factors and co-relation may be developed in this regard during further studies.

Further studies may be conducted to exactly find out the reasons for improvement in students' performance, however, followings factors may be considered and linked for this improvement.

- Internet and laptop / computer usage was increased so it is presumed that students acquired more knowledge and skills and that enhance students' performance and grades.
- Laptops are helping the students to learn the course material through internet surfing through web browsing. It has also been observed that due to provision of laptops, students are using computer and internet more than they used before getting laptops.
- Due to battery backup time, students may be working in downtime of load shedding to learn their course material or doing class assignments.
- Easy using of internet for research work, convenience for writing and editing of research assignments and better presentations.

Gender analysis showed equitable distribution of laptops between males and females. Majority of the students were satisfied with the selection criteria for the provision of laptops therefore, it may be concluded that true merit was adopted for n accordance to predefined criteria given in project documents. Similarly, around 83% students were those whose family cumulative income was less than PKR 40,000 per month therefore, it may concluded that the laptops were distributed I majority of the cases to the beneficiaries from middle income families and seems to be best use of the resources among middle class and left behind segment of the society with meager opportunities. It is pertinent to mention here that not only IT skills of the students, who received laptops under the project, were improved but also significant positive change and improvements were observed in the IT skills of the other family members of students after receiving and usage of laptops. It is positive step that after getting laptops, majority of students are making their assignments on laptops which is way forward for digitization and advancement in technology.

Government should take necessary action to improve the quality of laptops and the support provided by vendors in term of warranty in next phases of same project of similar projects. Economic return of the scheme is not possible in that case where laptops are provided to the students of public universities who already possessed laptops. There were 14% such students were found in the survey. Therefore, a strategy may be developed for those students already having laptops in future similar schemes. Future studies may also be conducted to study the impact on income / earnings of beneficiaries with the provision of laptops in their professional jobs since more than 8 years have been passed after the completion of first phase of project and majority of students, who received laptops under this project must be working in their respective fields.

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Role of ICT in Teachers' Motivation, Professional Skills and Performance at Public Sector Universities in Pakistan

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Abstract

The study aimed to analyze the role of information & communication technologies in teachers' motivation, professional skills and performance at public sector universities in Pakistan. The study was survey type and descriptive in nature. Probability sampling technique was adopted for data collection. Population of the study comprised of lecturers, assistant professors, associate professors and professor from 5 public sector universities. Sample of the study consisted of 20 professors, 40 associate professors, 80 assistant professors and 160 lecturers' total 300 faculty members randomly selected from 5 public sector universities of Pakistan. The questionnaire and observation sheet as research tools were used and finalized after expert's opinions and its pilot testing. The collected data was analyzed through SPSS. It was found that 59% of respondents expressed that latest information & communication technologies are available for university teachers in public sector universities, majority of respondents stated that digital technologies have significant role in developing teachers' motivation, professional skills and performance.

Keywords: Information & communication technologies, motivation, professional Skills and performance.

Introduction

The latest information and communication technologies have changed the entire world. These modern technologies make the world border less and shaped it in a global village. Now everything is just far away at a click of a button (Oliver, 2002). Information and communication technologies are basically a set of equipment, different type of applications and information handling tools. It also stores, process and exchange information through the computer. Radio, television, telephone, tapes and tape recorders are old ICT's, which are called analogue media. While computers, satellite, wireless, mobile devices, laptop and internet are new ICT's, which are called Digital media. The new digital technologies are the arrangements of various technological

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implements and collaterals, which can be used to conversant or interchange, produce, yield up and set of information. The computer auditioning and performing technologies, telephone conversation are the types of these technologies (Blurton, 1999).

Khirwadkar (2007), expressed that information and communication technologies are merging of current and previously established technologies. Section of gadgets surrounding the computer software involves the use of devices which relates to the world websites and engaged peoples in it as it is a part of their life. This connection use to translate or interchange of knowledge in text, image and form it into well-organized numerical composition (Shelly, Cashman, Gunter, & Gunter, 2004). Now mostly modern communities and societies are relaying on ICT for their business, education and communication.

When some things have importance in any social structure, then it motivate them to get knowledge about it for their better performance in its application. Motivation is an inner driver which prepares someone to perform an action and actions improve performance of any individual. Therefore; its implementation and awareness became vital for new generation's better performance.

Youssef and Dahmani (2008) stated that today's generation is called internet generation and we are living in a digital world. Information and communication technologies have an impact on every field of life, from workplace to social place and from education to entertainment. The digital age changes the way of living, a way of communication, thinking and learning. In a traditional classroom, students were entered with textbooks but now in a digital classroom student enter with tablets and laptops. He further said that information and communication technologies had a great impact on universities. Universities invested a lot on ICT's within the last two decades. Digital technologies also have a very positive impact on the student's performance.

According to Willis and Tranter (2006) many of the ICT implements depends upon the web related knowledge to enhance the readers learning and understanding. Social networks also available as source of other merging of learning. The social networks are used in ICT based practices (Tømte, Hovdhaugen, & Solum, 2009). Now a day it is reality that the digital developed or under developing (Kirkwood & Price, 2006). On the other hand Kozma (2005), thought that the ICT is now becoming heart of the new set of students and as well as for teachers. ICT implements and social network present their participation for both students and teachers society.

Mondal and Mete (2012) expressed that higher education system has a lot of positive changes and new things in the last five decades to meet the challenges of a new era. In this digital world higher education equipped their learners with the latest

technology to move in the globalized society. To make sure the people access to higher education now open and distance learning programs has been started. The people who lived in remote and depressed areas now also had an access to post schools. The online learning reduced the cost and travel for poor learners. In the last two decades, higher education has grown exponentially due to the use of information and communication technology.

Through ICT teaching, learning process becomes more effective and motivate to teachers and students for improving their performance. Technologies offer anywhere and anytime learning but now the time and place are determined by the learner. Digital technologies are a symbol of a new era in the field of education. It introduces new methods of teaching and new models for training. These latest learning methods motivate the learners to be self-directed, independent, and self-disciplined. These methods also moving content centered curricula to competency based curricula and teacher centered forms of delivery to student centered forms (Talebian, Mohammadi, & Rezvanfar, 2014).

Talebian et al. (2014), further explained that digital technology considered as a milestone for motivation and performance in the field of education, especially in higher education. ICT helps a lot in developing course content, sharing information and content, learner to learner interaction and contact with teachers all over the world. Today ICT includes laptops, wireless connected internet, video camera, and mobile devices at low cost which is accessible to everyone. It is the technology in education that enables the students to participate in the rapidly changing world. ICT also promotes digital resources in education, so that students, teachers and other persons that are involved in education process can have access to course material, articles and scholarly material anywhere, anytime (Das, 2019).

ICT pledge with implements necessary to impart education in distance areas Guttman (2003). Another statement given out by Punie, Zinnbauer, and Cabrera (2006) is that the blending of ICT is widely spread when we search the layout of its fusion among new generation. ICT made three major milestones; availability towards teachers and learners, betterment in teaching and learning standards, and pledge with lifelong knowledge for students. ICT have great importance towards higher education and includes internet, social networks which plays an evolutionary role in distance learning and provides learning chances from time to time. In short, ICT have important impacts all over the world in relation to education. The lines between internet and actual word going to move rapidly the world population along a specific angle, especially for new generation whose lives highly influenced by social networks. This generation use social

network points as initial source of correspondence, social commitment and information pursuing a major part of their personality building (Fly & Milner, 2000).

Small and Vorgan (2009), discuss that the generation of young people who born into a world of computer and social media, they spend much of their time in this, may experience various brain formation, constant conversation and multitasking approach. This new generation have all the communication sources as they open their eyes in the world of digital technologies and they spend half of the time in this massive technology world (Pegler, Kollewyn, & CriChton, 2010).

Tinio (2003), stated that ICT enriched the penetration of knowledge provides chance of betterment in education system in developing countries, reform policy lines aside all of this it provides dimensions for business. Sense of detachment is experience by the people of poor countries which is the greatest misfortune for them. The coming technologies commit to minimize sense of detachment and makes possible approach to knowledge in unbelievable way. The advanced and progressing countries spend huge amount of money in higher education with the help of ICT investment towards education sector by using ICT, makes a chance for flourishing to upgrade their education system. According to Oliver (2002) advanced trends offers enhancement in education system because of plenty of chances through ICT. Technology can expand communication and aspect between learning and teaching.

The higher education institutions should learn in drawing on the advantages and potential of new information and communication technologies, ensuring qualities and maintaining high standards for education practices and outcome in spirit of openers, equity and co-operation (Gilakjani, 2017; Rubel & Jones, 2016). According to Kozma (2005), add about ICT that it can change social framework, action method and imputes educational sectors to proceed and innovate as well. The handling of ICT, which practice in higher educational institutions is exceptional, because of students demands and precedence, educational sector should modify higher education atmosphere (Kirkwood & Price, 2006).

Information and Communication Technology has greater influence on development of tertiary education. Service of ICT is not the cure for challenge experience by higher educational institutes. On the other hand, it collects and provides solution for conventional teaching in the universities. ICT is now improving teaching and schooling methods apprenticeship circumstances influenced tertiary education to ratify and merge ICTs which makes larger supply of information. Many research works concluded that ICT plays an important role in motivation and performance of both levels of teaching and learning at all the times (Balasubramanian et al., 2009; Shaikh & Khoja, 2011).

ICT in higher education moving ahead in terms of personal knowledge, processing machines for learner's mobile technology and good at producing an effect forms. Higher education must be ready to take urgent steps to make certain right apparatus as replacement to let such forms of ICT to be got mixed together within their teaching through training. Because training provide expertise which the first steps is towards believes of the personnel. When positive believes built; it provides motivation, professional skills and performance in human beings. Therefore, this study is focused on role of ICT in teacher's motivation, professional skills and performance at public sector universities in Pakistan.

Research Objectives

The study aimed to analyze the availability of resources and the role of ICT in teacher's motivation, professional skills and performance at public sector universities in Pakistan.

Variables

The study emphasized on following variables:

- Independent variable: Information & communication technologies
- Dependent variable: Teachers motivation, professional skills and performance

Methodology

The nature of study was descriptive which provides insight about role of information & communication technology, motivation and performance. The survey was considered suitable for the reliable results. The questionnaire was used for quantitative data and observation sheet for qualitative data collection. SPSS-20 was used for data analysis.

Population and sample

University teachers (lecturers, assistant professors, associate professors and professor) were Population of the study. A multistage sampling technique was implemented for data collection. In first stage, conveniently 5 public sector universities (Shah Abdul Latif University Khairpur Sindh, University of Balochistan, University of Peshawar, Islamia University of Bahawalpur, Khwaja Fareed University of Engineering & Information Technology) were included. In second stage, 20 professors, 40 associate professors, 80 assistant professors and 160 lecturers' total 300 faculty members were randomly selected.

Tool Development

For study purpose a belief and professional skills scale about motivation was developed for quantitative data and observation sheet was made for qualitative data about performance. Several studies on performance and motivational feature of persons about

information technology were deeply reviewed. After selection of the suitable scale it was necessary to make fit for the study. For the suitability and relatedness of the scales five construct variables were selected for questionnaire and two construct variables for observation sheet. The six experts of education, psychology, computer science and information technology were requested to study and assessment of scale. By their careful analysis, it was perceived that all statements were reasonable except few which were found inappropriate, repetitive or irrelevant to the local setting. After removal of different statements the scale was finalized. After pilot study, collected data was analyzed through SPSS. The reliability of questionnaire was found 0.77. The original belief and professional skill scale had two parts; first is about availability of resources and second on five point Likert scale. It was comprised of 48 items with five construct variables named; Knowledge of ICT, Skills of ICTs, Disposition of ICTs, Application of ICTs, problems and issues of ICTs. The observation sheets have two main construct variables named; operating hardware and software expertise consisting 23 items. Observation was made on five point (Not demonstrated, emerging, developing, proficient, and accomplished) with means of verification (computer lab, classroom, presentation, practicum field, out of class, SBT). After validating the research tool, researcher personally visited and collected data from sampled universities of Pakistan.

Data Analysis

A statistical package of social sciences (SPSS-20) was used to analyze the quantitative data. The responses were weighted according to the position in which they occur. Mean, frequency, percentage and standard deviation were applied for appropriate results. The observation sheet was analyzed by thematic analysis in excel sheet, first all observation were coded in excel and then frequency and percentage were calculated. Their results were demonstrated in graph format.

Results

The quantitative part (Questionnaire)

Table 1: Availability of information & communication technologies at university level

	Formula	^a SDA	^b DA	Responses			Mean	^f S.D
				^c UD	^d A	^e SA		
IT lab is	F	27	17	13	151	92	3.88	1.173
fully	%	9.0	5.7	4.3	50.3	30.7		
functional								
Latest	F	36	66	21	75	102	3.47	1.448
computers	%	12.0	22.0	7.0	25.0	34.0		
are								
available								

Internet is full time available	F	34	63	22	94	87	3.46	1.391
	%	11.3	21.0	7.3	31.3	29.0		
Internet speed is appropriate	F	54	69	22	78	77	3.18	1.487
	%	18.0	23.0	7.3	26.0	25.7		
IT Lab is equipped with latest technologies	F	49	55		96	58	3.20	1.378
	P	16.3	18.3	42	32.0	19.3		
				14.0				
Proper furniture is available	F	41	63	41	67	88	3.33	1.433
	%	13.7	21.0	13.7	22.3	29.3		
IT lab full fill teachers needs	F	57	42	26	57	118	3.46	1.569
	%	19.0	14.0	8.7	19.0	39.3		
Total	F	298	375	187	618	622	3.42	1.411
	%	14.1	17.8	8.9	29.4	29.6		

Note: ^aStrongly disagree; ^bDisagree; ^cUndecided; ^dAgree; ^eStrongly agree; ^fStandard deviation

The data in above table shows opinions of respondents about availability of digital technologies in public sector universities. According to data 81.0% (50.3%+30.7%) of the respondents agreed that IT lab is fully functional, 59.0% (25.0%+34.0%) of the respondents agreed that latest computers are available, 60.3% (31.3%+29.0%) of the respondents agreed that internet is full time available, 51.7% (26.0%+25.7%) of the respondents agreed that internet speed is appropriate, 77.4% (32.0%+19.3%) of the respondents agreed that IT lab is equipped with latest technologies, 51.6% (22.3%+29.3%) of the respondents agreed that furniture is available IT lab, 58.3% (19.0%+39.3%) of the respondents agreed that IT lab fulfills teachers. As a whole, 59% (29.6%+29.4%) showed availability of digital technologies on university teacher’s performance. Collectively, modern information & communication technologies are available in most of the public sector universities of Pakistan. The mean score 3.42 and standard deviation was 1.411 supported the results.

Table 2: *Beliefs of teachers about information & communication technologies as a motivational tool*

Themes	Formula	Responses					Mean	fS.D
		^a SDA	^b DA	^c UD	^d A	^e SA		
Multimedia enhance teachers' Knowledge of ICT	F %	18 6.0	12 4.0	19 6.3	103 34.4	148 49.3	4.17	1.110
Educational technologies improve teachers' Skills of ICTs	F %	20 6.7	15 5.0	36 12.0	113 37.7	116 38.7	3.97	1.145
Educational technologies increase teachers' Disposition of ICTs	F %	12 4.0	13 4.3	65 21.7	115 38.3	95 31.7	3.89	1.029
Educational technologies provide online application of ICTs forums for teachers	F %	16 5.3	33 11.0	43 14.3	81 27.0	127 42.3	3.90	1.217
Educational technologies create motivation to reduces problems and issues of ICTs	F %	16 5.3	20 6.7	23 7.7	104 34.7	137 45.7	4.09	1.130
Total	F %	82 5.4	93 6.2	186 12.4	516 34.4	623 41.5	4.00	1.126

Note: ^aStrongly disagree; ^bDisagree; ^cUndecided; ^dAgree; ^eStrongly agree; ^fStandard deviation

Table 2 highlighted the Believes of teachers about information & communication technologies as a motivational tool. According to data 83.7% (34.4%+49.3%) of the respondents agreed that multimedia enhances teachers' Knowledge of ICT, 76.4% (37.7%+38.7%) of the respondents agreed that digital technologies improve teachers' Skills of ICTs, 70.0% (38.3%+31.7%) of the respondents agreed that digital technologies increase teachers' disposition of ICTs, 69.3% (27.0%+42.3%) of the respondents agreed that Educational technologies provide online application of ICTs forums for teachers, 77.4% (34.7%+42.7%) of the respondents agreed that Educational technologies create motivation to reduces problems and issues of ICTs. As a whole, 75.9% (34.4%+41.5%) showed Believes of teachers about information & communication technologies as a motivational resource. Overall mean score 4.00 showed inclination towards agree with the research domain. The value of standard deviation was 1.239.

Table 3: *University teacher's professional skills in information & communication technologies*

Items	Formula	Responses					Mean	fS.D
		^a SDA	^b DA	^c UD	^d A	^e SA		
I develop technical skills among students through digital technologies	F	25	32	19	89	135	3.92	1.300
	%	8.3	10.7	6.3	29.7	45.0		
I perform well through digital technologies	F	15	30	33	111	111	3.91	1.152
	%	5.0	10.0	11.0	37.0	37.0		
I develop professional skills through digital technologies	F	26	33	22	92	127	3.87	1.306
	%	8.7	11.0	7.3	30.7	42.3		
I deliver lecture through educational technologies effectively	F	16	47	34	83	120	3.81	1.261
	%	5.3	15.7	11.3	27.7	40.0		
I prefer the use of multimedia/ projector	F	18	32	28	119	103	3.86	1.178
	%	6.0	10.7	9.3	39.7	34.3		
Total	F	100	174	136	494	596	3.87	1.239
	%	6.6	11.6	9.0	32.9	39.7		

Note: ^aStrongly disagree; ^bDisagree; ^cUndecided; ^dAgree; ^eStrongly agree; ^fStandard deviation

Table 3 highlighted University teacher’s professional skills in information & communication technologies. According to data 74.7% (29.7%+45.0%) of the respondents agreed that digital technologies enhance technical skills among university teachers, 74.0% (37.0%+37.0%) of the respondents agreed that university teachers perform well through digital technologies, 73.0% (30.7%+42.3%) of the respondents agreed that university teachers develop professional skills among students through digital technologies, 67.7% (27.7%+40.0%) of the respondents agreed that university teachers teach effectively through digital technologies, 74.0% (39.7%+34.3%) teachers prefer the use of multimedia/ projector in classroom. As a whole, 72.6% (32.9%+39.7%) showed the significant impact of digital technologies on teacher’s performance. Collectively, majority of the respondents expressed that through latest information & communication technologies they enhanced their professional skills. Overall, mean score 3.87 showed inclination towards agree with the research domain. The value of standard deviation was 1.239.

Data analysis qualitative-part (Observation checklist for Performance)

Figure 1: University teacher’s performance about operating hardware’s

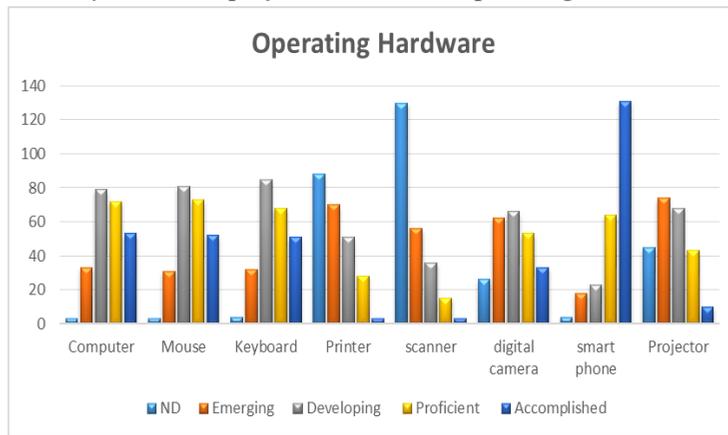


Figure 1 presented university teachers performance about operating hardware and its impact on their efficiency. The results highlighted that majority of teachers were found at developing level about operating computers at university level. Majority of university teachers were found at developing level about mouse operating expertise at university level. Majority of university teachers were found at developing level about keyboard operating expertise. Majority of university teachers were found at not-demonstrating level about printer operating expertise at university level. Majority of university teachers were found at not-demonstrating level about scanner operating expertise. Majority of university teachers were found at accomplished level about smart

phone operating expertise. Majority of university teachers were found at emerging level about project operating expertise at university level.

Figure 2: *University Teacher’s Performance about Operating Software*

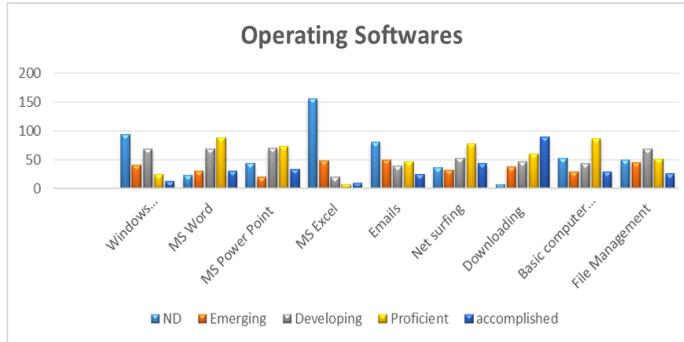


Figure 2 highlights university teacher’s performance about operating software and its impact on their efficiency. The results displayed that majority of the teachers were found at not-demonstrating level toward window installation expertise at university level. Majority of faculty members were found at proficient level showed that they had expertise in operating MS word. Majority of the university teachers were found at proficient level showed that they had expertise in PowerPoint. Majority of the university teachers were found that they had expertise in MS Excel. Majority of the university teachers were found at proficient level showed that they had expertise in net surfing. Majority of university teachers were found at accomplished level showed that they had expertise in downloading. Majority of the university teachers were found at proficient level showed that they had expertise in operating basic computer. Majority of university teachers were found at developing stage exposed that they had expertise in managing files.

Discussion

According to results of the quantitative data, the first important aspect of present research was to analyze the availability of digital technologies at university level. Talebian et al., (2014), expressed that digital technology considered as a milestone in the field of education, especially in higher education. In present study, it is clear to discuss over here that a number of universities have fully functional IT labs. The results of current research indicate that latest computers are available in most of the universities, internet facility is full time available in most of the universities, internet speed is appropriate in more than half of the universities, IT lab is well equipped with latest technologies in the large number of universities, special furniture is available in IT labs of the universities, IT labs fulfill teachers professional and research needs in

most the universities. In overall, results showed significant impact of digital technologies on university teacher's performance. Mean score showed inclination towards agree with the research domain.

The second important factor was to examine the Believes of teachers about information & communication technologies as a motivational tool. As described by Mondal & Mete, (2012) the universities made a lot of positive changes and new things in the last five decades to meet the challenges of a new era as a motivational tool because of the current demands of the society. In this digital world higher education equipped their learners with the latest technology to move in the globalized society. In present study, it is clear to discuss over here that a number of university teachers improve their efficiency, pedagogical skills, performance and motivation through multimedia, most of the respondents agreed that latest educational technologies provide online forums for teachers. In overall, majority showed significant impact of modern digital technologies on university teacher's motivation. Mean score presented inclination towards agree with the research domain.

The third important aspect of this research was to analyze the teacher's professional skills in digital technologies, teaching and research. As clarified by Guttman (2003) the university teachers need to learn qualities, outcomes, opener's spirit, co-operation and equity through ICT. In present study, it is clear to discuss over here that a large number of universities teachers have technical skills of digital technologies, a large number of university teachers are of the view that they perform well through digital technologies, most of the university teachers develop professional skills among students through latest digital technologies, most of university teachers teach effectively through latest information & communication technologies especially they prefer multimedia/ projector in the classroom.

In qualitative data analysis results, presented university teachers performance about operating hardware and its impact on their efficiency. Majority of the teachers were at developing level about operating computers at university level. Majority of university teachers were at developing level about mouse operating expertise, keyboard operating expertise. Majority of university teachers at not-demonstrating level about printer operating expertise and demonstrating level about scanner operating expertise. Majority of university teachers have accomplished level about smart phone operating expertise and at emerging level about project operating expertise at university level.

Second construct variable highlights university teacher's performance about operating software and its impact on their efficiency. The majority of the teachers are at not-demonstrating level toward window installation expertise and at proficient level in operating MS word, that they had expertise in PowerPoint and expertise in MS Excel.

Majority of the university teachers were at proficient level in net surfing, downloading, expertise in operating basic computer and expertise in managing files.

In overall, results indicated the significant impact of latest information & communication technologies on university teacher's motivation, professional skills and performance in teaching and research.

Conclusion

In the light of results and discussion, it is concluded that IT labs are functional, latest computers are available, internet facility is full time available, internet speed is appropriate, IT lab is well equipped with latest technologies in most of the universities, special furniture is available in IT labs of the universities, IT labs fulfill teachers professional needs. In overall, it is concluded that in most the universities latest information & communication technologies are available. The mean score and standard deviation showed inclination towards agree with the research domain. It is further concluded that multimedia improves university teachers' motivation, efficiency, increase teachers pedagogical skills, increase teachers performance, provide online forums for teachers and create enthusiasm among teachers. In overall, university teachers perform effectively through information & communication technologies. It is concluded that university teachers improve their professional and technical skills through digital technologies. The university teachers perform more efficiently through digital technologies and develop professional skills among students through latest information & communication technologies. The university teachers teach effectively through digital technologies and prefer the use of multimedia/projector in classroom. In overall, results indicated the significant role in information & communication technologies on university teacher's motivation, professional skills & performance in teaching.

Recommendations

The major recommendations of study are as follows;

1. The seminars, workshops and conferences should be arranged for faculty members to enhance research culture in higher education systems.
2. Through training may construct believes of university teachers which is first step of motivation towards information & communication technology
3. The online lectures facility should be provided in shape of learning management system or social media platform like zoom, meet, etc.

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Relationship between Thinking Styles and Higher Order Thinking Skills

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Abstract

Thinking styles of students and higher order thinking skills are important aspects of teaching and learning process. The purpose of this study was to investigate the relationship between thinking styles and higher order thinking skills (HOTS) of secondary school students and also to find the gender-wise difference in the nature of this relationship. The population of this study was male and female chemistry students of grade 9 in Tehsil Rawalpindi. Random sampling technique was used to select the sample. The data were obtained using the Convergent and Divergent Test and Achievement Test of Chemistry; developed in the light of Bloom Taxonomy. A quantitative research method was used for collection, interpretation and analysis of data. According to results, the relationship between convergent thinking style and higher order thinking skills of students was negligible. However, the strength of this correlation between divergent thinking style and higher order thinking skills of students is positive. Therefore, the understanding of student's thinking styles can serve as initial guide in developing more effective and conducive teaching and learning environment for mastering higher order thinking skills (HOTS).

Keywords: Thinking Styles, Convergent Thinking, Divergent Thinking, Higher Order Thinking Skills.

Introduction

Thinking skill is a rational process which consists of concept development, applying, analyzing, synthesizing, and evaluating the collected information which is produced by experiences, observations and reflections (Ball & Garton, 2005). The ability of an individual to utilize both of his cognitive and affective domains for receiving and generating information, solving problems, and making decisions is

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known as thinking skill (Hashim & Yaakub, 2004; Muhammad & Hassan, 2005). According to Milvain (2008), the ability to complete a given task is called thinking skill of a person, it is a combination of cognitive processes. Thinking skills have a pivotal role in teaching and learning process because they can affect the capacity, efficiency and pace of learning of a student. Resnick (1987) associated thinking skills of an individual with his learning ability and found that a significant relationship exists between thinking skills and learning process. Human thinking skills have two major categories i.e., lower order thinking skills (LOTS) and higher order thinking skills (HOTS). First three levels of Bloom's taxonomy; remembering, understanding, and applying are lower order thinking skills whereas last three levels of Bloom's taxonomy; analyzing, evaluating, and creating are higher order thinking skills (Moore & Stanley, 2010).

Higher order thinking skills are important aspects of teaching and learning process. According to Kings, Goodson, and Rohani (2013), higher order thinking skills can be defined as the learner's ability of processing information; by using his mental capabilities more than just remembering and understanding it. Whenever a student comes across a new question, unknown problem, uncertain situation or dilemma; higher order thinking skills are the abilities that are activated. Pogrow (2005) mentioned that higher order thinking skills have the ability to enable the student to cope with the challenges of life in a better way and the requirement of educational activities. That's why they are given importance. Higher order thinking skills can be helpful for envisaging the upcoming performance of a student. According to the findings of a study conducted by Phillips (1997), the tasks which required cognitive and metacognitive ability are difficult for the students who are weak in higher order thinking skills. It is expected that students with good higher order thinking skills tend to be more successful in their studies because they have the ability to learn quickly, improve their performance and correct their weaknesses (Yee, Othman, Yunos, Tee, Hassan, & Mohammad, 2011).

