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Group work at the University: Solutions or Constraints for French Novice Teachers?

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Abstract

Today, university lecturers are confronted with new requirements before diverse and massive audiences. Research in the field of university teaching showed that traditional educational model, especially frontal courses, was unsuitable for these audiences. So, small group learning allows students to consolidate their knowledge through playing a more active role in the conventional lectures. Our objective was to understand how this pedagogical practice was used at the university, by novice teachers belonging to different disciplines. The present research tried to analyze the challenges of using this pedagogic practice in terms of solutions and constraints among 80 French teachers surveyed through a semi-open multiple-choice questionnaire. This exploratory study made it possible to understand the reasons behind the resistance of a large number of teachers towards the use of this pedagogical practice, as well as those which motivate them to use it despite organizational and management constraints.

Keywords: Group work management, teacher practice, university teaching, socio-constructivism, novice lecturers.

Introduction

Today, there is ever more room for new teaching methods in the universities. We witness the development of a variety of pedagogical practices, notably through an explosion of experiments, most often aimed at interaction, in particular small group interactivity (Clan, 2001). This phenomenon is explained first of all because the

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transmissive model is no longer adapted to current training needs. Advanced research on learning has shown that the so-called transmissive model primarily focused on teaching and not learning, on situations in which the learner is passive (Bazan, 2008). Because of this the transmissive model became less and less valued and appreciated. According to Labédie and Amossé (2001), this “magistral” or “frontal” pedagogical approach was inspired by the work of John Locke (1637-1704). It corresponded to the empirical conception of teaching and was based on two presuppositions. First there is the learner's neutrality. The learner was considered as having no pre-existing knowledge. It is thanks to the teacher's intervention, seen as the scholar, that the learner could acquire knowledge. The fact that transmitted knowledge should not be deformed or changed was also central. The learner had to imitate and reproduce to assimilate the message as was transmitted. The teacher's role was then to communicate knowledge as clearly as possible. In this model, learning was taken as a process consisting of continuously acquiring new knowledge, the teacher's role being to transmit knowledge, as s/he had the monopoly on knowledge. Research has shown that this model does not promote either the path towards autonomy or the ability to self-evaluate.

In this context, and contrary to John Locke's school of thought, the use of group practices is a phenomenon that developed at the university, notably thanks to the rise of new pedagogical approaches in which students interact in order to achieve an educational goal (De Lisi and Golbeck, 1999). The principle of group work involving several students exists since many decennia. Socrates was one of the precursors who wished to discover and lay bare the truths of his students hidden in themselves. This is called maieutics. Later, constructivist psychologists, but also cognitivists, showed that interactive work is a powerful means of learning; that the "socio-cognitive conflicts" which take place during group work are effective motors for true learning. Widely studied, also in its cooperative learning form, group work is mainly part of socio-constructivism. This method proposes the achievement of a common objective in a place of exchange and confrontation of personal knowledge representations.

According to Baudrit (2005, p. 5) cooperative learning is “an educational method fairly close to group work/pedagogies but which, from one country to the other, from one culture to the next, even from one author to the other, can take different orientations or be thought of in a more or less particular way”.

The founding principle of cooperative group learning is the work based on Vygotski's theses and their extensions. This work makes it possible to affirm that interactions between peers can promote both the development of local knowledge and general tools of thought. Its approach is based on a socio-constructivist model. Similar to the constructivist model whose contributions come mainly from Piaget according to whom acquiring knowledge supposes the learners' activity, i.e. they are active in their

learning, cooperative group learning adds an additional dimension: social interactions. Learning is seen as the acquisition of knowledge through teacher-learner exchanges or exchanges between learners themselves. Students learn not only through the transmission of knowledge by the teacher but also through interactions. For Vygotsky (1986), the role of language in the development of knowledge is essential since it allows social interactions.

Ellis and Rogoff (1982) also contributed to socio-constructivist theory by explaining that the transmissive model places the teacher in a monopoly situation which prevents the acquisition of student autonomy. For him, the teacher must make the task more pleasant while avoiding that the student becomes dependent on him/her. This can be seen as the socio-emotional aspect of his theory.

Johnson and Johnson (1990) cited by Lepinoux and Lafond (2014, p. 41) describe cooperative learning as “working in small groups, with a common goal, that optimizes learning for everyone (...); collective activity oriented in the same direction, towards a goal shared by all, can benefit all group members”.

Group work happens in a socio-cognitive environment which can generate individual progress. It is now well established that problem-solving in an interactive context can trigger inter- and intra-individual processes able to foster the development of individual knowledge and cognitive skills (Oly-Louis and Soidet, 2008; Seuba and Castellò, 2015).

On the one hand, cooperative group learning leads to social interactions between students, pushing them to verbalize and reformulate their ideas to confront them. It stimulates the exchange of resources held by different group members, thus facilitating cognitive processing and knowledge co-construction. Indeed, for Ross and Di Vesta (1976) orally summarizing information for transmission to a group member is an effective way of organizing and gathering information through deeper encoding. The verbalization of reasoning is an important element for cognitive progress. Cooperative group learning is based on the idea that knowledge is actively built by students. Group work thus gives way to positive interdependence between students by assigning them a common pedagogical goal. For Bargh and Schul (2008) or Moust and Schmidt (1994), teaching someone else is also an effective way to improve understanding as it facilitates the storage of information in memory through knowledge exchange.

On the other hand, we know today that interactive work is very frequently at the origin of socio-cognitive dynamics, such as “compliant” collaboration, co-construction, and confrontations, with or without argued disagreements (Stegmann *et al.*, 1984). Exchanges and debates lead to cognitive conflict that promotes cognitive progress. Differences in student conceptions and assumptions produce a state of imbalance called cognitive conflict. When interactive exchanges bring about cognitive

conflict because of the subjects' differing points of view on how to solve a problem, a joint double cognitive conflict arises. It is first of all intra-individual. In group work, subjects become aware of answers other than their own. Cognitive conflict is also inter-individual because answers are different. Confrontations destabilize the individual procedures of the subjects involved in group work, which requires them to reorganize their cognitive system, which is often done in a constructive manner. When students are faced with data that requires them to rectify their initial representations, they must adjust their conceptions to arrive at an accommodation (Piaget). Individual progress can then be explained through the "internalization of inter-individual coordination" (Carugati and Mugny, 1985; Dalzon, 1990; Doise and Mugny, 1981).

Thanks to research conducted over more than thirty years, we can "consider social and conflict interaction as structuring and generating new knowledge" (Carugati and Mugny, 1985, p. 59). These empirical studies have clearly shown that social interactions, which are "symmetrical" such as co-resolution between peers (Mugny, 1985) or "asymmetrical" in the teacher-learner or expert-novice type (Baudrit, 2000; 2003) are intrinsically involved in the implementation of resolution-seeking cognitive activities in the genesis of intra-individual skills' development processes.

Group work is thus based on the idea that knowledge is actively constructed by students. The idea that group work can constitute a socio-cognitive "environment" able to generate individual progress is no longer in doubt. It is now well established that, under certain conditions, problem-solving in an interactive context can trigger inter- and intra-individual processes that can foster individual knowledge and cognitive skills' development.

Group work is therefore an educational tool particularly geared at enabling students to build their knowledge through a common activity or project. It promotes quality relationships between individuals, student motivation, and quality academic learning (Johnson and Johnson, 1990).

Learning theories and teaching styles: what place for the learner?

According to teaching and learning theories, the place of the learner has undergone transformations and readjustments. The best known theories (Engel, 1991) clearly show this difference:

—For behaviorists, the learner is a person who has to listen, assimilate, repeat and carry out the instructions of the teacher who stimulates learning and encourages program evolution.

—For cognitivists, the learner analyzes and processes information while learning. Indeed, the learner (analogy with a computer) receives information, analyzes it against

predefined registers, stores it, and reacts. The learner transforms knowledge (social dimension) into know-how and expertise (individual dimension).

—For constructivists, who base their approach on the Piagetian approach, the learner is a person who builds and organizes knowledge through action.

—For socio-constructivists, who refer to the Vygotskian approach, the learner is a person who constructs and organizes individual knowledge by interacting with the material and social environment.

The place of the learner in the teaching-learning process follows two approaches: one that conceives of the learner as a receiver of the knowledge provided by the teacher and one that considers the learner as an actor in the appropriation of the knowledge proposed by the teacher. Teaching practice depends on one or the other of these two approaches.

Blake and Mouton (1964) define the transmissive style as more subject-centered, the incentive style as both subject- and learner-centered, the associative style as more learner-centered, and the permissive style, which is neither learner- nor subject-centered.

For the learner, the learning style is structured according to a learning cycle which, according to Kolb (1984), has four phases:

—Phase (1): where the learner accomplishes a task, in a concrete situation, without thinking too much about it.

—Phase (2): called reflective observation, where the learner is attentive and reflects on his/her action.

—Phase (3): known as abstract conceptualization, where the learner reflects on and conceptualizes what he/she is going to do.

—Phase (4): this is the active experimentation phase in which the learner performs the task in the light of reflection and past experience.

These phases differ from one learner to another. An individual's learning style depends on the importance and preference given by the learner to any of these four phases. If the learner has his or her own style of learning, the teacher has his or her own style of teaching. Classifications of teaching styles are numerous and are based on the work of Therer and Willemart (1984). These authors define four teaching styles based on the teacher's interest in the learner or subject:

1. Transmissive, more subject-centered style;
2. Incentive style, both subject- and learner-centered;
3. Associative style, more learner-centered;
4. Permissive style, very little learner- or subject-centered.

To reduce the gaps between what is learned and what is taught, it is possible to focus more on teaching practices than on learning styles. The triangle model of teaching as

proposed by Houssaye (1988) clearly shows the relationship between learner, knowledge and teacher. Focusing on one over the other has repercussions on the teaching-learning process. This clearly shows that any teaching practice can shift to one of the following relationships: teacher-knowledge or teacher-learner.

Place of the learner in a group work teaching-learning process

The sustained discourse of a learner-centered pedagogy, particularly in the form of group work, only makes sense if it is translated into a situational pedagogy where the learner builds knowledge by acting on knowledge. In group work, the teacher must propose various activities aimed at developing the learner. These are:

- a) Cognitive strategies enabling the learner to proceed to a more coherent organization of previous conceptions.
- b) Social-emotional strategies through instructions that encourage cooperation, verification, acceptance of others and control of emotions.
- c) Metacognitive strategies allowing the learner to become aware of his or her cognitive process and “adopt a reflexive attitude with respect to intellectual conduct” (Dias, 2001).

Group work that involves problem-solving activities where the learner anticipates, controls and regulates in relation to the objective of the proposed task lends itself well to this. Each type of strategy complements the other by making it easier for the learner to process information and translate it into the production desired by the teacher.

Group work organization

Group work consists of grouping students in small units, so that they do the same activity linked to a teacher-stated objective. Students are then involved in a common task and participate in its completion by comparing their ideas with those of others. According to Richard Faerber (2004, p. 3), “a group learning situation is one in which people communicate, organize and share through forms of interactions that can lead to learning mechanisms”.

Numerous studies highlight the positive aspects of these student learning systems. These methods promote quality relationships between individuals, student motivation, and quality academic learning (Johnson and Johnson, 1990). Drawing on the work of Johnson and Johnson (1990) we propose the following 5 characteristics of group pedagogy:

- Group work encourages cohesion among students
- Collaboration has a motivating effect and accelerates the learning process
- In a group, each member must assume his or her share of responsibility and contribute to the achievement of the objectives

- Group work fosters social skills such as team communication, trust, decision-making, and conflict management
- Group work encourages reflection on group dynamic processes

Nevertheless, from the moment the teacher decides to conduct a group activity, many questions arise at the organizational level: how to make it work? How many groups do I have to constitute? How many students per group? How to choose the members of each group: by level, gender, affinity? Should I assign a role to each student? Should I put students directly into the group activity, or give them individual time to reflect on the task before starting the group work?

Other concerns are related to group work management: managing chatter, noise, students working while others watch or do something else, a student refusing to get involved with one group or another learner who is rejected from the group, a leader imposing him/herself on others, weak students, groups not moving at the same pace, simultaneous requests from different groups.... It appears that there is no definitive answer to all these questions but only proposals for solutions which all depend on the activity's objectives.

According to Brody and Davidson (1998), there are 5 elements to consider: the presence of a common task to perform; the group should be small enough to allow for interaction among all members; the task to be performed must allow positive interdependence between students through a common goal whose outcome is affected by the actions of others; cooperative behavior and constructive interactions should be focused on.

According to Merieu (1992), the activity's objective (learning, interaction, production) is a determinant in group work organization. The number of groups may depend, on the one hand, on the total number of students in the group-class and, on the other hand, on the number of expected productions or positions, if the objective is not limited to learning but extends to production or confrontation between different positions. As far as the number of individuals per group is concerned, this depends on the total student number but also on the objective and nature of the task. If, for example, for a weak student, the goal is learning, tutoring will be preferred (two students). If the main objective is collaboration or interaction, a group of four or five students will be privileged. As the number of individuals per group increases, interaction will be facilitated, but management will be more difficult. As far as the choice of group members is concerned, this is more difficult to decide. Heterogeneous groups are often preferred to foster collaboration and learning (Storsh, 2005). The assignment of roles to each group member would allow the involvement of all individuals, except that the teacher has an interest in rotating these roles to allow all students to acquire new skills.

In addition, setting up an individual reflection phase before group work would allow the appropriation of the task or problem to be solved by all the group members and thus their easier involvement in the proposed activity. Note that spatial and temporal organization is decisive. Thus, time for individual reflection, group work, presentation or responses is important to attain the proposed activity's objectives. Generally speaking, spatial organization of furniture (tables, etc.) is not always easy to modify.

Group work management

Many teachers "flee" group work because of implementation management difficulties. As with organization, there are no definitive solutions but only proposals for solutions. If the organization is dependent on the activity's objective, group work management is dependent on the didactic contract. Instructions relating to the solving of the problem must be explicit and precise, but also in relation to the progress of the activity, expected outcomes, time allotted for work, the role of each individual and even the behavior of individuals during the activity (speaking in a low voice, raising your hand when you wish to speak or ask a question). This limits chatter and noise and ensures the involvement of all individuals in the group. Refusal to work with one of the groups or rejection of an individual by one of the groups may occur. To remedy this, we must understand the reasons behind the refusal or rejection. The teacher may approach the student who refuses to participate, and can explain the value of working with that particular group. S/he could also approach the whole group to show the usefulness of this particular individual for group work advancement. In almost all classes, there is what we call the "social/cognitive" leader who knows or claims to know more than others and who imposes through his/her personality thus limiting the participation of the other group members. It is interesting to assign a management role to this type of student, for example. From a managerial point of view, very often certain groups work faster than others. As a possible solution, the teacher may assign an additional task to the fast group or ask them to ensure that the activity is completed. For slow groups, they can be reminded of time and duration required for each stage of the activity.

While most research on cooperative learning attests to its efficiency with regards to learner outcomes, it is also shown that the teacher plays a crucial and even necessary role in the success of cooperation. However, as we have just seen, cooperative group work implementation by teachers is not simple, even for experienced teachers. The question then arises: how easy is it for novice teachers?

In our study, we questioned the practices of beginning university teachers when it came group work. Does the implementation of this pedagogy, recommended by their more experienced peers, represent a solution or a constraint to teaching?

Our study examined the representations and practices described by beginning university teachers about group work. In other words, how did novice teachers see cooperation between students and what mechanisms did they use to establish cooperation? Our research results then enabled us to identify the needs in terms of initial and/or in-service training for beginning university teachers.

Our hypothesis led to the following question: in what ways are beginning university teachers implementing cooperative practices, adapted to students' characteristics? We tried to answer this question by addressing the representation of cooperative learning teachers, on the particularities of establishing small groups during practical's or tutorials, as well as on the adaptations and techniques used to promote cooperative learning.

We hypothesized that beginning teachers see the use of cooperative learning as a source of disadvantage in their teaching practice but are also aware of the benefits for students. Nevertheless, it seems obvious that the lack of training for university teachers means that the dimensions which, according to Howden (1996), come into play in cooperation, namely objectification, a thoughtful constitution of groups, interdependence allowing mutual help and exchange between students in the group, are not mastered and bring about unresolved difficulties for novice teachers. The hypothesis of a "beginner's" type (Saujat, 2002), recurrent among all those entering the profession, and of a "teacher profession's" type (Clot and Faïta, 2000) made us think that the virtual absence of means to help young teacher-researchers forces them to sort out their problems alone, in order to organize their work.