In order to learn thinking skills, the ability of perceiving and processing information plays a vital role (Muhammad & Hassan, 2005). Everyone has different ability to perceive and process information (Joseph, 2000; Razak & Azman, 2012). This ability is known as thinking style (Rassool & Rawaf, 2007; Rogers, 2009). According to Ning & Downing (2010), Prashning (2004) and Vincent and Ross (2001), thinking style plays a vital role in creating various ways for the students to improve their thinking skills and enhance their academic achievement.

According to Armstrong (2000), the preferred way of a person to receive and judge the incoming information, to solve the problem, and make decisions is referred as thinking style. Thus the mode of receiving, processing, learning, and responding to a

stimuli is called thinking style. According to Priola, Smith and Armstrong (2004), the preferred and comfortable mode of an individual to process information is known as thinking style of a person; it is not the subject matter of a task rather the way of performing the task. Sternberg (1997) stated that the approach of the person which he uses to perform his routine life tasks and to manage his abilities is called thinking style. According to Sofo (2008), the way a person uses in order to perform his routine life activities and the way of dealing with the situation is defined as the thinking style of the person.

The most common types of thinking styles are convergent and divergent thinking styles. Barnett (1999) argued that individuals basically have two types of thinking styles. Convergent thinkers have concrete thinking. They can easily adapt in new situation. As opposed to them, the divergent thinkers are more comfortable with abstract ideas and concepts. Nezhad (2013) confirmed that convergent thinkers give emphasis to well-known solutions of the problems, they prefer to apply the predetermined methods to new situations and gathering knowledge. In contrast to this, divergent thinkers prefer to produce creative and innovative ideas. They are able to establish unpredicted relationships between the phenomena. Fatt (2000) described the characteristics of convergent and divergent thinkers in such a way that convergent thinking style is rational and diagnostic while the divergent thinking style is creative, dynamic and imaginative. They can solve a problem by multiple solutions.

Many students are good at memorizing but weak in using higher order thinking skills (Yamin, 2007). In exam centered education system, it is not possible to teach higher order thinking skills (Jones, 2010; Mustafa, 2007). Keeping examinations in mind, most of the teachers focus on syllabus coverage and content delivery (Mladenovic, 2001). As a result, the students remain weak in higher order thinking skills (Graham & McKenzie, 1995). Therefore, the understanding of thinking styles of students can be used as an initial guide in order to develop effective teaching and learning environment, to help students in learning higher order thinking skills.

Statement of the Problem

Thinking style plays a vital role in creating various ways for the students to improve their thinking skills and enhance their academic achievement. For this reason, this study aims to identify the thinking styles of the students and determine the relationship between higher order thinking skills and thinking styles. The specific objectives of this study are to: (i) identify the thinking styles of secondary school students; (ii) find the relationship of convergent thinking style and higher order thinking skills of secondary school students; (iii) find the relationship of divergent thinking style and higher order thinking skills of secondary school students; and (iv) determine the

gender-wise relationship between thinking styles and higher order thinking skills of secondary school students.

Methodology

Participants

The population of this study included all Chemistry Students of Grade 9 from Male and Female Secondary Schools of Tehsil Rawalpindi in academic year 2018-2019. Random sampling technique was used to select the chemistry students from male and female secondary schools of Tehsil Rawalpindi. The total number of students selected as sample was 368 students. In which 184 students were boys and 184 students were girls.

Instruments for Research

There were two instruments used in this research.

1-Convergent/Divergent Test:

This test is based on a test developed by Hudson (1966). It was developed and evaluated by Bahar (1999) at the Center of Science Education, University of Glasgow. According to Zamman (2006), this test was used by Bahar (1999), Danili (2004), Hindal (2007) and Bhatti (2013) in their research studies. This test was used by the researchers to separate Convergent and Divergent thinkers. It consisted of six subtests.

The first subtest assessed the ability of the respondent to write as many synonyms of a given word as possible. Three words, i.e., “strong, clear and dark”, were given to the respondent. To facilitate understanding, an example was given in the beginning of the test. Four minutes were given to attempt this test.

The second subtest assessed the ability of the respondent to produce as many sentences as possible that come to mind involving four given words. The sequence of the words was to remain constant while making sentences. The words given were “write, words, long, enough” and “friend, man, year, catch”. Only meaningful sentences received marks. An example was given at the start of the test. Four minutes were given to attempt this test.

The third subtest was a nonverbal test. This test assessed the ability of the respondent to draw diagrams and pictures according to the idea given in question. The words given were “energy, happiness, technology, and silence”. At the start of the test, an example was provided. The time allocated to this test was five minutes.

The fourth subtest assessed the ability of the respondent to think of as many things as possible which are similar in one way or the other. The word “round” was given and the respondent had to write the names of objects that are round in shape. At

the start of the test, an example was provided. The time allocated to this test was two minutes.

The fifth subtest assessed the ability of the respondent to think of as many words as possible which start with the letter G and end at T. the respondent was not allowed to write the names of places or persons. To facilitate understanding, an example was provided at the start of the test. The time allocated to this test was two minutes.

The sixth subtest assessed the ability of the respondent to formulate as many ideas as possible related to a given phrase. The respondent had to write the ideas that came to mind related to the phrase “working in laboratories” that was given in the question. At the start of the test, an example was provided. The time allocated to this test was three minutes.

Every subtest had different time limits and the total time allowed for this test was 20 minutes. For each question, the students were asked to give a maximum number of answers. Every single correct answer received one point. The highest possible score for this test was 130.

To separate the male and female students into convergent, divergent and normal (all-rounder) thinkers, the responses of the students were assessed and formula; which was used by Hudson (1966), Bahar (1999), Zamman (2006), Hindal (2007) and Bhatti (2013); was applied to the results of students in convergent and divergent test.

- The Convergent \leq Mean - 0.25 Std. Deviation
The Convergent \leq 42.58 - 0.25 (11.56)
The Convergent \leq 42.58 - 2.89
The Convergent \leq 39.69
- Normal (all-rounder) = Mean \pm 0.25 Std. Deviation
Normal (all-rounder) = 42.58 \pm 0.25 (11.56)
Normal (all-rounder) = 42.58 \pm 2.89
Normal (all-rounder) = 39.69 - 45.47
- The Divergent \geq Mean + 0.25 Std. Deviation
The Divergent \geq 42.58 + 0.25 (11.56)
The Divergent \geq 42.58 + 2.89
The Divergent \geq 45.47

The students who had scores less than or equal to 39.69 were identified as convergent. The students who had scores between 39.69 and 45.47 were identified as normal (all-rounder) and the students who had scores more than or equal to 45.47 were identified as Divergent.

2-Chemistry Test for Higher Order Thinking Skills:

Chemistry test was constructed from the first five chapters of Chemistry textbook (Punjab Textbook Board, 2018-2019); which were; (a) Fundamentals of Chemistry; (b) Structure of Atoms; (c) Periodic Table and Periodicity of Properties; (d) Structure of Molecules; and (e) Physical states of Matter.

The researcher followed the higher thinking skill levels of cognitive domain of Revised Bloom's taxonomy of educational objectives (2001) for the construction of test items in order to measure the skills of the students in analyzing, evaluating, and creating. Test consisted of Short- Answer Questions.

Validity and Reliability

Bahar (1999), Danili (2004), Zamman (2006), Hindal (2007) and Bhatti (2013) have all made productive use of the convergent and divergent tests that's why no need was felt to further validate convergent and divergent test. A panel of veteran teachers carefully examined the chemistry test to examine its content validity and minor adjustments in the test were made to improve its content validity. Reliability was ensured after pilot study in two secondary schools. Cronbach's alpha coefficient was used to calculate reliability of chemistry test. The alpha coefficient was 0.81. That's why the test was considered acceptably reliable and was taken to schools for data collection from students.

Procedure

With the permission of District Education Officer, District Rawalpindi and school administration, the researcher conducted a survey in eight selected secondary schools, with four being schools for girls and four being schools for boys. The Convergent and Divergent Test and Chemistry Test for Higher Order Thinking Skills were administered and the responses of students in both tests were recorded.

Results

The frequencies of the students in each thinking style category are as follows: 142 Convergents, 144 Divergents and 82 all-rounders. Among the 184 male students, the frequencies of males in each thinking style category and their respective percentages of the male subsample are as follows: 92 Convergents (50%), 50 Divergents (27.17%) and 42 All-rounders (22.82%). Among the 184 female participants, the frequencies of females in each thinking style category and their respective percentages of the male subsample are as follows: 50 Convergents (27.17%), 94 Divergents (51.08), and 40 All-rounders (21.74%). The present study focused on the convergent and divergent thinking styles, therefore, all-rounders were not taken into consideration.

A Pearson product-moment correlation coefficient was computed to find the relationship between convergent and divergent thinking style and higher order thinking skills of students. According to Table 1, it is found that there is a weak positive correlation between convergent thinking style and higher order thinking skills of whole sample, at the significance level of 0.01, $r = 0.194$, $N = 142$, $p = 0.021$. According to Table 2, it is found that there is a moderate positive correlation between divergent thinking style and higher order thinking skills of whole sample, at the significance level of 0.01, $r = 0.335$, $N = 144$, $p = 0.001$.

According to Table 3, it is found that there is a weak positive correlation between convergent thinking style and higher order thinking skills of male students, at the significance level of 0.01, $r = 0.095$, $N = 92$, $p = 0.370$. According to Table 4, it is found that there is a moderate positive correlation between divergent thinking style and higher order thinking skills of male students, at the significance level of 0.01, $r = 0.413$, $N = 50$, $p = 0.003$.

According to Table 5, it is found that there is a weak positive correlation between convergent thinking style and higher order thinking skills of female students, at the significance level of 0.01, $r = 0.214$, $N = 50$, $p = 0.135$. According to Table 6, it is found that there is a moderate positive correlation between divergent thinking style and higher order thinking skills of female students, at the significance level of 0.01, $r = 0.311$, $N = 94$, $p = 0.002$.

Discussion

Majority of male students are convergent thinkers and majority of female students are divergent thinkers. There is a positive correlation between convergent thinking style and higher order thinking skills of whole sample. Similarly, there is a positive correlation between divergent thinking style and higher order thinking skills of whole sample. But the strength of the relationship between convergent thinking style and higher order thinking skills of the whole sample is weak whereas strength of the relationship between divergent thinking style and higher order thinking skills of whole sample is moderate.

There is a positive correlation between convergent thinking style and higher order thinking skills of male students. Similarly there is a positive correlation between divergent thinking style and higher order thinking skills of male students. But the strength of the relationship between convergent thinking style and higher order thinking skills of the male students is weak whereas strength of the relationship between divergent thinking style and higher order thinking skills of male students is moderate.

There is a positive correlation between convergent thinking style and higher order thinking skills of female students. Similarly, there is a positive correlation

between divergent thinking style and higher order thinking skills of female students. But the strength of the relationship between convergent thinking style and higher order thinking skills of the female students is weak whereas strength of the relationship between divergent thinking style and higher order thinking skills of female students is moderate.

Results reveal that a positive relationship exists between thinking styles and higher order thinking skills. According to previous researches, thinking style plays a vital role in creating various ways for the students to improve their thinking skills and enhance their academic achievement (Ning & Downing, 2010; Prashning, 2004; Vincent & Ross, 2001). An individual can perform well in every field if he has the understanding of his potentials and weak points (Tan & Samyudia, 2009; Zulfa, 2006; Dunn & Griggs, 1993). According to Emamipour and Esfandabad (2010) and Tapsir, Rahman, Saat, Wahab, Boon, Ahmad, & Mahmood (2010), students should be introduced to thinking skills and thinking styles in order to produce an effective and fruitful learning environment for them.

Conclusions

This study studies the relationship between thinking styles and higher order thinking skills, keeping in mind the importance of both variables in teaching and learning process. The results revealed that majority of male students were convergent thinkers and majority of female students were divergent thinkers. Moreover, thinking styles had weak relationship with higher order thinking skills. Thus, it is suggested that future studies should be conducted to determine the relationship of other factors to higher order thinking skills because there are many independent variables whose effect and relationship to higher order thinking skills is not yet studied.

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Annexures

Table 1: Relationship between convergent thinking style and higher order thinking skills (HOTS) of whole sample:

Variables	N	Mean	Correlation coefficient	Level of significance
Scores in Con/Div. test	142	31.11	0.194	0.021
Scores in HOTS	142	6.94		

Note: $\alpha=0.01$

Table 2: Relationship between divergent thinking style and higher order thinking skills (HOTS) of whole sample:

Variables	N	Mean	Correlation coefficient	Level of significance
Scores in Con/Div. test	144	54.20	0.335	0.001
Scores in HOTS	144	18.10		

Note: $\alpha=0.01$

Table 3: Relationship between convergent thinking style and higher order thinking skills (HOTS) of male students:

Variables	N	Mean	Correlation coefficient	Level of Significance
Scores in Con/Div. test	92	29.73	0.095	0.370
Scores in HOTS	92	5.64		

Note: $\alpha=0.01$

Table 4: Relationship between divergent thinking style and higher order thinking skills (HOTS) of male students:

Variables	N	Mean	Correlation coefficient	Level of Significance
Scores in Con/Div. test	50	53.70	0.413	0.003
Scores in HOTS	50	16.90		

Note: $\alpha=0.01$

Table 5: Relationship between convergent thinking style and higher order thinking skills (HOTS) of female students:

Variables	N	Mean	Correlation coefficient	Level of Significance
Scores in Con/Div. test	50	33.66	0.214	0.135
Scores in HOTS	50	9.30		

Note: $\alpha=0.01$

Table 6: Relationship between divergent thinking style and higher order thinking skills (HOTS) of female students:

Variables	N	Mean	Correlation coefficient	Level of Significance
Scores in Con/Div. test	94	54.47	0.311	0.002
Scores in HOTS	94	18.74		

Note: $\alpha=0.01$

Impact of Self-Efficacy on Job Stress in Teachers: The Role of Marital Status

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Abstract

The present study was carried out to examine the impact of self-efficacy on job stress in teachers besides finding out the differences on self-efficacy and job stress in terms of marital status. The sample of the study was consisted of (N = 203) teachers (married = 115 and unmarried = 88). Teacher's self-efficacy scale and job stress scale were used for data collection through purposive sampling technique. Linear regression analysis revealed that teacher's self-efficacy was the significant negative predictor of job stress. Results further demonstrated that unmarried teachers scored significantly higher on job stress, whereas non-significant differences were found on self-efficacy regarding marital status. Findings of this study showed that teachers' job stress can be reduced though building up skills in them to monitor their stress levels. Certain limitations of the current study have also been discussed.

Keywords: Self-efficacy, job stress, marital status, teachers.

Introduction

Self-efficacy has been conceived as persons' beliefs about their abilities to successfully accomplish anything in a specific way. It is now widely being treated as domain specific construct among researchers. Most of the researches support that self-efficacy have more effect in the fields of education, well-being, sports, and business in regards of human success (Bandura, 1997). As well as other psychological resources Self-efficacy beliefs are also supposed as mediators for our behavior, specifically in behavior variation. Bandura demonstrate the concept of self-efficacy as, an individual's competency to establish and accomplish that lead a person toward particular fulfillment.

The profession of teaching is considered to be the one of extremely stressful professions (Johnson et al., 2005; Newberry & Allsop, 2017). In many countries, teacher report great levels of stress (Chaplain, 2008; Johnson & Birkeland, 2003; Skaalvik & Skaalvik, 2015). But role of self-efficacy beliefs is significant in managing

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job stress in teachers. Point of conspiracy between researchers and practitioners about impact of self-efficacy in teaching and learning raised but researches gave pragmatic proof about the efficiency of self-efficacy. In addition it proved that teacher's self-efficacy related with determination and in encountering complications (Podell & Soodak, 1993). Strong relationship between self-efficacy beliefs and academic routine results into optimistic teacher behavior, professional obligation, sincerity to new methods in teaching, and using positive teacher-based approaches to deal with learner difficulties (Woolfolk, Rosoff, & Hoy, 1990; Martin & Marsh, 2006; Skaalvik & Skaalvik, 2004). Self-regulated education can be emerged through association of self-efficacy beliefs and academic performance. It was concluded that self-efficacy beliefs provide directive motivation (Maehr & Pintrich, 1997; Hackett, 1995; Pajares, 1996).

Teachers with a greater sense of self-efficacy are more enthusiastic to try new teaching strategies, exhibit superior levels of planning and organizing tasks, apply innovative teaching approaches with their students, and have vivacious aims with excessive ambitions (Aldridge & Fraser, 2016). Teachers' qualities play a significant role in influencing their personal attitudes, temperament, goal setting, achievement and failure. Likewise, the situational factors such as indirect and mastery experience, pedagogies and verbal persuasion are employed to teach specific contents (Shaukat, Sharma & Furlonger, 2013). Most of the teachers seek personal gratification in their work regardless of reports of high levels of teachers' job stress (Chaplain, 2008; Schwarzer & Hallum, 2008). Level of job performance is more related with Job satisfaction, job satisfaction is feeling of accomplishment arise from day-to-day work activities (Judge, Thoresen, Bono, & Patton, 2001). Caprara (2003) found self-efficacy as a central funder to teachers' job satisfaction and said that job satisfaction is a conclusive element which influence teachers' attitudes.

Many teachers reported good school environment, helpful colleagues also improve nature of day-to-day classroom actions and lead towards career fulfilment (Cockburn & Haydn, 2004). On the other hand frustrated teachers are more likely to leave their profession because they have less commitment with their work show lesser feeling of accomplishment (Evans, 2001; Ingersoll, 2001). Liu and Ramsey (2008) found that insufficient time for preparation, unfortunate work circumstances and heavy teaching workload cause stress in and effect teachers' job satisfaction.

When stress inflated in them it results in worse self-efficacy, ineffective teacher-pupil rapport and lesser level of effectiveness (Abel & Sewell, 1999; Kokkinos, 2007). So stress supposed to be the experience of undesirable emotions resulting from a teacher's work (Kyriacou, 2001; Betoret, 2006; Schwarzer & Hallum, 2008; & Skaalvik, 2007). In absence of stress teachers can get satisfaction from work, but in

reciprocal to it cause role uncertainty, less freedom, less achievements, low satisfaction and conflict with students and colleagues (Greenglass & Burke, 2003). Research was done on great stress professions, teaching was also included and results of one-quarter of teachers recording showed that teaching is a very stressful job (Kyriacou, 2001).

Some preceding hypothesized studies stated that teachers' job stress as a one-dimensional construct (e.g. Schwarzer & Hallum, 2008), whereas other studies revealed that classroom features, work overload and insufficient time for preparation leads to teachers' job stress (Boyle, Borg, Falzon, & Baglioni, 1995).

Teachers who gain stress from multiple sources, most of the time show negative reactions such as burnout and turnover. Like as emotional exhaustion, depersonalization, and reduced personal accomplishment and exit from the teaching vocation. All these patterns of reaction leave worse effect on their health and occupation (Betoret, 2006; Jepson & Forrest, 2006).

Rationale

Teachers are backbone of every society and recognized as the builders of nation by various facets of life. Public school teacher are frequently found complaining about low salaries and exhaustive work routine. This situation has become more aggravated in private sector where teachers have not only to fulfil the responsibility of teaching but also to perform many extra responsibilities for which they are neither paid nor recognized generously by the administration. Despite its vital role recognition in society school teaching in Pakistan is one of the lowest paid and stressful professions. Teacher's responsibilities, hectic routine, low salaries as compare to inflation curve, and lack of facilities at workplace tend to pose high levels of stress among teachers. But individuals with more professional skills and with more confidence in their abilities can manage the levels of stress and demandingness of profession. Only those teachers successfully cope with their job related stress who develop higher level confidence and strong belief to perform effectively in their profession i.e. teachers self-efficacy.

Marital status is also one of the key factors that is surmised to influence teacher's self-efficacy and job stress. Usually life partners are much supportive and thus become the source that help to relive stress and instill confidence within spouse at the same time. The aim of current study is to assess how job stress is affected by self-efficacy of teachers. There is a huge body of research that validates the stressful nature of teaching profession (Chaplain, 2008; Johnson & Birkeland, 2003; Skaalvik & Skaalvik, 2015), but most of the researches conducted on teachers' stress have been conducted on teachers' self-efficacy in relation with job satisfaction ((Caprara et al., 2003; Chen, Goddard & Casper, 2004; Skaalvik & Skaalvik, 2007. Main objective of the current study is to examine impact of teachers' self-efficacy on job stress among

teachers. Moreover, differences in teachers' self-efficacy and job stress were studied in relation to marital status. In order to achieve objective of current study following hypotheses have been formulated:

Hypotheses

1. Teachers' self-efficacy would be a significant negative predictor of job stress.
2. There would be significant differences in job stress and teacher's self-efficacy between married and unmarried teachers.

Method

Participants

Participants of the study were ($N = 203$) female teachers from different public and private sector schools of Sargodha region. Sample was further divided into married teachers ($n = 115$) and unmarried teachers ($n = 88$). Participants were selected through purposive sampling. Age range was between 20-60 years ($M = 36.4$; $S.D = 4.96$).

Instruments

In current study Teacher Self-Efficacy Scale was used to measure the construct. It was developed by Friedman and Kass (2002). The scale consisted on 33 item and has 6 point Likert type response format ranged from 1 (never) through 6 (always). Cronbach's alpha reliability coefficients reported by authors ranged from .88 to .90 for school context (organizational efficacy dimension). The job stress scale used in current study was developed by Parker and DeCotiis (1983). It comprised on 13-item and Likert type with 1-5 response options, 1 is for strongest agreement and 5 is for strongest disagreement. This scale is used regularly to assess job stress and has good reliability and validity. Its Cronbach's alpha reliability is .81.

Procedure

Participants of the study were female teachers and was selected from public and private schools of Sargodha. Sample was consist of female teachers. Age range was 20-60 years. Institutional approval was taken for data collection. A written informed consent was taken from each participant after assuring confidentiality of data provided by them. Scales were administered to each participant, and instructions about each scale were explained. Participants were requested to share their real information. After administration of scales, teachers were thanked for their cooperation. Data was analyzed using IBM SPSS Statistics 22.

Results

Inter-variable correlation, reliability, means and standard deviations for the Self-efficacy, and Job Stress scales ensured that the scales are culturally free instrument

and appropriate for Pakistani population. Moreover linear regression analysis was computed for hypothesis testing.

Table 1: Correlation matrix, Alpha Reliabilities, Mean, Standard Deviation of all the Variables Used in the Study and Linear Regression Analysis for Self-efficacy Predicting Job Stress (N = 203).

Variables	SE	JS	A	M	SD	Predictor Variable	β	ΔR^2	F (Model)
SE	--	-.36**	.86	32.65	5.28	Self-efficacy	-.36	.13	20.66***
JS	--	--	.74	41.43	5.86				

Note. SE = Self-efficacy; JS = Job stress.

** $p < .01$. *** $p < .001$.

Table 1 showed means, standard deviations and internal consistency index (alpha coefficient) for all the scales. The Table indicated that all the scales and sub-scales achieved satisfactory alpha level. Table described that significant inverse relationship exists ($r = -.36$) between self-efficacy and job stress.

Table 1 also demonstrated results of linear regression analysis to predict job stress from self-efficacy. The whole model was significant at $\{F = (1, 202) 26.66, p < .001\}$. Results suggested self-efficacy as a strong predictor of job stress showing the beta value ($\beta = -.36, t = 4.55, p < .01$).

Table 2: Comparison of Married and Unmarried females on Self-efficacy and Job Stress (N = 203)

Variables	Married (n = 115)		Unmarried (n = 88)		t(201)	95% CI		Cohen's d
	M	SD	M	SD		LL	UL	
Job Stress	18.71	6.18	20.83	5.60	2.03**	-	-.05	-.359
Self-efficacy	32.36	6.73	32.79	4.48	.46	-	1.46	-.075

** $p < .01$.

Results in Table 2 showed the mean marital status differences on job stress and self-efficacy. The mean difference is found to be significant on job stress $\{t(201) = 2.03, p$

< .01}. It implies that unmarried females experience more job stress as compared to married ones. Results also depicted non-significant mean marital status differences on self-efficacy.

Discussion

This study aimed at exploring the impact of teachers' self-efficacy on job stress among female teachers. Additionally, differences in job stress and teachers' self-efficacy were studied with reference to marital status.

Results of the present study revealed that teacher's self-efficacy would be the important predictor of job stress. Linear regression analysis shows that self-efficacy is significant negative predictor of job stress (see Table 1). Thus our current hypothesis was supported. There are strong relationship between Stress and self-efficacy so there might be another explanation for findings of present study. Researches depicted that in the case of different demands from environment, psychological resources or personal beliefs help the employees to compete with them.

It support them to take situation as a challenge and confidently cope with it. Employees used an effective coping strategy to manage the stressful circumstances. Thus Self-efficacy work as mediator and balanced out between external stressors and psychological stress (Bandura, 1995). Abraham (2012) reported self-efficacy as inverse predictor of job stress among nursing staff. Many researches support this relationship as high self-efficacy facilitates self-control and enhance one's confidence. So person can easily compete job related stressful conditions. But there are present huge volume of studies that explored high levels of self-efficacy decrease people's capabilities to cope with stressful circumstances (Mills & Harry, 2008).

Schwarzer and Hallum (2008) studied an impact teacher's self-efficacy on job stress in the teaching domain. Results of their study were consistent as are in current study. The similar findings also exposed from researches of Zajacova Lynch and Espenshade (2005), they were studied effect of self-efficacy on job stress in completing academic tasks. All these findings support results of present research to prove that self-efficacy and job stress are empirically holding a negative relationship.

Another primary purpose of this study was to compare difference on job stress and self-efficacy concerning marital status. As we explained above unmarried individuals experience high stress related to their jobs (see Table 2). But this pattern was equal for both married and unmarried if they are facing diverse social scenario. At that point difference is also present in handling and minimizing the stressful effect, married individuals get social and moral support from spouse and family that help them to effectively overcome the problems.

Malik (2002) found that social support increase one's coping effort to lessen the stress response and give them confidence to deal efficiently with both the practical and emotional consequences of the event. In another study, supervisory support was found to be negatively related to stress (Verhaeghe, Vlerick, De Backer, Van Maele & Gemmel, 2008).

Another objective of the current study was also to explore the role of self-efficacy and marital status in job stress among school teachers of public sector. The findings of the present study revealed theoretically meaningful relationship between both variables through this anyone understand nature of one's general self-efficacy that may influence one's job stress. Existing literature also proved that position of anyone in social situation influence one's self efficacy and stress level due to difference in social support.

People who are not married and live alone are less likely to receive social support than people who are married (Dalgard, 2007). Current study's results depict that marital status might not be among the key factors making difference on their self-efficacy. Our findings are in same pattern of Buck, Poole, & Mendelson (2010) who found non-significant relationship between marital status and self-efficacy. The difference might be due to some other factors e.g. competence, age, sex. Teachers having these supports are more resilient in problematic situation, have tendency to solve it and also learn from their experience (Bangs & Frost, 2012).

Conclusions and Suggestions

Findings of present study exposed that teachers' self-efficacy is negatively correlated with job related stress. Whereas stress level were high in unmarried teachers but level of self-efficacy was not effected by marital status. High self-efficacy effect teachers' psychological well-being, empathy, motivation, effectiveness of teaching method and consequently can enhance students' academic achievement Findings of current study can be applied in a way that teachers' job stress can be reduced though building up skills in them to monitor their stress levels.

The teachers studied in this research were restricted to public sector only. In addition, more researches are needed to compare self-efficacy in different institutional settings such as private and public. Furthermore, each teacher possesses certain unique demographic characteristics and skills so it is not fair to judge a teacher based on only one of his/her aspects, as it was done in present study. Current study was based on self-reporting measures only. For further studies it is recommended that, use multimethod approach to measure objective performance.

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Academic Writing Challenges of EFL Learners and Teachers' Proficiency in Pakistani Higher Education

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Abstract

This mixed methods research study is aimed at exploring the challenges of academic writing faced by EFL learners and teachers' proficiency at higher education of Pakistan. Explanatory sequential design has been used for collection of data. Survey technique was employed to collect quantitative data from 19 EFL learners enrolled for MA TEFL in a public sector university of Pakistan. Qualitative data was collected through content focused synthesis of online documents available at official websites of Higher Education Commission (HEC) of Pakistan and a newspaper. The study found salient academic writing challenges of EFL learners: (1) references and citations (2) cohesion and coherence (3) choosing a worthwhile topic (4) language usage and (5) others. However, the proficiency level of teachers found as: (1) loopholes in selection criteria of teachers (2) lack of pedagogical and analytical skills and (3) incompatibility of curriculum. The study recommends revision of teachers' selection criteria and syllabus of English language.

Keywords: Academic writing; English as Foreign Language (EFL); Higher Education Commission (HEC); Error Analysis.

Introduction

Language is the reflection of mental images through speech and writing. Listening, speaking, reading and writing skills are the natural order of first language acquisition. These language skills are paired under acquisition (listening and speaking) and learning (reading and writing) categories. The acquisition process is outcome of natural setting. However, L2 learning is a conscious process and mostly takes place in classrooms. Vygotsky (1978) elaborates that from the onset, foreign language acquisition is based on cognizant and methodical process. The linguists and academicians should have the insight to consider the relation of speech and inner speech parallel to written language and inner speech. Hence, in L2 learning, the distance of abstract and real inner speech affects the ability of L2 learner as in writing

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inner speech should completely respond to the situation for intelligibility. Thus writing needs more skill set as compared to other three language skills to minimize the academic writing challenge for the foreign language learners.

According to Abukhattala (2013), learning is preferred to acquisition of language in most of the foreign language classrooms. After imparting new structure of target language, students are supposed to give correct output in terms of grammar and content. Subsequently, learners are assessed on their structural and functional competence and are forced to practice for written examinations.

Academic writing is a vulnerable area in EFL learning which poses certain challenges to the students. Burke (2010) defines academic writing “an activity, offshoot of the brain”. However, piece of writing is a pen picture of society instead of harnessing individuality. Academic writing is problematic both for non-native and native speakers. According to Fadda (2012), most of the native English speakers face problems in writing for academic purposes at university level. However, the situation aggravates in case of EFL learners. The problems of writing for academic purposes faced by the EFL learners are assumed to be due to their multilingual and cultural backgrounds.

Pakistan is a multilingual society of almost 75 regional languages with Urdu as national and official language of the country after the Supreme Court of Pakistan’s verdict in September 2015. Moreover, Punjabi, Sindhi, Pashto and Balochi languages are spoken in different regions of the country. Pakistan remained British colony from 1857 to 1947. Hence, English being the language of former rulers is learned as foreign language for job placement, competitive examinations, prestige and education at schools, colleges and universities. The examination system in Pakistan is mainly based on writing but most of the EFL learners could not master this skill even investing 16 to 18 year for education. The students doing research degrees take months in finalizing their topic and years in writing thesis. The role of teachers and their proficiency is directly linked with the academic writing of EFL learners. Khan (2011) is of the view that TEFL is a challenging task in the non-native settings. The teachers’ proficiency may lack due to loop holes in selection criteria, error analysis, EFL skills and incompatible syllabus. Policy makers, stake holders, teachers’ recruiting agencies, researchers and teachers should join hands to work for viable solution of academic writing challenges of EFL learners.

In 2004, HEC Pakistan launched the first ever English language teachers’ training program with a futuristic vision of 2020 (available online at <http://hec.gov.pk/english/services/faculty/ELTR/Pages/Introduction.aspx>) to improve the quality of teaching and learning of English Language in the country. In first phase, 1398 teachers were trained up to 2016 and 1400 teachers will be trained till 2020. The

project has envisaged integration of modern day computer technology and knowledge sharing by international experts to enhance the linguistic proficiency and pedagogical skills of the faculty. But the situation at both teaching and learning ends still needs improvement in the field of academic writing.

Research Objectives

The study will have following objectives:

- Exploring the major academic challenges of EFL learners in Pakistani higher education.
- Gauging the competency of teachers at higher education in Pakistan for their potential to impart quality academic writing skills to EFL learners.
- Putting forth viable recommendations for improvement of academic writing skills of EFL learners by revising the faculty hiring policies and syllabus.

Significance of Study

The study is a novel addition in the research repertoire on the topic of academic writing problems of EFL learners and teachers' proficiency to handle this issue. The study has proposed a new model for data collection and analysis to gauge the proficiency of teachers at higher education. The study will prove a beacon for the Federal and Provincial Public Service Commissions to revise their paper pattern to assess the academic writing skills of potent teachers at Pakistani higher education. It will open up new vistas for the researchers, policy makers and teachers' recruiting agencies at higher education level in Pakistan to chalk out viable policies to improve the academic writing skill of EFL learners. The study will also be equally beneficial to be applied at college and school wings to brush up the academic writing skills of learners and competency of teachers at an early stage and prepare them for futuristic endeavors to bring them at par with international standards.

Research Questions

Following two research questions have been set for the twofold purpose of exploring the academic writing challenges of EFL learners on one hand and gauging the proficiency of teachers' to tackle the issue of writing for academic endeavors in Pakistani higher education:

- What are the major academic writing challenges faced by EFL learners in Pakistan?
- How far teachers are proficient to deal with the academic writing challenges of EFL learners at college and university level in Pakistan?

Literature Review

Teaching-learning of English as foreign or second language poses certain challenges both for learners and teachers. In the succeeding sections, past literature has been reviewed to find out the problems of writing for academic purposes faced by EFL learners and proficiency of teachers to tackle this issue at college and university level in Pakistan:

Academic Writing Challenges for EFL learners

Writing for academic purposes is an integral part of language proficiency for the EFL learners in non-native English speaking countries. Rao (2007) explored two important areas for academic writing of EFL learners: first, academic writing inculcates motivation among learners to brainstorm, logically sequence their thoughts, make gist of ideas, assess and evaluate. Second, academic writing boosts the learning process which results in better understanding of English language.

As academic writing is learnt in classroom settings, hence EFL learners are the architects of this skill. Standard academic writing is expected from the students on the basis of grammatical rules and structures they learn in classroom. Yugianingrum (2010) has proposed following four salient features of academic writing:

- A central figure for expression and uplift of the community.
- Authors should explore the topics of worth importance and insight.
- The aesthetic pleasure of the readers should be targeted through written text.
- The community is responsible to make available the appropriate resources to the writers to structure their writing.

Teachers are the best judges to monitor and measure the learners' challenges of academic writing. Al-Shabanah and Maher (2005) pointed out that teachers were regularly of the opinion that non-native speakers of English lack the requisite skills for academic writing. The major sub skills are paraphrasing, making sketch of draft, and summarising. Hence, EFL learners face numerous challenges in academic writing. Can (2009) has explored that students face difficulty to revisit their own drafts due to self-reliance in academic writing.

Giridharan (2012) in a case study identified the gaps in academic writing of EFL learners. The study suggests aptitude, preparation, regular writing tasks and self-assessment as criterion for the academic writing. The author found that vulnerability of academic writing of EFL learners at university level was proportionate to the summative performance of the students. Despite the fact that most of the EFL learners at higher education level had the basic knowledge of grammatical rules, however, at times they failed to produce acceptable academic writing. He further supported the idea that most of the students were even indifferent to their proficiency of academic writing. The study

found that most of the students wrote for pleasure, shared drafts with their class fellows for feedback, and were aware of the referencing and available resources. However, many learners were even not in a position to assess their own work.

Sajid and Siddiqui (2015) in a study conducted on challenges and causes of writing for academic purposes of Pakistani EFL learners as enumerated below:

- The downfall of the early education hampers the academic writing skill of EFL learners.
- Another challenge for Pakistani universities is multidimensional educational background of learners, i.e., public sector Urdu and private sector English medium of instructions. Hence, students face great difficulty to adjust the environment where prerequisite is writing.
- Pakistani EFL learners with poor vocabulary focus on the length of the text instead the content and expression, lacking the academic writing skills.

Proficiency of Teachers at Higher Education Level to tackle Academic Writing Challenges of EFL Learners

The writing weaknesses of EFL learners are directly linked with the proficiency of the teachers. In classroom, teacher plays a role of trainer and monitor. The more the teacher is competent, the more the learners' output will be in upward direction. It is said that a book is a dead teacher but a teacher is a living book. However, the proficiency of teachers is linked with many aspects, i.e., curriculum, error analysis skills, selection criteria and classroom environment. Arkoudis and Tran (2010) found that teachers at higher education level faced problems to play their role for guiding EFL learners for academic writing. The lecturers acknowledged that providing assistance to the students was mandatory, however, they themselves were unclear about the required guidance.

Apart from providing assistance to EFL learners, teachers' role as evaluators is also an important factor. Richards et., al. (1992) have explained that the purpose of studying errors was: (1) to identify approaches used by students in EFL learning, (2) to sift out the reasons of learners' errors and (3) to gather information on common challenges of EFL learners to devise teaching methodologies. Khansir (2012) in a study asserted that error analysis played a vital role in pointing out the learner's errors to formulate counteractive methods, develop and design textbooks for EFL learners in a hierarchy that the complex items should follow the easier ones and devise pedagogical skills for learning of first and second languages.

Sajid and Siddiqui (2015) in a study encompassing challenges of EFL learners and role of teachers in Pakistani universities highlighted that most of the English language teachers selected for schools or higher level education either do not possess the appropriate qualifications in the field of applied linguistics or not equipped with the

present day pedagogical skills of language teaching, particularly, academic writing skills. In addition to above, the authors also explored that although Information Technology (IT) and Audio Visual Aids (AV Aids) were available in Pakistani universities' classrooms but were not utilised regularly due to lack of teachers training in handling those tools. Moreover, due to hectic schedule, teachers at higher education in Pakistan do not find time to chalk out exercises which may enhance their own language and writing proficiency.

The above review has revealed that most of the literature is focused on challenges of EFL learners. The researchers have mostly used the essay writing as the main source of data collection for exploring the issues of academic writing faced by EFL learners. Moreover, Pakistan, there is a dearth of research on the teachers' expertise to tackle the challenges of academic writing. This gap of research on the topic is worth exploring. This study will not only fill the research gap but will be a vanguard for policy makers, recruiting agencies and teachers. Moreover, it will provide a novel technique of data collection to gauge the proficiency of EFL teachers at college and universities level in Pakistan. This study will prove to be a beacon for Pakistan and other countries for preparing trained and skilled EFL teachers.

Methodology

Research Design

The study has used the mixed methods approach and explanatory sequential design for data collection and analysis. Creswell (2011) elaborates that in explanatory sequential design, quantitative and qualitative data is collected sequentially in two phases (also called a two-phased model) to merge the results. In this design, first quantitative data is collected followed by qualitative data to augment the quantitative results.

A combination of survey and content-focused synthesis was used respectively to collect data in two phases to answer both the research questions. Survey technique was used to collect data regarding challenges of EFL learners in academic writing. However, lack of research literature on the qualifications, selection criteria, and error analysis skills of teachers at higher education level warranted to use content-focused synthesis to gauge the proficiency of teachers. Majchrzak (1984) is of the view that content-focused synthesis is analysis of information regardless of the data types.

Population

All public and private sector universities and colleges' English teachers and EFL learners under the auspicious of HEC Pakistan and Provincial Higher Education Departments are the population for this study. Moreover, all the policies of HEC and

Provincial Public Service Commission governing faculty hiring and syllabus designing for English degree programs are also the population of this study. The targeted population aptly serves the purpose and objective of the study. And the sample selected out of the above population will provide genuine information for findings and recommendations.

Sample and Demographics

19 EFL learners of MA TEFL enrolled for 3rd semester in a regional campus of a public sector university in Lahore, Pakistan were sampled through purposive sampling. According to Cohen, Manion, and Morrison (2007), purposive sampling provides flexibility to the researcher to select the participants fulfilling the prerequisites of the study. Purposive sampling technique has been employed for this to tap the appropriate population to address the research questions. For instance the EFL learners of MA TEFL program in a public sector university have been selected as sample as the degree requires thesis writing. And majority of the students leave the program mid-way just for the fear of thesis writing and lack of guidance at the part of supervisors. Hence, this sample will give both academic writing problems of EFL learners and teachers proficiency. Moreover, the faculty hiring criteria and of HEC and Provincial Public Service Commissions' procedure of MCQ type paper for recruitment of teachers at higher education level have been sampled purposively to find out the loop holes and suggest remedial measures. This multifaceted and multilayered sample set has been selected to address the issue from different angles and compile comprehensive results. Demographical characteristics of the 19 EFL learners for academic writing challenges are shown in Table 1 below:

Table 1: *Demographics of the participants*

Number of participants	19
Males	8
Females	11
Program of study	MA TEFL (Teaching of English as a Foreign Language)
Age Group	20 – 40 Years
Mother Tongue	11 Punjabi and 8 Urdu speaking
Teaching background	15
Non-teaching background	4

The faculty appointment criteria, available online at official website of HEC Pakistan (<http://www.hec.gov.pk/english/services/universities/QA/Pages/Faculty-Appointment-Criteria.aspx>) has been taken as sample to gauge the teachers'

competency (see appendix A). To further augment the data, selection criteria for appointment of lecturers, assistant professors and professors at higher education department of Punjab through Punjab Public Service Commission, Lahore advertised in newspaper daily The Jang on June 18, 2017 (online available at <https://e.jang.com.pk/06-18-2017/lahore/page13.asp>) has also been selected as sample (see appendix B). Revised Curricula 2017 of English for BS / BA (4-Year) & MS / M. Phil programs (available online at <http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx>) has also been sampled to ascertain the compatibility and availability of courses on academic writing and error analysis.

Instrumentation

A survey questionnaire having three sections was adapted from a study *Academic writing difficulties of EFL learners* by Ali, I, and Al Badi, H. (2015) for collection of quantitative data (see appendix C). The instrument was made compatible to the study by making certain changes. The section one is about the basic demographics of the participants. This section encompasses the gender, age, study program and profession of the participants. Section two is based on 10 likert scale statements to find out the common practices of EFL students for learning writing for academic purposes. This section is designed to sift out the existing practices of the sampled participants regarding academic writing for their assignments and research work. The third section is about academic writing challenges faced by EFL. Major academic writing challenges based on previous studies were listed and participants were given the option to write any other challenge they face but not covered in the list. However, qualitative data was collected from the sampled official websites through content-focused synthesis.

Data Collection

Data was collected sequentially. In first phase, data was collected from 19 participant EFL learners enrolled for MA TEFL in a public sector university of Pakistan with the prior permission of the university authorities. The participants were ensured that their identity would not be disclosed to any unauthorized person or organization. Hence, column of names of participants was not included in the questionnaire. In the second phase, e-documents were retrieved and analyzed online from official website of Higher Education Commission of Pakistan and newspaper daily The Jang which were publicly accessible. However, principles of ethical considerations proposed by Shamoo and Resnik (2009) were followed in true letter and spirit while collection and handling of data.

Results and Findings

Data was analyzed sequentially, first quantitative followed by qualitative data to address both the research questions:

Major Academic Writing Challenges of EFL Learners

The responses of EFL learners showed that they face five major academic writing challenges: (a) *references and citations*, (b) *cohesion and coherence*, (c) *choosing a worthwhile topic*, (d) *language usage* and (e) *others*. These challenges have been summarised in Figure 1 below and further elaborated in succeeding paragraphs:

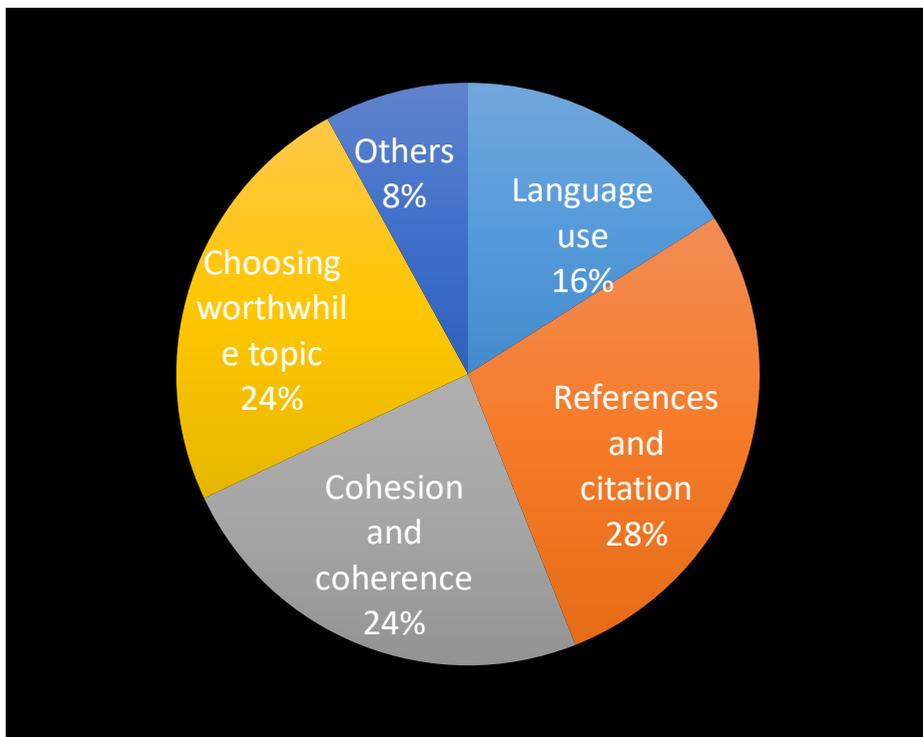


Figure 1: Major academic writing challenges of the participants

References and Citations

According to the responses of the participants, a number of EFL learners face the challenge of using proper references and citations. In the Pakistani context, most of the students face this issue because there is no research based learning up to college level. Wallance, Schirato and Bright (1999) are of the view that lack of awareness and stuffing more than required details give rise to this issue. In Pakistan, there is no significant research and citation assignment at school and college level, hence, the

students entering universities for research based degrees face it difficult to refer and cite properly. This becomes a major challenge for their academic writing at higher education level.

Coherence and Cohesion

Writing is a blend of properly chosen lexical items, meaningful linear construction of words, phrases and sentences to produce coherent paragraphs. According to data, majority of students (n17), take care of coherence and cohesion while writing their academic assignments. However, still EFL learners considered it difficult to be coherent and cohesive in their academic writing. Wenyu and Yang (2008) explored that learners with preplanned outline remain at ease to develop and interface their ideas. The data showed that 89% students of MA TEFL were used to make an outline and sought feedback of peers before going for the final draft of academic writing but the problem of coherence and cohesion still persisted. Moreover, the majority of the participants responded that they proof read their first draft for any correction.

Choosing a Worthwhile Topic

A large number of respondents shared that they followed the set guidelines, consult teachers, brainstorm topics and exchange their ideas with fellows however 24% participants face difficulty in choosing worthwhile and researchable topics. Frank, Haacke and Tente (2003) augment that students mostly remain unaware of the teachers' foresight for tapping the appropriate published literature. It has been observed that most of the students at higher education in Pakistan pursuing thesis based degrees take considerable time just to choose a workable topic. This challenge at times forces the students to continue their research work even after the deadline by paying huge semester fee.

Language Usage

Participants responded that they face difficulty using proper language in academic writing. Use of appropriate language i.e., vocabulary items, ordering the suitable words in their proper position becomes problematic for EFL learners as meanings of the words in target language cannot be mastered without extensive reading. As English is learnt as foreign language in Pakistan, hence, the students face the challenge of proper vocabulary items and even ordering the ideas. The mother tongue interference also hampers to use proper English language for their academic writing.

Others (specified by the participants)

Two respondents shared their academic writing challenges other than those six enumerated in the section 3 of the survey questionnaire. One of the participants shared *lack of access to modern technological resources* and the other indicated *difficulty in*

understanding the question and finding or suggesting relevant material as major academic writing challenges. The classrooms of schools, colleges and even universities in public sector are properly equipped with the latest technology, leaving learners in the lurch to gather appropriate information required for their academic writing.

Proficiency of Teachers to Tackle EFL Learners' Challenges of Academic Writing

Qualitative data collected from online sources was analyzed to gauge the competency of teachers at higher education level in Pakistan as under:

Selection Criteria for Recruitment of English Language Lectures, Assistant and Associate Professors in Pakistan

To ascertain the competency in academic writing and error analysis skills of English language teachers in Pakistan, criteria for hiring of faculty at university level (see appendix A) showed that no special pedagogical or error analysis skills are required for appointment of faculty in universities. To further augment and explore the phenomena, an advertisement of Punjab Public Service Commission, Lahore (Pakistan) published in daily The Jang on 18 June 2017 for recruitment of lecturers, assistant professors and professors (see appendix – B) was also analysed. In this advertisement, no specific teaching certifications were the prerequisites. Only MA, M. Phil and Ph. D degrees were the qualifications required for these posts. Moreover, under *syllabus for written test (if held)* column of the advertisement, it was clearly notified that MCQ (Multiple Choice Question) paper of 100 marks would be conducted to short list the candidates of lecturers and assistant professors for interview. Hence, there was no mention of gauging writing or assessment skills of the candidates to become EFL teachers.

Curriculum for Potent English Language Teachers

Course outlines of BA / BS (4 Year), and MS / M. Phil literature, linguistics programs and recommendations of the curriculum revision committee 2017 were thoroughly examined online to find whether academic writing and error analysis, forte for potent English language teachers are being taught as core or elective courses or not. BA / BS (English) four years program has literature based syllabus. Academic writing course has been included at BS level in fourth semester but error analysis has not been offered as core course to EFL learners being potent teachers. It is worthwhile to mention that academic writing course has been included in the curriculum in 2017 however it was not part of curriculum revised in 2012.

MS / M. Phil (English Literature) program is also full of literature based courses and no courses on academic writing or error analysis have been included in the syllabus.

M. Phil scholars have to write end term research papers and a thesis of 20,000 to 25,000 words but the essential component of writing for academic purposes has not been included in the curriculum. Even in the syllabus of MS / M. Phil Linguistics, the components of academic writing and error analysis are missing.

Limitations of the Study

This study has the limited sample set of a single public sector university in Pakistan. The study conducted with larger sample set from both public and private higher education institutes may come up with different set of findings.

Conclusion

The study has revealed the common practices of Pakistani EEL students encompassing aptitude towards writing tasks, structural competence and self-assessment skills. Moreover, loopholes in the selection criteria of teachers and incompatibility of syllabus at higher education have also been identified.

It is assumed that using mixed methods approach and data collection techniques to examine the experiences of academic writing and data analysis will contribute for development of theories. The recommendations enumerated below will help improve the selection criteria and curriculum policies in Pakistan. Moreover, potent researchers in the field may explore the phenomena from different angles at tertiary level by using the model of this study. Comparative studies of different EFL countries across the continents may put forth valuable findings for improvement of EFL academic writing.

Recommendations

The study recommends the following ways and means for the improvement of academic writing skills of the learners and teachers proficiency:

- References and citations, cohesion and coherence, choosing a worthwhile topic and language usage skills should be imparted to learners by the trained teachers before embarking on academic writing / research projects.
- Revision of curriculum of all English degree programs accommodating academic writing and error analysis as core courses.
- TEFL, ELT and Applied Linguistics degrees / certification instead of B. Ed. and M. Ed degrees should be made mandatory for recruitment of English Language teachers.
- Teachers recruiting agencies to conduct computer based subjective and objective tests like Aptis of British Council and Paper Rater instead of MCQ papers for candidates to assess their academic writing proficiency.

- Establishment of Federal and Provincial Teachers' Training Academies to impart pedagogical training to all newly inducted teachers at higher education level and successfully passed out candidates be allowed to join the hiring universities.

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Appendix A

HEC Faculty Criteria for Pakistani Universities

Disciplines	Eligibility conditions for appointment of faculty in All disciplines excluding Engineering, Information Technology, Computing Sciences, Medical Sciences, Law and Arts & Design (Studio Practice) disciplines in all HEIs/DAIs
Lecturer	
Minimum Qualification	<p>First Class Master's Degree OR equivalent degree awarded after 16 Years of education in the relevant field from an HEC recognised University/Institution with no 3rd division in the academic career.</p> <p>Condition of no 3rd division shall not be applicable in the qualification of appointment as lecturer in Universities or Degree Awarding Institutions provided that the candidate holds a higher degree vis. M.Phil./PhD or equivalent degree with not more than one 3rd division in entire academic career.</p> <p>Furthermore, the candidate with 2nd division in the Master's Degree but holding higher degree i.e. M. Phil/PhD or equivalent degree with 18 years of education may be considered.</p> <p>*First division (1st Division) in Master of Arts in English is relaxed in favor of the second division (2nd Division) as the minimum eligibility condition for appointment of Lecturers in English for Annual System degree holders for a period of five years w.e.f. 24-02-2007.</p>
Experience	Nil
Minimum Number of Publications	Nil
Assistant Professor	
Minimum Qualification	a. PhD in relevant field from HEC recognized University/Institution b. Master's degree (foreign) or M.Phil. (Pakistan) or equivalent degrees awarded after 18 years of education as determined by the HEC in the relevant field from an HEC recognised University /Institution.
Experience	a. No experience required b. 4-years teaching/research experience in an HEC recognized University or a postgraduate Institution or professional experience in the relevant field in a National or International organization
Minimum Number of Publications	Nil

Disciplines	Eligibility conditions for appointment of faculty in All disciplines excluding Engineering, Information Technology, Computing Sciences, Medical Sciences, Law and Arts & Design (Studio Practice) disciplines in all HEIs/DAIs
Associate Professor	
Minimum Qualification	Ph.D. in the relevant field from an HEC recognised University/Institution.
Experience	10-years teaching/research experience in an HEC recognised University or a postgraduate Institution or professional experience in the relevant field in a National or International organisation Note: After 30th June, 2013, at least 4-years Post-PhD level experience in an HEC recognised University or postgraduate institution or professional experience in the relevant field in a National or International organisation will be required
OR	
Minimum Number of Publications	5-years post-PhD teaching/ research experience in an HEC recognised University or a post-graduate Institution or professional experience in the relevant field in a National or International organisation The applicant must have 10 research publications (with at least 4 publications in the last 5 years in the HEC recognized journals).
Disciplines	Eligibility conditions for appointment of faculty in All disciplines excluding Engineering, Information Technology, Computing Sciences, Medical Sciences, Law and Arts & Design (Studio Practice) disciplines in all HEIs/DAIs
Professor	
Minimum Qualification	Ph.D. from an HEC recognised Institution in the relevant field.
Experience	15-years teaching/research experience in HEC recognised University or a post-graduate Institution or professional experience in the relevant field in a National or International organisation. Note: After 30th June, 2013 at least 8 years Post Ph.D. level experience in an HEC recognised university or postgraduate Institution or professional experience in the relevant field in a National or International organisation will be required.
OR	
Minimum Number of Publications	10-years post-Ph.D. teaching/research experience in a recognised University or a post-graduate Institution or professional experience in the relevant field in a National or International organisation. The applicant must have 15 research publications with at least 5 publications in the last 5 years in HEC recognised journals.

Source: <http://www.hec.gov.pk/english/services/universities/QA/Pages/Faculty-Appointment-Criteria.aspx>

Appendix B

Advertisement published in daily The Jang of June 18, 2017 for recruitment of Lecturers, Assistant Professors and Professors in Higher Education Department of the Punjab through Punjab Public Service Commission, Lahore (Pakistan)

PUNJAB PUBLIC SERVICE COMMISSION, LAHORE

ADVERTISEMENT NO.35/2017

APPLY ONLINE (APPLICATION OTHER THAN ON-LINE WILL NOT BE ACCEPTED)

PROFESSOR (MALE & FEMALE) PUNJAB HIGHER EDUCATION DEPARTMENT

PROFESSOR (MALE) (BS-20) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
141	82-B-2017	ENGLISH	04	00	01	05
142	83-B-2017	MATHEMATICS	03	01	00	04
143	84-B-2017	PHYSICS	03	00	01	04
144	85-B-2017	CHEMISTRY	04	00	00	04
145	86-B-2017	ECONOMICS	02	00	00	02
146	87-B-2017	BIOLOGY	03	00	00	03
147	88-B-2017	STATISTICS	03	00	00	03
148	89-B-2017	ZOOLOGY	02	00	00	02
149	10-B-2017	BOTANY	02	00	00	02
150	11-B-2017	URDU	01	00	00	01
151	12-B-2017	ISLAMAT	03	00	00	03
152	13-B-2017	CIVIL/SPCL. SCIENCE	01	00	00	01
153	14-B-2017	COMMERCE	01	00	00	01
154	15-B-2017	HISTORY	01	00	00	01
155	16-B-2017	EDUCATION	01	00	00	01
156	17-B-2017	ARABIC	01	00	00	01
157	18-B-2017	SOCIOLOGY	01	00	00	01
158	19-B-2017	PERSIAN	01	00	00	01
159	20-B-2017	GEOGRAPHY	01	00	00	01
160	21-B-2017	PUNJABI	01	00	00	01
161	22-B-2017	PSYCHOLOGY	01	00	00	01
162	23-B-2017	SOCIAL WORK	01	00	00	01
TOTAL:			39	01	02	42

PROFESSOR (FEMALE) (BS-20) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
163	24-B-2017	ENGLISH	03	00	00	03
164	25-B-2017	PHYSICS	03	00	00	03
165	26-B-2017	CHEMISTRY	03	00	00	03
166	27-B-2017	COMPUTER SCIENCE	02	00	00	02
167	28-B-2017	ECONOMICS	02	00	00	02
168	29-B-2017	MATHEMATICS	03	00	00	03
169	30-B-2017	BIOLOGY	02	00	00	02
170	31-B-2017	STATISTICS	02	00	00	02
171	32-B-2017	BOTANY	01	00	00	01
172	33-B-2017	ZOOLOGY	01	00	00	01
173	34-B-2017	ISLAMAT	01	00	00	01
174	35-B-2017	URDU	01	00	00	01
175	36-B-2017	EDUCATION	01	00	00	01
176	37-B-2017	CIVIL/SPCL. SCIENCE	01	00	00	01
177	38-B-2017	ARABIC	01	00	00	01
178	39-B-2017	HISTORY	01	00	00	01
179	40-B-2017	SOCIOLOGY	01	00	00	01
180	41-B-2017	PUNJABI	01	00	00	01
181	42-B-2017	HOME ECONOMICS	01	00	00	01
TOTAL:			31	00	00	31

QUALIFICATION/EXPERIENCE FOR THE POSTS OF PROFESSOR (MALE & FEMALE)

Ph.D. in the relevant subject with 12 years Graduate/Post-Graduate Teaching / Research Experience in recognized College / University or Professional Experience in the relevant field in a National / International Organization plus six (06) Research Publications as a Principal Author in a Standard Journal recognized by the HEC / a University having Research Facility.