In order to verify our hypotheses, our research is presented in the following sections: participants, research tools, data processing and study results.

Methodology

In order to meet our research objective of understanding the extent to which beginning university teachers use group work as a pedagogical tool, as well as the challenges of using this tool in terms of solutions and constraints, we adopted the following data collection methodology: a semi-open questionnaire was sent to 247 beginning teachers at the University of Aix-Marseille who taught different disciplines. 80 teachers filled in this questionnaire, which gave us a response rate of 32.4%. This is why we consider our study to be exploratory and feel it has to be accompanied by follow-up research later on. The 80 teachers who took part in the survey answered all the 21 questions asked. A statistical analysis on the basis of the 80 participants allowed us to calculate the percentages of answers represented in the results section of this article. We point out that some questions were multiple-choice questions and respondents could choose several answers.

The questionnaire mainly concerned the following items, as represented in the table below.

Table.1 General Organization of the questionnaire

Item		Related question(s)
Disciplines and levels where there is more group work		Q3- Q9- Q10- Q11- Q12- Q23
Group work objectives		Q6- Q7- Q8
Group work management		Q13
Link to group work practice	For teachers	Q15- Q16- Q17- Q19- Q20
	For students	Q14- Q18- Q21

Results

Disciplinary constraints to university group work

We noted that most of the beginning teacher-researchers who responded to the survey are science teachers (Biology, Physics, etc.). They represented 51.25% of the survey participants. The other fields such as Health, Law, Economics, Sports-related and Social Sciences were represented by staff ranging from 3.75% of those interviewed for Sports-related Sciences to 10% for Social Sciences (SHS). 68% of the interviewees had a degree, but only 8% a Master's degree. These beginner teachers mainly worked in the field of practicals and/or tutorials (63%); only 20% of the respondents worked as full-time lecturers. The survey results showed that 77.08% of the teachers considered their subjects suitable for group work. Some attributed this to the fact that this practice promotes interaction, confrontation, collaboration for experimental manipulation, while others felt it helped when working on language issues. Those who considered that their disciplines did not lend themselves to group work attributed this either to the high number of students (Teacher 16-64-83), or to the fact that students were still at lower levels (Bachelor's degree level) and had to appropriate elements individually before working in a group (46), or to the fact that the work required skills that were difficult to mobilize through group work (42).

Although most of the surveyed found that their subjects lent themselves to group work, only 37.5% actually set up group work. The rest (26.25%) never tested group work in their teaching. Among those who had already set up group work, 70% regularly did so against 30% who used this pedagogical tool rarely or occasionally.

Reasons for using group work as a pedagogical tool

63.7% of the teachers surveyed believed that group work could be seen as an environment able to generate individual progress for students. According to all the interviewed teachers, the tasks that lent themselves more to group work are those of

problem-solving and subsequently producing research outcome traces (presentation, file, poster, etc.). Among the objectives that made teachers organize their teaching in the form of group work, collaboration between students was one of the main ones (57.5%). Second was the objective of student idea exchange (47.5%). What should be stressed in the teachers' responses is that the objective of learning a new concept and the objective of tutoring, which in turn implies learning, were poorly represented (17.5% for each objective) in the list of reasons given by novice teachers for establishing group work activities.

Group work methods

Most teachers who had already used group work in their teaching say they did not choose the members of each group. They let students position themselves by affinity. Only 3 (i.e. 3.75%) of them took into account the degree of student involvement in the activities when forming a working group. Only one teacher took student skills into account and another placed them according to gender. We noted that none of the survey participants took into account the level of the students when forming groups.

Relationship to group work practices

Teachers

Beginning teachers who used group work in the classroom report difficulties related mainly to the fact that their students were not receptive enough to this type of teaching-learning practice. The spatial and material organization of the classroom also did not seem to favor this type of practice, and even less in the face of an often high number of students in the tutorial and practical sessions. 22.5% of the teachers considered that group work was more or less easy to manage and 12% said that it required preparation. It is noteworthy that 10% did not encounter any management difficulty and that 17.5% did not think it required heavy preparation. In terms of the effectiveness of this pedagogical tool, 20% of the teachers found the practice effective in terms of student learning and achieving objectives, compared to 15% who found it more or less effective in terms of learning.

Teachers who stated that they had never used group work as a form of teaching practice justified this posture mainly for reasons related to the often high number of students in the class and the spatial and temporal organization (37.5%) of their course. Other beginning teachers (25%) attributed the non-use of group work to the fact that the content and organization of their teaching was imposed by the lecturers responsible for the course and their status as beginners did not allow them to modify this content or organization. On the contrary, they were invited to follow the requirements to the letter in order to reach the same stages of course progress in the different class groups in order to ensure equitable assessment and evaluation. What was remarkable in the justifications

of teachers who did not use group work was that some of them (12.5%) found it ineffective since, according to them, it was often only a few students who got involved and did all the work while others merely observed or did something else. Finally, it should be noted that 25% of respondents who had never used group work said that the opportunity to do so had not arisen.

Students

83.33% of teachers received positive feedback from their students regarding group work. Students were rather enthusiastic, interested, motivated, involved and/or reassured. 10% of the teachers noted that students had different reactions to this type of practice. Only 6% of teachers found that their students were disinterested, “all over the place” and were chatting more than focusing on their activity. 55.17% of teachers found that their students were involved in group activities, compared to 34.48% who found they were not.

Discussion

Based on the main results of our research, we noted that the use of group work in university teaching did not depend on discipline or level, since most respondents found that their subject lent itself to group work. Beyond discipline and content, it was the organizational side that seemed decisive in the (non-)use of this pedagogical tool. The result that seemed interesting to discuss further was related to the objective of setting up group work in class. Most of the surveyed teachers, who admitted to doing group work, considered that this pedagogical tool encourages interaction, collaboration (Storsh, 2005) and idea sharing, but none of them mentioned the objective of learning a new concept. This aspect was similar to previous work on the role of classroom group work with regard to social interaction and confrontation, but did not fully agree with that research (Merieu, 1992; Faerber, 2004) which considered that these forms of interaction were at the service of a more effective learning mechanism. The main objective of teaching, which is disciplinary or notional learning, seemed to be complemented by the acquisition of transversal skills such as collaboration and argumentation (Stegmann *et al.*, 2012) through the sharing of ideas, while the acquisition of new knowledge will remain the main challenge of any teaching method. This challenge was promoted by the language practices encouraged by certain practices such as group work, since teaching *knowledge means revealing it through words* (Pantanella, 2004, p. 41). The same teachers stated that they organized their groups according to affinities between members and not according to their skills or levels, which would sometimes influence the quality of work in one direction or the other. The fact that lecturers did not know their students well is often seen as the root of the problem in universities.

Teachers who never used this pedagogical tool justified their reluctance by the fact that course content and organization were imposed on them, and that they had no freedom to organize their teaching. This question brings us to a broader reflection which needs to be undertaken by the university community, namely the support for novice teacher-researchers entering the profession. Is group work considered as an instrument to replace the tenured lecturers who can no longer teach all courses because of the increasing student numbers? Is it the work of the PhD student whose main objective is to find results for his/her thesis and to publish, and for whom teaching is a source of funding for his/her studies and more an exercise? Imposing content and course organization to beginner teachers is that a form of protection or does it reflect a lack of confidence in the novice beginning in the world of university teaching?

Further research with experienced teachers and heads of teaching units in various disciplines could enrich the debate. Our results show that the reluctance of teachers to set up group work is often due to the high number of students and the spatial organization of classrooms. In line with the work that is rethinking university teaching in a more interactive framework, it will also be necessary to rethink the spatial and temporal organization of universities' learning spaces in order to make them more suitable for the implementation of teaching systems that encourage interaction, such as group work.

Some novice teachers who had never used group work in their teaching consider it ineffective; they referred to the discrepancies between students getting involved in the task and those taking advantage not to work. This is partly in line with Jaillet's (2004, p. 37) view that it is "a disarming pedagogical ideal to believe that it is enough to request students to work in groups for them to do so". Mentioned by some teachers, this problem seems to be due to a lack of anticipation and preparation before the group work and especially appropriate management (Demougeot-Lebel and Perret, 2011). Group management training at university would likely address these needs. Group work remains a means that should enable teachers to achieve their objectives in certain circumstances. In this regard, we agree with Medioni (2004, p. 24) who considers that "a group is not an end in itself, but a means to carry out work that could not be carried out in any other way".

Conclusion

There have been major changes in teaching practices over the past decade: the introduction of active methods (project pedagogy and problem-based learning), the creation of "competency"-oriented professional Bachelor programs, and the rise of digital technologies (Trow, 1974; Annoot and Fave Bonnet, 2004; Romainville and Colet, 2006). In this context, group work becomes a preferred educational tool to enable

students to build their knowledge, especially since research agrees that group work constitutes a socio-cognitive "environment" likely to generate individual progress.

Our study was interested in Novice University teachers' representations of group work, of the specificities of setting up cooperative work in practical's or tutorials and of the techniques and adaptations used. Our results showed that beginning teachers see the use of cooperative learning as a disadvantage in their teaching practice but were also aware of the beneficial contributions of this pedagogical organization for students. These disadvantages further hindered the implementation of new pedagogical practices, since beginning teachers continued to receive very little support when entering the university teaching profession (Colet and Berthiaume, 2009).

Most of the studies conducted on group work focused on the effects of this system on learning, but very little on the difficulties and constraints encountered by teachers in preparing and managing this type of system. Our study opened research perspectives on these various aspects which are determining when it comes to the effectiveness of the proposed educational system. Another research result concerned the organizational aspect of group work, which seemed to depend, among other things, on class space and student numbers. These two parameters were not often taken into account in research that showed the effectiveness of grouping students.

We noted that, in this exploratory study, based on participants' statements, we did not really question closely the methods of group work evaluation used by the teachers surveyed.

Complementary research to this survey, based mainly on professional didactics, whose field of practice is professional education and continuing training, would be interesting for further insights. In particular, it could examine how professional skills are acquired and developed, and, in line with the work by Grangeat and Gray (2007), what can be done to teach or transmit these skills more effectively. This seems to us to be essential for further research into this educational system in order to identify the parameters that influence its effectiveness. In this future work, we would like to identify the study results for teacher training.

In this context, it seems necessary to think about the support and development of professional skills adapted to beginning university teachers. In France, various reports have emphasized the establishment of university teacher training (Dejean, 2002; Esper, 2001; Fréville, 2002; Romainville, 2004; Faure *et al.*, 2005), in an institutionalized way beyond informal peer learning. The evolution of professional practices, responding to needs induced by university teaching situations, cannot exist without giving support to novice teachers. To address this, we propose to continue our work through an analysis of beginning university teachers' activities and to discover the

inherent difficulties of temporary non mastery of the teaching practices, which characterize the work of experienced teachers (Saujat, 2002; Condamines, 2008).

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Classroom Practices of Teacher Educators: Constructivist versus Traditional Approach

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Abstract

Teacher education curricula have been innovated in Pakistan. The curricula recommends constructivist practices for teacher educators. The current study examined the instructional practices of teacher educators in Khyber Pakhtunkhwa (KP), Pakistan. The overall objective of the study was to find out whether teacher educators (TE) used constructivist or traditional instructional practices in the Departments of Education (DoE) and Regional Institutes of Teacher Education (RITEs). Classroom observation protocol was developed for investigating the practices of 31 teachers, they were randomly selected from 211 teacher educators from 09 DoE in universities and 20 RITEs. Analysis of the data showed that teacher educators used most of the time traditional classroom practices, they did not use proper methods which could enable the prospective teachers to create knowledge, they transmitted knowledge, most of the teachers did not use constructivist practices and they did not have full cognizant of constructivist practices. Teachers did not come to the class well prepared for teaching for following constructivist practices. The study recommends training on constructivist practices, provision of a separate cadre of teacher educators in RITEs, and training on the use of information technology, and the provision of internet in teacher education institutes.

Keywords: Teacher educators, traditional classroom practices, constructivist classroom practices

Introduction

Changes are taking place in the world of science, social sciences as well as education. That is the reason, learning theories changed from behaviorism to cognitivism and then to constructivism (Cooper, 1993). Reforms in education cannot be materialized when teachers do not leave the transfer type of pedagogies and opt for

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constructivist ones (Beck, Czerniak & Lumpe, 2000; Levitt, 2002). Constructivist teaching has gained space in academic discussions, state-level policies, and curriculum. Planning dominates and policymakers are asking teachers to throw away traditional approaches and teach through a constructivist approach (Richardson, 2005). It is considered as a suitable framework for both teacher education students and students from grade 1 -12 students (Cannella & Reiff, 1994). Besides other requirements for teaching science through constructivism, teachers should be well educated and they may have a professional framework that could enable them to behave in a caring, autonomous, and intelligent way (Nezvalová & Lamanauskas, 2009).

There are three main approaches to teaching, behaviorism, cognitivism, and constructivism. According to behaviorism, behaviors are learned; cognitivism advocates that knowledge makes changes in behaviors. Cognitivism considers current knowledge important for further learning. On the other hand, constructivists emphasize keeping the students active in the process of learning and developing an understanding of information and creating knowledge (Woolf (2015).

There are different views among the constructivists about constructivist practices but they agree on the four dominant features, learners build their knowledge, learning starts from available understanding, social interaction is essential for learning, students and instructors use actual life hitches for learning. (Bruning, Royce& Dennison, 1995; Pressley, Harris & Marks, 1992).The movement for practicing constructivist countries is not limited to developed countries, developing countries are also asking educators to use constructivist pedagogies for teaching in schools as well as teacher training institutions. The curricula of Associate Degree in Education (ADE) and BS in education in Pakistan recommend constructivist pedagogies that may develop critical thinking and self-learning of students. (Higher Education Commission, 2012).This study investigated the instructional practices of teacher educators in KP. First of all, the researchers developed a proper understanding of the constructivist approaches and then developed protocols for the study. The protocol consisted of observing background knowledge, problem-solving, asking probing questions, interaction amongst students, the interaction of students with teachers, enough time after asking a question, and relating the classroom activities to real-life issues. Classroom observation was deemed fit for the understanding the practices of TE because it gave the real picture of teacher educators' classroom practices. The researchers visited classrooms for observing the actual classroom practices of TE. The main objective was to find out if TE uses constructivist instructional practices or traditional practices. The study is significant for teacher education in Pakistan, educators, policymakers, and trainers. They would come to know about the inside stories of the classroom in teacher education institutes and thus it would benefit teacher education in Pakistan.

Purpose of the Study

Quality teachers have no alternative for quality education and teacher educators play a significant role in producing quality teachers. A good curriculum would not be effective if it is not implemented properly. In Pakistan a lot of efforts have been put in the revised curricula for quality teacher education, it would be fruitful if recommended practices are followed in true spirit. Therefore, it is essential to examine whether the teacher educators use traditional instructional practices or they use constructivist instructional practices.

Literature Review

Constructivist and Traditional Approaches

Constructivism develops deep learning by relating content to actual lives of the learners, new learning is developed keeping in view the related knowledge of students, learners try for deep learning by learning basic principles and in the constructivist learning the learners use various sources for developing a deeper understanding of the content while in traditional approaches, learning takes in isolation, background knowledge is not given much importance, learning to involve memorization. Moreover, in traditional approaches learner typically hinge on the text (Sawyer, 2006).

Constructivist teachers display certain behaviors, for instance, they model good learning, facilitate learners, use different methods of assessment, ask open-ended questions, and ensure mutual interaction for the sake of learning. And they present real-life issues for discussion (Leinhardt, 1992). Constructivists' learners' frame problem, analyze it, and then seek solutions; learners ask open-ended questions, use cognitive terms like, compare, contrast, and analyze. It is not necessary to follow strictly a lesson plan. Teachers question the concept of learners before giving them their concept (Brooks and Brooks, 1993). Constructivism in teaching also recommends different approaches to assessment, like, portfolio, authentic assessment, and questions are asked about in-depth knowledge, not only memorization, it means that assessment is not limited to paper-pencil tests, (Paulson and Paulson (1994).