AGE: Male: 35 to 48-05; 53 Years
Female: 35 to 48-08 to 56 Years

GENERATOR, DOMICILE & PLACE OF POSTING: GENDER: Male & Female
DOMICILE: Any District of Province of Punjab.
PLACE OF POSTING: Anywhere in the Punjab.

NOTE-1: One (01) ph.d. only out of the Academic Qualification (Degrees and Details Marks Certificates), Experience Certificate, Research Papers alongwith Recognition proof from HEC, Domicile Certificate, CNIC and Departmental Permission.

NOTE-2: Certificate from Appointing Authority will be required to be submitted alongwith Last Copy of Online Application Form with (05) in the relevant subject.

NOTE-3: First name in the list of Authors of Research Paper shall be considered as the Principal Author (Prin. Auth).

NOTE-4: In case a candidate claims that his/her Qualification is Equivalent to the Prescribed Qualification, he/she will be required to submit equivalence of his/her Qualification issued by the Competent Authority at the time of interview. If a candidate fails to submit Equivalence Certificate issued by the Competent Authority at the time of interview, his/her candidature shall be cancelled.

ASSISTANT PROFESSOR (MALE & FEMALE) PUNJAB HIGHER EDUCATION DEPARTMENT

ASSISTANT PROFESSOR (MALE) (BS-18) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
182	43-B-2017	ENGLISH	39	01	02	42
183	44-B-2017	MATHEMATICS	34	01	02	37
184	45-B-2017	PHYSICS	32	01	02	35
185	46-B-2017	CHEMISTRY	32	01	02	35
186	47-B-2017	COMPUTER SCIENCE	33	01	02	36
187	48-B-2017	ECONOMICS	21	01	01	23
188	49-B-2017	BIOLOGY	21	01	01	23
189	50-B-2017	STATISTICS	21	01	01	23
190	51-B-2017	ZOOLOGY	21	01	01	23
191	52-B-2017	BOTANY	21	01	01	23
192	53-B-2017	URDU	14	00	00	14
193	54-B-2017	ISLAMAT	15	00	00	15
194	55-B-2017	PAKISTAN STUDIES	04	00	00	04
195	56-B-2017	CONVULS. SCIENCE	11	00	00	11
196	57-B-2017	PHYSICAL EDUCATION	09	00	01	10
197	58-B-2017	COMMERCE	09	00	01	10
198	59-B-2017	HISTORY	07	00	00	07
199	60-B-2017	EDUCATION	07	00	00	07
200	61-B-2017	ARABIC	07	00	00	07
201	62-B-2017	SOCIOLOGY	07	00	00	07
202	63-B-2017	PERSIAN	05	00	00	05
203	64-B-2017	GEOGRAPHY	05	00	00	05
204	65-B-2017	PUNJABI	05	00	00	05
205	66-B-2017	PSYCHOLOGY	04	00	00	04
206	67-B-2017	LIBRARY SCIENCE	04	00	00	04
207	68-B-2017	JOURNALISM	04	00	00	04
208	69-B-2017	SOCIAL WORK	02	00	00	02
209	70-B-2017	PHILOSOPHY	02	00	00	02
210	71-B-2017	SARAKI	02	00	00	02
TOTAL:			392	10	19	421

ASSISTANT PROFESSOR (FEMALE) (BS-18) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
211	72-B-2017	ENGLISH	48	02	02	52
212	73-B-2017	PHYSICS	36	00	02	42
213	74-B-2017	CHEMISTRY	39	01	02	42
214	75-B-2017	COMPUTER SCIENCE	38	01	02	41
215	76-B-2017	ECONOMICS	23	00	01	24
216	77-B-2017	MATHEMATICS	38	01	02	42
217	78-B-2017	BIOLOGY	20	01	01	22
218	79-B-2017	STATISTICS	24	01	02	26
219	80-B-2017	BOTANY	20	01	01	22
220	81-B-2017	ZOOLOGY	20	01	01	22
221	82-B-2017	ISLAMAT	13	00	00	13
222	83-B-2017	URDU	14	00	00	14
223	84-B-2017	PAKISTAN STUDIES	05	00	00	05
224	85-B-2017	CONVULS. SCIENCE	08	00	00	08
225	86-B-2017	PHYSICAL EDUCATION	07	00	01	08
226	87-B-2017	COMMERCE	08	00	00	08
227	88-B-2017	PSYCHOLOGY	08	00	00	08
228	89-B-2017	ARABIC	05	00	00	05
229	90-B-2017	PERSIAN	04	00	00	04
230	91-B-2017	HISTORY	05	00	00	05
231	92-B-2017	SOCIOLOGY	05	00	00	05
232	93-B-2017	PUNJABI	05	00	00	05
233	94-B-2017	HOME ECONOMICS	05	00	00	05
234	95-B-2017	GEOGRAPHY	05	00	00	05
235	96-B-2017	LIBRARY SCIENCE	04	00	00	04
236	97-B-2017	COMMERCE	04	00	00	04
237	98-B-2017	SOCIAL WORK	05	00	00	05
238	99-B-2017	JOURNALISM	05	00	00	05
239	100-B-2017	FINE ARTS	03	00	00	03
240	101-B-2017	PHILOSOPHY	03	00	00	03
241	102-B-2017	GEOLOGY	02	00	00	02
242	103-B-2017	SARAKI	02	00	00	02
243	104-B-2017	MUSIC	01	00	00	01
TOTAL:			447	01	08	476

QUALIFICATION/EXPERIENCE FOR THE POSTS OF ASSISTANT PROFESSOR (MALE & FEMALE)

i) Ph. D. in the relevant subject with 02-Years Experience (Teaching / Research) in a College / University, OR
ii) M. Phil. in the relevant subject in a recognized University with 05-Years Teaching / Research Experience in a College/University, OR
iii) Master's Degree at least 2nd Class in the relevant subject from a recognized University with 07-Years Teaching Experience in a College/University in the relevant subject.

AGE: Male: 25 to 35-05 to 40 Years
Female: 25 to 35-08 to 43 Years

GENERATOR, DOMICILE & PLACE OF POSTING: GENDER: Male & Female.
DOMICILE: Any District of Province of Punjab.
PLACE OF POSTING: Anywhere in the Punjab.

SYLLABUS FOR WRITTEN TEST (IF HELD): One Paper MCQ type written test of 100 marks and 60 minutes duration comprising Questions relating to Qualification of the Post and General Knowledge including Pakistan Studies, Current Affairs, Geography, Basic Mathematics, English, Urdu, Everyday Science and Basic Education.

NOTE: In case a candidate claims that his/her Qualification is Equivalent to the Prescribed Qualification, he/she will be required to submit Equivalence of his/her Qualification issued by the Competent Authority at the time of interview. If a candidate fails to submit Equivalence Certificate issued by the Competent Authority at the time of interview, his/her candidature shall be cancelled.

LECTURER (MALE & FEMALE) PUNJAB HIGHER EDUCATION DEPARTMENT

LECTURER (MALE) (BS-17) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
244	105-B-2017	ENGLISH	74	02	04	80
245	106-B-2017	MATHEMATICS	64	02	04	70
246	107-B-2017	PHYSICS	62	02	03	67
247	108-B-2017	CHEMISTRY	62	02	03	67
248	109-B-2017	COMPUTER SCIENCE	60	02	03	65
249	110-B-2017	ECONOMICS	42	01	02	45
250	111-B-2017	BIOLOGY	42	01	02	45
251	112-B-2017	STATISTICS	42	01	02	45
252	113-B-2017	ZOOLOGY	42	01	02	45
253	114-B-2017	BOTANY	42	01	02	45
254	115-B-2017	URDU	28	01	01	28
255	116-B-2017	ISLAMAT	27	01	00	28
256	117-B-2017	PAK. STUDIES	08	00	00	08
257	118-B-2017	CIVIL/SPCL. SCIENCE	18	01	01	20
258	119-B-2017	PHYSICAL EDUCATION	18	01	01	20
259	120-B-2017	COMMERCE	18	01	01	20
260	121-B-2017	HISTORY	13	00	01	14
261	122-B-2017	EDUCATION	13	00	01	14
262	123-B-2017	ARABIC	14	00	00	14
263	124-B-2017	SOCIOLOGY	13	00	01	14
264	125-B-2017	PERSIAN	09	00	01	10
265	126-B-2017	GEOGRAPHY	09	00	01	10
266	127-B-2017	PUNJABI	09	00	01	10
267	128-B-2017	PSYCHOLOGY	08	00	00	08
268	129-B-2017	LIBRARY SCIENCE	08	00	00	08
269	130-B-2017	JOURNALISM	08	00	00	08
270	131-B-2017	SOCIAL WORK	04	00	00	04
271	132-B-2017	PHILOSOPHY	04	00	00	04
272	133-B-2017	SARAKI	04	00	00	04
TOTAL:			763	20	37	820

LECTURER (FEMALE) (BS-17) ON REGULAR BASIS

SR. NO.	CASE NO.	SUBJECT	OPEN MERIT POSTS	DISABLED QUOTA	MINORITY QUOTA	TOTAL POSTS
273	134-B-2017	ENGLISH	97	03	05	105
274	135-B-2017	PHYSICS	87	03	05	95
275	136-B-2017	CHEMISTRY	87	03	05	95
276	137-B-2017	COMPUTER SCIENCE	85	03	05	93
277	138-B-2017	ECONOMICS	55	02	03	60
278	139-B-2017	MATHEMATICS	87	03	05	95
279	140-B-2017	BIOLOGY	48	02	02	52
280	141-B-2017	STATISTICS	55	02	03	60
281	142-B-2017	BOTANY	48	02	02	52
282	143-B-2017	ZOOLOGY	48	02	02	52
283	144-B-2017	ISLAMAT	34	01	00	35
284	145-B-2017	URDU	24	01	00	25
285	146-B-2017	PAK. STUDIES	09	00	00	09
286	147-B-2017	CONVULS. SCIENCE	11	00	00	11
287	148-B-2017	PHYSICAL EDUCATION	23	01	01	25
288	149-B-2017	CIVIL/SPCL. SCIENCE	13	01	01	15
289	150-B-2017	COMMERCE	13	00	00	13
290	151-B-2017	PERSIAN	11	00	01	12
291	152-B-2017	HISTORY	11	00	01	12
292	153-B-2017	SOCIOLOGY	11	00	01	12
293	154-B-2017	PUNJABI	1			

Appendix C

Survey Questionnaire

Academic Writing Challenges of ESL Learners and Teachers’ Proficiency in Pakistani Universities

I am researcher in the fields of education and applied linguistics, and conducting a survey for my research article “*Academic Writing Challenges of ESL learners and Teachers’ Proficiency in Pakistani Universities*”. I will be grateful if you would like to answer some questions.

Date:

Section 1: Personal Information

1.	Gender:		Male		Female			
2.	Age :	20-25	26-30	31-35	36-40	41-45	46-50	Above 50
3.	Mother tongue (First language):							
4.	Program of Study:							
5.	Semester:							
6.	Profession:							

Section 2: Students' writing practices and behavior

How often do these statements apply to you when writing assignments? Put a tick in the suitable column.

Practices	Always (100%)	Mostly (80%)	Frequently (60%)	Occasionally (40%)	Rarely (10%)	Never (0%)
1. I like to write for pleasure in my free time.						
2. I follow the instructions given for writing assignments.						
3. I consult my teacher for any clarification.						
4. I share ideas with my peers before starting writing.						

5. I brainstorm the topic, write down main points and make an outline for my assignment.

Practices	Always (100%)	Mostly (80%)	Frequently (60%)	Occasionally (40%)	Rarely (10%)	Never (0%)
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6. I revisit my draft to correct grammar, vocabulary, spellings and punctuation mistakes.

7. I, generally pay more attention to the language (i.e. spelling, grammar, vocabulary) instead of content (i.e. ideas, organization).

8. I pay more attention to the content (e.g. ideas, organization) than the language (i.e. spelling, grammar, vocabulary).

9. I give almost equal attention to both the language (i.e. spelling, grammar, vocabulary) and the content (i.e. ideas, organization).

10. I discuss my work with other students to get feedback to improve it.

Section 3: Students' challenges in academic writing.

Put a tick next to the weaknesses or/and challenges you have faced when writing your assignments.

Paraphrasing
 language use

referencing & citation
 coherence & cohesion

expressing own voice
 Others (specify):

choosing a worthwhile topic

Thinking Styles of University Teachers: A Gender Based Difference

Shazia Qummer*

Shazia Zamir**

Abstract

Thinking styles play very important roles in our lives. They are multidimensional in nature. Sternberg had given a theory of mental self-government. This theory provided a complete framework of thinking styles. This study was comparative in nature and based on thinking styles of private sector universities teachers of capital territory. The main focus of the current study was, to explore the thinking styles of instructors working in higher educational institutions in the private sector. This comparison was based on gender. The theoretical background of the study based on Sternberg theory of self-government (2007). The population of current study consisted of two hundred seventy-one teachers. Random sampling technique was used. One hundred and sixty teachers were selected as sample for this study. Sternberg had designed a research tool for his theory, that tool was used for data collection with his permission. Statistical technique t-test was used for data analysis. The results of the study pointed out that there was no significant difference in the opinion of male and female university teachers. As Sternberg had explained in his theory that thinking styles are not categorized as good or bad, they are discussed on the matter of differences only. These thinking styles played a significant role in the teaching-learning environment. When teachers acknowledge all students on the basis of their thinking styles, it will help to enhance the teaching-learning process.

Keywords: Thinking styles, legislative, conservative, gender, self-government, liberal.

Introduction

Styles of thinking can be defined the individuals preferred ways of dealing with external environment. Every individual has unique mind and way of thinking, gather ideas and process information, and use of that information in decision making. According to Maati (2005) thinking styles include making many mental processes. These processes include classification, reasoning, analysis, and comparison etc. Individuals use different ways of thinking in their personal as well as professional lives.

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Their way of thinking is shaped by the experiences they have learned through formal and informal ways of dealing with external world. This study was designed to investigate the gender based differences in ways of thinking among male and female university instructors. As thinking is defined “a process to exercise the power of judgment, conception, or inference” (Miriam Webster, 2006). Sofo describes ways of thinking as “individuals’ comfortable ways of responding to a situation that influence people’s cognition and emotion, lead to specific habitual styles which guide and control people’s daily life activities”(Sofo, 2008). Thinking style is the specific approach of a person in assessing and processing information, solving problems and decision making (Armstrong & cools, 2009). Vital role of thinking. Styles can be observed in all human activities. These activities include learning interpersonal activities. These styles developed through socialization and often work unconsciously. Sternberg (2007) stated thinking styles are not good and bad. It might be said that some ways of thinking can be more effective in one situation than other. In teaching learning process thinking styles plays significant role.

Sternberg’s theory was first introduced in 1988. He had used the word government metaphorically. According to his opinion that government plays central role in society. There are many ways of dealing with society. We use our abilities in different ways. One individual may thinking in more than one way. This is important feature of this theory. For instance personnel working in one environment may switch their roles in different situations. A person having a legislative thinking style may also deal effectively in executive ways of thinking. In the same way an individual having a judicial thinking style may be externally proficient in executive or legislative position (Sternberg, 1997).

Author of this theory classified these different ways of governing and managing our activities in thirteen different ways. These thinking styles were discussed under five dimensions. He explained that as government has three main functions, namely legislative, executive and judicial. The second dimension is form of thinking, as government has hierarchic, monarchic, oligarchic and anarchic forms. Third dimension is level, as government has two basic levels, global and local. These levels explain that humans are vary in their degree of concern. Government has scope of internal and external matter, these mater can also be explained as foreign and domestic affairs. Liberal and conservative ways of thinking discussed under the dimension of learning. This theory is popular theory for thinking styles in various countries of the world. Most elements of thinking styles that correspond with both western and eastern contexts are included in this theory (Zhang, 2006; Stephen, 2008).

The Statement of the Problem

Every individual has his/her preferred way to grasp and process information according to his own way. The problem under discussion related to gender based differences in thinking styles. Gender based differences in organizations attracted significant research interest. This research study also compare the point of view of male and female teachers working in universities about their thinking styles. All professional fields are interrelated and globalized in 21st century. Individuals use different ways of thinking in their professional lives. They have learned new experiences through formal and informal ways. Thinking styles contributed to decision-making and self-efficacy as well. These experiences have strong effects on individuals’ thinking styles.

Rationale of the Study

Rational behind this study was to analyze different thinking styles of teachers on the bases of Mental Self Governance theory given by Sternberg. He proposed that much like there are different ways of governing society, there are different ways that people prefer to solve problems, approach tasks, and organize projects. The main idea behind this research was that styles of thinking helped people to understand themselves and find the correct completion of tasks. Thinking styles contributed to decision-making and self-efficacy as well. The awareness of their thinking styles help them to adjust in work environment. University teachers are performing very sensitive job at higher education level in Pakistan. So awareness about their thinking styles will help them to deal with student effectively.

Objectives of the Study

1. To explore the gender based differences regarding thinking styles of private sector university teachers.

Research Hypotheses

Following are the hypotheses of the study

Sr. No.	Hypotheses
H ₀ 1	There is found no significant difference in opinion of the teachers on the basis of gender regarding functions of thinking styles at university level.
H ₀ 2	There is statistically no significant difference in opinion of the male and female teachers related to forms of thinking styles at university level

H ₀ 3	There is no significant difference in opinion of the teachers on the basis of gender regarding levels of thinking styles at higher educational institutions.
H ₀ 4	There is statistically no difference in point of view of the university instructors regarding scopes of thinking styles.
H ₀ 5	There is no significant difference in opinion of the teachers on the bases of gender regarding learnings of thinking styles at university level.

Delimitations of the Study

Due to limited time and resources study delimited to four private sector universities of Islamabad. The study was further delimited to the instructors of selected departments in four universities. Only those universities were selected which had the departments of social sciences, management science, computer sciences and engineering.

Theoretical Framework of the Study

The framework of this research work based on Sternberg's theory of mental self-development (Robert J. Sternberg, 2007). This theory based on five main dimensions. Author had discussed thirteen thinking styles under these five dimensions. The word government used by the writer as a metaphor in this theory. He had given the view that as government had three main functions, same case with human mind. Human mind also work on these functions. The important functions of government is legislative, executive and judicial (1997). He further explained the forms of government. Under this dimension he had discussed four thinking styles, hierarchic. Monarchic, oligarchic and anarchic ways of thinking. The level of thinking styles are local and global. The two main important domain of government are internal and external or we can say foreign and domestic. Human mind is also thinking on these two levels. The fifth dimension of thinking styles is learning. Liberal and conservative thinking styles were discussed under learning.

Significant of the Study

This study is significant because of the insight and contributions it provides the university administrators to better understand the thinking styles of instructors. This research work will be beneficial for the teachers teaching in higher educational institutions. As teachers thinking style directly affect the work environment. They might get some benefits from this study. Every subject demands different type of teaching

methods. So if teachers and administrators are aware of their thinking styles, they can easily adjust their way of teaching accordingly. Awareness about different thinking styles is very important at university level. Private sector universities fee charges are very high, in this situation students and parents' expectations are also high. This study may help university administration in recruitment process as well. Knowledge of thinking styles also help managers to assign different responsibilities to their staff. The findings of this research work could be very noteworthy for staff selection, assessment and evaluation process. Findings also provides help in training and development programmes.

Literature Review

The basic purpose of reviewing the literature is to organize, envelope and edifice of knowledge to show the present study would be an addition to the specific field of study. Styles are individuals preferred ways of dealing with situations. Literature related to style focused on personality-based style and ability based styles (Zhang & Sternberg, 2005).

There are different ways of thinking. The behavior is of the people some time different in a different state of affairs. People behave differently in different situations. Some people are proactive and some are interactive. In certain situations some individuals are impulsive and some are reflective. Reflective thinkers take time to think about the situation before the decision. They always spend time evaluating their opinion. In different situations, reflective thinkers gave a long explanation of the problem and tend to think before making decision and spend time evaluating their opinions. On the other hand the people response impulsively on the tasks without thinking. They quickly give solution to problems. The ratio of error in any decision is less in a reflective way of thinking, whereas impulsive person takes less time in decision-making with more errors (Kagan, 1966).

The self-government theory (MSG) was established on researches about coping strategies, cognitive styles and problem-solving. Sternberg has taken the concept of this theory from the idea of how society organized. He further gave his point of view that as there are different methods of governing society, people also have different approaches to solve their problems, organize projects and approach different tasks. The system of government practicing in society is not unexpected. It is simply a reflection of people's mind. So the practice of governing society we observed in our surroundings is a reflection of our own mind. There are many points similar in the organization of individual and organization of society. Individuals need to organize themselves the same as society needs to organize its activities. Self-government theory has presented five dimensions. In real-world, we also observe these dimension in the same way. These

thinking styles elaborate on the preferences of people living in the same society. These ways of thinking make them unique (Zhang & Sternberg, 2002).

Some individuals formulating their own rules, the same as the legislative branch of government. Author of this theory categorized this way of dealing as a legislative way of thinking. Same as some people feel easy to follow the existing rules and regulations. This way of thinking categorized as executive thinking style. The judicial branch of society evaluates and made judgment. Judicial way thinking tends to focus on the evaluation of different programmes and performance of individuals. There are four forms of government. Same forms writer has used in his theory. He explained these forms in the same way as the government is dealing with society. These four styles of thinking related to the way an individual organizes information processing. Monarchic way of thinking focuses on a single task, whereas the hierarchic way of thinking allows the creation of hierarchy of goals to fulfil. Oligarchic individuals feel difficulties in the situations where they need to set the priorities and organize the tasks according to the need of time. Anarchic are flexible in their approach to dealing with others in society, they are also unable to set priorities.

Government operates at two levels in policymaking and in broader decisions. These levels are global level and local problems. Individuals' ways of thinking are also local means down to earth people. These individuals have more concern about concrete problems. They tend to motivate the pragmatics of the situation. Individuals who deal with large and abstract issues are categorized under global thinking styles. They are conceptual people. They prefer to deal with abstract and conceptual issues. There are two scopes of government. These scopes are external or foreign affairs and internal or domestic issues. External way of thinking deals with broader issues. They are extrovert and enjoy to work in groups. They have strong interpersonal skills. Internalists tend to be introverted. They are socially less sensitive they have intrapersonal abilities. They are more creative and good at self-analysis. Mental government theory deals with liberal and conservative thinking style. Individuals having liberal thinking styles tend to be motivated towards challenges. They have the ability to deal with new challenges and go beyond existing rules and procedures. Individuals having conservative thinking styles prefer familiar situations (Sternberg & Wagner, 1991).

Five Dimensions of Self-Government Theory

1. Functions

a. *Legislative Thinking Style*

These individuals create their own rules. They are constructivists and prefer to solve the problems by using their own method. They like to design new projects, creating a new education system etc. These kinds of individuals are innovative, they

like to decide what to do, when to do and how to do. They don't like the instructions from other people. They select those professions for their future where they utilize their legislative abilities (Sternberg, 1994).

b. *Executive Thinking Style*

These individuals are implementer. They like already defined tasks and activities. They do what they are told rather decide. This way of thinking tend to be valued professions like teaching and business, where they already have set syllabus and designed business methods. They don't accept change easily, they prefer to follow existing rules and regulation (Sternberg &Wagner, 1991).

c. *Judicial Thinking Style*

Judicial way of thinking motivate people towards evaluation. They have ability to test the work of others and like to evaluate and analyze the work of others. They like to judge the existing rules and regulations. These individuals are judgmental (Grigorenko &Sternberg, 1995).

2. *Forms*

a. *Monarchic Thinking Style*

Individuals having monarchic way of thinking tend to be motivated by a single goal. They are single minded people. They prefer to complete one task before starting the new one. They set their framework for one project and complete it within that framework. They never start more than one tasks in one situation. They perform their task in an efficient manner. They are very systematic and organized. They want to highlight their individuality in the given tasks (Sternberg, 1994)

b. *Hierarchic Way of Thinking*

Personnel with hierarchical thinking styles motivated by the hierarchy of tasks. They are able to set priorities and organize their tasks in the form of hierarchy. They are relatively flexible, tolerant and having a sense of self-awareness. These personnel easily adjust to any institute or organization. The reason behind their success is their way of dealing with given tasks. These individuals are logical, realistic in decision making and set priorities according to the requirement of organization (Sternberg & Wagner, 1997).

c. *Oligarchic Thinking Style*

People having an oligarchic thinking style are motivated by multiple tasks. They like to work on multiple tasks of equal importance. They like those situations which allow them working with competing approaches and multiple tasks. They considered each task equally important that is why it is very difficult for them to set the priorities of tasks (Grigorenko &Sternberg, 1995).

d. *Anarchic Thinking Style*

These individuals use a random approach to solve the problems. They are flexible in nature and tend to reject the rigid system. They are not clear about their goals and future plans. They have no fixed rules about any task that is why they are unable to set priorities, so these tasks are often difficult for them as well as for other people who are working on the same projects. They give their good performance on the tasks which are disorganized (Sternberg &Wagner, 2006)

3. Levels

a. *Local Thinking Styles*

People having a local thinking style focus on the concrete situation and with same problems. They focus on the tangible detail of tasks. They are unable to make a distinction between important and unimportant (Sternberg, 2009).

b. *Global Thinking Style*

Individuals having global thinking style tend to be motivated towards abstract and conceptual problems. They don't put attention to minor details of situations. Like if they observe forest they ignore the trees. They easily manage those issues which are general in nature (Sternberg &Wagner, 2006).

4. Scope

a. *Internal Thinking Style*

These individuals feel difficulties when they assigned tasks in groups. They have strong intra personal skills. Their main concern is with internal affairs. They are less social and tend to be motivated towards those activities which they perform individually. They prefer to work individually (Sternberg &Zhang, 2005).

b. *External Thinking Style*

These individuals enjoy group activities. They have strong interpersonal skills. Their main concern is with external affairs. They are good at making friends and easily adjust to any environment (Fer, 2005; Sternberg, 2009).

5. Learnings

a. *Liberal Thinking Style*

Individuals having liberal thinking style tend to be motivated towards novelty. They prefer to work on ambiguous tasks. They quickly become bored. They don't like instructions. They always preferred new alternatives (Zhang & Sternberg, 2006).

b. *Conservative Thinking Style*

Conservative individuals avoid ambiguous situations. They like to work in a predictable environment and preferred structured tasks. They also preferred to follow the existing rules and procedures (Zhang &Sternberg, 2006).

Research on Thinking Styles

Thinking styles are defined as preferred ways an individual wants to process and deal with the insight and information (Sternberg & Zhang, 2000). Zhang (2008) conducted a study. The main focus of that study was to examine the ways of thinking. He also put effort to find the consistency among these thinking styles and ways of instructions. This study explained that instructions styles can be anticipated because of the thinking styles of instructors. Teachers thinking styles played a significant role in the teaching learning process. The awareness about different thinking style is very important because if the instructors are aware of their own thinking styles, they will effectively manage pupils thinking styles.

Thinking styles are intensely connected with personality development. A study was conducted in the educational context. This study was based on ways of thinking. Author concluded that ways of thinking are indicators of character advancement. It was concluded on the basis of findings that there was found relationship between two constructs. He has conducted another study that was based on thinking styles of college level students and their psychological development. On the basis of findings it was concluded that many thinking styles are interpreter of psychological development (Zhang, 2008).

Students' psychological development was also studied with reference to their thinking styles. The findings of the study provide help in conclusion. It was concluded that a wider range of ways of thinking is used by the students whose cognitive development levels are advanced as compared with those whose mental development level is lower (Zhang, 2002).

Another research study was conducted on pre service educators. This study was conducted to investigate the relationship between pre-administration instructors' thinking styles and their behavior towards computer simulation. The author has selected one hundred and seventy-eight prospective instructors for this research study. Findings of the study recommended that pre-service educators with an elevated level of critical thinking dispositions and those with legal or authoritative reasoning styles are reflective and analytical, whereas those with executive styles didn't display significant behavioral change toward the end of teaching practice. Executive thinking style people like assignments, tasks, projects and circumstances that furnish structure and rules to work with. They want to be determined what to do and afterwards they give their best to finish their tasks (Yeh. 2002).

A research study on utilizing agents and simulations to create reasonable thinking styles was conducted by Wang. This study investigates the human-environmental interaction using the internet. One hundred and forty-nine professional secondary

school students took an interest in this investigation. It was concluded that it is possible to make and support thinking styles by means of web internet-mediated simulations. In this framework, he observed the judicial way of thinking was predominant (Wang, 2005).

Global and local thinking styles impact on students study habits and on their internet search habits were discussed by Kao, (2007). The focus of the research was also to improve search engine construction. On the basis of findings, the study was concluded that both thinking styles were parallel to the characteristics of global and local thinking styles. It was also found that high local thinking style put the focus on a topic and look for an explicit solution and focus on topic detail. Whereas high global thinker search for a broader picture of the situation (Koa, 2007).

A research study was conducted to explore the effect of teachers thinking styles on students' reflection level. The focus was whether students' reflection levels improved instructional strategies are designed according to the learners need and to fit with students thinking styles in online teaching and learning environment. Three thinking styles, namely legislative, executive and judicial were discussed with three teaching strategies, constructive, inductive, and deductive. These were designed to match with above-mentioned thinking styles. Before experiment, an online learning system was developed to reflect this scenario. Two hundred and twenty-three students were the participants of the study. It was concluded on the basis of findings that the reflection levels of the fit group performed an inefficient manner as compare with the non-fit group (Chia-Chi Liu, 2011).

There are many research studies based on individual differences in thinking styles. He further explores the implicit and explicit learning. Chinese university-level students were the population of this study. Among them, eighty-seven students were randomly selected for this study. Results demonstrated that exhibition in the explicit learning condition was decidedly connected with liberal, authoritative and the internal thinking style and contrarily connected with conservative thinking style. There was no noteworthy relationship between thinking styles and performance in the implicit learning condition (Qiuzhi Xie, 2013).

Another research study, which was designed by Zhang (2018). In that study thinking styles and personality traits measured. The sample of the study was based on nine hundred and twenty-six students. The data obtained from these students were used in this study. Students' opinion helps the researcher to measure the ways of thinking, personality traits and career-making decisions. The results of this research study explained that personality traits only described parts of variance in ways of thinking. While thinking styles contributed to decision making and self-efficacy. Most of the

researches were conducted on thinking styles. They restricted to isolate measurements of intellectual styles, learning styles and personality styles. It was discovered that it is a need to view thinking styles of university teachers and the level of differences on the basis of gender (Zhang (2018).

Research Methodology

The research was descriptive and comparative in nature.

Population

The population is the group of interest to the researcher, the group to which researcher would like the results of the study to be generalized. The population has at least one characteristic that differentiates it from other groups (Gay, 2005). The population of the study was (271) teachers of private sector universities of capital territory.

Sample and Sampling Techniques

The critical phase of research was the extraction of desired sample out of target population. The target population of this study comprised of 271 teachers from selected departments of private sector universities of Islamabad. Employees in selected departments were not equal in number. So, proportionate sampling technique was used to select the sample. Total of 160 university teachers were selected from the target population. Which includes seventy-four (74) male and eighty-six female university teachers (Gay, 2005, p.125). As in the proportionate stratified random sampling technique, each stratum has the same sampling fraction. So fifty-nine (59%) sample size was selected from each stratum.

Research Instrument

The questionnaire was used as a research instrument. An instrument of thinking style developed by Sternberg (2007) was used. This questionnaire was based on 65 items. Items were divided into five dimensions.

Data Analysis

The collected data was analyzed by using SPSS, and presented inform of tables. The basic purpose of research was to compare the thinking styles of private sector universities academics on the bases of gender. Collected data was analyzed by using t-test.

Table 1: *Sample detail (N=160)*

Universities	Total Faculty	Sample
University 1	78	46
University 2	60	36
University 3	50	29

University 4	83	49
Total	271	160

Table 1 presents the detail of private sectors universities. Total 160 teachers were selected from 4 universities. The number of teachers from university 1, 46 and from university number 2, 36, from university number 3, 29 and university number 4, was 49. 58% of total population was selected as sample for present research work.

H₀1 There is found no difference in opinion of university teachers on the basis of gender regarding functions of thinking styles.

Table 2: Functions of thinking styles (N=160)

Gender	No.	Mean	SD	T	df	Sig(2-tailed)
Male	74	11.43	7.4			
				-0.656	158	.513
Female	86	11.61	6.5			

Table 2 describes the scores of ‘functions’ of thinking styles of male and female university teachers. 11.43 mean score was observed against male university teachers and 11.61 for female instructors. The value of t (-0.656) is not significant. Therefore null hypothesis “there is found no differences in opinion of male and female university teachers about functions including the legislative, executive, and judicial) of thinking styles.” is failed to reject. Similarities are found in the opinion of teachers on the basis of gender at university level.

H₀2 There is statistically no significant difference in opinion of male and female teachers related to forms of thinking styles at university level.

Table 3: Forms of thinking styles (N=160)

Gender	No.	Mean	SD	T	df	Sig(2-tailed)
Male	74	14.63	8.9			
				-0.636	158	.525
Female	86	14.86	8.9			

Table 3: presents the scores of forms of thinking styles on the basis of gender. 14.63 mean score is observed against male teachers and 14.86 of female university teachers. The value of t is (-0.636). This value is not significant. Therefore null hypothesis “there is statistically no significant difference in opinion of male and female university teachers related to forms of thinking styles at university level is fail to reject.

Finding related to this hypothesis shows similarities in the opinion of male and female teachers regarding forms of thinking styles.

H₀ 3 There is no significant difference in opinion of teachers on the basis of gender regarding levels of thinking styles at higher education institutions.

Table 4: Levels of thinking styles (N=160)

Gender	No.	Mean	SD	T	df	Sig(2-tailed)
Male	74	7.20	5.1			
				.710	158	.479
Female	86	6.05	5.1			

Table 4: explains the results related to levels of thinking styles. Male university teachers mean score is 7.20 and female teachers 6.05. The value of t is (.710). This value is not significant. Therefore null hypothesis “there is no significant difference in opinion of male and female teachers regarding levels (global and local) of thinking styles at university level” is failed to reject. There is found similarities in opinion of male and female educators related to levels of thinking styles.

H₀ 4 There is statistically no difference in point of view of university teachers regarding scopes of thinking styles

Table 5: Scopes of thinking styles (N=160)

Gender	No.	Mean	SD	t	df	Sig(2-tailed)
Male	74	7.55	4.4			
				.538	158	.592
Female	86	7.45	4.4			

Table 5: interprets the detail related to scopes of thinking styles. Where mean score of female academics is 7.45 and male score is 7.55. The t value is (.538). This value indicate that null hypothesis “there is statistically no difference in opinion of male and female teachers regarding scopes (internal and external) of thinking styles” is failed to reject. It is concluded there is no difference in opinion of university academics regarding scopes of this theory.

H₀ 5 There is no significant difference in opinion of male and female instructors regarding learnings of thinking styles at university level.

Table 6: *Learnings of thinking styles*

Gender	No.	Mean	SD	T	df	Sig(2-tailed)
Male	74	7.11	4.8			
				-.051	158	.960
Female	86	7.12	4.7			

Table 6: explains the results related to learnings. The mean score of female teachers is 7.12 and male teachers 7.11. The value of t is (-.051). This value is not significant. Therefore null hypothesis “there is no significant difference in opinion of male and female teachers regarding learning (liberal and conservative) of thinking styles at university level” is not rejected. Results related to learnings presents similarities in instructors’ opinion on the basis of gender.

Findings

Researcher has designed one objective and five null hypotheses. Data was analyzed by using t-test. In the light of analysis and interpretation following findings were drawn.

Teachers’ View about these Thirteen Thinking Styles

This is a gender-based study. Researcher has designed one main objective. That objective is based on the opinion of male and female university academics at the private sector. Thirteen thinking styles were discussed under five dimensions. In this study, every dimension was measured separately. Five null hypotheses were based on these dimensions. Data analyses help the researcher to make a conclusion. It was concluded on the basis of results that there was no difference in the opinion of male and female private university teachers about their ways of thinking.

- a. Findings showed that there is no significant difference in opinion of male and female university teachers regarding functions of thinking styles. The mean score of female teachers regarding functions of thinking styles. The mean score of male teachers was 11.43 and mean score of female teachers was 11.61. The t-value (-.656) was not significant. Therefore null hypothesis related to functions of thinking styles was failed to reject. It was concluded that there was found similarities in opinion of male and female university teachers regarding functions of thinking styles (table2).
- b. Findings related to hypothesis number two revealed that the mean score of male university teachers was 14.63 and mean score of female teachers was 14.86. The t-value (-.636) was not significant at 0.05 level of significant. Therefore null hypothesis” there is found no significant difference in opinion of male and female teachers regarding forms (hierarchic, monarchic, oligarchic and anarchic) of thinking

styles at university level “was failed to reject.it was concluded that there was found similarities in the opinion of male and female university teachers regarding forms of thinking styles(table 3).

- c. Analysis of data regarding levels (global and local) presented that male instructors mean score was 7.20 and female educators’ scores was 6.05. The value of t was (.710). This value was statistically not significant. So the null hypothesis “there is no difference in opinion of university teachers regarding levels of thinking styles at university level” was not rejected. There was found similarities in the opinion of academics on the basis of gender at university level (table 4).
- d. Data analysis related to scope of thinking styles reflected that mean score of male instructors was 7.55 and mean score of female educators was 7.45. The t-value was (.538). This value was statistically not significant. So the null hypothesis “there is no significant difference in opinion of male and female teachers regarding scope (internal, external) of thinking styles at university level” was not rejected. Results revealed similarities in the opinion of instructors on the basis of gender (table5).
- e. Findings related to learning reflected that mean score of male educators was 7.11 and female instructors scores was 7.12. The value of t-was (-.051). This value was statistically not significant at the level of 0.05. Therefore null hypothesis related to learning (liberal and conservative) of thinking styles at university level was failed to reject. Results related to learning presents similarities in instructors opinion on the basis of gender (table 6)

It was found similarities in the opinion of male and female university teachers in private sector universities. Today researchers have considered thinking styles as one of the effective variables of behaviour. Nazarifar et al (2011) conducted a study to find out the differences among engineering male and female students. They found that there was a significant difference among engineering male and female students regarding the functions of thinking styles. Females were higher in executive thinking style and males were higher in judicial thinking style. These results were very significant because in different fields males are on administrative posts. These thinking styles were true predictors of their personality. Regarding gender, the research results are conflicting. Some studies found women to be more committed than men, while others found that men are more committed to the organization than their female colleagues (Lumley 2009; Martin & Roodt 2008). Similarly, Savicki et al (2003) state that because men and women experience different socio- psychological realities in the workplace, they are likely to differ significantly in their thinking styles and organizational commitment (Kanwar, Singh & Kodwani 2012).

Conclusion

This research work was based on male and female teachers' opinion about thinking styles. Sternberg's (2007) introduced thirteen different thinking styles in his theory of mental self-government. In this theory, he has designed five dimensions. Thirteen thinking styles were discussed under these dimensions. The researcher has designed one objective that was based on teachers' opinion about their thinking styles on the basis of gender. Five null hypotheses were designed to measure the research objectives these hypotheses were made on five dimensions of thinking styles. All null hypotheses were tested using t-test. The result of all hypotheses was presented in separate tables. Analysis of data revealed that there was no significant difference regarding the thinking styles of university teachers on the bases of gender. Results of the study showed similarities in the opinion of male and female university teachers.

Recommendations

- i. Higher education commission acknowledge conferences at higher educational institutions. So administrators of universities should encourage these types of innovative ideas. When different scholars will share their research findings and highlight the importance of different thinking styles. Teachers will get awareness about different thinking styles and will be able to acknowledge their students on the bases of their thinking styles. It will help to increase the instructional qualities at university level
- ii. Thinking styles play very significant role in teaching learning process. It was recommended that higher educational institutions should arrange seminars and workshops on the theme of thinking styles. As there are many theories of thinking styles are available on internet but most recommended theory is mental self-government theory of thinking styles. Administration of private universities should provide proper trainings about different thinking styles through collaboration with higher education commission.
- iii. The current study was conducted to analyze the thinking styles of academics at university level. It is suggested that similar study may be conducted on clerical staff, supporting staff, security staff and official administrators of public and private sectors organizations.
- iv. Further investigation is required to replicate this study and confirm the relationship between these dimensions in a larger sample. That study may be extended to universities of different provinces for getting a comprehensive picture of the problem in national context.

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An Appraisal-Transitivity Analysis of Editorials on the Results of General Elections -2018 in Pakistan

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Abstract

Ideology is a semiotic system and social interaction helps in realizing it through language. It is widely acknowledged that editorials are an effective tool in the construal of ideology. They contain the interpretations of key events aiming to develop an understanding of the world in readers. This study aimed to explicate the ideologies construed in the local English newspaper editorials on the results of general elections-2018 in Pakistan. The sample editorials for the analysis of ideology in this study were taken from The Express Tribune, The Nation, Dawn, and Pakistan Today. Drawing on Systemic-Functional Linguistics (Halliday & Matthiessen, 2014), particularly on appraisal and transitivity system, it examined how the linguistic choices were made in the editorials to construe, project and normalize a particular ideology. The results revealed that The Express Tribune explicitly construed an ideology that advocates the fairness of the election and gives due credit to the voter who opted for change by rejecting the political feudalism, while The Nation spoke the rhetoric of 'irregularities and rigging' in the elections. The editorial of Dawn was more evaluative and suggestive and had more potential to affect the opinions of the readers. Pakistan today made certain grammatical choices to implicitly negate the rhetoric of rigging in general elections-2018 in Pakistan. The study concluded that certain ideologies are construed in and through editorial by the use of certain grammatical choice to formulate the opinions of readers about the issues and events being portrayed in the editorials. The study provides insightful implications for critical discourse analysis based on Systemic Functional Linguistics.

Keywords: semiotic system, editorials, ideology, construal, transitivity, appraisal, rigging, evaluative, suggestive.

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Introduction

Language plays a crucial role in society as social practice because through language the power-relations in the society are produced and challenged. The language of newspaper editorials is persuasive and performs the function of persuasive communication of ideologies (Van Dijk, 1996). The newspaper editorials are aimed to convey the interpretations of important events occurring around in the context. Journalists make linguistic choices to transfer intended meanings to their readers. The choices made in the editorials are ideologically loaded. Therefore, the critical discourse analysis of the editorials representing the ideologies or interests of the newspapers on certain events is crucial. The critical discourse analysis of editorials can reveal the ideologies and affiliations of the newspapers.

Ideology, in the field of Systemic Functional Linguistics (SFL), has been viewed from different perspectives. The point of agreement among the scholars who explain the ideology in the field of SFL is that it is the system of semiotics and is realized through the process of social interaction in the language (Hassan, 1986; Kress, 1985; Martin, 1986). Ideologies are produced and circulated systematically in the domains of politics, media and education. The linguistic choices made by the writers carry specific meanings.

Fairclough (1989) explains that media discourse plays a crucial role in the reproduction of ideologies. The created discourse has the potential to construe and normalize the intended ideologies. Chomsky (1989) is of the view that the elites in media organizations are like the other elites in society such as the government, opposition parties etc. as they share the common interests with those elites. Therefore, they may have the same ideologies or may work for them for their interests. Hence, media, in view of Chomsky (1989), works for the ideological gains and the interests of the people holding powerful positions in the society. Van Dijk (1998) argues that in recent times the powerful try to sustain the power through persuasion instead of force and economic control. This also shows that media discourses can be exploited by the powerful.

Widdowson (2007) describes Critical Discourse Analysis (CDA) as an approach that is used to uncover the use and abuse of language to construe socio-political power and ideologies and spread social beliefs. CDA is concerned with a systematic exploration of opaque relationships of determination and causality between texts, events and discursive practices. Its function is to uncover the relationship between society, language, ideology and power (Van Dijk, 2008). The discipline of CDA aims to explore the hidden and clear socio-political norms and values (American & Fateme, 2015). CDA can be carried out through different models. Systemic Functional approach to CDA is one of the tools used for critical discourse studies. As an addition to the previous studies on CDA and SFL, this study is designed to explicate the ideologies construed in the local English newspaper editorials on the results of general elections-2018 in

Pakistan. This study is a pioneering one as the combination of appraisal-transitivity as a framework for critical discourse analysis has not been used in the context of Pakistan.

The present study aimed to carry out an appraisal-transitivity analysis of the ideology construed and projected in the local English newspaper editorials on the results of general elections- 2018 in Pakistan. It was alleged by some of the political parties of Pakistan that the electoral process was not carried out fairly. This study examined how newspaper editorials commented on this situation. The analysis of the appraisal system and the transitivity system was carried out to explore the linguistic choices made in the editorials to construe, project and normalize the particular ideologies.

Objectives of the Study

The objectives of the study were as follows:

1. To explore the experiential (transitivity resources) and interpersonal meanings (appraisal resources) in the editorials of The Express Tribune, The Nation, Dawn, and Pakistan Today.
2. To explore the construal of ideology in the newspaper editorials on the results of general elections-2018 in Pakistan

Research Questions

The study answered the following questions:

Research Question 1: Which of the most significant linguistic choices have been made in the editorials of the elite press of Pakistan to construe the experiential and interpersonal meanings?

Research Question 2: What kind of ideologies are being construed and projected in newspaper editorials on the results of general elections-2018 in Pakistan?

Significance of the Study

The significant of the study lies in the fact that it can be helpful for the students and teachers of linguistics who are interested in the application of transitivity and appraisal systems in critical discourse analysis. The study is also helpful in understanding the transitivity and appraisal analysis of the texts in general. Furthermore, it can provide insights to the researchers interested in the application of transitivity and appraisal systems in critical discourse studies as the combination of the said theories as a framework for analysis has not been widely applied by the researchers.

Literature Review

Transitivity

The functional view of the language states that language is used to accomplish any kind of act. Halliday (1985) highlighted three metafunctions of the language i) ideational, ii) interpersonal and iii) textual. The ideational metafunction (clause as representation) deals with the content of the language or with the expression of experience. The interpersonal metafunction (clause as exchange) deals with the

exploration of the type of relationship between the people who are involved in any communicative event. The textual metafunction (clause as message) deals with the thematic organization of the message. The ideational/experiential metafunction is related to transitivity analysis. “The social motivating factors behind transitivity are regarded as working out what social, cultural, ideological, political or theoretical factors involved to discover how a process is signified in a specific type of discourse or a notable text” (Qasim et al, 2018, p.57). Transitivity analysis deals with the analysis of events, termed as processes, participants of the event/process and the circumstances in which the events occurred. Transitivity analysis aims to explore who does what to whom under what circumstance. There are six types of processes, and each type of process has different terms for participants.

1. *Material Process*

The types of processes which denote the process of doing or physical and tangible actions are called material processes. In material processes ‘x (any subject or entity)’ does something to any other entity which is affected by the action. There are two essential participants in material clauses which are ‘actor’ who performs the action and the ‘goal’ which is affected by the action. The entity, in material process, which is not directly influenced or affected by the process, is termed as ‘range’.

2. *Mental Process*

Mental processes indicate how the experience of reality is being sensed. They involve the action of thinking, having an emotional feeling or give any kind of insight into the consciousness of the participants. The subject, who is involved in any such process, is known as ‘senser’. Whatever is being sensed in a mental process is called ‘phenomenon’.

3. *Relational Process*

Relational processes are the type of processes which explain the relationship between having and being. The relational processes indicating the attribute of any entity are known as relational attributive processes. The entity whose attribute is being termed as ‘carrier’, and its quality being described is known as attribute. The relational processes denoting the identification of any entity are known as relational identifying processes. The entity being identified is known as ‘identified’ or ‘token’. The quality or characteristic with which an entity is being described is termed as ‘identifier’ or ‘value’. The relational processes used to show possessions or ownerships are called relational possessive processes. The owner is known as ‘possessor’, and the entity which is under the ownership is known as ‘possessed’.

4. *Behavioral Process*

Behavioral processes are processes which are the combination of the material /physical and mental processes. It means behavioral processes indicate the change of

physical state under the impact of mental state. For example, the processes of laughing, weeping and smiling. The person whose behavior is being indicated is termed as ‘behavior’. The way somebody is behaving is termed as ‘behavior’.

5. Verbal Process

The art of saying is denoted by the verbal process. The person who says something is termed as ‘sayer’. Whatever is said by ‘sayer’ is known as ‘verbiage’, and the person to whom the sayer addresses, is known as ‘receiver’.

6. Existential Process

The processes indicating the existence or occurrence of something are known as existential processes. The existential process is between the material and relational processes and is denoted by the verb ‘be’ or its synonymous expressions. There is only one participant in existential processes which is ‘existent’. Existential ‘there’ may exist in such processes.

Table 1: Six types of processes in the transitivity system

Process type	Participants
Material Process	Actor, Goal, Range
Mental Process	Senser, Phenomenon
Relational Process	
1. Identifying	Token, Value
2. Attributive	Carrier, Attribute
3. Possessive	Possessor, Possessed
Behavioral Process	Behaver, Behavior
Verbal Process	Sayer, Verbiage
Existential Process	Existent

Appraisal Theory

Appraisal resources help in evaluating the language, and the evaluative meanings provided by appraisal analysis help in understanding the function of ‘interpersonal metafunction’ (White, 2015). The appraisal framework was developed by Martin and White and their colleagues in 1900s and 2000s. This framework assesses the positive and negative attitudinal meanings; helps in understanding the intensity and directness of the discourse; and evaluates the engagement level of the speaker or the writer with the discourse and the potential respondents (Iedema, Feez & White, 1993; Martin & White, 2005). Martin (1997) proposed that the appraisal resources work with the other two systems of ‘interpersonal metafunction’ to put the evaluative positioning of the discourse obtained from appraisal analysis. The two systems of the interpersonal metafunction along with appraisal resources are the mood (declarative, command,

interrogative etc.) and the expressions used to show the involvement; such as slang, jargon, address terms and informal diction.

Attitude

The positive or negative attitudinal assessment, in the appraisal system, refers to the assessment of the three aspects of attitude which include ‘appreciation’, ‘judgment’ and ‘affect’. Being more specific, these three are the subtypes of attitudinal aspects of the appraisal system. The positive or negative evaluation of human behaviour with reference to specific contexts and culture, ethical/moral values and other customized norms are labelled as appreciation. Sometimes, specific potential expressions of positive and negative evaluation are used in discourse. If the discourse contains potential expressions of positive and negative assessment, it is known as inscribed positive/negative appreciation. It is termed as ‘invoked’ appreciation if the discourse does not contain direct expressions of positive and negative assessment. The positive or the negative assessment of the socially assigned value of the objects, states of affairs or any person is known as ‘Judgment’. The concepts inscribed and invoked assessments apply to all subtypes of attitudinal assessments. The positive or the negative assessment of emotional reactions is labelled as ‘affect’.

Graduation

The speaker/writer’s investment in the discourse being created is critical to be evaluated for interpretation of interpersonal meanings of the discourse. Graduation, the aspect of the appraisal system, provides a framework for the analysis of personal investment of the speaker or writer in the proposition being made. The notion of ‘force’ refers to expressions by which the investment in the proposition is shown by strengthening or mitigating the statement. The notion of ‘focus’ indicates how semantic boundaries have been blurred or sharpened by the speaker or the writer. The intensification or mitigation when showed with any intensified judgment is called fused force. The intensification or mitigation with intensified appreciation is known as an isolated force. For intensified judgment, the expressions like ‘in a superhero movie’ are used. The expressions like ‘very new idea’ are used in case of intensified appreciation. The focus means sharpening or blurring the boundaries of semantic categories. The expressions like ‘literally’ are used to indicate sharpened focus.

Engagement

The speakers or writers show their dialogistic engagement with the proposition being advanced. Appraisal’s aspect of engagement enables the interpreter to assess different stances adopted by the speakers or writers. There are many ways through which speaks or writers present their stances to mark the propositions as agreed-upon, problematic, or as less contentious. The aspect of engagement shows how authorial voice can be positioned with respect to the alternative point of views (Martin & White, 2005; White, 2000, 2003). They argue that the modals (may, might etc.) are not the

only expressions which carry the authorial degree of certainty or probability. The key point, in their view, is that all the propositions which do not show any kind of the problematic or alternative point of view are the stance ones. Some invented formulations are shown below to indicate how speakers/writers can present their stance.

1. The media has been propagating their agenda.
2. Obviously, the government has been hiding the facts.
3. Of course, the prime minister has been lying.
4. It's probable the prime minister was right
5. The government claims that opposition was lying.
6. It is believed that the Police has been involved in corruption.
7. In my view, the media has been propagating their agenda.

Relevant Studies in the Field

The study intends to explicate the ideologies present in editorials written about the results of General Elections-2018 in Pakistan. CDA of the editorials was carried out from the perspective of SFL to examine the ideological construal in the editorials about the general elections-2018 in Pakistan.

Language is a profoundly laden vehicle. It needs to be keenly analyzed to assess the underlying realities. Language users have several choices of words or expressions, and out of available choices, they prefer some over others. Their selection of linguistic expressions expresses their conscious or unconscious ideologies. Words used in spoken or written discourse are never neutral but are heavily loaded with power and ideologies that express the comforts of the speakers or writers (Taiwo, 2007). CDA aims to systematically analyze the discourse to assess the conscious or unconscious ideologies which triggered speakers or writer to produce specific discourse (Van Dijk, 2006).

. The study drew its insights from many of discourse studies which were carried out from the perspective of SFL. Noticeable importance is given to Halliday's SFG (2014) as a framework for analysis in CDA (Tenorio, 2011). Caffarel and Rechniewski (2009) analyzed French editorials by using Transitivity and Appraisal as a framework for the analysis. They explored and compared the underlying ideologies of two French newspapers about the incident of kidnapping of two French journalists. This study provided a clear road map for this research. Hong (2008) studied ideologies behind the discourse produced by the fast-food company, McDonald's in reaction to the criticism against its business practices. He also relied upon Transitivity and Appraisal analysis of the discourse to explore the ideologies.

The researchers also used Transitivity and Appraisal separately as independent tools to carry out CDA of texts. Kondowe (2014) analyzed the inaugural address of Malawian President Bingu Wa Mukhtarika. He aimed at exploring the ideologies that

were embodied in the speech and the ideologies that it aimed to construe. Mayo and Taboada (2017) explored ideologies in the political speeches addressed to women during election campaigns. They applied Appraisal analysis as the method for the analysis of speeches.

In the context of Pakistan, the framework devised through the combination of Transitivity and Appraisal analysis has not been used in critical discourse studies. The present study has used this framework to carry out CDA of editorials written about the results of General Elections- 2018 in Pakistan.

Methodology

Overall Methodological Approach

This study is qualitative as well as quantitative in nature. The text of the editorials had been divided into clauses and numbers were given to the clauses. The number of different transitivity processes was assessed and their functions in ideological representations were explained. The functions of different transitivity processes and appraisal resources in ideological representations of the newspapers in their accounts of results of general elections- 2018 were explained qualitatively through discussions.

Sampling and Data Collection

Four sample editorials, one from each newspaper, were taken from The Express Tribune, The Nation, Dawn, and Pakistan Today by using the technique of purposive sampling. The contextual variables of the editorial were the same (results of general election-2018 in Pakistan, the general public as the audience). The editorials taken as sample were published, from 25 July 2018 to 18 August 2018, during the time from the declaration of the results of election till the day Prime Minister took an oath. The editorials which aimed to address the results of general election-2018 in Pakistan were selected for analysis to check whether the newspapers were analyzing the results of elections as fair or rigged. This means that the field of the editorial is the result of the general election. The tenor audience of the editorials in all the four cases was the general public. The mode of the editorials was written. Therefore, these can be compared to check the construal of ideologies about the same event.

Procedure of Data Analysis

The linguistic patterns of the editorials were analyzed to highlight which linguistic features (transitivity components and appraisal resources) carry ideological meanings across the experiential and interpersonal metafunctions. The authors analyzed the texts of the editorials from the perspective of transitivity patterns and appraisal resources. It was explained how particular ideological positions are highlighted with linguistic patterns and their interaction from the grammatical ideational system of transitivity in combination with the interpersonal variable of modality and semantic interpersonal system of appraisal.

In the first step, the experiential resources were explored and interpreted through transitivity analysis. The transitivity components, processes and participants, were found in the text of editorials that were divided into clauses. The editorial texts were characterized by relational processes as these are intended to describe as the things or events are and as these should be. The other feature of this genre is that most of the processes are modulated. The extent of obligation or inclination is termed as modulation, while modalization is known as the degree of usuality and probability. The analysis of agency reveals the role assigned to the participants. The degree of occurrence of modal verbs determines that the editorial intended to persuade the reader to act in a specific way or just to accept the position of the newspaper on the results of elections. As all these elements are crucial in the construal of ideology, the study assessed these elements in the text of editorials

In the second step, an Appraisal analysis of the editorials was carried out. Appraisal resources are highly significant in the analysis of ideological construal and projection in the text (Martin & White, 2005). The analysis of aspects of Attitude, Engagement and Graduation (appraisal resources) in the editorials was carried out. The analysis of the text from the perspective of 'attitude' included the identification of instances of affect, judgment and appreciation. The aspect of engagement explained the newspapers' engagement with the proposals being made regarding the results of general elections-2018 in Pakistan. Furthermore, the aspect of graduation was taken into account. This explained the stance of the writer to the ideas and information being projected in editorials. This helped in assessing how more or less closely the newspaper was aligned with the source. The analysis of the graduation showed how much the newspaper supported the idea of being circulated or delineated itself.