Use of Constructivist Approach in Teacher Education

Constructivism is a more likely, pertinent, fruitful, and empowering framework for teaching at school as well as for educating prospective teachers (Cannella & Reiff, 1994). The constructivist approach aims to educate the learner as per his interests; social change and reforming a society along with democratic principles. This idea of learning is based on the theory of human development where a learner is kept in a social set up and there is a constant discourse among the students, teachers, and learners (Vadeboncoeur, 2005). Teacher education may use constructivist learning experiences for pre-service teachers to learn content and instructional expertise (Haney & McArthur,

2002). This approach has changed teacher education from learning certain activities to a thinking teacher who can make autonomous decisions about teaching in different circumstances. Each prospective teacher has personal philosophies, longings, and earlier knowledge. Teacher educators must not plan such directions which are by all books appropriate to each student. Each teaching situation differs from another, and there may be different ways of dealing with it by using personal reasoning (Novel, 1993).

Constructivism does not entail to learn everything from the beginning, there are many already learned skills which are equally useful with a new process in a constructivist classroom. Educators need to teach the skills and knowledge that are needed for the required for the implementation of constructivist practices in the classroom. Constructivism demands for less controlled and diverse classroom practices. The skill of teaching through a constructivist point of view can be easily learned. The learners have to change their point of view from receiving knowledge to creating knowledge. However, it is a change, and change needs time. Educators have to be patient and teach essential skills that are required for an application. Teaching through a constructivist approach becomes easier when students are used to it. In the beginning, it would be difficult but not impossible (Smith & Mitchel, 2008).

Methodology

Research Design

The study used descriptive research and examined the instructional practices of teacher educators KP, using classroom observation. The population consisted of 211 TEs from the teacher education institutions in Khyber Pakhtunkhwa. There were 20 Regional Institutes of Teacher Education (RITEs) and Departments of Education in in 9 Universities) where education as a discipline was offered. Total faculty members in the 9 Departments of Education were 63, of which 24 were female and 39 were male members. The total number of faculty in these RITES was 150 during data collection for the study. Of the 212 teacher educators, 34 teacher educators were selected through random sampling techniques. The sampled participants consisted of 03 male and 09 male from universities and 11 male and 11female teachers from RITES. Observation protocol was developed after studying the literature on constructivist and traditional practices. Constructivist practices, like, activating background knowledge, making use of variety of material for learning, encouraging students- teacher and students - students discussion on the topic, relating learning to real world, seeking point of view of learners, multiple ways of assessment, letting the learners discover the meanings, error correction, formative and authentic assessment were considered in the protocols for observation. Each teacher was observed for 100 minutes. The observation

was non participatory. The researcher did not use the real names of students in the study, T1, T2 and T3.... used for teachers' observed.

Data Analysis

T1 came to the class, he did not investigate background knowledge. He wrote topic on the board and explained it in Pushto. When he was done with the topic, he said, "Is it clear" The students said. "Yes". He did not ask probing questions from the learners, provided no opportunity for teacher and students or student- student discussion. He did not involve the students in a productive discussion, they just started talking to each other when the lesson was finished. Moreover, there was no formative assessment, the teacher did not conclude the lesson and did not refer to the use of the taught lesson in real school situation.

The researcher observed T2 who was a newly transferred teacher to the teacher training institute from schools. His topic was poets in Muslim era in Urdu subject. The teacher dictated to the students about the poet, he used to ask questions about important points while he was dictating. He himself explained the difficult words or phrases to the students. He, even, told about comma when it was needed in the writing. At the end of the lesson, he said to the students, "Is there any questions"? He did not ask for any activity or self-reading from the students. The teacher followed totally traditional method of teaching, there was nothing for the trainee to be learnt except the content, if the prospective teachers followed their teaching in teaching learning process, this would encourage transmission type of teaching and learning in classrooms.

T3 was a female teacher, she taught Mathematics in a RITE and she told the researchers that she had taken trainings. The teacher wrote a formula on the board and explained it. She involved students by asking questions. She even asked a student to solve question on the board and appreciated the student when the student solved the question. The teacher asked questions but did not provide enough time to the students answering the questions. She would answer the questions herself after a short while. The teacher had taken trainings. This teacher tried to make her teaching constructivist but it was clear that she did not have full cognizant of the approach. It was clear from the teaching of this teacher that students take interest and they can learn of constructivist approach is followed but the teacher need to be trained.

The researchers observed a teacher of English. She (T4) taught English to prospective teachers. The topic under discussion was 'Getting to know each other'. She wrote questions on the board and asked the students to answer. She wrote the answers on the board. The teachers did not initiate any student- student discussion. She did not give any handouts or material to the students for reading. The teacher was polite and cooperative. No group activity or discussion was done in the class. Getting to know

each other is an interesting topic for discussion and students' interaction but the researchers did not observe that warmth in the classroom. It means that the teacher did not practice constructivist practices.

T5 was a female teacher, she taught Urdu in RITE. She had given the task of collecting verses of Allama Iqbal on Khodi, freedom etc. She asked questions from students. She gave handouts on history of Urdu poetry and asked the students to read. When the students had any difficulty she corrected them. She did not prompt the students to make corrections. There was teacher- students' interaction but she did not provide any opportunity for student- student interaction. During the course of teaching she did not refer to the use of the method in primary schools.

T6 taught Mathematics, he was well trained teacher. He corrected misconceptions on the spot, sometimes provided opportunity to the students to find answers. He talked to the students most of the time. In the class no interaction among students was encouraged. He did not do any group activities in the classroom, he did not create problem solving situation for the prospective teachers. He taught from the book and did not relate the lessons to the issues of everyday life. He did not stimulate the students for discussion in the class.

T7 was a female teacher, the researcher observed her Mathematics class. The teacher brainstormed the students about the topic. Her topic was to find the area and circumference of cylindrical shape. She has brought cylindrical shapes to the class, she gave those to the students. She also made a cylindrical shape from a paper wrote the formula and practically demonstrated how to find the area and circumference. All the students took active part in the lesson. The teacher was well trained and she did activities based teaching and the class was really busy and full of enthusiasm. Even, the researchers got improved their concept of calculating area and circumference. This example demonstrated that activities based teaching is possible, teacher can make a lot of difference in their teaching they want.

The next teacher (T8) was a female teacher, she taught 7Cs of communication to the students, she brought handouts to the classroom, she asked for individual reading, peer reading and did jigsaw activity. She involved students and kept eye contact. It seemed that she was prepared for the class. She asked the students to read the material but she did not ask for feedback or response of the students. It was not clear that why she gave reading to the students. Again, preparation and understanding of the teaching process is necessary, both should go together for successful learning.

Another teacher (T9) was teaching scientific process. She explained it by doing an experiment in the class. She made it very clear to the students about scientific product and process. This was the second hands on teaching in the observed classes. T10 gave topic to the students and asked them to discuss but the students did not do it, there were

a few responses. The teacher did not scaffold and motivate them for responses. The teacher asked them to go to the library and worked on the topic, he did not guide them what they had to do and did not accompany them to the library. I saw that the students dispersed outside the class and did not go to the library. This is essential that students should be provided with proper guidance, otherwise, lack of proper guidance would create disturbance and lack of interest.

T11 was a trainer and well experienced teacher. He wrote some points about effective teachers and then asked the students to express their views on the points. He also added his own point of view. The teacher was active and motivated, he wanted to deliver. The teacher did not relate the topic to the everyday life. There was no interaction among students. The teacher was not prepared for the class, he did not bring any material to the class. T12 used lecture as a method, delivered lecture and asked questions. He did not bring any material for the students. And did not encourage students-students interaction. He used only lecture in class.

T13 taught classroom management, he introduced the topic and ask the students to list the names of things which waste our time in 5 minutes. But the activity took more than 13 minutes. He did not ask the students to share their findings. He gave another activity and the students worked on it but again he did not ask the students to share their findings. He divided the students into groups, gave material. And he started explaining the material himself by delivering a lecture. He did not do any formative assessment. T14 was a trained, experienced and enthusiastic teacher. She made good use of all the materials, she stimulated the students, kept eye contact, did activities but one thing she did not accommodate teaching to individual differences.

T15 she wrote the topics on the board, asked questions and involved students in lesson. She explained in Urdu and English. The students listened to her silently. She asked the students to read the text and explained the points in English. T16 taught English, he asked a few questions about the previous lesson. He delivered lecture and wrote points on the board. He also asked questions from the students but there was no interaction among students.

T17 gave a figure to the students and asked them to write what come to their mind. After that he explained the topic ‘Why do we teach science?’ He explained and asked questions from the students. No students-students interaction took place, only teacher asked questions. There was not any question which could motivate the students for reflection. T18 was a trainer and senior teacher. He taught developmental domains. He asked questions form the students, wrote points from his mind. He did not give any material to the students. The teacher had not come well prepared to the class, he had not devised any specific activity for the students so that they may work on them. He taught for a short time.

T19 corrected misconceptions, delivered lectures and did not involve the students in teaching learning process, and no knowledge creation was noted. T20 was an experienced and trained teacher, he asked about the previous lesson, encouraged the students to answer questions. He divided the class into groups and asked them to express their views on 'Why is art important for a child development?' T21 taught importance of language, brainstormed the students. He asked the students and waited for responses. But he did not bring any material for students 'reading, the teacher had not come with clear objectives and necessary preparation. The students did talk, yet they learnt nothing new.

T22 had given reading to the students and she divided the class into groups and asked the students to discuss the material. Then the groups shared their learning. The teacher asked them to relate their learning with classroom situation. T23 the teacher corrected misconceptions on the spot in students' work, facilitate PT, she prescribed certain methods for teaching, link teaching to real situation and gave that knowledge which is proven by research. There is a complex situation, the teacher followed some constructivist and others traditional practices. T24 gave handouts to the students, they worked in groups and the teacher visited them. At the end the students presented their work and the teacher summed up. T25 was one of the senior teachers in the RITEs, he corrected misconceptions on the spot, did not ask the students' to do it; he did not facilitate students and recommended only text. He did not do activities, provided accurate knowledge to the students. He rarely stimulated the students for learning and linked teaching to real world.

T26 corrected misconceptions sometimes. He encouraged the learners to memorize the lesson. He used only tests for assessment. The teacher did not encourage construction of knowledge, rather impart knowledge and skills And he gave research proven knowledge and did not related to the real classroom situation in schools. T27 taught Islamiat, he delivered lecture, he was teaching from book, he was only teaching through lecture, initiated no activity, he did not seek or encouraged the views of students. He rarely linked his lesson to the real world and the lesson. T28 the teacher asked questions from the students about previous knowledge, she wrote the definitions and asked the students to explain it, wrote points on the board. But there was no interaction among the students and she did not do any formative assessment.

T29 delivered lecture in classroom but it was interactive, he did not do any activity in class. There were rare open ended questions. He talked about what was there in the text. T29 taught science to the prospective teachers. She asked questions about the previous lesson, involved the students by asking questions, and did an activity on students on conduction of heat and gave examples from daily life. Everything was preplanned, nothing missing in the class. This proves that it depends upon the teacher

and his/her efforts if a teacher want to do activities based teaching, it is possible even in the available circumstances.

T30 delivered lecture, there was not any student-student connection. There was students and teacher interaction. The teacher did not link the lesson to the real world. T31, wrote the topic on the board and asked the students. There was no interaction among the students and little interaction between teacher and students. The teacher was not interactive, created no curiosity among the students and did not involve them in activities. The teacher did not maintain eye contact. There was nothing for the students to think over.

Discussion

The study investigated the classroom practices of TEs in KP, Pakistan. Teacher education curricula has been innovated and this new curricula demands constructivist classroom instructional practices from teacher educators. As mentioned above many teachers did not have command on the constructivist practices, they did not practice constructivism in classes or they do not have cognizance of constructivist instructional practices. As constructivist practices could change beliefs. It was noticed that teachers did not ask probing questions from the learners. Almost all the questions were related to knowledge and comprehension level questions. The questions did not motivate the students to think deeply. Students were not given chances to construct knowledge. They were given readymade material or the students noted points from the board or they were dictated lessons. It was also observed that experience and training is not the only thing which is needed for constructivist practices, it also needs the will and preparation of teachers. The researcher observed some junior teachers but they did better than many teachers who had long experience and taken training. Most of the teachers did not use their training or professional knowledge in their teaching. It means that when these prospective teachers did not practices constructivist teaching in their teacher education classroom, they will not practice these practices in their classes when they become teachers. According to Dangel (2013) constructivist teacher education effects beliefs, classroom activities and positive learning behavior. Moreover, it develops collaborative, and active learning habits, multiple ways of thinking and sensitivities.

There were a few teacher educators who really practiced constructivism in teacher education classroom. That is the reason that in spite of recommendations in education policies there is little use of learners' centered teaching practices. Teaching needs proper preparation before the class. Most of the teachers do not come well prepared to the class for teaching. They do not have systematic approach to teaching and assessment. It was noted that some teachers asked the students to go library and search material or read a book. The researcher noticed that the prospective teachers were

not given any proper plan for carrying out the task, the teacher did not tell them how he would assess or check their work. Some of the teachers were well trained, they could not do very well in classroom because they were not well prepared. Moreover, the researcher did not notice that the teacher educators created any problem situation for the prospective teachers. In most of the cases it was just reading or lecture. So, the real spirit of constructivism i.e., problem situation, was not seen in classrooms. The study supports the findings of Akbar, Akhtar, Hussain & Abiodullah (2013); Lim and Chai (2008).

As data showed that a few teacher educators could practice constructivist practices, therefore, there is a dire need of training and constructivist practices because according to Tatto (1998) “constructivist-oriented teacher education will have more influence on teacher education students’ views than conventionally oriented teacher education”. Teachers need to experience constructivist practices because only teaching theories cannot bring changes in practices and belief (Calderhead & Robson, 1991; Kagan (1992). Stofflett and Stoddart (1994) opined that teachers should be given opportunities of comparing different approaches of teaching, they would compare and contrast different approaches and consequently change would ensue in their beliefs and practices. There should be culture of experiments and cooperation. Teacher educators should actually try to apply theories, compare and contrast different approaches towards teaching and learning. This would broaden the mental horizons of teachers as well as prospective teachers. Further, the teacher educators should contextualize their learning. In our teacher education programs, there is little link between actual classrooms in schools and classrooms in education departments or schools. The teacher educators may bring real problem of the primary or high schools and make them topic for discussion and deliberation in teacher education classroom. This would make teacher education useful and effective.

Conclusions

1. There were many teachers who used traditional classroom practices. They just delivered lecture, corrected misconceptions of students by themselves, did not ask the learners to think over them. Even, some of them followed the very traditional method, i.e. dictating to the students and explaining each and every word to the students. Learners were not involved in any way in the process of teaching and learning.
2. Some teachers who were trained and enthusiastic for teaching really applied constructivist approaches in teaching. They did activities, let the students think over complexities, attended and gave time to the responses of learners, kept eye contact, valued the interpretation of learners, relate learning to the real school or real life in the surrounding. All such teachers were trained as well as well prepared and enthusiastic for teaching.

3. Only experience and training does not matter, the researcher knew many educators that they had taken a lot of trainings, yet they used traditional approach and if they tried it was not effective because they did not arouse the curiosity, did not bring material and activities for the learners, or they asked for such tasks which were not fruitful for the students. They did not guide the learners for doing effective activities in the specific time. They did not initiate any students- students' interaction for learning. Individual efforts and will to teach effectively are the necessary traits in effective teachers. It was noted that well trained and experience teacher did not do well when he was not prepared. The researcher noted that the experienced and trained teachers would have done very well, had they come well prepared.
4. There were some teachers who tried to be constructivist but their lack of experience and extensive training were they reasons that they could not materialized their planned lesson. They did not use proper use of the activities, they involved students in activities bit they did not encouraged them did not seek responses on their work, could not create real problem situation.
5. It was noted that some teachers did activities but they were not effective and did not give any learning to the students. The teachers did not scaffold the learners. Some teachers used both traditional and constructivist approaches in teaching. It means that teachers think that mixed approach would be useful or they did not have clear concept of constructivism and experience in the application of constructivist practices. It was also observed that a few teacher educator asked real probing questions. Most of them just checked knowledge level questions about the material what was taught in the class. No one initiated discussion or reflection in class.

Recommendations

1. Most of the teacher educators did not have expertise in constructivist teaching instructional practices, therefore, they may be given training in constructivist classroom practices. Most of them have been educated in a traditional, teacher-centered system of instructions. They did not apply the theory which they had studied in their student life.
2. Some teachers had been given training and they were trainers. They did not apply the strategies which they teach and study. It means there was a contradiction in their words and actions. Such teachers need to review their love for the professional. Their spirit or love for teaching should be revitalized by professional development programs, group teaching, and other such professional development programs.
3. Teachers may be given material/ A.V. Aids for teaching to prospective teachers. Teachers should have access to the internet, library, and printer so that teachers might develop activities, assignments, and provide multiple sources of learning. Constructivist classes need space for the activities of students and teachers where they carry out all their activities.