Data Analysis and Findings

The construal of ideology about the general elections-2018 in Pakistan in editorials of The Express Tribune, The Nation, Dawn, and Pakistan Today has been explored in this section by analyzing the significant experiential and appraisal choices made in the editorials of the four mentioned newspapers.

Exploring Ideological Construal in the Editorial of the Express Tribune

The analysis reveals that the editorial of The Express Tribune contains 34 clauses. The details of the process types used in the editorial are given below in table 2.

Table 2: *Types of Processes in the Express Tribune*

Process types	Modalized	Modulated	Neutral	Total/Clauses
Material		2	16	18/34
Relational				
• Identifying			4	4/34
• Attributive			5	
• Possessive			1	1/34
Verbal	1		1	2/34
Behavioral			1	1/34
Mental			2	2/34
Existential			1	1/34

The material processes have been used more than other types of processes in the editorial of The Express Tribune. The actors in case of material processes are ‘members of the national assembly’, ‘Great political dynasties of the last 20 years’, ‘Pakistan Peoples Party’s MNAs’, ‘Bilawal Bhutto’ ‘Imran Khan and Shahbaz Sharif’, ‘rigging’, ‘They (Public)’ and ‘We’. Then, the use of the relational process is comparatively more than other types of processes. The carrier, identified and possessor in the case of relational processes are the day of elections, Bilawal Bhutto, Imran Khan, PTI, the ordinary voter. The important point to note here is that what type of meanings or effects these material and relational processes created. The significance of these choices can be assessed by viewing these choices through the lenses of appraisal theory. Similarly, the behavioural, mental, existential and verbal processes have significant attitudinal inscriptions of appreciation, judgment and effect. When analyzed through the mirror of appraisal analysis, the experiential sources seem to construe a particular ideology. As shown in Table 2, the editorial contains one modalized verbal process and two modulated material process.

The first line of editorials is significant for the evaluation of the attitude or the point of view of the newspaper towards any state of the affair being presented in the editorial. The first line in case of the editorial of The Express Tribune builds a positive attitude or ideology about the results of the general elections-2018 in Pakistan. The editorial starts with the line “*It was almost completely a silent process*” (token of graduation: Isolated force as the process of scaling is indicated with the use of intensifiers instead of fused expression). Then, it can be seen that the clauses which have participants from the opposition parties have negative attitudinal inscriptions. *The MNAs of Pakistan People’s Party ‘sat in glum silences’* contains token negative attitudinal inscriptions of ‘affect’. Similarly, *Bilawal Bhutto ‘looked sad-faced’* also

contains the same negative effect. These show that the members of the Pakistan People's Party were in gloomy condition. The clauses about Shahbaz Sharif '*his opponent just 96*' show negative invoked attitudinal assessment. The noun phrase '*elective feudalism*' also contains negative attitudinal inscriptions and is taunting in tone about the PPP and PML-N. Though no negative expression is used explicitly, there is a negative impression. Such kind of attitudinal assessment is called 'invoked' attitudinal assessment. Furthermore, the phrase '*great political dynasties of the last 20 years*', also contains invoked negative attitudinal appreciation. On the other hand, most of the clauses which are about the PTI and Imran Khan are relational and are carrying the positive attitudinal inscriptions. The positive attitudinal tokens include '*looked decidedly modest about it*', '*history has been made*'. The results have been presented as fair as the due credit has been given to the voters through positive attitudinal inscription, as in the line '*it was the ordinary voter that turned the leaf on elective feudalism*'

The overall theme of the editorial suggests that it is a comment upon the voting process for the post of Prime Minister. Furthermore, the gloomy condition of the opposition parties has been highlighted in the editorial along with the appreciation of PTI's victory and voter's attitude towards the change. In addition to these points, the allegations of rigging have not been highlighted.

Exploring Ideological Construal in the editorial of The Nation

The analysis shows that there are 24 clauses in the editorial of The Nation. The details of the types of process used in the editorial have been given below in table 2.

Table 3: *Types of the process in The Nation*

Process type	Modalization	Modulation	Neutral	Total/clauses
Relational			7	7/24
• Identifying		5		5/24
• Attributive		1		1/24
• Possessive		1		1/24
Material		2	4	6/24
Verbal	1		5	6/24
Mental			2	2/24
Behavioral		2		
Existential			1	1/24

Table 2 shows that there is one modalized and four modulated processes in the editorial of The Nation. The use of modality and modulation in the editorial is significant as the

use of such linguistic techniques enables the newspaper to propagate its stance and persuade people to agree upon the view articulated in the editorial. This shows that on the contrary to the editorial of The Express Tribune, the editorial of The Nation is more persuasive. The relational processes have been used more in number than the other process. The difference between the two newspapers is that the relational processes used in The Nation involve different participants, and the processes used in the editorial of Express Tribune have different participants. Therefore, the choices construe different ideologies. There are many processes which have results of general elections or the rigging as its participants or as its circumstances in The Nation. For example, in clause 2, the process of elections has been identified as suspicious. Similarly, the material and verbal processes in clause 5 and 6 are about actions and claims of rigging by the opposition parties. Furthermore, the process in clause 7, calls into question the whole procedure of the election. There are some relational processes which identify Imran Khan's attitude as positive ones. The modalized and modulated processes are the suggestions that have been given in the newspaper's editorial for Imran Khan and the new government.

The experiential choices, when viewed from the appraisal theory, reveal that editorial of The Nation calls into question the results of the general election-2018 in Pakistan. The negative tokens of appreciation in the very first line of the editorial construe negative ideology about the results. The negative attitudinal tokens which call into question the results are '*frenzied polling day* (token of appreciation) ', '*tumult* (token of negative judgment)' and '*however the polling process itself has been called into serious question*'. In the last-mentioned token, there is an inscription of negative judgment and the direct engagement of the newspaper as the stance has directness. Furthermore, the appraisal tokens '*The counting and transmission of the results have been marred with discrepancies and criticisms, voiced by a wide gamut of contesting political parties*', '*outright reject the poll results*', '*delay in receiving official results, slow-polling tactics, non-issuance of 'form 45', and 'the glitches in the Result Transmission System*'.

The overall theme of the editorial suggests that it evaluates the polling day as a frenzied one and calls into question the credibility and fairness of the results of the election. It highlights the voices raised by the opposition leaders. Furthermore, it also appreciates Imran Khan on offering his cooperation for a fair investigation of rigging allegations. In addition to these points, it contains suggestions for the new government and the opposition.

Exploring Ideological Construal in the Editorial of Dawn

The language used in the editorial of the Dawn is more evaluative and suggestive. The overall theme of the editorial suggests that newspaper comments that Pakistan's new prime minister will have to face difficulties in coping with strong opposition.

Also, the newspaper has suggestions for Imran Khan and appreciations for the ordinary voters who stood by him.

The transitivity analysis of the text of the editorial of Dawn titled as ‘PM’S First Speech’ reveals that the text contains 26 total processes. Out of 26 processes, there are 14 material processes. The material processes reveal the actions that the newspaper thinks will be necessary to be done by the newly elected prime minister in the future. Most of the material processes are modulated and modalized.

The rest of the processes are not more in numbers. The relational, behavioral, mental and existential processes are 6, 3, 2 and 1 in number. The significant point to note here is that the editorial contains 8 modulated processes and 4 modalized processes. Out of eight modulated processes, there are six material processes, one behavioral and one relational identifying process. There are three material processes and one relational identifying process. The details of the types of processes in the editorial of Dawn titled ‘PM’s First Speech’ have been given below in table 4.

Table 4: Details of the types of processes in Dawn

Process type	Modalization	Modulation	Neutral	Total/clauses
Relational				6/26
• Identifying		1	1	2/26
• Attributive			3	3/26
• Possessive	1			1/26
Material	3	6	5	14/26
Verbal				
Mental			2	2/26
Behavioral		1	2	3/26
Existential			1	1/26

Before explaining the transitivity and appraisal choices made in the editorial and their meanings, it is significant to explain the importance of modulation and modalized processes present in the text of the editorial. The editorials are aimed to formulate the opinion of the public as all as to drive certain people to act in certain ways. Through the use of modulated processes, the newspaper gives suggestions to the newly elected prime minister to act in certain ways. For example, the expression ‘*will need to quickly pivot away*’ expresses that Imran Khan will necessarily need to change him. In the case of the modalized expressions, the newspaper has evaluated the probabilities in a certain phenomenon. The use of the modal adjective ‘*surely*’ in clause seven, ‘*may not matter*’ in clause 19, ‘*clearly still firmly*’ in clause 24 and ‘*may quickly find*’ in clause 22 are the examples of modalized expressions used in the text of the editorial. The modulated expressions are significant as these tell what the newspaper thinks is necessary for the new prime minister to do. The modalized expressions are significant as these express what the newspaper feels is likely to happen in future.

The newspaper starts with a clause which involves modulated material process '*will have to contend*'. The actor of the process is Imran Khan, the range and the circumstance of the process shows that Imran Khan will have to face such circumstances because of the reason that people have high expectations from him. The transitivity choices made in the clause have been given below:

Clause 1: *The 22nd prime minister of Pakistan* (actor) *will have to contend* (modulated material process) *with a set of circumstances that few leaders before him had to face... sky-high expectations...* (Goal)

The appraisal analysis of the clause shows that there is invoked positive attitudinal judgement as the statement expresses that Imran is not like all other people who came to the prime ministerial position in Pakistan. This has been presented by commenting that not all the leaders who came to power in Pakistan had the burden of high expectations of the public. The enthusiastic supporters of Imran Khan voted him for the change he promised. The country is facing many internal and external problems that have gone to the worst position. Because of this worst condition, it will be a difficult challenge for Imran Khan to fulfil the promise he made to the public. The newly elected government may also face loud and strong opposition. The first clause does not signal that the newspaper stands with the stance of rigging in general elections-2018 in Pakistan.

The transitivity analysis of the 2nd and 3rd clauses reveals that the newspaper uses material and relational processes to comment that Imran Khan's success in his agendas will strengthen Pakistan. The transitivity patterns of the 2nd and 3rd clauses have been given below:

Clause 2: *If Prime Minister Khan* (actor) *succeeds* (material process) *in his economic and governance agendas* (goal)

Clause 3: *all of Pakistan* (carrier) *will be* (modulated relational process) *stronger (attribute) for it* (circumstance)

The appraisal analysis of the clauses shows that the news newspaper says with surety that the success of Imran Khan in his agendas of economics and governance can guarantee a stronger Pakistan. The newspaper does not use any positive inscribed expressions of appreciation for the economic and governance agendas of Imran Khan, but it explicitly appreciates Imran Khan's agendas as the newspaper expresses that his agendas have the potential to make the country stronger. To lessen the degree of engagement with the proposition being made, the newspaper uses conditional construction.

The behavioural process in clause 8 shows that the newspaper does not stand with the opinions that consider the results of general elections-2018 in Pakistan as rigged. The clause shows that the newspaper states that the core supporters of PTI (behave) have stood by Imran Khan in the politically divided country. The transitivity

choices made in the text of the editorial of Dawn titled as 'PM's First Speech' have been given below:

Clause 8: *In a fiercely divided polity and an era of hyper-partisan politics* (circumstance), *the core PTI supporter* (behave) *has stood* (behavioural process) *by Mr Khan* (receiver) *because of his promise that he will be a different kind of leader* (circumstance)

The appraisal analysis of the clause reveals that the newspaper evaluates the political structures in Pakistan negatively by ascribing the negative attitudinal tokens of appreciation to it. The negative attitudinal tokens of appreciation used for the political structures in Pakistan include '*fiercely divided polity*' and '*era of hyper-partisan politics*'. The newspaper explicitly appreciates the behaviour of core PTI supporters by giving the reason that in a country which fiercely divided they stand by Imran Khan.

The newspaper through the use of the relational possessive process in clause 17 states that the parties claiming rigging (possessor) have the responsibility (possessed). The transitivity choices made in the clause have been given below:

Clause 17: *The parties claiming rigging* (possessor) *also have* (relational possessive process) *a responsibility* (possessed).

The appraisal analysis of the clause reveals that there is no inscribed attitudinal token in the clause, but it can be seen that parties speaking the rhetoric of rigging have been evaluated negatively. The newspaper tries to construe the senseless image of parties claiming to rig as they are not showing any responsibility and vision.

If we see the results obtained from the appraisal-transitivity analysis of the text of the editorial titled as 'PM's First Speech', it can be observed that the newspaper does not stand by the rhetoric of the 'rigged elections'. The newspaper appreciates the supporters of PTI who stood by in the politically divided country for so long. The newspaper also appreciates explicitly Imran Khan whose honesty, determination and agendas helped him achieve success. Besides, the editorial of Dawn titled as 'PM's First Speech' contains suggestions for Imran Khan and the parties who levelled allegations of rigging. The newspaper construes positive image of the results of the general election-2018 in Pakistan as it explicitly expresses that Mr Khan achieved the success because of the trust of core PTI supporters and the ordinary voters, and states that the results of the general election-2018 were fair.

Exploring Ideological Construal in the Editorial of Pakistan Today

The newspaper writes that the activities related to the campaign of pathfinder general elections-2018 in Pakistan have almost ended, but the political parties who failed to achieve success have started the usual outcries of rigging and cheating in the electoral process. It has been stated that the five political parties have blamed the Election Commission of Pakistan, returning officers and booth staff for the unfair practices in the polling process. The newspaper builds a positive stance on the issue as

it comments that the defeated parties usually behave in this manner. The newspaper also says that unfair practice in the electoral process was impossible in the presence of thousands of monitors and observers and international invigilators. Furthermore, the newspaper explicitly supports the view that the delay in the transfer of the results was because of the technical issues related to RTS as accepted by ECP. The editorial evaluates the actions of ECP and NADRA which needlessly called into question the transparency and credibility of the results of the general elections-2018 in Pakistan, and asks for the investigation.

The grammatical choices made in the text of the editorial reveal that the newspaper tries to construe the fair image of the results of the general election-2018 in the minds of the readers. The transitivity analysis of the editorial of Pakistan Today titled as 'RTS the Chief Culprit in 2018 Polls Controversy' reveals that the numbers of relational processes were high as compared to the other processes in the editorial. The relational, verbal, material, behavioural and existential processes present in the editorial are respectively 5, 3, 3, 2 and 2 in numbers. The relational attributive process in clause 3 is modalized, while clause 10 contains the modulated behavioural process. The details of the types of the processes found in the editorial of Pakistan Today titled as 'RTS Appearing as the Chief Culprit in 2018 Polls Controversy' have been given in Table 5.

The relational processes used in the text of the editorial are significant. Through the use of relational attributive and relational identifying processes, the newspaper construes the ideology that the claims of rigging are usual as the defeated parties always raise the false cries of rigging in the election. It has been construed through the use of the relational process that rigging was not possible because of the impressive monitoring system. The relational processes are also indicating that Pakistan Today considers the failure of RTS as the sole cause for the delay in the transmission of the results.

Table 5: *Types of processes in the editorial of Pakistan Today*

Process type	Modalization	Modulation	Neutral	Total/clauses
Relational				5/15
• Identifying			3	3/15
• Attributive		1	1	2/15
• Possessive				
Material			3	3/15
Verbal			3	3/15
Mental				
Behavioural		1	1	2/15
Existential			2	2/15

The second clause of the text of the editorial contains the existential process. The usual claims of rigging have been presented as existent. The transitivity patterns of the clause have been given below:

Clause 2: *the usual strident post-poll clamour regarding alleged rigging, cheating and sundry unfair practices* (existent) *is* (existential process) *now at its zenith*.

The appraisal analysis of the clause shows that there is invoked negative assessment of the behaviour of the defeated parties. The newspaper judges the behaviour of the political parties who failed to attain success in the election. The newspaper does not use any inscribed expression of negative evaluation, but explicitly it evaluates that these claims of rigging, biased practices and cheating in the electoral process are usual as it has been happening before. Indirectly, the newspaper construes the image of results of the general election-2018 in Pakistan as fair and rejects the claims of rigging in the election. The relational process in clause 4 identifies the foul play and unfair practices in election-2018 as impossible acts. The circumstance in the process shows why the rigging has been identified as an impossible act. The transitivity patterns of clause 4 have been given below:

Clause 4: *as resorting to foul play on a massive scale* (identified) *is* (relational identifying processes) *well-nigh* (circumstance) *impossible* (identifier) *under the hawk-like gaze of 53,000 monitors and observers, including trained, highly professional international 'invigilators', 60-100 from the EU and 400 from other countries* (circumstance).

The newspaper contains an inscribed positive assessment of the results of the general election-2018 in Pakistan. It means that the use of the positive attitudinal resource of appreciation has been applied by Pakistan Today for the results of general elections-2018. The results of the election have been assessed positively by negating the possibility of rigging because of the impressive systems of monitoring, observation and invigilation which have taken help from the international observers and invigilators.

In clause 6, the newspaper tells that major fault in the electoral process was the faulty Result Transmission System (RTS). The relation process has been used to construe the negative image of the RTS. The transitivity choices made in the clause have been given below:

Clause 6: *but the principal delinquent in 2018* (identifier) *turned out to be* (relational identifying process) *the new-fangled Results Transmission System* (identified)

The appraisal analysis of the text reveals that the newspaper has evaluated the RTS negatively as the newspaper identifies it as the principal fault in the general election-2018. The newspaper shows its involvement with the proposition being made. Furthermore, the newspaper represents the Election Commission of Pakistan and NADRA as the actors who damaged the National Exchequer by using RTS which turned out to be faulty. The newspaper says that ECP and NADRA should be investigated and held accountable for their negligence. Clause 9 represents the

delinquent actions of ECP and NADRA, while clause 10 indicates what the newspaper thinks should be done to the ECP and NADRA for their negligence. The transitivity patterns in both of the clauses have been given below:

Clause 9: *The 2018 elections* (actors) *reportedly cost* (material process) *the national exchequer, already in a vegetative state* (recipient), *the astronomical sum of twenty-one billion rupees* (goal)

Clause 10: *And the ECP and NADRA, which developed the RTS* (target), *should be held* (modulated behavioural process) *accountable* (behaviour)

The appraisal analysis of these clauses reveals that the newspaper evaluates the general election, the ECP and NADRA. The newspapers assess the general election, according to the valuation, the subcategory of attitudinal appreciation. The general election-2018 caused damage for the National Exchequer because a huge amount of rupees was consumed only on the faulty RTS which needlessly called into question the transparency and credibility of the election. The ECP and NADRA have also been assessed negatively. The negative attitudinal expressions of judgement have been used for ECP and NADRA. The attitudinal expressions of judgement belong to the propriety, a subcategory of attitudinal judgement.

Furthermore, the defeated political parties and the claims of rigging in election raised by them have been evaluated negatively. The use of negative attitudinal expressions '*loser's wounded vanity*' and '*ingrained Knee-Jerk reaction*' is the examples of the negative attitudinal evaluation of the parties who did not perform well in the general election-2018 in Pakistan.

On concluding note, it can be said that Pakistan Today rejects the claims of rigging in the election. The newspaper construes the positive image of the results of the general elections. The newspaper uses specific grammatical choices to construe this positive image of the results of the general elections 2018 in Pakistan. It has been clear from the appraisal-transitivity analysis of the editorial of Pakistan Today that newspaper identifies the rigging, cheating and biased practices in the electoral process as impossible acts. It has also been construed in the editorial that delay in the results was caused by the faults in RTS, and not because of unfair practices. The newspaper suggests that ECP and NADRA should be investigated for their negligence which needlessly made the results of the election suspicious, and for the damage, they caused to National Exchequer.

Conclusion

The study sought to demonstrate that ideologies and world views are produced and reproduced in every social interaction that involves a linguistic act in any given context of the situation. This has been illustrated by studying the editorials of four newspapers, The Express Tribune and The Nation, Dawn and Pakistan Today, written about the results of the general elections-2018 in Pakistan. The appraisal-transitivity analysis of

the newspaper editorials reveals that all the newspapers have differently viewed the results of the elections and have construed different ideologies about them. The Express Tribune views general elections as fair and results clear by giving the due credit to the voter who opted for the change and rejected the political feudalism. On the other hand, The Nation speaks the rhetoric of the 'rigging' and calls into question the credibility of the results of the general elections-2018 in Pakistan. The results showed that the editorial of Dawn was more evaluative and had more potential to affect the opinions of the readers. The newspaper explicitly declares the results of the election as clear and fair. The results revealed that the editorial of Dawn was more neutral than other editorials. The Pakistan Today construed and circulated the opinion that the claims of rigging were usual as defeated parties always raise such voices.

It can be concluded that the newspapers have certain ideological alignments, and these ideological attributions of the newspapers are construed in and through the editorials. The study as such concludes that the four newspapers used different grammatical choices to represent particular ideologies pertaining to the results of general elections-2018 in Pakistan. The study also concludes that the transitivity choices and evaluative language used in the editorials construe a certain version of reality for the respective readers. The findings of the study are in conformity with the results of previous critical discourse studies that highlight that newspapers editorials represent the interests and ideologies of the newspapers.

The research is highly significant as it has provided a linguistic model-Systemic Functional Linguistics (SFL) - specifically transitivity and appraisal analysis, as the framework for ideological analysis based on linguistic elements. The present study initiates a less utilized mode of critical discourse studies. A combination of appraisal and transitivity analysis for CDA would be the aptest analytical framework to explore ideological underpinnings especially in this part of the world. Thus, the study can be helpful for the researchers interested in using SFL as a framework for critical discourse studies.

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Iran's Foreign Policy towards Lebanon: Success Story of Synergy between Hard and Soft Power

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Abstract

One of the major reasons behind assassination of General Qasim Soleimani in US attack on Jan 3, 2020, was that he had projected Iranian hard and soft power in different parts of the world particularly in the Middle East. He was recognized as the architect of Iran's influence and presence from Lebanon to Syria, Iraq to Yemen and Bahrain. That is why, the killing of Qassem Soleimani has considered as an enormous setback to the country's regional ambitions. This study is mainly focusing on utilization of hard and soft power by revolutionary Iran as foreign policy tools especially in the Middle East. American war in Iraq (2003) and Hezbollah-Israel war of 2006 have provided Islamic Republic of Iran with an opportunity to expand its power in the Middle East in general and Lebanon in particular; King Abdullah of Jordan predicted that as "Shi'a Crescent" in 2004. Iran's successful resurgence is widely misperceived as sole reliance on hard power and Shi'a proxies and partners. This study argues that it's the effective use of "smart power" and complementary synergy between soft and hard power tactics, which has led to consolidation of Iranian influence in the countries like Lebanon. Hezbollah as the tool of Iran's hard power is being supported by soft power tactics like Education, Media, cultural diplomacy and bonyads (Foundations). The study also argues that Iranian success in Lebanon in terms of hard power greatly lies with its ideological inspiration for Hezbollah both for institution of Vilayat-e-Faqih and Iran's regional ambitions and being sole supporter for its followers.

Keywords: Iran, Lebanon, Middle East, Soft Power, Hard Power, Smart Power

Introduction

Middle East has witnessed immense increase in Iranian influence in the region after 2003 American war in Iraq. Arab Spring and rise of Da'esh posed some challenges as well as provided Islamic Republic of Iran with constant potential opportunities to consolidate its power in the region in general and in Lebanon in particular. This study

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aims to explore that despite US and European backed Israel has been regularly pursuing its regional hegemonic designs with especial focus on Lebanon, how Iran as an external power successfully achieved greater influence in Lebanon? And Why Iranian success in Lebanon is more than other external players? It is widely perceived that Iran only relies on Hezbollah to deepen its strategic depth in Lebanon but the study argues that Iran not only relies on Hezbollah but also relies on its soft power that actively pursues the tools and strategies to change the perceptions of the Lebanese people. Both the tools of hard and soft power employed by Iran in Lebanon are driven by its ideological orientations towards the region and Lebanon as it shares absolute convergence with Iran's strategic interest. To prove this argument, study will employ the lens of Joseph Nye's Smart Power that is an amalgamation of hard and soft power. Moreover interviews of concerned experts like Dr Adib Moghadam*** and Dr. Bahador Aminian Jazi **** have been used to support the argument.

According to Chehabi, both state and non-state actors played pivotal role in strengthening Lebanese-Iranian Relationship on socio-political and religious levels for last 500 years. It began with the immigration of Shi'a ulemas (clerics) from Jabel Amal to Safvid Shi'a Iran in 16th century to early 20th century when Beirut became a popular destination for young Iranians to seek western education. During Shah's era (1925–1979), both states cooperated on security matters but could not develop amicable relation due to relatively diverse political aspirations at domestic level. Moreover, Lebanon provided safe haven for anti-shah elements. However, the changing political landscape in Iran had greatly affected Lebanon. The rise of Shi'a consciousness in Iran led to the radicalization of Lebanese Shi'as in which clerics like Musa al Sadar played pivotal role during 1960's and 1970's. Lebanese Shi'a owes much to the Post-revolution Iran for its influence and organization which didn't solely rely on provision of funds and training to Hezbollah (Chehabi, 2006). Iran has smartly opted for smart power that power tools and hard goals in the region. Such smart exploration of foreign policy choices has earned Iran with Strategic depth in the region including Lebanon. This paper highlights the importance of hard and soft power in Iranian foreign policy formulation as well as in its implementation. It argues that how Islamic Republic of Iran with creating synergy between Hard and Soft Power is consolidating its influence in the Middle East in general and in Lebanon in particular. To analyze the issue, the concept

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of Smart Power presented by Joseph Nye has been employed as an effective way for states to pursue their national interests and foreign policy goals.

Theoretical Framework

To understand Islamic Republic's employment of smart power (combination of hard and soft power), the study will first define both terms separately and then the smart power itself. Joseph Nye defines Power, "*as an ability to affect others to achieve the outcomes one wants*". He divides Power into two forms, Hard Power and Soft Power (Nye, 1990). Joseph Nye in his book, *Soft Power: The Means to Success in World Politics* defines soft power as "the capability to achieve what you want through attraction rather than coercion or payments," and "the sources of soft power are the attractiveness of country's culture, political ideals and policies." So soft power depends on state's ability to act as a role model and shape others desire to adopt its values and style. According to Nye, Soft power as an alternative to the traditional "carrot and stick" tactic employed by states to pursue national interest (Nye, 2004). Nye also associates the sources of tangible power like culture, ideology and institution. To him, co-optive power is an equally important as hard power as it creates legitimacy for state's power and this legitimacy decreases resistance to state's wishes. State's mystifies their culture and ideology to make it appealing so that it earns more willingness among masses to follow its national interest ((Nye, 1990). So by using soft power, states contribute to construct positive image which creates space for states to enhance influence in global politics.

Hard power is commonly defined as, "*using military and economic means to shape the behaviour of others or use of cohesive political power, military aggression or economic power by one political entity against another*" (Copeland, 2010). Hard power can be defined as command power that is considered as the oldest form of power, enrooted and integrated with the idea of an anarchic structure of international politics. The size of population, territory and natural resources along with geography and economic strength remained important tools to evaluate the hard power of any state. Contrary to this, legitimacy is the core of soft power (Nye 2008). Hard power reliance on military and economic power to shield its security makes it fall under the realist school.

Despite the recent tendencies to enhance Soft Power, states have endeavoured to use soft power along with their Hard Power in their foreign policies for centuries. For instance, in the 17th and 18th centuries, France promoted its culture throughout Europe. French language not only adopted as the language of diplomacy, but was even used at some foreign courts such as Prussia and Russia (Nye, 2004). But in comparative manners, to highlight the significance of soft power, it is important to understand the

limitations of hard power. Whereas hard power remained one of the most predominant factors in the past socio-political events, but recent studies and experiences are showing that hard power is gradually deteriorating, in turn importance of soft power is in its rising mode. Some experts as well as practitioners are of the view that today use of hard power is much costly and dangerous than past and soft power could be logical alternative. Moreover, growing economic interdependence and the multidimensional process of globalization has also curtailed the use of hard power to resolve the conflicts and the soft power is day by day becoming an important tool of states international relations. However despite increasing importance of soft power, still state's expenditures on their hard power are increasing. This dilemma has forced some experts to find the way through amalgamation of hard and soft powers in pursuance of national interests.

According to Giulio Gallarotti, military power (the most traditional form of hard power) remains at the core of the idea of hard power. But the use of force can be divided into various forms, ranging from coercive diplomacy to the military intervention. Hard power, not always destroys positive perceptions, through military interventions, state may earn appreciation that creates substantial space for soft power. For instance, providing military and economic support to adversaries may lead to soften threat perception. Therefore, a properly managed combination of soft and hard power can be a smart way for states to pursue their national interest (Alanazi, 2015). Nye explains that he coined the term smart power in 2003 in order to challenge the misperception towards the conceptualization of soft power in such a manner that it alone can provide sufficient strategies for foreign policy as he defines Power as ability to affect other's behaviors in desired manner. Nye divides this ability in three modes, a. coercion, b. payment, and c. attraction. Coercion and payment can be categorized with hard power while attraction lies with soft power. States can't solely rely on carrot and stick or attraction alone for successful pursuit of national interest but it needs smart strategies employing the tools of hard and soft power simultaneously (Nye 2009).

Data and Methodology:

To comprehend Iran's ambitions in the Middle East particularly in Lebanon both primary and secondary sources are used for required data collection. About Iranian quest for hard and soft power some media sources and reports of state and non-state institutions are also employed. More over to validate the collected data, experts on Iranian affairs like Dr Bahador Aminian Jazi and Dr Arshin Adib Moghaddam were personally communicated and interviewed. While examining and analysing the data both descriptive as well as explanatory methods are taken into consideration.

Iran's Foreign Policy Objectives: Qodrat-e-Narm and Qodrat-e-Sakht:

To understand Iran's aspirations in region especially in Lebanon one must explore what Iran really desires and how Iran perceives its position in the region. Today's Iran may be the shadow of ancient Persian empires but Iranian nation enjoys great pride in its glorious political and intellectual past. Just like Russian nationalists who believe that Russia should have paramount influence in near abroad, Iranians also consider former imperial boundaries to be a natural sphere of influence of Iran. Such perceptions among Iranians staple the notion of "*Iranzamin*" (Land of Iranian) in Revolutionary Iran's rhetoric making it an important aspect of Supreme Leader Ali Khamenei's foreign policy approach (Rubin, 2017).

Scholars like Dr. Aminian are of the view that one can't understand Iran's foreign policy, until he/she has not understood how Nizam ul Mulk of Toos served under Mongol rulers. Toosi's approach is one expression of Iran's pragmatic and smart choices (Aminian, 2019). Book of Government or Siyasatnama is a manual of Government written by Seljuk Vizier Nizam al-Mulk. The manual is comprised of 50 chapters dealing from the courtship of redressing wrongs and practicing virtue and justice to having a diverse army and dealing the heretics (enemies of Islam and state). The Persian rulers in 19th century not only kept such literature in their libraries but also read them (Amanat, 1997). For Michael Rubin, after analysing literature by scholars like, D.G Tor (who have worked on Islamisation of Iran's kingly ideals), Iran's Supreme Leader Ayatollah Khamenei may not perceive himself as Persian King but his strategies for ruling and for exporting state's ideology are regarded by many as the continuity of Iran's past glory and intellectual legacy (Rubin, 2011).

To highlight the doctrinal feature of 1979's Revolution, the preamble and Article 144 of the constitution calls the armed forces of Islamic Republic as "*The Islamic Army*". So the armed forces constitutionally not only entitled to guard the Iranian borders but also to wage Jihad to spread the provisions of Islamic Law in the world. Article 3 bestows Islamic Republic with the duty of supporting the *oppressed* and strengthening the "*Muslim brotherhood*". Thus the military interpretation of the export of revolution in constitution shows the dominance of the clergy close to Supreme Leader (Iran's Constitution, 2019). Thus the constitution and the will of the Leader of Revolution illustrate the prerogative to export through both hard and soft means. The constitution and founding statues of the IRGC declares the export of revolution as *raison d'être* of the regime. Here the question arises, what is Soft Power for Iran? According to Dr Adib Moghadam for Iran, Qodrat-e-Narm or Soft Power is a derivative of the doctrines of "dawat" and "tabligh" (persuasion and preaching) which were central to Ayatollah Khomeini's efforts to export the revolution, without the "barrel of a gun".

Whereas the discourse of Khomeini was radical, Qodrat-e-narm translates into multilateral engagement and cultural diplomacy, for instance the network of Iranian bonyads (Foundations), cultural centres and universities with branches in different regions (Adib Moghaddam, 2019).

Iran's Soft Power in Lebanon

Tehran's sophisticated soft power strategies aiming at the expansion of the Islamic Republic's ideological and political goals in the region are often undermined as scholars mostly highlights Iran's military expeditions and hard power ventures in the region. Lebanon being a politically instable state provided fertile ground for Iran to enhance its influence through hard and soft power. Iran addresses Sunnis of Lebanon in general and Shi'as of Lebanon in particular. Wide range of tools from strengthening its proxy Hezbollah to developing cultural, religious and political ties with Lebanese people, Islamic Republic aims at enhancing the image and strength of Hezbollah and to justify Iranian presence in Lebanon. Its ties with Hezbollah and its quest to shape public opinion in Lebanon give it primacy over United States, Israel and Sunni Arab regimes (Majidyar, 2017).

For scholars like Cenap Çakmak, Iran's primary soft power tool is based on its self-perception defining its position as the leader of the Shi'a Islam. Moreover, post-revolutionary Iran perceives itself as the natural leader of the Muslim World. Islamic Republic views itself as the natural leader of the Middle East when it sees its Arab neighbours incapable to counter Western influence like Iran (Çakmak, 2015). Being an Islamic republic, Iran emerged as model that is potential to fill the void left by the failure of Arab nationalist ideologies (Aghsan and Jakobsen, 2010) Iran emerged as the leader of the Shi'a Muslims, and struggling Shi'a opposition parties in countries like Yemen, Lebanon, Bahrain and others. Being a role model for Arab countries and Leader of Shi'a Muslims are the two aspects of Iran's soft power closely tied to Islamic Republic's ideology (Masood, 2000). The identity crises in the Arab world due to poor nation building, more inclination towards sectarian and ethnic affiliations than towards their nationalities have created rift in state and society. This has led in considerations about the loyalty of Shi'a Muslims who are deemed as more loyal to Islamic Republic than their home countries. Iran not only has capitalised this opportunity but also endeavoured to champion populist Arab causes like Palestine's issue through Hezbollah a Shi'a resistant organisation of Lebanon (Çakmak, 2015). The narrow focus on the likelihood of directly replicating Iran's particularistic theocracy can distract from the reality under which Tehran has developed sophisticated ways of packaging its revolutionary ideals for its strategic goals. Although the doctrine of vilayat-e-faqih (Governance of Jurist) innovated by Ayatollah Khomeini was regarded as alien by most of Shi'a clergy

including many in Iran but it has gained pragmatic tributes paid by groups like Hezbollah of Lebanon (Mandaville and Hamid, 2018) Iran's Soft power tools aren't benign but are integrated with its strategic agenda in the region. From Education to Media, Iran utilizes all sophistications to attain its ends through soft power. Soft power tools employed in Lebanon are as under.

Education and Iran's Soft Power

Education is an important tool for soft convenience. Iran has number of educational networks to promote soft image and win the hearts and minds. Al-Mustafa, headquartered in Qom, the theological centre and Iran's religious capital, Al Mustafa International has widespread network in Middle East. In Lebanon it has relatively modest presence due to Iran's reliance on Hezbollah that provides Islamic Republic with grassroots support among Shi'as in Lebanon. Two seminaries, Rasoul Akram seminary for males and Al-Zahra seminary for females operates in Lebanon under Al-Mustafa. As Al Mustafa's country director for Lebanon announced in August 2015, Al Mustafa's both campuses in Iran and Lebanon have produced 1500 Lebanese graduates. Another seminary named Imam Montazer seminary that operates in Ba'albek also works under Al Mustafa International. The Lebanese graduates of Al Mustafa' International University play pivotal role as they served as missionaries in states where Lebanese immigrants constitute good numbers (Dai, 2015). Al-Mustafa network not only produces subjects loyal to the Khomeinist ideology of Vilayat e Faqih but also serves as a fertile recruiting pool for Iran's Quds Force which is the most significant foreign expeditionary arm of the IRGC. Such ideological underpinnings inspire students to fight for Iranian interpreted Islamic interests in conflict zones. Moreover Al-Mustafa trains clerics from the whole world to spread Khomeni's interpreted anti-imperialism in their native lands (Stekler, 2018). Apart from training Shi'as clergy, Iran is also investing in scientific studies to attract Lebanese student irrespective of their sect and religion. Very recently a Lebanese University signed an agreement with Allameh Tabataba'i University of Iran aimed at exchanging professors, students and creating a common PhD program and cooperation in scientific studies. Such ventures in educational collaboration in non-religious sphere are not new for both states as few years ago, both countries agreed to boost bilateral exchange on educational and university levels by signing an agreement on bilateral cooperation on Farsi language teaching (Lebanese Iranian Universities sign Cooperation Agreements, 2019). According to Payvand, Iran built 100 schools in Lebanon along with Mosques, Hosseniehs and Mossallahs after 2006 Hezbollah Israel war (Iran to Build 100 Schools in Lebanon, 2006).

Ali Akbar Velayati announced that Iran's Islamic Azad University's (IAU) branches will be opened in Lebanon and Iraq in July 2017. Velayati explained the purpose of IAU's new branches is to promote science and faith together. He stated the Islamic culture should be revived at the university as IAU will help to train the next generation of "resistance" in both Lebanon and Iraq to strengthen Iran's revolutionary struggle against the U.S. and West. According to Velayati, the Basij should have a leadership role in IAU campuses for Islamic revival through cultural, ideological and social activities (Stekler, 2018).

Charitable Foundations or Bonyads:

Bonyads are parastatal foundations or non-state actors, mainly the agents of Iran's soft power potential enough to bear significant influence on Iran's foreign policy conduct. They conduct wide range of activities, falling under culture, philanthropy, commerce, and media. They serve to expand Iran's ideology and generate the potent soft power ventures for Islamic Republic (Akbarzadeh, Shahram, and Conduit, 2016). Islamic Republic often chooses entities with weak society and state structure to expand its power. Lebanon in this regard can be cited as the perfect example where Iran has perfected this strategy by using Hezbollah, effectively creating a state within a state. In addition to its armed militia, Hezbollah has woven itself into Lebanon's social fabrics. Mostly charities set up by Iran and Hezbollah are concentrated in South of Lebanon, where Beirut's writ is comparatively weaker. Hezbollah have earned enough popularity through social services. This soft power has led Hezbollah's way to Lebanese political structure. Scholars have called it "Hezbollah model" as Iran has employed this in other weak states as well after successful expedition in Lebanon. Iran though Hezbollah and other charity organisations have built patronage networks loyal to the Islamic Republic and Khoeminist ideology through social services (Stekler, 2018).

The Imam Khomeini Relief Committee (IKRC) had its origins in underground charitable network organised by Imam Khomeini in pre-revolutionary Iran. The IKRC's mission is to "*provide livelihood and cultural support to underprivileged and needy, living both inside and outside Iran in order to earn self-sufficiency, to strengthen piety, preserve human dignity.*" (Majidiyar and Alfoneh, 2010) The IKRC with an annual budget of \$2 billion provides aid to 9 million Iranians. Beholden only to the Supreme Leader IKRC can't face accountability from other branches of government. The IKRC is Iran's key aid distribution network outside of Islamic Republic's borders. It works to create goodwill among other nations and engender support for the Islamic revolutionary ideology. IKRC's charitable works target the marginalized strata of society along with orphans, elders and needy. IKRC provides services ranging from food aid, medical services, computer classes and vocational training, distribution of blankets and fuel,

interest-free loans to marriage assistance. Apart from philanthropy, using charity as a foot in the door the organization also plays primary role to export Iranian culture and propagate about Iran's revolutionary principles. It uses incentive based techniques like sponsoring competitions among aid recipients based on testing knowledge about Last Will and Testament of Ayatollah Khomeini. The IKRC also organises ceremonies commemorating the Islamic Revolution and Khomeini's demise, coordinating Quds Day demonstrations and agitating processions against the Islamic Republic's chief adversaries U.S and Israel in host countries According to Hossein Anvari the IKRC's head, "The Islamic Republic formed IKRC's diplomacy, that is surely defensive diplomacy [which aims] to neutralize threats against the Islamic Republic" (Stekler, 2018). According to United States' Treasury Department, "The IKRC in Lebanon serves as a Hezbollah philanthropic organization, created by the government of Iran and managed by Hezbollah members. The IKRC also provides funds to Hezbollah youth training camps. Hassan Nasrallah, has aggrandised the role of Imam Khomeini Relief Committee in Lebanon and has acknowledged it as one of the Hezbollah's institutions financially supported by Iran" (Stekler, 2018).

Ahl ul Bayt World Assembly (ABWA) is another Iranian NGO or Bonyad which operates beyond Iranian borders through a network of religious, cultural, and educational institutions aiming to disseminate Iran's ideology round the globe. Ahl ul Bayt literally means *People of the House of the Prophet* while in the context of ABWA the term refers to the Shiites (Stekler, 2018). The goals of the ABWA according to its website are as under

- Revival of the pure Shi'a Islamic teachings
- Promotion of solidarity among all Muslims in general and the followers of the Ahlulbayt in particular
- Cooperation for development living standards, socio-political and economic conditions of followers of the Ahlulbayt, the Shi's across the globe
- Protecting the helpless Shia' Muslims against the propaganda and attacks of western media.
- To work for creation of and development of peace, cooperation among all nations. (Ahl ul Bayt World Assembly, 2020)

Supreme Leader of Iran, Ayatollah Khamenei established ABWA in 1990. ABWA is a trans-national propaganda tool to increase soft power of the Islamic Revolution. All four secretary generals of the organisation and advisors to the Supreme Leader are his close trusted confidantes (Stekler, 2018). Hassan Nasrallah is also member of Supreme Council of the organisation. Interestingly, the serving Secretary General of ABWA Mr Mohammad Hasan Akhtari, was among those who founded Hezbollah, and regarded as

the operational father of Hezbollah. Under the leadership of Hasan Akhtari, religious organizations, charities and cultural centres that operate under the network of ABWA collaborates with Al-Qods Force (IRGC's Unit). It is believed that Mr Mohammad Akhtari utilises his experience in Syria, Iraq and Lebanon to advance collaboration with the Qods Force, along with propagation of revolutionary ideology among local population (Stekler, 2018).

Media and Strategic Diplomacy

The Islamic Republic has strategically employed electronic media in order to disseminate its ideology and perceptions both at home and abroad. State owned international satellite networks are primary tools of strategic diplomacy of Iran. Islamic Republic, since its inception in 1979, to defend its interest in foreign lands and to construct positive and appealing image of Iran both at home and abroad has undertaken a multitude of cultural, educational, and religious initiatives (Pahlavi, 2012). Established after 1979, Islamic Republic of Iran Broadcasting (IRIB) also known as "*Sazman-e Seda va Sima-ye Jomhuri-ye Eslami-ye*", in Persian is regarded as the primary governmental agency or the mouthpiece to promote the audio-visual policy of the state (Iran: Constitution 1979, 2019). IRIB works under the direct supervision of Iran's Leader, and serves as a pivotal tool of Iran's media diplomacy through its World Service. World Service facilitates state's strategic interest by promoting Iranian reputation in positive manner. IRIB through TV channels like Jamejam, Sahar, Al-Alam, Press TV in English and Spanish Television targets millions in many languages. These television channels aim to promote Islamic Republic's image as "Moderate Islamic democracy". Iran has intensified its public diplomacy efforts through media after 2003. Like it has launched Al-Alam in 2003 and now it has offices in three capitals of Middle East, Tehran, Baghdad, and Beirut. Al-Alam targets millions of Arab masses. Al-Kawthar TV, another Arabic channel established in 2006 to promote revolutionary ideology and propagation of Iranian soft power. These satellite channels aim to shape the perceptions of domestic and foreign audiences as most important propaganda media tools of Islamic Republic. All these channels work under IRIB with extensive funding from the government like according to some sources Press TV receives more than \$25 million as its annual budget (Pahlavi, 2012). Sanctions relief and flow of \$100 billion to Iran has reinvigorated IRIB's global footprint. In January 2017, Iran's parliament voted to increase IRIB's annual budget up to \$750 million (IRIB Budget Doubles, 2017). Most of these media sources have special focus on projection of Hezbollah Lebanon as a symbol of resistance against Israeli aggression and US hegemonic designs.

Cultural Diplomacy

Public diplomacy According to Nicholas J. Cull 'is a well-organized set of communication activities with an end goal of changing external behaviour while also altering one's own behaviour through mutual learning and listening' (Cull, 2008).

Iranian government has strategically adopted policies exploring socio-political and cultural lines to proliferate its soft power in the region. Shared Islamic Shi'ite culture or historical and cultural ties to Persian civilization are employed by Islamic Republic depending on which country is in question (Golshanpazhooh and Esfahani, 2014). In Shia majority states, Iran's primary method is to promote Shia Islam through socio-cultural dialogue thus creating lasting loyalty among the local communities. Much of the mentioned activity of Iran's soft power works through the patronage of *Saazman e Ferhang o Irtebatat e Islami* in Persian or Islamic Culture and Relations Organization (ICRO) in English, which promotes Iran's cultural diplomacy. ICRO's offices are often co-located with Iranian embassies but they work under ICRO and these offices provide assistance and funding for wide range of activities (Islamic Culture and Relations Organization, 2019). Role of ICRO in Lebanon is very prominent and its centres are very popular even among non-Shia communities.

Construction of Museums is another initiative that is used by Iran and Hezbollah in Lebanon to develop soft image of Islamic Republic and to shape perceptions in desired way of Islamic Republic. In East of Sidon, Hezbollah constructed a war museum in Mlitta (Southern Lebanon) where visitors including school children can examine Israeli military hardware captured by Hezbollah along with bunkers and caves used by Hezbollah fighters. The museum is true depiction of Iran's and Hezbollah's Resistance Narrative that subtly highlights its links with Iran with displayed posters and photographs of both Ayatollah Khomeini and Khamenei (Meier, 2015).

Hezbollah recently unveiled sophisticated missiles and drones in this museum of resistance that is located close Israeli border, promotes jihadi tourism and strengthens the Iranian narrative through display of military hardware in the minds of visitors (Karedo, 2018). The museum had nearly 300,000 visitors, from Egypt and the Persian Gulf, Lebanon, and other foreigners in first three months (Setrakian, 2010).

Despite of these ventures that attract Lebanese masses towards the narrative based on resistance and religious zeal, Iran's cultural influence through music and language couldn't leave visible marks on Lebanese society due to inclination towards Arabic, English and French music. Due to language barrier Iranian singers are not aired on Lebanese media. Although Iran's film industry has achieved fame in prestigious world festivals under Ayatollahs but Iranian films couldn't attract viewer ship in Lebanon.

Lebanese cinema is more inclined towards Hollywood making US dominant in this sphere (Frisch, 2018).

Iran's Hard Power in Lebanon: Hezbollah

Hezbollah is a military, socio-political organisation of Lebanon that shares ideological synergy with Iranian Revolution. It was founded in June 1982 amidst the Lebanese to respond the Israeli invasion of Lebanon during the same span of time. Hezbollah's command enjoys close relationship with Iran's Islamic Revolutionary Guard Corps (IRGC) and it's widely believed that Hezbollah's Special Security Apparatus operates with fiscal support, training and military equipment provided by IRGC (Rizvi, 2012). General Qasem Soleimani of Al Qods Force of IRGC remained active in special operations in Lebanon and played important role in strengthening Hezbollah (Rizvi, 2012). Iran's support for non-state armed actors is motivated by three considerations

Support to anti-Israel organisations like Hezbollah, Hamas and Islamic Jihad enables Iran to garner greater degree of popularity in the Sunni Arab world that Iran can't achieve being a Shi'a Persian state by remaining aloof to Palestinian issue that is associated with religious emotionality of Arab masses.

1. Because of its self-perception of being de facto leader of Muslims especially oppressed Shi'a communities like Hazaras in Afghanistan, Shi'as in Bahrain and Lebanon.
2. Iran has to rely on pro-Islamic revolution armed non-state actors due to weakness in the domain of conventional military (Dvore, 2012).

The above mentioned reasons have driven Iran to exceptionality in terms of its reliance on such non-state actors and their role in Iranian foreign policy which is much more prominent in the case of Lebanon.

Until 1985 when it released its manifesto, Hezbollah remained loosely organized and clandestine. The manifesto revealed it's religiously, anti-imperialistic and anti-Israel inclination. The document served as defining ideological statements of the movement until 2009 when Hassan Nasrullah issued a new manifesto for Hezbollah. This group shares Islamic Republic's perceptions to world's power structure and its global outlook as its statements issued in 1985 has identified the US as enemies of Islam thus echoing the ideology of Ayatollah Khomeini, and demands for "elimination" of Israel. Hezbollah has also borrowed the narrative of being defender of the oppressed from the Islamic Republic. Specifically, Hezbollah defines itself as revisionist actor opposing to the regional and global order that favour US and Israel. Islamic Republic developed its ties with large Shi'a population of Lebanon right after Revolution. IRGC and Quds Force, being symbolised by Islamic Republic as the saviours of the suppressed

of the region and symbols of Iran's revisionism, played central role in creation of Hezbollah and provided the movement with financial aid, military equipment and training. Along with Qasim Solemani the commander of Al Quds Force, Hezbollah has also trained armed groups in Iraq, Lebanon and other regions. (Addis and Blanchard, 2010) The manifesto issued in 1985 clearly states: "*We are the sons of the Umma (Muslim community) the Party of God (Hizb Allah) the vanguard of which was made victorious by God in Iran.*"

Furthermore, Hezbollah avowedly express its submission to the decrees of Valiye Faqih by stating: "*the one leader who is wise, just, our tutor and our faqih (jurist), Ayatollah Ruhollah Musawi Khomeini.*" (The Hezbollah Program Open Letter, 1988)

Hezbollah pledges its adherence to the institution and philosophy of Vilayat e Faqih. After Ayatollah Khomeini, now Hezbollah expresses its loyalty towards Valiy e Faqih, Ayatollah Khamenei. Hezbollah's adherence to the institution of Vilayat e Faqih is very deep that during an interview in 2012, its Deputy Secretary-General Naim Qassem, explicitly declared the Vilayat-e-faqih as the reason for establishment of Hezbollah. According to Hassan Nasrallah, Khomeini told the delegation that visited Tehran in 1982 before creation of Hezbollah, to "*rely on God and predict about the victories that we now see.*" After this meeting, Islamic Republic sent 1,000 IRGC soldiers to Lebanon to train Hezbollah fighters (Counter Extremism Project, 2019). Al Quds Force of IRGC acted and acts as a medium between Iran and Hezbollah. According to U.S. Department of Defence, Hezbollah received \$100 million to \$200 million from Iran in 2010 (Bruno, 2011). Hasan Nasrallah in June 2016, admitted in a publicly broadcasted speech that Hezbollah's sole reliance is on Islamic Republic by stating, "*all of Hezbollah's expenses, from its weapons to what it eats and drink comes from Iran.*" (Hezbollah brushes off, 2016) According to Anoushiravan Ehteshami, with Iranian assistance, Hezbollah has boosted its own "capability to deploy armed insurgents indoctrinated with revolutionary ideas among the Shi'a strongholds". Being ethnic Arabs, Hezbollah served as door that opened up for Iran in Arab world during its war with the Iraq (Ehteshami, 2002). Trump's sanctions of 2018 have greatly affected Iranian financial support to Hezbollah as reportedly cut its budget in 2019. Due to financial constraints, Al-Manar TV of Hezbollah that operates in Lebanon has reduced its staff and programming (Sly and Haidamous, 2019).

Iranian defence minister Ahmad Vahidi stated on 26 February 2012, that to strengthen the Lebanese army is one of the strategic interests of Iran so that Lebanon should be protected against any coercion. Quds commanders particularly Qasim Solemani assassinated by US in Iraq in January 2020 had played pivotal role in organizing

Hezbollah and creating unity among Shi'a militants in Lebanon. Khomeinist ideology and his narrative of violent resistance against Israel's occupation of Lebanon from 1982 to 1985 has provided theoretical grounds to Hezbollah. Al Qods force continues to assist Hezbollah with funds, training making it stronger than the Lebanese states. IRGC's final role is neither formally outlined in Iranian constitution nor does it is shared by regular Iranian army. It was after Iran-Iraq war when President Rafsanjani appeased IRGC by paving ways for its active economic role. IRGC established its foot prints in every sector from agriculture, transportation to industries and telecommunication. *Bonyads*, the charity organisations become tools for IRGC which operate as large holding companies in Iran. *Bonyads* are indirectly controlled by IRGC by appointing directors of these organizations. After Mahmoud Ahmadinejad, IRGC became truly omnipresent in Iran's economy with flow of billions of dollars (Negehban, 2017).

Hezbollah is not simply a non-state actor driven by the ideology of Resistance but it's a political party with roots in social fabric of Lebanon through its charities, schools and even satellite television station. Hezbollah model basically aims to delegitimize the state and to create a state within a state until is co-opted or over thrown (Rubin, 2011). Hezbollah began its political journey in mainstream Lebanese politics in 1992 when it won 8 seats in Parliament. Hezbollah won 23 seats in the 2009 election, U.S.-supported "March 14" alliance defeated Hezbollah and its allies. Many were surprised by this result. Hezbollah and its allies won 70 seats in elections held in May 2018. Though Hariri the leader of anti-Hezbollah future movement maintained his role as prime minister, but his alliance suffered decrease of seats from 33 to 21. Hezbollah termed its success in elections as "*moral victory*", and protection for Hezbollah "*the resistance*" against oppressors (Counter Extremism Project, 2019).

As an Iranian non-state partner, Hezbollah played pivotal role in protecting Asad regime during Syrian Civil War. Hezbollah's role isn't limited to Lebanon thus it's an important tool to enhance Iranian influence beyond Lebanese borders. In Syria, Hezbollah didn't only fight anti-Asad forces but also fought against ISIS, a potential Wahhabi threat to Iran. Hezbollah doesn't define its fight against ISIS as a fight for Syria and Iran but Hasan Nasrallah during an interview in 2014 deemed ISIS, a threat to the region and Lebanon both. Although in September 2017 Hasan Nasrallah declared victory in Syria over ISIS and anti Aasd forces but in September 2018, he declared that Hezbollah will remain in Syria with permission of Syrian government (Counter Extremism Project, 2019)

According to Simon Mabon an expert on Middle East, Lebanon has long been central to Iran's geopolitical aspirations. From the facilitation of Hezbollah since 1982 whose use of Shi'a history to create a resistance narrative particularly the Battle of

Karbala that is supported by the philosophy and system of *Vilayat al faqih*. The combination of Iranian political support and Shi'a history have not only empowered Shi'a groups across Lebanon but also positioned Hezbollah as a regional power. This gradual development sketches the scenario of contemporary Middle East and also reveals to which extent the rivalry between Saudi Arabia and Iran is shaping the region. States of Middle East has historically been entangled in contemporaneous pressures of colonialism and nationalism along with debate over the role of religion in state and society. This left the space for political manipulation by blurring distinction between internal and external. This conflation of domestic and geopolitical agendas leads to an environment where loyalty may not necessarily be to the state. King Abdullah of Jordan has framed one such environment as a 'Shi'a Crescent', depicting Iranian influence as an arc that stretched from Iran across the Persian Gulf to Lebanon, making Shi'a groups united under the leadership of Iran (Simon Mabon, 2018).

<i>Lebanese Republic</i>	<i>Iran's Popularity in Lebanon</i>
<i>Sunnis of Lebanon</i>	16%
<i>Christians of Lebanon</i>	27%
<i>Shias of Lebanon</i>	93%

Source of information in columns: Spring 2017, Global Attitude Survey.

Conclusion

The current world order as characterized by Henry Kissinger involves three levels of sovereignty, above, middle and below. The state stands at middle level, struggling to claim its traditional characteristics, recognition of territory and population and above it floats international organizations. They are encroaching on the traditional realm of highest political authority claimed and once exercised by states. And at below it works sub-national groups and organizations with or without territorial claims but they work to reach on the second level (Zartman 2017). The state of Lebanon seems to be struggling with the middle and below level, a state that is struggling for its identity and largely depending on a sub-national actor like Hezbollah for its political stability and territorial integrity. And Hezbollah largely depends on a strong regional actor like Iran for its ideological inspiration and political determination. But the legacy of the moderate Shi's scholar and Hujjat ul Islam Sayyed Hani Fahs can't be diminished. He was among those who like others welcomed Iranian Revolution but rejected the bureaucratisation of its ideals and rejected the use of force to gain power led him to criticize Hezbollah the face of Iran's hard power and institution of Vilayat-e-Faqih that itself it's a source of Iran's soft power. He strongly believed that Shi'as should integrate and develop themselves in their own societies rather to fanaticize Islamic Republic (Eisenlohr, 2009). But such voices can't influence the widely the marginalised

Lebanese Shia's as scholars like Hillel Frisch believes that in "harder" aspect of soft power Iran seems to be more visible in Lebanon. According to a report of a Lebanese bank in 2014 Ayatollah Khomeini still show following but internet searches for him are highest in Nabatiyya or in Beka valley dominantly Shi'a areas although Islamic republic originally hoped to focus on marginalised irrespective of their faith and then on Shi'ism in Lebanon (Frisch, 2018). So from the above discussion the study can conclude that Iran's soft power is more visible in Shi'as of Lebanon as compare to Sunnis and Christians as depicted in the table above that shows the stratification in Lebanese society on the basis of religion. But Iran's hard power's face is not only successful in Iran's use of Lebanon and Hezbollah for its ventures in the region and Lebanon itself but also capable to decide the political fate of the country. In Lebanon, Iran's hard and soft power tools supplement each other. Iran's successful relation with Hezbollah can be driven by its ideological synergy with its proxy this synergy develops naturalness in patron client relationship that compels Hezbollah to advance Iran's regional aspirations. Moreover, Hezbollah solely depends on Iran for its finances deepen Hezbollah's vulnerability towards its client. Despite of the constraint Iran faces from domestic, regional and international factors, Iran remained successful in defending its land out of its borders by using its smart power as well as garnering its required influence to fulfil its regional aspirations specifically in societies like Syria.