4. New teacher educators should be trained when inducted in teacher training institutes. Constructivist practices and philosophy should be taught in teacher training institutes in universities and RITES.

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Educational Migration as a Brain Drain: Curse or Boon for Pakistani Universities

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Abstract

Migration of intellectuals and skilled population at a large scale has significant impacts on the development and progress of a nation. The increasing rate of migration of teachers, engineers, doctors, technicians from Pakistan to the developed world may have serious economic, social and educational implications. The main focus of the current study were to find out the magnitude and methods of brain drain from the Pakistani Universities. It also aimed at studying the causes and impacts of brain drain on the higher education institutions of Pakistan. It is a mixed method research with the use of survey questionnaire for the collection of quantitative data that was triangulated with indepth interview. 81 faculty members filled the questionnaire and three top level management members of Universities participated for the interview. Setting of the study was General HEC recognised higher education institutions (universities) functioning in Rawalpindi-Islamabad cities. The major conclusions of the study are that brain drain has positive as well as bleak effects on the intellectual, social, economic development of country as well as on higher education system of Pakistan. The majority of the younger faculty members with the designation of Assistant Professor are abroad and not joined their duties after the completion of their studies. There is a need of comprehensive policy to check the brain drain at national level and attract best brains to contribute for the development of knowledge economy.

Keywords: Migration, University teachers, Brain drain

Introduction

Migration of intellectuals and skilled population at a large scale has serious impacts on the development and progress of any nation and also on higher education institutions. It is termed as *brain drain or brain circulation, brain wastage* that has positive as well as negative impacts on the development of a nation. Sinking economies, poor governance, lack of opportunities and law and order situation in some of the developing countries of the world and especially of Pakistan forcing speedy outflow of the

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intellectuals and skilled individuals from the country. Farooq and Ahmad, 2017) reported that Pakistan is at number three in South Asia (after India and Bangladesh) and sixth in the World (after India, Mexico, Russia, China, and Bangladesh) in human capital movement. There were more than 450000 skilled individuals migrated from Pakistan till 2011 for educational and employment purposes and majority of them got employment in the Middle East. It is also reported that 3500 medical graduates migrate to foreign countries for the sake of employment opportunities every year from Pakistan (Khan & Ahmed, 2013). According to the official reports published by the Ministry of Finance that the rate of Pakistani emigration has a rising trends for the last two decades (Economic survey, 2018-2019). Disappearance of competent teachers, engineers, doctors, technicians from the homeland is irreparable economic, social, political loss to the family as well as to the country.

Waqas Ahmed Published in the Express Tribune (December, 2019) that Pakistan is losing its brain capital because of massive migration of the skilled and highly technical professional population. It is also reported that One lakh Pakistani migrated in 2018 to the developed and developing countries of the world. In this context, the major setback has taken the engineering profession. Because of gripping economic uncertainty, more skilled workers and intellectuals from the universities are also leaving from Pakistan. The report also states that 8, 84,101 young Pakistani population migrated in the last two Years (2017-2018). Detailed and in-depth analysis of the report revealed that majority of the young people who migrated from country were engineers, doctors and university teachers (10,000 Engineers, 3,500 medical professionals and 9,511 Mathematicians and Accountants). As a result of this grim situation, the researcher has attempted to investigate about the current situation of migration from the higher education institutions of Pakistan in the current study. It is an exploratory study and the major research questions are:

1. What is the magnitude and mode of brain drain from Pakistani universities?
2. What are the causes of intellectual migration from Pakistani universities?
3. What are the effects of brain drain on the functioning of universities in Pakistan?

Review of Literature

Estrada (2012) first time used the term “brain drain” that means excessive movement and mobility of the highly skilled and competent scientists and technologists from one country to another country for better job employment opportunities. Docquier and Rapoport (2006) noted in their entry in the New Palgrave Dictionary that the “migration of engineers, physicians, teachers and skilled people, and other very highly skilled professionals with university training”. The study on brain drain has given birth

to some new terms related to the topic are *brain wastage*, *brain circulation*, *brain gain* etc.

Distressing economic situation and lack of employment opportunities forcing educated youth to leave Pakistan in search of better future. Majority of them are losing faith in the economic revival and better tomorrow. Majority of educated adults (two third) strongly intends to migrate from Pakistan without any longing of coming back to the motherland (Gallop-Pakistan, 2000). The statistics of Year wise migration from Pakistan is vividly explained as under:

Table 1: *Profession wise migration of Pakistanis for employment in abroad*

Profession	2010	2011	2012	2013	2014	2015	2016	2017	Total
Engineer	2408	2951	3577	2764	6668	7322	2453	4021	32164
Doctor	819	1453	1218	1131	2074	2276	2779	1632	13382
Accountant	1381	1802	2593	3473	3573	4698	4768	5856	28144
Manager	1936	2272	2797	3849	4990	6459	6698	7739	36740
Teacher	537	615	956	868	975	1171	1203	1854	8179

Source: *Bureau of emigration and overseas employment Pakistan (Annual plan 2010-17)*

According to United Nations report (2002), international migration is increasing at alarming rate day by day. There are 3 % people of the country are not of native origin in the developing world. They are not born in the country in which they are living and working till the year 2000. The figure has touched 175 million that is twice as large as in the year 1970. The sections of the society migrating from the developing countries are students, teachers, doctors, engineers, skilled labour, hard labour etc. Asylum related migration is only 9 %. The majority of the world migrants are living in Europe (56 %), and one in every ten person in the developed world is a migrated citizen (United Nations, 2002). This speedy flow of the professionals towards the green pastures may positively and negatively affects the sending country. Likewise is the case of the universities that they are intellectually benefitted and also affected on the absence of the quality personnel from their institutions.

The section of the society migrating from the developing countries is not poor rather skilled manpower and highly educated professionals (Farooq and Ahmad, 2017). It has serious repercussions on the economy as well as on the smooth working of the institutions. Some of the developing countries like Pakistan have shortage of quality skilled vocational labour, and consequently they may face challenges in case of this speedy flow of skilled population from their country (Neill, 2003). Pakistan is basically an agriculture country, and its economy heavily rests on agriculture. There are more than 30 percent of the agriculture experts from universities and agriculture organisations

who have been migrated to the developed countries. The country may face the shortage of the experts in the near future (Abbas & Guriro, 2018).

The factors that may contribute to migration are lack of jobs, law and order situation, political victimization, sectarian conflicts, salary opportunities, educational opportunities, entertainment and social activities, cost of living, social status of the area, public spaces, creative opportunities, night life, advancement opportunities, colonial legacy, similar language, lack of research funding (Estrada, 2012; Beine, Docquier & Rapoport, 2001a; Beine, Docquier, & Rapoport, 2001b; Artz, 2003; Steelman, 2004).

International Landscape of Brain Drain

The Portuguese policy of brain circulation is focusing on retaining and bringing back the highly skilled national who are working in the foreign universities by providing them financial incentives and lucrative job positions. To attract foreign highly skilled professionals that may bring extra-value to technological and scientific areas in particular; to prevent the loss of highly skilled Portuguese/foreigners now integrated in the domestic markets of science, technology and academic (Estrada, 2012). They are also considering *cyclic model of migration* that is consisted on *Exit stage, adjustment stage, consolidation stage, networking stage, repatriation, immigration or circulation stage*. At the exit stage, the sending country may face shortage of labour and fall in output. The countries that have larger pool of unemployed labour force may have positive impact at this stage. At adjustment stage, the information flow provides awareness about learning of needed skills to adjust in foreign country. The consolidation stage provides positive growth in the sending economy. The changes in housing, living standard, education of children may be observed.

A great number of Albanian brightest students are studying in the universities of the developed countries of the world (Kuznetsov and Sabel, 2006). In Italian universities alone, some 12,000 Albanian students are enrolled. This figure is likely to be much higher if we bear in mind that thousands of Albanian have emigrated to Greece, Italy, England, Germany, the US, Canada, etc., and a larger contingent of their children enroll each year in the universities of these host countries. Furthermore, a survey realized in year 2000 with 835 university students studying in the US, Italy, France, etc., indicated that only 45.5 percent of them were willing to return to their country of birth after their graduation. Later, another survey in 2004 revealed that 56 percent out of 181 PhD holders and PhD candidates were willing to return in Albania (Gibson & McKenzie, 2011).

Brain drain has positive as well as negative effects for the developing countries. It may increase the flow of remittance, establishing network with the developed institution, exchange of ideas, learning of latest skills about different fields that may

have positive effects on the social and intellectual progress of the country. The other side of the coin is that the country may lose the quality work force and have to rely on adhocism, breakdown of research team. We may enhance their positive role by acknowledging the contribution of expatriate, providing support, protection and/or advocacy, strengthening of migration department, facilitating or promoting dual citizenship and/or overseas voting, promoting philanthropy, either individual, or through home village/town, alumni or religious associations, developing knowledge networks and databases of skills, building on expatriate professional associations (Fisher & Amanda, 2010). .

Some developed countries in the world like USA relies on imported scientists. 12 percent of all science and engineering degree holders in 1995 in USA were not of American origin; and among them over 72 percent were born in a developing country. 23 percent of those having a doctorate are not USA born citizens and this proportion is even much higher in some key areas such as engineering and computer sciences (40 percent). US is earning 7 billion dollar every year from 500,000 foreign students. The rate of increase in the ration of foreign students is 5 percent per annum in the last two decades (Regets, 2001).

The national policy of Italian government is focusing on brain circulation on the basis of following steps: competitive examination for academic posts, equalization of curriculum according to the international standards, English language as a medium of examination and text-book material, creation of academic centers of excellence, optimization of remuneration package, mandatory retirement at the age of 65 years, establishment of exchange programme. According to Chau (2012), the developed countries are catching the talented human capital from the developing countries to boost their economies. To reverse these trends, it is required that we may focus to develop competitive knowledge based, innovation and eco-efficient economy where people enjoy high quality of life and high level of income.

Methodology of the Study

It is a mixed method descriptive research applying qualitative and quantitative approaches to collect the data. The variables of the study were studied in natural setting without any control and manipulation. The survey method was used to collect quantitative data about brain drain from the public sector Universities of Pakistan with the structured questionnaire. Semi-structured interview was used for the collection of qualitative data to triangulate results and to get insight about the intangible variables of the study. This helped to get a clear picture about the situation exists in our universities.

Population and Sampling

Faculty and top level management in the public sector universities of Pakistan were the population of the study. There were more than 140 universities in public and private sector in Pakistan in the category of general Universities. The universe of the study were the universities located in Rawalpindi and Islamabad cities in public sector domain. The researcher applied convenient sampling technique to select the sampled universities. Two universities from Islamabad and two universities from Rawalpindi were selected. Only those universities were selected whose administration was willing to participate in the study. Top level management directly influence policy formulation about recruitment, leave matters and scholarships, therefore, it was considered that their viewpoint is highly useful for the study. Four faculty Deans (one from each university) and two Vice Chancellors were selected for the structured interview to elicit in-depth information regarding intangible variables such as effects of brain drain in the development and functioning of universities for knowledge economy. The majority of the Heads of Department were not Chairperson rather *Incharge* and have a minor say in the decision making. Consequently, most relevant participants are Faculty Deans and Vice Chancellors.

Faculty of social and Management Sciences were selected for filling the questionnaire. Department of Education, Economics, Sociology, Anthropology, Economics, International Relations and Psychology participated were from the Faculty of Social Science. Department of Public administration and Management sciences participated under the Faculty of Management sciences. Eighty-one randomly selected faculty participated in the study. For the administration of questionnaire, random sampling technique was applied to select the whole population. It is a small sample yet it has significant impact in answering the research questions of the study.

Data Collection Instruments

A questionnaire was constructed by the researcher to find out the magnitude and mode of brain drain from the public sector universities of Pakistan. The instrument was validated by the experts and pilot tested before its administration for data collection. The items of the questionnaire focus on number of the faculty members who are abroad for study, join and did not join their duties, agency funded them, mechanism for bringing them back, number of personnel's working on contract at academic and administrative posts after retirement and their intellectual, social, technical and financial contributions to the university.

A semi-structured interview was constructed to gather insight about the intangible aspects of the study. The focus of the interview questions was on the intellectual development of the faculty who go for study abroad, academic problems faced by the

university in their absence, their intellectual and technical contribution to the institution, mechanism to bring them back, and suggestions to reap the benefits of brain circulation.

Nature of Data and Data Sources

In this study, one set of data consisted on the ideas gathered from the interview from top level university administration. It is qualitative data that was compared and contrasted and critically analyzed to get insight about the effects and causes of brain drain on the development and functioning of the universities. The second set of the data was of quantitative in nature that has provided base line information about the brain drain from the universities of Pakistan. It presents quantitative analysis of brain drain in the general and professional universities in the different areas of Pakistan.

Collection and Analysis of Data

Research team approached the Registrar office to get approval for the collection of data. We briefed them about the objectives of the study and assured them that data would be only used for research purposes. After the frustrating and tiresome approval process, we obtained informed consent form the faculty for the collection of quantitative data. Quantitative data was analyzed with the help of SPSS version 16 to calculate percentages for drawing findings of the study.

After hectic efforts and number of postponements, we are successful in getting interview of the Registrars and Vice Chancellors of the universities. Interview data was transcribed, refined and validated by applying back-check technique. Ambiguities and redundancies were removed to reflect over the views provided by the respondents. The data was coded in respect to the major strands of the study to draw major and sub-themes of the study. Quantitative and qualitative findings were integrated to finalise the major conclusions and implications of the study. At the last moment, because of unknown reasons, one of the university declined to participate in the study. The data is analyzed under the following tables and only the number of frequencies was calculated.

Analyses of Data

Analysis of quantitative and qualitative data is as under:

Table 2: *Teachers gone abroad for study in last ten years in respect to their ages (2000-2020)*

Number of universities	Age Level					Total
	25-30	31-35	36-40	41-45	46-50	
03	26	24	34	6	1	81

This table explains about the age levels of the teachers who were abroad for studies. It reflects that the majority of the teachers in the group of 36-40 years are in the

foreign countries for higher studies. Only six teachers are in the category of 41-45 years. 26 teachers are in the age group of 25-30 years and 24 teachers are in the age group of 31-35.

Table 3: *Designation of faculty who are abroad for study in the last ten Years (2000-2020)*

Number of universities	Designation				
	Instructor	Lecturer	Ass. Prof.	Asso. Prof.	Professor
03	--	26	51	4	---

This table reflects about the designation of the faculty members who are in the foreign countries for the studies. It is noted that the majority of the Assistant Professors are abroad for higher studies. The figure is 51 out of total 81 faculty members. There are 26 lecturers and only 4 Associate Professors are abroad for higher studies.

Table 4: *Analyses about the teachers joined, resigned and left without information in the last ten Years (2000-2020)*

Number of Universities	Teachers joined duty	Not joined duty	Resigned	Not informed
03	30	51	20	31

This table explains the data about the faculty members who have joined, resigned and left without information to their universities. 51 faculty members out of 81 did not return to homeland and joined their duties. Among the 51, 20 of them tendered their resignations and 31 left without any information. They had neither resigned and nor informed their departments about the joining of their duties. It may have negative effects in the development of the university and likewise the country also.

Table 5: *The organization funded for their study (2000-2020)*

Number of universities	Organizations				
	HEC	USAID	F. Bright	University	Any other
03	67	8			6

This table explains about the funding agencies that provided funding for the study in foreign countries. Majority of the teachers have secured funding from Higher Education Commission of Pakistan. 67 out of 81 teachers have got funding from HEC and 8 have secured through USAID and 6 are in the categories of *any other*.

Table 6: *Serving on academic and administrative posts after retirement on contract after retirement (2000-2020)*

Number of universities	Academic Posts	Administrative posts
03	24	20

This table contains the data about the number of faculty members serving on academic and administrative posts after retirement. The number of faculty members serving on academic posts after retirement is 24 and number of faculty members serving on administrative posts is 20 in the three universities of sample group.

Analysis of Qualitative Data

Three Deans and one Vice chancellor out of four Deans and Two Vice Chancellors were willing to appear for the semi-structured interview. All the Faculty Deans belonged to the Faculty of Social Sciences and one of them was of female gender. Collected qualitative data is analysed as under:

All the participants (4) of the study viewed that whole sale migration/brain drain of intellectuals and skilled population has serious impacts on the running of universities. Universities are facing shortage of faculty, and it also increases the workload, and sometimes, it has become difficult to find out their replacement for teaching and research of technical subjects. The administration and faculty has to walk on tight rope in this situation.

Two participants out of four has viewed that there is need of review of dispatching faculty abroad for studies. They viewed that the use of Information and Communication Technology may save lot of financial and time resources to learn the latest approaches from the faculty of developed countries even without leaving or part time leaving from the country. It will help to provide access to wider number of faculty to update their skills and education.

However one of the participants out of four viewed that by organised and well thought out planning, we can get benefits of *brain circulation* by visiting and bringing in the best brain in one another countries. We need to establish academic networks that facilitate the circulation of faculty based on mutual needs and requirements. The exchange of ideas needs to be developed, experimented in reciprocal basis in either side of countries with equal benefits and expenses consumed.

One of the participant out of four viewed that brain drain not only effects the institution but also to the family of the faculty. Education of children and household affairs also suffer and family members have to pay the price of it.

Two of the participants out of four viewed that Pakistan have already wide gap in

the vocational labour, and consequently they may face challenge in case of this speedy flow of skilled population from their country. The country may face the shortage of the experts in the near future.

The participants of the study are agreed in suggesting that brain circulation is required to focus on open international competitive examination for academic posts, equalization of curriculum according to the international standards, English language as a medium of examination and text-book material, planning and implementation of economic development based projects and well thought out exchange programme for developing and boosting the economies of both the countries instead of training professionals just to fulfill the needs of developed countries. To reverse these trends, it is required that we may focus to develop and practice competitive knowledge based innovations that may provide sustainable upward boost to the economy with the support of highly skilled populace. It will also help for bringing back the teaching faculty and skilled labour for their meaningful contributions in the social, intellectual and economic development of Pakistan.

Discussion and Conclusions

It is concluded that majority of the younger faculty members with the designation of Assistant Professor are abroad for higher studies. It is a good sign for the future development of the universities because they may serve the universities for longer period of time. To ensure their return to institution requires solid measures and practical steps. It is suggested that study bond not only written on paper to fulfill the formality but implemented in true letter and spirit because the study revealed that 51 out of 81 faculty members of the sample group did not join their duties after the completion of their studies. We need to introduce split degree program that not only provide learning in foreign universities but also chance for academic development of national universities. The research thesis under the split program may be supervised both by the national and international experts. In this way research skills of senior and junior faculties may be strengthened.

HEC has done a commendable service for the provision of funding opportunities to the faculty members who are studying abroad for last ten years. It is required that how to cascade the skills and knowledge learnt by these faculty members may be planned and implemented.

To check the brain drain, employment opportunities for young faculties may be increased by not granting second employment opportunities to the faculty after retirement. Job conditions and attractive salary packages may be offered to adjust them according to international standards.

We may enhance the benefits of brain circulation by revisiting the policies, effective

use of ICTs, academic networking and designing project on mutual needs and benefits for social, intellectual and economic development of the countries and also of the performance of the universities in the developing countries of the world. We may use it to transfer the latest skills, innovations, research results for both of the countries.

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Branding the Higher Education: Identity Construction of Universities through Logos, Mottos and Slogans

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Abstract

Branding of higher education has become a common phenomenon nowadays. The universities are adopting various branding strategies to distinguish themselves in the competitive environment. This study, therefore, aims to examine the identity construction of universities through logos and mottos. The researcher divided the Pakistani universities into three major groups i.e. five pre-70 public sector universities, five post-70 public sector universities and five private sector universities to find variations in university logos, mottos and slogans due to their diverse background. Incorporating Critical Discourse Analysis (CDA) with Kress and van Leeuwen's (2004) model, the researcher analyzed how the universities represent a corporate identity through innovative logos, mottos and slogans to get recognized instantly. The logos use a combination of various geometric shapes, mottos and colors to be more attractive, unique and memorable. The researcher also found that the universities provide direction and invoke a promise of change through their logos and mottos. It is also observed that the public sector universities promote an Islamic ideology by taking their mottos from the Holy Quran and the Hadith while majority of the private sector universities either don't provide them or invent their own slogans.

Keywords: Universities, Branding, Identity, Logos, Mottos, Ideology

Introduction

The traditional role of universities was to maintain their prestigious status and to contribute in society by dissipating knowledge. The sole and noble purpose of higher education was to create non-utilitarian knowledge, encourage human development and produce great scholars (Askehave, 2007; ZHANG, 2017; Kwong, 2000). The students would struggle to secure admission in the typical public sector universities and the

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Higher Educational Institutes (HEIs) were considered the “pinnacle of learning” (Osman, 2008: 58). This longstanding image of the university was independent of any advertising or branding strategies. The only factor upon which the public sector universities would rely on was the performance of their students in the practical and professional world. This final product in form of students would build an image of the universities which in turn developed the publicity value. Thus, the public sector universities got promotional value without any marketing strategy or without going through the process of branding (Wernick, 1991). In fact, the old and traditional universities built “a distinct brand personality” by providing quality education and the names of well-known universities were considered to be sufficient (Randall, 1997: 67). Consequently, higher education largely remained “insulated” from marketization aspects until the past decades (ZHANG, 2017: 64).

However, the role of the universities has changed in the 21st century and they are transformed into business entities. The modern university is now considered a bureaucratic machine by Young (2002) where there are no students and teachers but "suppliers" and "consumers". Therefore, creating a successful brand or identity is important for every institution whose success depends upon its clients (Rust and Uys, 2014). It is also an innate nature of people to be identified by something successful because the association with a less or unsuccessful brand or identity is difficult to manage. For universities whose survival mainly depends on external stakeholders, developing a strong brand is an imperative part of the marketing strategies nowadays (Watkins and Gonzenbach, 2013). Thus if the universities want to establish a strong brand identity, they should give a more concrete evidence to support their claim through images, logos, words and slogans (Hoang and Rojas-Lizana, 2015).

This change in discursive practices of higher education is related to the bigger economic and political changes in the world. The higher education in Pakistan is also no exception as it is facing challenges in form of shortage of funding and intense competition. This is a new situation and the universities are encouraged to be more business-like by raising more funds from private sources and to see students as their customers who buy their products and services. In the Pakistani context, “the market model of financing university education” is being encouraged through advertising “the university’s core services to the customers” as it is considered that universities can’t be isolated or indifferent from society and a close link should be developed between “university and society” and “market and industry” (Akhtar and Kulsoom, 2012: 89-92).

In this promotional culture, visuals are also considered quite important by the admission and recruitment offices of universities (Askehave, 2007; Anctil, 2008; Ramasubramanian, Gyure, Mursi, 2002; Hartley and Morphew, 2008). Images are used

for variety of purposes i.e. symbols, expressions, emotions and various other ideas (Kress, 2000; Kress and van Leeuwen, 2006; Fairclough, 2001). In some situations, images capture what words cannot explain (Fairclough, 2001). Logos are also part of the visual culture to construct the identity of the universities on new parameters. The universities used to have logos even when they were not inclined towards branding as a strategy (Osman, 2008). Logos are symbols that differentiate one brand from the other. They are like the signature of any organization and shortcuts to remember and recall the brand in consumer's mind (Adîr, Adîr and Pascuc, 2012). In the corporate world, having a well-designed and unique logo is considered a first step to start the marketing campaign (Proborini, 2013). It also serves to show the organizational identity as it follows certain policy, identity and brand guidelines (Drori, Delmestri and Oberg, 2013). Hence, the university logos are a practical proof of the branding of universities as to how the corporate trends have inculcated themselves in higher education. For identification, the university slogans and mottos also carry importance and considered as the basic principle of marketing (Barabas, 2017). For this very reason, the universities generate bold and realistic mottos and slogans to attract the prospective students by following the traditional advertisement practices (Mafifo and Banda, 2014; Osman, 2006; Wells, Burnett, Moriarty, 2003). These slogans and mottos proclaim the unique place of the university in higher education.

The last two decades have observed a growing interest in research on the use of language in professional and public settings in general and the effect of market ethos on the discourse of higher education in particular (Bhatia, 2004; Swales, 2004; Askehave, 2007; Mayr, 2008; Fairclough, 1995; Pearce, 2004; Osman, 2008; Tian, 2010). However, despite the ever-increasing importance of the issue of marketization in higher education, previous researches into promotional discourse and identity construction of the education institutes are quite limited (Zollo, 2016; Osman, 2008; Xiong, 2012; 2014; Askehave, 2007; Amjad and Shakir, 2014; Hui, 2009). In Pakistani context also, there is lesser work on branding of higher education institutions (Ahmad and Dar, 2015). This area of research is considered to be important for various members of society, such as heads of HEIs, faculty members, researchers, advertisers and most notably students (Bano and Shakir, 2015). However, in the Pakistani context, only a few sections of online prospectuses have been observed through corpus tools to observe the frequency of specific linguistic features (Bano and Shakir, 2015; Arshad and Shakir, 2014; Nasir and Shakir, 2015; Amjad and Shakir, 2014). In the past few decades, researchers have shown great interest in exploring the meanings of logos (Belk, 1998); however, the identity construction of universities through logos and mottos is an unexplored area in Pakistani context which provoked the interest of the researcher to examine them.

Pakistani universities have unique and well-designed logos and catchy mottos or slogans which provoked the interest of the researcher to explore them. In particular, this paper analyses how do the universities construct their identity through logos, mottos and slogans and what type of image emerges as a result. Integrating CDA with Kress and van Leeuwen's (2006) model, this analysis reveals that the logos are designed as a distinctive symbol of the universities by a very beautiful amalgam of mottos or slogans, images, specific colors and names in a particular arrangement. Through their logos, mottos and slogans, the universities also promote an image that is more closed to Islamic values. The results are in line with Drori et al. (2013) that the catchy logos, mottos and slogans are redefining the social role of the universities and the higher education where the universities are defined as organization while higher education is termed as a product or commodity.

Literature Review

Current Situation of Pakistani Universities

In Pakistan, the public sector universities were established first and they enjoyed all the necessary support and perks from the government sector. The government sustained higher education as a national interest (Akhtar and Kalsoom, 2014); however, a more ambitious and dynamic journey to well-reformed higher studies in Pakistan initiated with the establishment of the Higher Education Commission (HEC) in 2002. HEC is an autonomous government organization responsible for distributing public funds to universities and Degree Awarding Institutes (DAIs) provided by the federal government and accrediting their degree programs. However, with the passage of time, the gap between the ratio of students and available resources increased (Mehmood, Aftab and Mushtaq, 2016; Akhtar and Kalsoom, 2014). The fast growth in higher education affected finances and human resources. The number of students in the public sector universities exceeded the government subsidizing limit. On the other hand, financial resources for higher education began shrinking with each passing day leaving a terrible impact on the development of higher education and adequacy of universities (Akhtar and Kalsoom, 2014: 83). Government funding became insufficient for the demanding needs of the institution. The difference between the universities' income and expenditure increased with the passage of time as the income did not prove to be sufficient for survival (Memon, 2007). Thus, the issue of financing turned into a central point in the governance of Pakistani universities (Akhtar and Kalsoom, 2014).

To fill this gap, the private sector universities emerged in mushrooming growth. It led towards intense competition among the universities and the marketization of HEIs turned out to be essentially imperative in the global and competitive context (Alam, Saeed and Khan, 2016). The previous studies (Bano and Shakir, 2015; Khan et al., 2012;

Akhtar and Kulsoom, 2012) proved that the commercialization of education has become more apparent and the need for using marketing tools is greater than before in Pakistan nowadays.

Visual Resources and Branding of Universities

Scholars generally believe that branding is also important in education just like the corporate world (Pesch et al., 2008; Gopalan, Pagiavalas and Jones, 2008). Branding provides institutional identity and distinguishes it from other competitors (Gupta and Singh, 2010; Curtis, Abratt and Minor, 2009; Judson et al., 2009). Furthermore, it is believed that in the business world, the selection of colors and logos seem to have the tremendous effect in attracting the emotional response of users (Owoyele, 2016). These new corporate type logos also position the institutional ‘core values’ (Molesworth, Nixon and Scullion, 2009). In this regard, many of the researchers adopted semiotic analysis of logos (Arnold, Kozinets and Handelman, 2001; Mick et al., 2004; Bishop, 2001, Thompson and Haytko, 1997; Zakia, 1986, Schroeder, 2002; Vihma, 1995).

Identity Construction of Universities through Logos and Mottos

It is strongly believed that if the universities want to “introduce” their product to their customers (students), they need to provide solid proof to sustain their claim (e.g. slogan, logo, words and images) (Hoang and Rojas-Lizana, 2015; Barabas, 2017). In university settings, the usage of logos and mottos represent their institutional identity (Slaughter and Rhodes, 2004; Anctil, 2008; Toma, Dubrow and Hartley, 2005; ZHANG, 2017). Moreover, it is asserted that unforgettable mottos and logos have been useful for educational institutions for many years and create recognition, legitimacy and meaning leaving a strong impression on the institution (Pulley, 2003; Saichaie, 2011). According to Drori et al. (2013), a university logo combines various expressions including motto and images organized in a particular arrangement with specific colors to identify university and celebrate its unique character, history, vision and other features. These logos, mottos and slogans proclaim the unique place of the university in higher education. The university logos and mottos are not only manifested on prospectuses but also extend to websites, T-shirts, monuments, souvenir, certificates, files etc. (Swales, 2004). Thus, Osman (2008) considers these logos and mottos as a symbol of the university.

Hazards Associated with Brand Identity

However, there are some studies which oppose the identity making efforts of the university through logos and other visual resources. For example, Rust and Usys (2014) contend through their quantitative study that students are not convinced by the identity management efforts in term of logos. They consider these efforts as unnoticeable and feel shy to wear shirts, caps and other clothing with university logos

after classes. Researchers assert that these efforts of building an identity should be rethought by the university. Hollowa and Hollowa (2005) also argue that perhaps some of the universities are gone too far in an effort to adopt the corporate style image in higher education. They recommend that it would be more prudent for the universities to give a traditional university impression than following the corporate strategies blindly. Despite all the arguments and debates regarding branding, universities are spending more and more resources on branding by redesigning their logos, catchy mottos and attractive advertising campaigns (Mehmood, Aftab and Mushtaq, 2016). The logos, mottos and slogans emotionally affect and have tremendous influence on attractiveness being the first step towards advertising campaign. Consequently, this transformation in symbols and logos in branding university is the result of more inclination of university management towards a global culture (Mautner, 2005).

Research on Promotional Content in Pakistani Context

In the Pakistani context, the research on promotional content of the universities is quite limited. Bano and Shakir (2015) analyzed the first and second person pronoun in 'About Us' section of online university prospectuses of 463 higher education institutes from Australia, India, Pakistan, the United Kingdom and the United States of America and considered university prospectuses as an important text to promote and market education. Their results are consistent with Helen (2017), Ahmad and Dar (2015), Bauer et al. (2013) and Brown and Sen (2010) who also emphasized the promotional aspects of prospectuses. Taking the Longman Grammar of Spoken and Written English (LGSWE) as a reference guide, Nasir and Shakir (2015) investigated the corpus of total 500 universities from India, Pakistan, Australia, U.K. and the U.S.A. to observe the language of online university prospectuses. The researchers report the presence of the 'present tense' in higher frequency as compared to the past tense to fulfil the demand of promotional language by making actions and achievements as a normal routine and that it satisfies the purpose of using 'on-line' language. They also added that universities use promotional strategies i.e. marketization, commodification and corporatization to construct their identity (Roggendorf, 2008). The significance of non-narrative features of Pakistani prospectuses has been focused by Ahmad and Shakir (2014) who employed corpus-based analysis. They observed five sections of online university prospectuses i.e. about, department, facilities, library and Vice Chancellor message and found the non-narrative, argumentative and informational features. They found the attributive adjectives and present tense to market in the educational settings. While studying the function of language in online university prospectuses of UK, India and Pakistan, Amjad and Shakir (2014) employed corpus method to show that the language is more informational in nature. In this regard, India is highly informational and the UK is less

informational. It is also established that the department section is more informational while the vice chancellor message is more interactional and less informational. These informational messages are written with extreme care. Indeed, researchers consider this shift towards promotion as the ‘colonization’ (Bhatia, 2004: 83) of discourses with particular reference to academia.