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Pakistan through the Lens of Afghan Media

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Abstract

The fall of the Taliban regime marked the rise of the vocal and vibrant media sector in the country. Today, Afghanistan has dozens of TV channels, radio stations, dailies, weeklies and other periodicals catering almost every stratum of society in the country. The role of media in interstate ties cannot be overlooked because media has come to wield immense soft power to shape public opinion and national policy in the globalized world. Afghanistan has a paramount place in geostrategic, security and economic calculus of Pakistan and vice versa. However, there is no scholarly work on how Afghan media frames Pakistan in its national discourse and debate. Thus, it is important to content-analyze Afghanistan's media discourse on Pakistan from the theoretical perspective of agenda-setting theory. The pioneering research work attempts to survey media landscape in Afghanistan and provides in-depth analysis of the Afghan media's discourse about Pakistan-its dynamics, drivers and implications for the bilateral ties. The perennially strained Pak-Afghan ties enhance the importance of the evaluation of Afghanistan's media narrative on Pakistan and how it can act as a bridge-builder between the two countries.

Keywords: Afghan Media, Discourse, Agenda Setting, Pak-Afghan Relations

Introduction

A single image imprinted by mass media on the collective consciousness of a population, can influence the course of history (Bowdish, 1998-99, p. 32). Arguably, media can be termed as a defining feature of the modern world that has been transformed into a global village owing to unprecedented advancement in mass communication technologies which have, in turn, led to a phenomenal proliferation of media around the globe (Winseck & Jin, 2011,p.20). Considering the growing outreach and soft power of post-Taliban Afghan media, it is imperative to factor in the role of Afghan media vis-a-vis Pakistan where Afghanistan lies at the heart of national security of Pakistan. Thus, for the first time, this research study seeks to explore and analyze the

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Afghan media's discourse on Pakistan, its nature, factors and impacts. It is important to find out how Afghan media views and covers Pakistan. To that effect, the content analysis of Afghan media is an appropriate tool to evaluate the discourse on Pakistan. It is now a widely used research tool being used in fields like mass communication studies, political science, literature, psychology, cognitive science, rhetoric, sociology, ethnography, gender studies and many other fields of social sciences suggest the following uses of content analysis ((Hansen et al., 1998, p.155; Berelson, 1952, p. 71):

- a. To reveal focus, frequency, trends, intentions in communicative content of institutions, groups and individuals
- b. To draw inferences about the source of the message (sender), the content of the message and the audience (receiver).

As far as the theoretical perspective, Agenda-setting theory of mass communication has been applied herein. The theory stipulates that media has the power to shape and mould public perception through frequency and concentration of media coverage of a particular social reality (Perloff, 2018, p.122). The origin of agenda-setting theory can be traced back to the first chapter 'The World outside the Pictures in Our Heads' of Walter Lippmann's seminal work, *Public Opinion* (Lippmann, 1922, p. 29). According to Lippmann, there is a connection between mass media's construction and projection of reality and the public perception about reality. To put it differently, mass media can influence public opinion on a social phenomenon (Herman and Chomsky, 2010, p. 59).

Media in Afghanistan was revived and received an impetus with the fall of the repressive Taliban regime in 2001. Despite being largely donor-driven, today media in Afghanistan is characterized as being relatively free, dynamic and vibrant. The revival and growth in the Afghan media are hailed as one of the most spectacular success stories of Post-Taliban Afghanistan. Therefore, this paper attempts to examine the media landscape in Afghanistan to explore and evaluate the tone and tenor of the Afghan media's discourse on Pakistan to take the gauge of the element of objectivity in the Pakistan-related media discourse and the impact of the discourse on the Pak-Afghan ties. Research work is abundant in the form of books, research articles, research papers, newspaper articles and other statistical data on Pak-Afghan ties. Nonetheless, the available pool of knowledge is silent about the Afghan media's peculiar narrative on the bilateral ties in the wake of the US-led invasion of Afghanistan in 2001. Furthermore, there is no literature on how the newly born Afghan media reports on Pakistan; what are the drivers of the Afghan media coverage and how it shapes perceptions and policies of both the countries.

Historical Background

A nation that has no newspaper lacks the means to say anything about itself or others. Media is the translator of the feelings of the homeland, the tongue of the nation, the soul of civilization, and the foundation of humanity (Schinasi, 1979, p.19).

Mahmud Tarzi is hailed as the father of Afghan journalism (Schinasi, 1979). He was an outstanding intellectual to bring the Afghan society in tune with modernity. He continues to remain an inspiration for Afghan journalists in the country. He espoused the cause for the emancipation of Afghan society from traditional dogma and outlook, striving to foster modern Afghan nationalism based on the country's cultural and historical heritage. To achieve the end, he laid the foundation of *Seraj ul-Akhbar* in 1911 (Farhadi, 1977, p.12). Moreover, journalism began to flourish under Amir Amanullah Khan. Both pro-government newspapers and independent newspapers like *Anees* came out. *Anees* carried new ideas but it had to be closed down after a short period. Afghanistan is a country that has witnessed a constant clash between tradition and modernity, center and periphery. Thus, in the face of stiff opposition from conservative forces, the King and Tarzi fled Afghanistan. Consequently, media freedom in Afghanistan received a setback. Media freedom returned under King Zahir Shah in 1960. The removal of Zahir Shah led to disruption in media freedom. Since then, the country has never enjoyed the uninterrupted period of free media.

Disappearance of Afghan Media under Taliban Regime

The Taliban period is characterized as the blackest period the Afghan media had to suffer. Media infrastructure and media freedom were one of the worst casualties of the civil war and the Taliban's regressive and repressive policies against media in the country. It was a media blackout in Afghanistan under the Taliban regime. Cinemas, television and video recorders were destroyed; journalists and artists fled as Taliban perceived visual images and art as repugnant to Islam, so a punishable sin (BBC Policy Briefing, 2012, p.9). Taliban allowed only one radio and a newspaper to broadcast Taliban messages and religious content.

Re-Appearance in the Post-Taliban Period

The iron curtain on media was removed with the fall Taliban in 2001. The overthrow of the media-freedom-averse regime liberated the Afghan media from its darkest period. The Afghan media went into revival and developmental mode development under US-led international alliance in the country. Thus, the US and Western monetary and technical aid and assistance have led to the mushroom growth of the media in Afghanistan with relative freedom of expression. The exponential development of Afghan media is recognized and highlighted as a remarkable success story in the wake of the Taliban regime.

The Afghan Media at a Glance

S. No	Media Type	Main Medium
1	Electronic Media	Television, Radio
2	Print Media	Newspaper and Periodicals
3	Social Media	Mobile Phones, Internet

Main Categories of Media in Afghanistan

The Afghan media landscape is immensely diverse in terms of ownership, content and agenda. Other than news and information function of the media, airwaves have become a means to play out ethnic, political and sectarian rivalries (Richard, 2013, p.30). The emergence of ethnic, religious and political media has led to sectarian strife, ethnicization of politics and radicalization in the country. Thus, the fractured Afghan media mirrors the fractured society in the country.

S. No	Category	Salient Features
1	Mainstream Commercial Media	<ul style="list-style-type: none"> • Television and FM radio • Print Media
2	State-controlled Media	<ul style="list-style-type: none"> • Radio Television Afghanistan • Print Media
3	Ethnic, Religious and Political Media	<ul style="list-style-type: none"> • Radio, TV and newspapers
4	Taliban Media/Militant Media	<ul style="list-style-type: none"> • Mainly web-based updates

Electronic Media Landscape

S.No	TV Channels	Facts and Figures
1	Tolo	<ul style="list-style-type: none"> • The most popular and private national TV channel owned by Moby group the most successful media group in Afghanistan • 45% share of a national audience • Dominance in urban areas especially in the north • Broadcasts in Dari and its sister channel Lemar has service in Pashto with 6 % audience. • Tolo has 24/7 news service • Pro-West and liberal values
2	Ariana	<ul style="list-style-type: none"> • The 2nd most popular commercial private TV channel launched by Ehsan Bayat in 2005 • 19% national audience, broadcasts in Dari, Pashto. Uzbek and English • With greater reach in rural areas than Tolo

		<ul style="list-style-type: none"> • Culturally conservative and politically cautious • Watched more for entertainment than news
3	(RTA) Radio Television Afghanistan	<ul style="list-style-type: none"> • The oldest TV channel owned and operated by the state • 2% national audience share • Restored in 2002 with international support • Among the top three tv channels but behind commercial TV channels i.e., Tolo And Ariana
4	1TV or Yak TV	<ul style="list-style-type: none"> • A private channel Launched in 2010 by Fahim Hashimy, an entrepreneur • 5% audience share • Offers a mix of entertainment, news and public interest programs • Supports international presence but with regard for Afghan culture. • Aims to Counter Warlord Influence • known for hard-hitting current affair programs
5	Shamshad	<ul style="list-style-type: none"> • A private channel launched in 2006 by Haji Fazel Karim Fazel • 2% national audience, mostly in the eastern region • Target audience is Pashto speaking population in southern and eastern Afghanistan • Maintains recording studios in Pakistan as well, engaging artists from both sides of Durand line
6	Sharq TV Arzu TV Hewad TV	<ul style="list-style-type: none"> • Based in Jalalabad • Based in Balkh • Based in Kandahar

Radio

S. No	Radio Station	Broadcaster
1	RTA radio	<ul style="list-style-type: none"> • State-owned and run by Radio Television Afghanistan • Superior reach in the rural areas • 18% Nationwide Share
2	Arman Radio	<ul style="list-style-type: none"> • Launched in 2002 by Moby's group • The market leader among the new commercial radio stations, • 8% audience share nationwide • Much higher audiences in Kabul and other cities

3	Killid Radio	<ul style="list-style-type: none"> • Founded by Shahir Zahine,5% • Audience Share
4	Radio Liberty	<ul style="list-style-type: none"> • Known as Azadi • Audience share of 14%,
5	BBC Radio	<ul style="list-style-type: none"> • The international broadcaster • Audience share 7%
6	VOA	<ul style="list-style-type: none"> • Known as Ashna • The international broadcaster • 6% audience share
7	Radio France	<ul style="list-style-type: none"> • The French international broadcaster
8	Deutsche Welle	<ul style="list-style-type: none"> • The German international broadcaster
9	Voice of Turkey	<ul style="list-style-type: none"> • Turkey-based
10	Ghag Radio	<ul style="list-style-type: none"> • A local radio based in Paktia
11	Baharak Radio	<ul style="list-style-type: none"> • A local radio based in Badakhshan

Print Media Landscape

S.No	Newspaper	Ownership
1	Sada-e-Azadi	<ul style="list-style-type: none"> • ISAF-owned • Largest circulation
2	Hewad	<ul style="list-style-type: none"> • Hewad ("Homeland") • Government-Sponsored Daily
3	Weesa	<ul style="list-style-type: none"> • Pro-Government Daily • <u>Weesa ("Trust")</u>
4	Anis	<ul style="list-style-type: none"> • Anis ("Companion") • Kabul based • Government-Sponsored Daily
5	Hasht-e-Sobh	<ul style="list-style-type: none"> • Private and secular daily • ("Daily 8am")
6	Mandegar	<ul style="list-style-type: none"> • Private daily • Mandegar ("Lasting")
7	Arman-e Melli	<ul style="list-style-type: none"> • <u>("National Aspiration")</u> • Private Daily
8	Hamyanay Economic Daily	<ul style="list-style-type: none"> • Pashto Daily • Launched In 2013

		<ul style="list-style-type: none"> • Published by Afghanistan Group of Newspapers
9	Daily Cheragh	<ul style="list-style-type: none"> • Kabul based daily
10	Eqtedaare Melli Weekly	<ul style="list-style-type: none"> • Kabul based
11	Daily Afghanistan	<ul style="list-style-type: none"> • Private • Pashto and Dari Daily
12	Afghanistan Times	<ul style="list-style-type: none"> • Government –Funded • English Daily • Based in Kabul • launched in 2005
13	Daily Outlook Afghanistan	<ul style="list-style-type: none"> • Private English Daily • Based in Kabul • Launched in 2004 • Published by Afghanistan Group of Newspapers • First-Ever Independent and Largest English Daily • Readership Among Locals and Foreigners

Social/Public Media

The advances in telecommunication technologies like cell phones and the internet have revolutionized the media landscape around the world. The phenomenal proliferation of the above-mentioned technologies has diluted the information monopoly of traditional media around the world (Mahoney and Tang, 2017, p.27). The advances in communication have given birth to a new dynamic and ever-growing social media driven by cellular service and internet. It has emerged an alternative source of information (Hassan and Sutherland, 2017, p. 188).

Apart from being a source of social networking, Facebook, Twitter and YouTube are expanding the frontiers of media around the globe. In Afghanistan, over 66% of populations have access to cellular service or mobile phones (Altai Consulting, 2010, p. 34). However, poverty and poor telecommunication infrastructure have constrained the growth in the sector. As far internet, its usage is limited to 9.4% due to high illiteracy rates and economic backwardness of the population (BBC News, 2019). The use of social media is limited to urban youth and political class.

The Nature of Afghan Media’s Narrative about Pakistan

It is in discourse that power and knowledge are joined, but this juncture is imperfect; discourse can be not only an instrument or an effect of power but also a point of resistance. Discourse transmits and produces power; it reinforces it, but also

undermines and exposes it, renders it fragile and makes it possible to thwart it (Spurr, 1993, p. 85).

In Pakistan, there is an official ban on the broadcast of the Afghan electronic media and the circulation of its print media. So the only option left for the research into the Afghan media's perspective on Pakistan, are the web-based sources like web portal of different the Afghan news agencies, e-versions of the Afghan English dailies and the websites of a various media-related organization.

Besides, most of the Afghan media is vernacular media with Dari and Pashto as the major language. Therefore, it is pertinent to point out that only English language media sources of Afghanistan have been content-analyzed due to language barrier faced by the author. For brevity, the major events, developments and incidents, have been selected, listed, and content analyzed to glean the nature of the discourse from the coverage of those events and incidents. The following list of the events and incidents and their coverage by the Afghan media provides a window into the nature, dynamics and impacts of the Pakistan-related narrative in the media of Afghanistan. The following textual content analysis of major Afghan media sources abundantly reveals framing, angling and subjectivity in the reportage on Pakistan and the related coverage:

a. APTTA-Pakistan-Afghanistan Transit Trade Agreement

Report Excerpt: The transit trade agreement among Afghanistan, Pakistan and Tajikistan will not be inked unless Pakistan respects APTTA agreement. Pakistan three years ago which allows Afghan traders to take their goods to other countries through Pakistan but Islamabad has created problems to Afghan traders (Bakhtar News, 2013).

b. Indian Prime Minister Narendra Modi's Visit to Kabul

Report Excerpt: India's military cooperation to Afghanistan comes within the framework of the strategic cooperation agreement signed between the two countries during former Afghan president Hamid Karzai's rule. The Indian government has provided more than two billion dollars in aid to Afghanistan to help it in its reconstruction process, training and capacity building programs (Tolo News, 2015).

c. Haqqani Group

Report Excerpt: Afghan government often complained about Pakistan double games and dishonesty in Afghan-led peace process as well as in anti-terrorism war in the region. Dishonesty of Pakistan was one of the main factors behind increasing of tension between Kabul and Islamabad. The Haqqani network is believed to be based in the Pakistani lawless areas, running big training centers. The network is an active partner of the Taliban group, being known as the military wing of the group. But the network mostly operates independently. (Afghanistan Times, 2016).

d. Attack on Indian Consulate in Balkh

Report Excerpt: The assailants, who attempted to storm the Indian consulate in northern Balkh province, “had links with the Pakistani army,” (Pajhwok News, 2016)

e. Treatment of The Afghan Refugees

Report Excerpt: The Afghan refugees became subject to harassment besides they were forced to leave the country following a deadly attack on a school late in 2014 that left scores of people dead or wounded in Peshawar city of Pakistan. (Khaama News, 2017)

f. Pakistan is A Hostile Country

Report Excerpt: In fact, with providing shelter for Taliban leaders, Islamabad hosting the enemies of the people of Afghanistan and supporting militarily the military forces of Taliban and then dispatch them to the soil of Afghanistan to fight against the security forces of this country (The Kabul Times, 2018).

g. Vilification Campaign Against Pakistan

Report Excerpt: An anti-Pakistan demonstration was staged by the activists of the Pashtun Tahafuz Movement (PTM), a civic movement of the Pashtun community against Pakistani security establishment for its direct and indirect involvement in human rights abuses against the suppressed ethnic Pashtuns, and the country’s state sponsored terrorism on both sides of the unauthorized Durand Line, resulting in Pashtun genocide by the notorious security agencies of Pakistan, dominated by the northern population of Punjab province (The Kabul Times, 2018).

h. Nexus between Pakistan and Terror Groups

Report Excerpt: An alliance of terror groups is emerging in Afghanistan as US troops pull out of the war-torn country. Pakistan-based militant groups including Lashkar-e-Taiba and Jaish-e-Mohammed, the Afghan Taliban and Islamic State-Khorasan have come together to carry out raids on Indian assets (1TV, 2020).

i. Pakistan and Taliban

Report Excerpt: Using militant Islamists as strategic assets in the region became a formal strategy for Pakistan after losing its eastern wing in 1971. Once the Taliban emerged along the Af-Pak border in the 1990s, Pakistan formalized the group as a cohesive unit. (Ariana News, 2020).

Major Themes of the Discourse

Out of the content analysis, the following themes or inferences emerge about the Pakistan-centric discourse in the media. The themes are the key constituents of the distinct narrative about Pakistan.

Afghanistan's Aggregate View of Pakistan

The Afghan Media maintains that Pakistan views Afghanistan as its backyard rather than treating it as an independent, equal and respectable neighbor (Rashid, 2010, p.177). Islamabad's Afghan policy is intrusive and hegemonic (Afghanistan Times, 2020). Pakistan's policy planners continue to look at the country through the lens of strategic depth policy which is detrimental to the core interests of Afghanistan (Khaama Press, 2013).

Pakistan is a Terror sponsor and Safe Haven

The Afghan media presents Pakistan as a sort of strategic ally of the Afghan Taliban and the Haqqani network that is being used by Pakistan as her foreign policy instrument to secure and safeguard its interests in Afghanistan (Zada, 2020). Besides Pakistan's support to insurgents, the media believes that Pakistan is not the only breeding ground of terrorism but also a haven for terrorists challenging the Afghan state (Asmatyari, 2014). The Taliban and Haqqanis plot, plan and execute terrorist attacks from their sanctuaries in Pakistan where they can stay with state support and blessing. Therefore, Pakistan is not the well-wisher of the people of Afghanistan as it harbors and nourishes the enemies of Afghanistan (Pajhwok Afghan News, 2020). Nonetheless, Pakistan's role in the development of Afghanistan fails to catch the due media attention in Afghanistan (Bakhtar News, 2020).

Pakistan's Security Establishment

Afghan media has been strongly critical of the security establishment of Pakistan for its alleged role in creating instability in Afghanistan (Pajhwok, 2020). The Army is the most powerful institution of Pakistan where the military enjoys veto power on the core national security and foreign policy issues (Center for Joint Warfare Studies, 2010, p. 46). Media asserts that Pakistan's Afghan policy has been under the tight control of military leadership rather than civilian governments in Pakistan. Moreover, the premier intelligence agency of Pakistan ISI is seen as the mother of all evils in the country (RTA, 2020). It remains the most hated and criticized foreign intelligence agency in the country.

Cross Border Violations

The Afghan media tend to hype up the Pakistani forces alleged cross border incursions into the Afghan border areas and villages (Afghanistan Times, 2019). There is an allegation of missile, rockets and artillery shelling inside Afghan territory by Pakistan. They term it as a violation of the sovereignty of the country (Afghanistan Times, 2020). Pakistan is held responsible for initiating shelling and heavy firing at the Afghan border areas and the security forces of Afghanistan. The blame for cross border

violations and border clashes is hurled at Pakistan without mentioning the similar cross border violations by the Afghan forces ((Afghanistan Times, 2020).

Transit Trade Issue

Media suggests that Pakistan use its transit value as a blackmailing tactic against Afghanistan stifling its economic development and growth (The Kabul Times, 2019). Afghan trade through Pakistani territory faces many discriminatory trade barriers which hinder Afghanistan's exports and imports and eventually economic development of the war-torn country (Afghanistan Times, 2020).

Issue of Afghan Refugees

The influx of the refugees and their continued presence in Pakistan has left multiple far-reaching impacts on Pakistan's society, economy and politics. According to UNHCR, Pakistan continues to host 1.4 million registered Afghans (UNHCR, 2020). Since 2002, 4,378,058 Afghans from Pakistan have been repatriated under the largest voluntary repatriation operation in the world (Relief web, 2019). Despite these facts and figures, the Afghan media aggressively highlights the real and perceived sufferings and ill-treatment meted out to them in Pakistan (Ariana News, 2019).

Benevolent India and Malevolent Pakistan

The media in Afghanistan projects India as a reliable strategic partner and true friend cooperating and collaborating in the progress and prosperity of the war-ravaged country (Pant, 2014, p.89). Indian economic and diplomatic engagement in Afghanistan attracts much media appreciation and attention (Tolo News, 2020,). Whereas Pakistan is portrayed as being jealous of the deepening economic and military partnership between the two nations. The Afghan media has been instrumental in building up the very undisputed and unassailable soft image of India (Ariana News, 2017). Pakistan is also actively engaged in the reconstruction of Afghanistan, but Pakistan's role remains unacknowledged and unappreciated in the media of Afghanistan. Pakistan's projects include Liaquat Ali Khan Engineering University (Balkh), 400-bed Jinnah Hospital (Kabul), 200-bed hospital (Logar), Rehman Baba School and a hostel for 1,500 children (Kabul), Nishtar Kidney Hospital (Jalalabad) and the dual carriageway from Torkham to Jalalabad (Dawn ,2014). Recently, Pakistan has increased the development fund for Afghanistan from \$385 million to \$500m (Dawn, 2014).

Discourse Dynamics and Drivers

The following factors and actors have been found involved as the drivers of the discourse about Pakistan in the Afghan media.

Historical Mistrust and Ill-Will

Pakistan and Afghanistan are two neighbors with multiple socio-cultural, ethnic and linguistic and religious commonalities binding the nations despite long-standing inter-state ill-will and hostility (Rizvi, 2014, p.38). The long history of acrimonious relations dates back to the emergence of Pakistan in 1947 (Cohen, 2004, p.129).

Donor Influence on the Discourse

The Afghan media is also heavily dependent on donor funding from the US, Western countries and INGOs that have played a pivotal role in the development and growth of the Afghan media in the wake of the fall of the Taliban regime (BBC, 2020). The countries like US, UK, Iran, Turkey, Japan, Germany, Canada, Italy, India, European Commission and the United Nations have been providing financial aid and technical assistance in terms of equipment and training to the Afghan media (United States Institute of Peace, 2020, p.21). Pakistan's sour relations with some of the above-named donor countries like India makes it a favorite target of media censure in Afghanistan.

Unrelenting Insurgency in Afghanistan

The media asserts that Pakistan provides safe sanctuaries in addition to material support to Taliban and especially Haqqani network operating from Pakistan with alleged support from Pakistan's security establishment that is a most powerful player in Pakistan's power equation (Tolo News, 2014). The blame game created a trust deficit between the two countries faced with the monster of terrorism and insurgency (Tolo, 2014).

Indian Factor

Owing to India's generous aid and assistance for reconstruction of Afghanistan, India enjoys a very good soft image in public, policy and media circles. India is viewed as a reliable partner and great friend of the people of Afghanistan where it has played an important role in the development of media in Afghanistan in the post-Taliban period. India is the largest south Asian donor of Afghanistan.

Lack of Journalistic Ethics

Non-observance of media ethics leads to sensationalism, fabrication of facts, distortion, exaggeration, falsification and spread of disinformation. As Afghan media is nascent media so professionalism in media is not up to the mark (International Media Support, 2013). Despite the media boom in Afghanistan, media ethics fall short of the desirable universal media ethics. The Afghan Journalists lack training, required qualification, professionalism and motivation. The lack of media ethics is also responsible for media framing and bias towards Pakistan in Afghan media.

Way Forward

On 29 February 2020, the US and the Taliban signed a landmark peace deal to bring curtain the down on the 18 years of conflict, at Doha Qatar (BBC, 2020). However, there is a scant appreciation for Pakistan's critical role as the facilitator as acknowledged by the US (Mazzetti and Khan, 2020). It is reflective of the fact that media bias towards Pakistan is well-entrenched, systematic, and fueled by multiple and multifarious factors. Pakistan and Afghanistan are critical to each other's national security, economic development, peace and prosperity. However, there has been persistent tension between the two countries for decades. Both countries pursue the policy of zero-sum confrontation and ill-will. The element of trust deficit has permeated and poisoned the relations between the two neighbors. To control the freedom of speech in the name of national security, both the countries have banned each other's media in respective countries depriving the audience of alternate views, news and multiplicity of opinion.

Arguably, the lack of the element of objectivity in the Afghan media's discourse about Pakistan is the outcome of the multiple factors in addition to a general disregard for media ethics in among the media quarters in Afghanistan. The strained ties are a formidable hurdle in unlocking the economic potential of both the countries occupying very vital geo-strategic location in the region victim to interstate dispute, poverty, hunger, illiteracy and lawlessness. The pursuit of durable peace between the two countries is not only crucial for the peoples of both countries but also the regional and global peace and stability. In this regard, the media can play the role of bridge builder by replacing the current unhealthy discourse with constructive and positive discourse needed to mobilize public opinion for the cultivation of cordial and friction-free ties. Considering the pivotal role of media as shaper and molder of public opinion and its impact on foreign policy-making, the objective and constructive tone and tenor of the Pakistan-specific Afghan media-driven discourse is of critical importance to foster much-needed cordial and good unneighborly Pak-Afghan bilateral relations indispensable to unlock the untapped potential of both the countries' unique geostrategic location, man and material resources.

Conclusion

Pakistan and Afghanistan are united by geographical proximity, socio-cultural similarities, ethnic and religious commonalities. However, both the neighbors have been a prison to past bitterness and present problems. The nascent media in Afghanistan is celebrated as an exceptional success story of the post-Taliban Afghanistan under US-led security coalition forces. The discourse is characterized by the distinct features i.e.,

it is anti-Pakistan, it lacks objectivity, it is the effect not the cause of the inter-state tension, it is influenced by the major donors, it reinforces trust-deficit, it earns Pakistan unpopularity, it vitiates the enabling environment for the reset in ties, it tarnishes Pakistan's international image, it overlooks Pakistan's genuine interests and contributions to the reconstruction of Afghanistan, there is little inter-media contacts and collaboration, It is important to note that the Afghan media's discourse about Pakistan is not any self-propelled phenomenon. The negative narrative about Pakistan is unproductive and unhealthy doing no good to the Afghan interests let alone Pakistan. Rather than acting as a bridge-builder, the Afghan media has turned Pakistan an easy and handy scapegoat to divert blame for Afghanistan's issues to external factors rather than mobilizing the public and policy opinion for soul-searching and course-correction. In addition to commercial and institutional interests, media has to live up to its social responsibility that requires media to play its due role in the socio-economic development of society by truthfully and objectively informing public and policymakers. Thus, media needs to objectively report and express its views on Pakistan, highlighting its wrong policies and appreciating its legitimate interests and contributions to the socio-economic development of the country. The Afghan media still in its evolutionary period and needs to mature into a genuinely free, professional and responsible media contributing its due in creating goodwill to enable Afghanistan in cultivating cordial and peaceful ties with its neighbors whose cooperation and support is indispensable for much-needed peace and prosperity in the country ravaged by wars and violence.

In sum, the media in Afghanistan needs to review, revisit and reinvent its futile and counterproductive discourse about Pakistan. It needs to make the way for a healthy, constructive discourse based on objectivity and honesty. It is not only in the interests of Pakistan but also in Afghanistan and the region.

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