The previous literature shows that the research on identity construction of universities through logos and mottos is an unexplored area by the researchers in Pakistani context which provided a strong justification to the researcher to analyze the logos and mottos from marketization aspect and their role in constructing the identity of the universities.

Research Methodology

The researcher selected universities from diverse regions of Pakistan to observe the variations in logos, mottos and slogans in three different context. The total time span in which the universities have been selected is from 1970s to 1990s. The researcher divided the universities into three groups. Group one is a set of public sector universities that were established before 1970. Group two is a set of public sector universities that were established after 1970 and group three is a set of private sector universities. As majority of the private sector universities have been established after the 90s, no further group could be established under this category in terms of the date of establishment. All the universities in the three groups are located in diverse regions of Pakistan. They are classified by the diversity of arts and Sciences disciplines. These institutions have similar control, high level of undergraduate enrollment and are essentially Flagship universities in their respective regions. They also share high research activities and have greater residential settings. The selected universities are also located in different provinces of Pakistan. These universities also offer diverse arts and sciences disciplines.

Table 1: Names of the Universities

Public Sector Universities		Private Sector Universities	
	Group 1 Pre-70 Universities	Group 2 Post-70 Universities	Group 3
1.	Quad-e-Azam University (QAU, 1965, Islamabad)	COMSATS University Islamabad (CUI, 1998, Islamabad)	Foundation of Advancement of Science and Technology (FAST, 1980, Islamabad)
2.	Punjab University (PU, 1882, Punjab)	Fatima Jinnah Women University (FJWU, 1998, Punjab)	The University of management and technology (UMT, 1990, Punjab)
3.	University of Karachi (KU, 1951, Sindh)	Karakoram University (KIU, 2002, Gilgit)	Iqra University (IU, 1998, Sindh)

4.	Peshawar University (UoP, 1950, KPK)	University of Azad Jammu and Kashmir (UAJK, 1980, AJK)	City University of Science and IT (CUSIT, 1979, KPK)
5.	University of Baluchistan (BU, 1970, Baluchistan)	Sardar Bahadur Khan Women's University (SBKWU, 2004, Baluchistan)	Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST, 1995, Sindh)

The major reason behind distributing the sample into three groups was to observe the differences and similarities in the logos, mottos and slogans of the old and new universities from three different backgrounds.

Theoretical Framework

The insights of Kress and van Leeuwen (2006) are utilized for the visual analysis. In this regard, Kress and van Leeuwen (2006) developed a systematic technique to examine images. However, Kress and van Leeuwen (2006) along with other researchers (Flick, 2009; Bergman and Meier, 2004; Mitra and Cohen, 1999; Hodge and Kress, 1988) explained that visual analysis methods are in the developmental stages and vary extensively according to the nature of research. Visuals can be interpreted in a variety of ways; so, the researchers can opt the methods that coincide with their research questions (Hodge and Kress, 1988). This study focused upon the two metafunctions proposed by Kress and van Leeuwen (2006) which include the visual roles of images (representation meaning) and the color of logos (compositional meaning). The first meaning is representational in nature. It refers to the characteristics of represented images displayed in the visuals. While the second meaning is compositional metafunction which relates the interactive and representational meanings with each other through interrelated systems. Through salience, various elements are utilized to attract the viewer's attention to different degrees through tonal value (or color). Kress and van Leeuwen's (2006) suggests that the positions of visual elements convey the importance of the promotional messages that the universities aim to deliver to the viewers. Furthermore, suggestive induction of the shapes provided by Adir et al. (2012) provided guidance to the research to identify the shapes of logos.

The CDA perspective is also adopted in this study. To study the relationship between language use and its social context, CDA is quite a comprehensive approach. Language is not just written or spoken; rather, it encompasses images as an important medium of communication (Hall, 1997; Fairclough, 1992, 2001; Kress, 2000; 2004; Kress and van Leeuwen, 2006; Hodge and Kress, 1988). Fairclough (2010) also takes text as an integral part of an event in representing, acting and identifying it. Texts are considered a "part of a social action ... (texts) simultaneously represent aspects of the world, and simultaneously identify social actors, contribute to the constitution of social and personal identity" (p. 75). Thus, identity is considered to be created through the text

we produce and the linguistic choices we opt for, thereby, repositioning it from cognition to social construction through discourse.

Fairclough's (1992) three-dimensional framework for Critical Discourse Analysis has been adopted in this study. According to Fairclough (1992), the textual analysis should not be isolated from discursive and institutional practices. Institutional and discursive practices in Fairclough's (1992) framework include analyses of broader social and political structure. The three stages in the Fairclough's (1992) model provide a sociolinguistic perspective to interpret the following research question.

1. How do Pakistani universities construct their identity through logos, mottos or slogans?
2. What kind of image of universities emerges as a result?

Research Findings

Identity Construction through Logos

The basic findings are consistent with Zhang and O'Halloran (2013) that semiotic resources such as colors, images, and navigation styles are used strategically to highlight the corporate and commercialized information for promotional purposes. It has been observed that logos, mottos and slogans of each university are quite different from the other. The universities are quite innovative in designing their logos as each one has a unique style, geometric shape, motto and color scheme.

Geometric Shapes

The geometric shapes are important for corporate identity. The universities in this sample use diverse geometric shapes to suggest a specific image. All these shapes represent certain attributes and functions of logos (Adir et al., 2012). Adir et al. (2012) provide suggestive induction of the shapes.

Table 2: Suggestive induction of the shape in a logo design

Geometric shape	Suggestive induction
circle	perfection, balance
square	stability, power
rectangle	duration, progress
ellipse	continue searching
triangle	harmony, urge towards
spiral	advancement, detaching
sphere	perfection, finality
pyramid	integration, convergence
cube	stability, integrity of logos.

Guided through the above table, the rectangle shape of logo of IU indicates progress and successful duration. The combination of pyramid and circle in KIU indicates integration and perfection. The circle shape of logos of FAST, UMT, UAJK, CUI, SBKWU and BU show the perfection and balance provided by these universities to the students. On the other hand, the square shape of logos of FJWU and SZABIST symbolizes stability and power. Crescent shapes used by CU, KIU, UAJK, QAU and KU are also very symbolic. The moon represents the guidance of God on the path through life while the crescent represents progress and evolution. It is also noteworthy that the logos of pre-70s universities are shield shaped which is an outstanding element distinguishing the old universities from the new one. One can observe that all the shapes carry quite optimistic connotation reinforcing the positive identity of the universities.

Mottos and Slogans

A slogan is a repeated phrase that depicts the product promise while the motto is more like a mission statement, a fundamental promise and a pledge. The slogans and mottos discursively realize the corporate identity and goal of the universities. For example, the mottos of various universities are either verses from the Holy Quran or sayings of the Holy Prophets (S.A.W). These religious mottos are inscribed in the logos of universities. This practice has dual meanings. On one hand, it shows universities' affiliation with religious practices and on the other, it shows the strong emphasis of Islam on seeking education, exploring the universe and sharing knowledge. These mottos are apt and bold. They act as a strong and effective punch line which can be remembered for a longer time and make the universities stand out from the rest (Osman, 2008). The universities reiterate these mottos; for example, BU's motto is a famous quotation of Hazrat Muhammad (S.A.W) "*Seek Knowledge from the cradle to the grave*". It shows that the importance of gaining knowledge in Islam is from birth to death considering education and learning a never ending process. Similarly, KU's motto "*My lord, increase me in my knowledge*" is a famous prayer of a Muslim in the Holy Quran to increase his/her knowledge. UAJK indicates the importance of effort in one's life through the famous verse "*Man gets whatever he strives for*" which shows that human beings get anything in life according to their effort. KIU also quotes a famous verse from the Holy Quran "*Say: Behold what is in the heavens and the earth!*" which is an open invitation to see, observe and explore the whole universe. FAST also takes a verse from The Holy Quran "*Who has taught by the pen, has taught man that which he knew not*" where Allah reaffirms one of his blessings to teach human beings what they were not aware of before. Islam equally emphasized upon both men and women to seek knowledge.

Some of the universities generate their own slogans. For example, IU asserts its distinguished position to provide an opportunity for students to start their bright future at the right place through the slogan “*Where your future begins!*” SZABIST claims to provide the environment where students can discover their unique qualities by raising the slogan “*Discover yourself*” while UMT strongly convinces the students that this university should be their first choice where their bright future starts through the slogan “*My first choice*”. Likewise, FJWU also invents its slogan as “*Opening portals of excellence through higher education*”.

Wells et al. (2003) assert that a slogan is a unique catchword that contributes well in the promotional campaign. The slogans are categorized into two major types (Russell and Lane, 1990): hard-sell slogans and institutional slogans. The first type is highly competitive as it includes the prominent characteristics of the service or the product being advertised while the second type establishes the prestigious image of the company to enhance their product or services. Thus, the university slogans are related to the second category of institutional slogans. The exact time of the origin of the slogans by Pakistani universities is not known; however, one can guess that they started as soon as universities started adopting the marketing strategies. Russell and Lane (1990) provide the following four literary techniques to enhance the memorability of slogans

- Boldness—using powerful, strong, startling and unexpected phrases
- Parallelism— using repeated words, phrases or sentences
- Rhyme—using repeated sounds, alliteration or rhythm
- Aptness—using direct or appropriate words

It appears that Pakistani universities also follow these techniques while deciding their slogans. For example,

- Boldness—Opening portals of excellence through higher education (FJWU)
- Boldness—Center of excellence in higher education (FAST)
- Rhyme—Great Place, Great Learning, Great Future (UMT)
- Aptness—Knowledge for Life (SBKWU)

Consistent with Osman (2008), the use of words like ‘*excellence*’ by two universities shows that boldness is exemplified with such words and the universities associate themselves with such high stature. The repetition of the word ‘*great*’ is also noteworthy as the repetition of the word do create lasting effect on the memory of the readers.

The universities have unique names, slogans and logos which serve to distinguish them from the rest of the universities. Nonetheless, the slogans of pre-70s universities are not invented by them. They take their slogans from any verse of the Holy Quran or Hadith. In this way, they not only share their motto but also highlight the importance of education in Islam. On the other hand, a majority of the post-70s and private sector

universities are more inclined to invent their own slogans by following the corporate traditions. However, UAJK and KIU from post-70s group use the Quranic verses while FAST from the private sector also uses Hadith as its motto.

Names

The results are consistent with Roggendorf (2008) that the universities also use their names in logos to establish their corporate identity. The university names and the acronyms are considered brands in itself and an important component of this advertising genre. Universities repeatedly use their names or acronyms on the logos as well as on rest of the promotional content to be remembered by their readers for a longer time. The names of the universities are usually written in English; however, UAJK and KU write it in Urdu which is the national language of Pakistan. Mostly, the universities name themselves either for a famous personality or for a city or location. This strategy is considered a brand strategy in the corporate world. For example, the universities which name themselves after a personality are:

FJWU— named after Fatima Jinnah, the sister of Quaid-i-Azam the founder of Pakistan
SBKWU—named after Sardar Bahadur Khan- a famous politician and former chief minister of KPK

QAU—named after the founder of Pakistan- Quaid-i-Azam

SZABIST—named after Zulfikar Ali Bhutto, a famous politician and former prime minister of Pakistan

On the other hand, few universities name themselves after cities or location. For example,

KU—named after Karachi- capital city of Sindh province

PU—named after the Punjab province

UoP—named after Peshawar- capital of KPK province

BU—named after the Balochistan province

UAJK—named after the state Azad Jammu & Kashmir

KIU—named after Karakorum- a large mountain range

Few universities reveal their religious affiliation by taking their names from religious vocabulary. E.g.

IU—named after the first word of the very first revelation of the Holy Quran

The data verify the findings of Turley and Moore (1995) that the universities try to give a unique and memorable name as distinctive and unforgettable names create a positive brand image. People are thought to react to the names and the symbols related to any university (Temple, 2006; Sevier, 2001; Landrum, Turrisi and Harless, 1998). Through these marketing strategies, universities appear to act like corporate firms (Bunzel, 2007; Brookes, 2003; Cornell & Galasinski, 1998). According to Drori et al.

(2013), “branding is inextricably linked to marketing; the reason to create a (recognizable and unique) brand is to establish a marketable feature, and such a feature is necessary under conditions of intensifying competition over resources (funding, renowned academics etc.) and consumers (students)” (142).

Color

Color is also an important aspect that enhances the power of communication and makes an impact on the perception of the reader. This is because, in promotional material, color is the first thing that potential customers can notice. Color has always been utilized in the history of human beings to differentiate important information from unimportant, to affect the memory and to lead towards taking emotional response from the client (Harrison et al., 200; Owoyele, 2016). It can be observed through the data that white, blue and green are dominating colors in logos. In this regard, blue conveys security, loyalty, peace and timelessness (Zhang and O’Halloran, 2013). For Mutz (2016), the blue color involves intelligence. Furthermore, white suggests clean, fresh and purity. On the other hand, green is the color of life, nature and renewal. The researcher is mindful, however, that these meanings cannot be generalized to every context. This is because people in different contexts interpret these colors differently (Mafofo and Banda, 2014). While drawing a difference in perception of colors, Przybyla (2017) assert that in the West, black is the representation of darkness, of the unknown and of evil while in the East, black is associated with the opposite, being good health, richness and prosperity. In the west, white is the color for a bride’s wedding day dress, it is the color of angels and of peace, and is associated with cleanliness. In the East, however, white indicates sorrow. It is a representation of mourning more often than not.

Contrary to the expectations of the researcher, the logos of the public sector universities were more catchy and colorful as compared to the private sector universities. It is quite amazing as usually the private sector is thought to be more inclined towards branding due to funding issues. The color schemes used by these universities are quite successful in making connection in the viewer’s mind between the visual design and the university.

Discussion

Since by definitions, all the universities are offering diverse and advanced courses, the faculty members are distinguished scholars and the facilities are more or less the same, they are trying to bring difference among their otherwise similar practices by branding through unique logos, mottos or slogans. A similar pattern of results was obtained by Drori et al. (2013). It has been observed that modern universities are more inclined towards simplification of logos in term of shapes and contracted content as compared to old universities. The stylistic features of this branding in new universities

show more graphic and visual simplification by being less figurative or detailed and more abstract. The logos of the new universities are comparatively less expressive and more business-like with no borders and soft color schemes. All the pre-70s universities use verses from the Holy Quran or sayings of the Holy Prophet (S.A.W) as their motto while few post-70s and private sector universities also follow the same practice. It shows a strong affiliation of these universities with religious values. Rest of the universities invent their own slogans to attract the students' attention. In short, both public and private sector universities are using mottos and slogans; however, the old public sector universities put themselves in a different perspective by taking their mottos from the Holy Quran and the Hadith while inventing a new and unique slogan appears a practice of new universities. In this context, they are working more like business corporations. The brand identity of the universities is also established through unique names which provide memory short cut to the people. The names of the universities represent variety of ideas, attributes and personalities and used on various services offered by the institution. The results verify the findings of Boateng (2015) that these names tell the readers many things about the brand by developing emotional associations.

Branding through logos, mottos and slogans is equally common in both the public and the private sector universities despite the prevailing belief that the private sector is more inclined towards marketization. The logos, mottos and slogans are not only the identity marker of a particular university but also of the social context and the historical and the religious background in which the identity is established. Generally, all the universities are mimicking the promotional practices of the corporate world in an unprecedented manner. In line with the ideas of Drori et al. (2013), these practices underscore the status of university to any corporate company being run on business like management, rather than a center of knowledge where the truth and learning prevail.

Conclusion

The trend of modernization in terms of logos, mottos and slogans is quite evident in all the universities. The logos, mottos and slogans proclaim the unique place of the Pakistani universities in higher education. Through the logos, mottos and slogans, the universities appear to rely on branding as a tool to develop a uniqueness in their otherwise similar product or practices. Thus this study corroborates with Hoang and Rojas-Lizana (2015) that logos, mottos and slogans are playing a significant role in the representation of universities. The pre-70s universities represent an Islamic image through their mottos while the private sector and the post-70s universities represent progressive and modern image by coining their own slogans and mottos.

The researcher is of the view that branding the universities like any product has been considered a way to come out of financial crisis. The trend might be compatible

with the latest requirements; however, the priorities might be set on the right direction and difference must be maintained between the academia and the business industry. The researcher agrees with Iqbal, Rasli and Hassan (2012) that neither logo nor a crest or motto or a slogan develops the band image of the university. Instead, the impression of the university in the minds of the people matters when they hear or see a name of symbol of the university.

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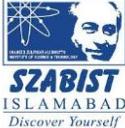
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Appendix A

Table: University Logos with their Themes

University	Logo	Themes
PU		Name of the university is written in both Urdu and English language. Multicolored with university name Motto: A verse from the Holy Quran <i>“And to Allah belongs the east and the west”</i> (Verse, 2:115: sūrat l-baqarah).
BU		Simple black and white colors with university name in both Urdu and English language. It also includes map of Baluchistan in which there is a book and candle means knowledge is creating light and awareness. Motto: Saying of the Holy Prophet (S.A.W) <i>“Seek Knowledge from the cradle to the grave”</i> .
KU		Green color with university name in Urdu language. Motto: a verse from Holy Quran <i>“My lord, increase me in my knowledge”</i> [20:119].
QU		Green and white combination with university name in English Motto: a verse from the Holy Quran <i>“And he to whom wisdom is granted receive indeed a benefit overflowing (Al-Baqara :269)</i>
UoP		Blue color with university name in English Motto: a verse from the Holy Quran <i>“My lord, increase me in my knowledge”</i> [20:119].
FJWU		Green and white color with university name in English language.
SBKWU		University name in English with convocation cap

CUI		University name in English with blue white and purple color
UAJK		Blue yellow and white color combinations with university name in both English and Urdu. Motto: It also includes famous verse of the Holy Quran “ <i>Man gets whatever he strives for</i> ” (Surah Najm: 39)
KIU		University name in both English and Urdu and the university Motto: a verse from the Holy Quran “ <i>Say: Behold what is in the heavens and the earth!</i> ” (Sura Younus:101)
SZABIST		White and blue colors with Zulfikar Ali Bhutto picture and university’s full name and acronym along with tagline Motto: “ <i>Discover Yourself</i> ”.
CU		University Acronym with name of the university both English and Urdu
UMT		Light blue and sky blue color combination with university complete name and acronym.
FAST		Color combination of white, navy blue and light blue. University full name along with its acronym. Motto: a verse from the Holy Quran “ <i>Who has taught by the pen, has taught man that which he knew not</i> ” (al-Alaq, 96/1-5)
IU		Blue and white color with university name in English.

Development of Forman Attribute Success Scale for Undergraduate Students

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Abstract

This research was aimed at developing an indigenous scale that can be used with university students to investigate if they possess the attributes that are associated with academic success. A 42 item self-report scale, the Forman Attribute Success Scale was developed after interviews were conducted with academically successful students. The test was administered on a sample of male and female undergraduate students (N=379) from a private university. The psychometric properties of the FASS were established using appropriate statistical analysis on SPSS. Exploratory factor analysis revealed five factors of the FASS which were associated with academic achievement; Conscientiousness, independent learner, people person, organizational ability and academic skills. Internal consistency for the FASS was high ($\alpha = 0.85$). Convergent validity was established using Self-Efficacy for Learning and Performance subscale from the Motivated Strategies for Learning Questionnaire (MSLQ) and a significant correlation was found between the two scales which indicate that FASS is a valid predictor of student competence. Test re-test and split half reliability were also high for the FASS. The implications for using the Forman Attribute Success Scale are discussed and suggestions for further research have been offered.

Keywords: Success, Academic Achievement, Attributes, University Student, Indigenous Scale

Introduction

Academic success is considered to be important as it is associated with other valued positive outcomes like a successful career (Regier, 2011). Academic success can have different interpretations for example universities may consider grades while students may consider earning a degree as a parameter of academic success (Denham

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et al., 2018). York, Gibson and Rankin (2015) in their attempt to develop a more comprehensive definition conducted an extensive literature review and concluded that academic success is a multidimensional construct comprised of academic achievement, satisfaction, acquisition of skills and competence, persistence, attainment of learning outcomes and career success.

While this definition provided by York et al aims to be all encompassing, a number of earlier studies use a more narrow and conventional measure of academic success using students' overall grades or the GPA (York et al., 2015). These differences in defining academic success highlight how researchers may view the concept differently. Previous studies using GPA as a measure of academic success have found that it is positively correlated with self-efficacy, emotional intelligence, perceived control over time and hope (Abouelfettoh and Al Ateeq, 2013; Nonis, Hudson, Logan & Ford, 1998; Snyder et al., 2002; Zajacova, Lynch & Espenshade, 2005).

Many first year undergraduates expect to improve their career prospects with their degree (Scutter, Palmer, Luzeckyl, Burke da Silva & Brinkworth, 2011), so academic achievement is an important goal for a number of university students (Gómez, Marrero & Díaz, 2015). It is important to consider student expectations as unmet expectations especially not achieving academic success or poor academic performance may result in student attrition (Hassel & Ridout, 2018).

Additionally, the transition to university is a challenging period for young adults as they are expected to adjust in a new environment so they can perform well academically (De Clercq, Roland, Brunelle, Galand & Frenay, 2018). Adjustment in the university was in fact found to be an indicator of first year students' GPA (Van Rooij, Jansen, Ellen & van de Grift, 2018). The students who perform well academically, despite the challenging adjustment phase and go on to finish their degrees while keeping up their academic performance, may then have certain attributes which set them apart from the rest. The following section contains a review of literature highlighting the factors associated with academic success.

A broad classification of the attributes associated with academic success includes student's motivations, beliefs, values and goals (Wentzel & Wigfield, 1998). Gabre and Kumar (2012) measured the effect of student's perceived stress on their academic performance and Facebook usage, the results showed that increase in perceived stress negatively affected student's academic performance. The higher amount of Facebook usage also resulted in a drop in academic performance when controlled for stress. So, perceived stress can negatively impact student performance but there are a few variables that can moderate the effect of perceived stress. A close and supporting relationship with the instructors, similarity of university curriculum with the school curriculum and a smaller number of students are some of the factors which can

control the effect of perceived stress on academic performance among university students (Rafidah et al., 2009).

In addition to perceived stress, which is likely to be different for each student, teacher related variables are also shown to affect academic performance. When teachers had higher expectations of a student's competence, they showed better scores in a foreign language learning class. The explanation provided for this is that when teachers have high expectations of a student, these expectations are also conveyed to the student who then acts accordingly. Thus teachers' expectations become a self-fulfilling prophecy for the students (Tsiplakides & Keramida, 2010). Similarly, Parks and Kennedy (2007) reviewed the effect of teacher's perception of the student's race, physical attractiveness and gender on students' academic performance. They found that teachers perceived unattractive children, boys and Black children as less competent, providing more support for the self-fulfilling prophecy explanation.

In addition to the environmental variables that influence performance, some literature suggests students' personal characteristics may also be involved. One such characteristic is learned resourcefulness which has been defined as a set of skills that can help to control internal events such as emotions which if not controlled can be disruptive. So, students who are able to manage their internal mental events may be more successful at dealing with stress and ultimately may perform better academically (Akgun & Ciarrochi, 2003). Other internal attributes of students that have been shown to predict academic success are self-efficacy, hope and emotional intelligence - EI (Abouelfetoh & Al Ateeq, 2013; McKenzie & Schweitzer, 2001; Rand, Martin & Shea, 2011; Zajacova, Lynch & Espenshade, 2005). As with learned resourcefulness a higher EI also indicates more control over internal mental states. So, it appears that internal control over mental states is important for academic achievement and this may also explain why in a research students who perceived greater control over time had better academic performance (Nonis et al., 1998).

Along with these student attributes, specific personality traits have also shown to predict academic performance. A longitudinal study conducted on two British university samples examined the relationship between the big five personality traits and academic performance. It was found that the most significant factor for adversely affecting academic performance was neuroticism whereas conscientiousness was associated with academic success (Chamorro-Premuzic & Furnham, 2003). Later Conard (2006) also confirmed that the personality trait that significantly predicted academic success over the course of three years was conscientiousness, among university students in US. She also found that the behavioral trait that predicted academic success was high attendance in classes (Conard, 2006).

Additionally, McKenzie and Schweitzer (2001) found that among freshmen at a university, the best predictor of academic performance was the previous academic performance in the former institutions that students were enrolled in. This suggests that academic performance may remain consistent over the years and therefore may rely more on students' individual characteristics that have been discussed before. Interestingly they also found that a high level of integration in the university led to poorer academic performance. Also those students who had more employment responsibilities also had lower GPAs.

As poor performance during the first year in university can lead students to drop out, it can be concluded that academic success especially during the first year may be quite important for students and institutions (Gómez, Marrero & Díaz, 2015). Also as a number of university students aim to attain academic success, it further emphasizes the usefulness of studying the factors responsible for academic success. Specifically it might be of interest for researchers to see what sets apart academically successful students from the others. However, at present it appears that there is no scale available to test specifically the attributes of academically successful students. So, the purpose of the current research is to develop an instrument that assesses whether or not the students possess the attributes that are essential to their success in university.

As Pakistan has a collectivist culture, it is expected that the norms, beliefs and values would be different in Pakistan than in other Western countries where most tests are developed (Hofstede, 1980). As various constructs have different manifestations in different cultures therefore it would be useful to have an indigenous tool to measure academic competence among university students in Pakistan. The current study will therefore take up an exploratory approach to find out which attributes among students lead to academic success later on.

Method

Phase I: Exploring Phenomenon using Interview Method

Pilot Phase

A pilot phase was conducted to test that out of two questions, which question would generate a greater number of responses for the interview phase to be carried out next. Ten undergraduate students with a CGPA higher than 3.8 were interviewed and their responses were recorded. The final question which generated a greater number of responses and was chosen for use in the next phase was, "What is it that you have been doing that has made you academically successful?"

Main Phase

For the purpose of this study, students considered to be academically successful were those who were in their senior year of study and had a CGPA of 3.8 or higher. This criterion was used as most previous studies had also used GPA as a measure of academic achievement and students in their senior year were selected as it shows persistence – these students were able to maintain a high CGPA till the end of their degree and were also very likely to complete their degree. Fifteen undergraduate students from a private university in Lahore consented to be interviewed. The researcher noted the responses of the participants verbatim and also recorded the interviews. The researcher kept probing the participant by saying, “Tell me more” until the participant could no longer think of any other response. As a result a list was generated consisting of different attributes of academically successful students.

Phase II: Empirical Validation

The test items were constructed on the basis of the list generated in phase 1, and each item was settled upon after the consensus of the researcher, the co-researcher and the research supervisor. A five point Likert type rating scale was used for the tool where 1 stood for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree. The first draft of the tool, which was to be given for empirical validation, consisted of fifty items.

Five experts and five students were asked to evaluate all items in terms of clarity and usefulness. They were also asked to check if they felt anything had been left or was missing. The five experts chosen were professors of a private university who had won the award of ‘Best Teacher’ in the last five years. The rationale for selecting them as experts was that as the test purports to measure attributes associated with academic success, therefore, the teachers (especially the ones who are deemed as the best teachers) who evaluate the students would have acquired experience in this area. The changes that were recommended were made and two items were deleted as a consequence.

Phase III: Main Study

Participants and Procedure

A convenient sample of 400 undergraduate students was recruited from a private university. After discarding incomplete responses, the final sample consisted of 379 (193 males and 186 females) students ranging in age from 18 to 27 ($M = 21.02$, $SD = 1.54$).

The students were given a questionnaire booklet in which they first filled out a consent form followed by a demographic profile after which they were finally administered the Forman Attribute Success Scale. The consent form informed participants that the data collected would be confidential. Before administration, the

students were informed that their participation is voluntary and they may leave at any point in the study if they feel uncomfortable with any of the procedures. Administration of the tool took around 10 minutes on average. After completion of the tests by the test takers, only those were retained that had all the responses filled out while 21 data sets with missing information were discarded.

Instruments

Demographic questionnaire: It was used to record the participants' age, gender, CGPA, year of study, major, previous educational qualification, ethnicity, birth order, number of siblings, family system, average monthly family income, parents' highest level of education and occupation.

Informed consent form: It was used to take the consent of the participants and to let them know of the purpose of the research.

Self-Efficacy for Learning and Performance subscale from the Motivated Strategies for Learning Questionnaire (MSLQ) for College students: This scale was used to establish the convergent validity of the Forman Attribute Success Scale. It is an instrument designed to assess the academic self-efficacy of college students. It is a self-report questionnaire with 8 statements each of which is rated on an 7 point Likert scale ranging from 1 (not at all true of me) to 7 (very true of me). The internal consistency of the instrument is high as the Cronbach Alpha value of this scale was 0.93 which was higher than all other subscales of the MSLQ. The MSLQ also demonstrated sound predictive validity, for which each of the subscales' scores were correlated with the final course grade of the students and quite modest correlations were found (Pintrich et al., 1993).

Statistical Analysis

Descriptive analysis was done on the data obtained in order to get a summary of the data. Further exploratory factor analysis was also conducted in order to obtain a meaningful factor structure for the scale. To establish the test – retest reliability, split half reliability and convergent validity, Pearson correlations were done using SPSS.

Results

Section I: Characteristics of the Sample

In this section the demographics of the sample ($N = 379$) have been discussed.

Table: 1

Frequencies and Percentages of Gender, Year of Study, and Average Monthly Family Income

Variables	Male <i>f</i> (%)	Female <i>f</i> (%)	Total <i>f</i> (%)
Gender	193 (51)	186 (49)	379 (100)
Year of study			
Freshman	31 (40)	47 (60)	78 (21)
Sophomore	68 (56.2)	53 (43.8)	121 (32)
Junior	35 (47.9)	38 (52.1)	73 (19)
Senior	59 (55)	48 (45)	107 (28)
Average monthly family income			
Below Rs. 40,000	17 (61)	11 (39)	28 (7.4)
Rs. 40,000 – 60,000	21 (40)	31 (57)	52 (13.7)
Rs. 60,000 – 80,000	33 (49)	34 (51)	67 (17.7)
Above Rs. 80,000	122 (53)	110 (47)	232 (61.2)

The proportion of males and females in this sample is nearly equal. The students who make up the highest proportion of the sample are sophomores while the lowest are the ones who are in their junior year. A large proportion of the students (61%) had an average monthly family income greater than Rs 80,000 while only a small proportion had less than Rs 40,000 (7%). The mean age of the 379 participants is 21.02 ($SD = 1.54$) and the mean of the CGPA is 3.06 ($SD = 0.48$).

Section II: Psychometric Properties of FASS

Table: 2

Components found by the Principal Component Analysis and the Items that load on them (N=379)

S. No	Item No.	F1	F2	F3	F4	F5
1.	1	0.57	0.06	0	0.09	0.15
2.	6	0.50	0.19	0.28	-0.06	-0.04
3.	7	0.40	0.14	0.13	0.40	0.03
4.	15	0.33	0.28	0.16	-0.12	0.22
5.	16	0.47	0.20	0.16	-0.02	0.24
6.	17	0.66	0.07	0.13	0.23	-0.09
7.	18	0.46	0.20	0.09	0.14	0.12
8.	19	0.61	0.27	0.05	0.19	0.02
9.	23	0.53	0.05	0.16	0.25	0.24
10.	36	0.41	0.41	-0.02	0.21	0.002

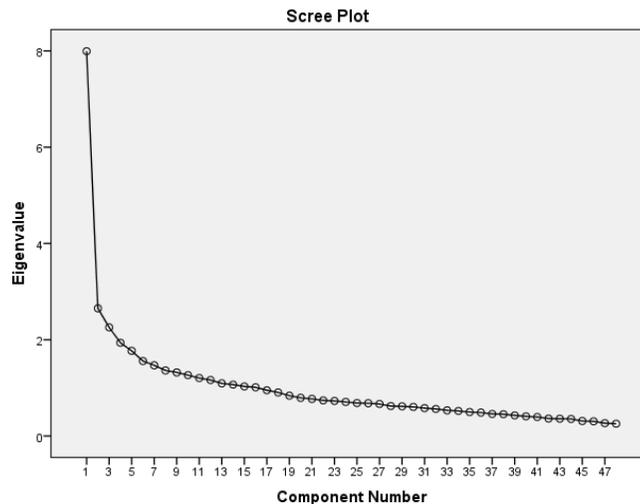
11.	27	0.12	0.50	0.30	-0.20	0.18
12.	28	0.02	0.42	0.25	-0.03	0.15
13.	31	0.19	0.55	0.12	-0.009	0.16
14.	33	0.24	0.42	0.06	-0.05	0.10
15.	42	0.13	0.38	0.015	0.21	0.07
16.	43	0.33	0.54	-0.11	-0.02	-0.02
17.	45	0.17	0.57	0.25	0.29	-0.06
18.	46	0.04	0.47	0.31	0.39	-0.14
19.	47	0.11	0.61	0.10	0.17	-0.17
20.	4	-0.19	-0.22	0.59	0.123	-0.07
21.	5	0.17	-0.04	0.60	-0.10	0.03
22.	9	0.17	0.04	0.61	0.08	0.07
23.	12	0.10	0.06	0.37	-0.03	0.01
24.	20	0.04	0.001	0.58	0.04	0.02
25.	21	0.11	-0.01	0.46	0.13	0.02
26.	24	0.22	0.01	0.52	0.001	0.41
27.	32	0.03	0.26	0.62	0.01	-0.06
28.	34	-0.07	0.25	0.52	0.13	-0.06
29.	37	0.27	0.11	0.58	0.13	0.15
30.	38	0.05	0.14	0.37	0.26	0.33
31.	48	0.09	0.02	0.41	-0.009	-0.08
32.	11	0.09	0.03	-0.11	0.25	0.49
33.	35	0.24	0.12	0.24	0.45	0.04
34.	39	0.05	-0.03	0.06	0.69	0.23
35.	40	0.06	0.12	-0.02	0.75	0.12
36.	41	0.18	-0.11	0.11	0.63	0.20
37.	2	-0.04	0.15	0.13	0.15	0.42
38.	8	0.27	0.12	-0.09	0.30	0.43
39.	22	0.42	0.09	0.17	0.15	0.46
40.	25	0.16	-0.01	0.25	0.05	0.49
41.	26	0.16	0.02	-0.10	0.2	0.53
42.	44	-0.09	0.43	0.03	-0.05	0.47

Note. The major factor loadings for each item are bolded

The data were analyzed by means of a principal component analysis with Varimax rotation. Five factors with eigenvalues greater than 1.0 were found. Ten items loaded on factor 1; 9 items on factor 2; 12 on factor 3; 5 on factor 4; and 6 on factor 5 respectively. The descriptive label was assigned to each factor as Conscientiousness Independent learner, People Person, Organizational ability, and Academic skills. Six items were removed as they showed factor loadings lower than .30. So, the final version of the FASS after factor analysis comprises of 42 items

Figure: 1

Scree Plot for Principal Component Analysis



A scree plot was also obtained as an additional method to decide how many factors should be retained. As a scree plot provides a more conservative estimate of the number of items that should be retained (Pallant, 2013), the scree plot obtained for our data also suggested that only one factor should be retained. However the solution provided using Kaiser’s criterion, according to which factors with eigenvalues greater than 1 should be retained (Pallant, 2013), made theoretical sense. Hence five factors were retained for the FASS.

Description of Factors

Factor 1: Conscientiousness

This describes a student who is quite hard working, determined and is concerned for his/ her academics. This factor is comprised of 10 items. Some of the items are “I’m hard working”, “I’m determined in terms of getting the grades that I desire”, “I am concerned about my academics”, and “I attempt every question on an exam/ quiz”.

Factor 2: Independent Learner

The second factor describes a student who likes to study by himself, believes in his own academic abilities and is clear about his goals. There are 9 items in this factor and some of the items are, “I prefer to work/ study on my own”, “I have the ability to focus on the task at hand”, and “I’m goal oriented”.

Factor 3: People Person

The third factor is about students who are outgoing, like to study in a group, and have good communication skills. Some of the items are, “I actively participate in extracurricular activities”, “I prefer to do group study”, “I discuss academic concepts with my friends”, “I generally try to consume a healthy diet” and “I’m optimistic”.

Factor 4: Organizational Ability

The fourth factor describes a student who is very organized. There were five items in this factor and some of the examples are, “I make time tables to manage my time”, “I make lists of everything I have to do”, and “I finish my work/ assignments ahead of time”.

Factor 5: Academic Skills

The fifth factor was about academic skills, and it entails the academic tendencies of the student. Some of the items are, “I would rather stay back and study/work than go out with friends”, “I take morning classes because I get to take my afternoon nap and perform better”, and “I read books outside of curriculum.”

Most of the factors correlated significantly with each other. Each of the scales also had an alpha coefficient of 0.7 or higher. Alpha values of above .7 are considered acceptable evidence of internal consistency of a scale (Pallant, 2013). Overall, the scale had an alpha value of 0.85 which shows that the scale had high internal consistency.

Table: 3

Summary of the Means, Standard Deviations, Inter factor Correlations of the Five Factors of the FASS (N=379)

Factors	F1 Conscientiousness	F2 Independent Learner	F3 People Person	F4 Organizational Ability	F5 Academic Skills	Alpha Coefficient
F1 Conscientiousness	----	.545**	.439**	.425**	.480**	.80
F2 Independent Learner	----	----	.360**	.237**	.390**	.74
F3 People Person	----	----	----	.298**	.281**	.70
F4 Organizational Ability	----	----	----	----	.450**	.72
F5 Academic Skills	----	----	----	----	----	.72

<i>M</i>	39.47	35.88	42.65	15.83	18.70
<i>SD</i>	5.64	4.64	5.90	3.92	4.04

Convergent Validity

Self-Efficacy for Learning and Performance subscale from the Motivated Strategies for Learning Questionnaire (MSLQ) for College students (Pintrich et al., 1993) was used to establish the convergent validity of the FASS. According to Trochim (2006) convergent validity for a scale can be established using other scales which measure a similar construct that is empirically related to the construct of the tool under study. As students' academic self-efficacy has been found to be the strongest predictor of academic success (Richardson, Bond & Abraham, 2012), the MSLQ was thereby used for the purpose of establishing the convergent validity because it measures academic self-efficacy which strongly correlates with academic success.

A positive correlation was found $r=0.62$ between the 'Conscientiousness' subscale of the FASS with the Self-Efficacy for Learning and Performance Scale (Pintrich et al., 1993). A positive correlation was also found $r=0.52$ between the Independent Learner subscale of the FASS and the Self-Efficacy for Learning and Performance Scale. The rest of the subscales of the FASS, People Person, Organizational Ability and Academic skills, also had a positive correlation with the Self-Efficacy for Learning and Performance Scale, $r=0.52$, $r=0.29$ and $r=0.354$ respectively.

Test Re-test Reliability

Test re-test reliability was also established for the FASS. The re-test was administered after a gap of one week on 13% (N=50) of the total sample. The correlation coefficient of the first factor with the retest was 0.86, for the second it was 1, for the third factor it was 1, for the fourth it was 1 and for the fifth it was 0.82.

Split Half Reliability

The test was split into even and odd items for the split half reliability and the correlation coefficient was 0.76 between the even numbered items and the odd numbered items.

Discussion

It was the aim of the current study to develop a tool that would distinguish the attributes associated with academically successful university students. There are a number of variables, specific to the student that can help predict his academic performance like his self-confidence, participation in extracurricular activities etc (Prevatt, Li, Welles, Festa-Dreher, Yelland & Lee, 2011). Such a scale, as has been developed in the current study, is expected to help educators predict how a student will perform academically. Those who show a tendency for low academic achievement can

be helped by planning academic interventions. Following, each factor has been discussed in the light of relevant literature.

Conscientiousness

The first sub scale Conscientiousness describes a student who is very hard working and diligent when it comes to academics. According to the Expectancy Theory, these students may have associated their conscientious behavior with academic achievement which could lead to another reward or be a reward in itself (Vroom, 1964). Alternatively these individuals may have developed feelings of inferiority during the industry vs. inferiority stage (Erikson, 1963). Adler (1939) has asserted that feelings of inferiority are the source of human striving. So, the motivation to excel academically may be a compensation for inferiority feelings.

This finding, that conscientiousness is the attribute underlying many of academically successful students' behavior supports the previous studies which sought to determine the relationship of personality traits with academic achievement. Two studies, both of which used the Big Five Personality Inventory, found that conscientiousness was the trait most strongly associated with academic success (Chamorro-Premuzic & Furnham, 2003; Conard, 2006). In addition Conard (2006) also found that the one behavior that most significantly predicted GPA was high attendance in classes. This particular finding was also supported by our results as some students explicitly mentioned their high attendance as one of the reasons for their academic success.

Independent Learner

The Independent Learner is the one who would prefer to study by himself/herself. Such students would be intrinsically motivated to study and they would be likely to be focused on their goals. They may also be ascetic; adhering strictly to their set of moral values. So, they would be less likely than others to cheat on exams. A number of these attributes are shared with Gardner's (2011) concept of intrapersonal intelligence. People with this kind of intelligence or self-smart individuals, have the ability to understand their own emotions and states at a much deeper level, as a result of self-reflection. They like to set goals for themselves and are internally motivated to meet them. They are likely to write about their personal experiences and feelings (Gardner, 2011).

Additionally Karen Horney's detached personality is somewhat consistent with the student who is the independent learner (Ewen, 2009). Individuals with the detached personality tend to be self-sufficient in order to avoid contact with others (Ewen, 2009). Independent learners therefore may excel academically as in their struggle to be self-sufficient, they use their faculties like intelligence and logic to the maximum.

Previous researchers have found that self-efficacy is a strong predictor of academic success among college students and the two constructs are positively correlated (Richardson, Bond & Abraham, 2012; Salanova, Martínez & Llorens, 2012; Zajacova, Lynch & Espenshade, 2005). The independent learners showed a strong belief in their abilities which is reflected in the items of this subscale which are “I have good comprehension skills as I am usually able to understand concepts/ instructions”, and “I have good writing skills”. Therefore the current findings are also congruent with the previous researches which looked at self-efficacy and academic achievement.

People Person

The next factor is dedicated to the student who is quite outgoing, likes to study in groups and is quite proactive generally. He also would be likely to take up the role of a leader if in a group. The people person may have the interpersonal intelligence, proposed by Gardner (2011), which helps them do well in academics. Interpersonal intelligence is the one which enables a person to be very well aware of other peoples' emotions, behavior or intentions. They are very easily able to relate to other people. The individuals who possess interpersonal intelligence have considerable insight into what others might be intending or wishing to do, and they have the potential to use this knowledge to their own advantage.

Previous researches have shown that hope is a significant predictor of academic performance; high levels of hope contribute to better academic performance (Rand, Martin & Shea, 2011; Snyder et al., 2002). Therefore the current results support the previous findings as it was indicated that students in the people person category are optimistic, it may be that they have higher levels of hope which in turn helps them achieve academically. In addition as Holden (1999) had recognized the traits of highly successful post docs, he had found that those who had good interpersonal skills were more likely to be successful at their jobs, were more likely to be hired and even had more job offers. This research also appears consistent with the current findings as students in the people person sub scale who have good interpersonal skills also achieve academic success.

Organizational Ability

The fourth sub-scale labeled as organizational ability concerns the student who is very concerned with being organized and has a very systematic approach. He/ she is likely to be very meticulous in managing his/ her affairs for example color coding literature, making lists, filling out organizers. According to Freud's theory of personality, if the superego is overdeveloped in an individual, it becomes relentless. The person may become a perfectionist and then he / she may even undermine genuine achievements. So students who have an overdeveloped superego may not get a sense of

achievement from whatever they have achieved as they would be more likely to focus on the minor errors that they had made (Ewen, 2009). As they strive to achieve perfection, they may appear overly organized and quite punctual. This may also be the reason that they excel academically as they want to have a perfect academic record.

Academic Skills

The academic skills sub scale entails the behaviors and attributes related to academics which may include those academic skills that although are not a mandatory requirement yet these are the supplementary skills practiced by academically successful individuals which may actually contribute towards their academic success. Some of these academic skills and habits are reading online about academic concepts as well as reading books outside of curriculum, taking the front seats in class, taking morning classes so that they can be productive in the evenings.

These students may score high on ‘the need for achievement’ as proposed by Henry Murray (Schultz & Schultz, 2005). The need for achievement was defined as the desire to excel, to overcome obstacles and to live up to a certain standard. It was found that individuals who range high on the need for achievement usually are found more in middle and upper socioeconomic classes. They were more likely to be resilient, attain higher education and be involved in extracurricular activities in college (Schultz & Schultz, 2005).

Another explanation may be given in the light of The Carrot and Stick Theory by Jeremy Bentham (Guidi, 2007), which proposes that there are two factors which guide human motivation which are incentives and fears. So the students who have been grouped together in the academic skills subscale may be motivated to perform all the additional work related to their academics because they may be expecting some reward in return like a scholarship, getting a good job in the future or praise from parents, relatives or teachers. While on the other hand they might as well be motivated due to fear which may be fear of reprimand from a family member, teacher or someone else, the fear of failure and so on.

General Discussion

All the factors which have been described explain how academically successful students differ. If viewed holistically, it may appear as Darwin had suggested in his Theory of Evolution that all these individuals are those who have successfully learnt to adapt themselves to their environment (Schultz & Schultz, 2008). So in a university these may be those students who have successfully adjusted themselves to the system of the university. Further as another biologist Pearse (1926) who added to Darwin’s work noted that additionally for success individuals need to be specialized so they should also have other skills, that set them apart and that would help them function. So,

individuals should be specialized yet versatile according to Pearse. Among the academically successful individuals the factors obtained classify them into different categories which may be seen as their specialization while some of the factors also show strong correlations with other factors, which may show that these individuals while specialized are also versatile.

The current study also sought to find the specific attributes of academically successful students in a collectivist culture. However, the attributes like conscientiousness, self-efficacy, optimism, being focused, punctual and confident that have been found as a result of the current study have similarly been linked with academic success in researches conducted in the West (Chamorro-Premuzic & Furnham, 2003; Conard, 2006; McKenzie and Schweitzer, 2001; Rand, Martin & Shea, 2011; Zajacova, Lynch and Espenshade, 2005).

Therefore in contrast to the assumption that attributes of academically successful individuals in the collectivist culture would be different from those in an individualist culture, in light of the current results it appears that the attributes associated with academic success that have been identified in the current study are similar to those that have been identified in the previous studies which were conducted in the individualistic cultures.

The current findings about culture may be viewed in light of the fact that the university, in which the current study has been conducted, follows the American- style curriculum. As most educationists who have been instrumental in the reestablishment of the institution were American, the overall system of the university may be more westernized than other institutions in Pakistan (Bangash, 2011). Moreover, Nauman (2015) found that Pakistani youth has moved to some extent from traditional thought to more modern ways of thinking.

It is also evident from the data collected that around 61% of the students in the sample had monthly family incomes above Rs. 80, 000 which was the highest income bracket in the current study. So it can be seen that the sample consisted mostly of students who came from financially well established and educated backgrounds. Hence these students may only be reflecting a part of the society of Pakistan who may have more exposure to the Western ways of life and may even have adapted somewhat to it. Thereby the results might have suggested that there is no significant difference between the academically successful students in the West and here in Pakistan.

Implications and Limitations

The development of the FASS which is an indigenous scale would allow different educational institutions to administer it to prospective university students and be able to evaluate and predict their academic abilities. Academic interventions can be

planned for students who show significantly low academic ability. The current study used convenient sampling, but it may be possible that due to the use of convenient sampling certain type of students may not have been included in the sample, however, convenient sampling helped ensure that students from various disciplines and different years of study were selected. Lastly as the data was collected using interviews, it may be possible that participants under influence of demand characteristics did not report certain factors or they may have inappropriately reported certain traits. Therefore it might be possible that the presence of the researcher could have biased responses of the participants.

Conclusion

Overall, a number of attributes that academically successful individuals have were identified in this study. With statistical analysis, these attributes were then classified into five broader categories that are conscientiousness, independent learner, organizational ability, people person and academic skills. The FASS has 42 items and it has shown satisfactory reliability and validity. The FASS may be used in universities where it can be administered to prospective university students. The scale may help predict future academic performance and therefore can help those at risk of failure reducing the risk of dropping out.

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Perceived Parenting and Distress Tolerance as Predictors of Mental Health Problems in University Students

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Abstract

Certain perceived parental rearing styles have considerably been linked to mental health problems. The association is yet to be made in terms of its predicting along with an individual's abilities of distress tolerance. Following the correlational research design, 300 university students, age range of 16 – 25 years ($M=20.05$, $SD=1.75$) using purposive sampling strategy was recruited and given a demographic questionnaire, Egna Minnen Beträffande Uppfostran (EMBU-A) Distress Tolerance Scale and Depression Anxiety Stress Scale-Short Form (DASS 21SF). Hierarchical Regression analysis indicated that experiencing high maternal rejection and high maternal over-protection along with having low distress tolerance level predicts more mental health problems in undergraduates of Pakistan. We have further implied the results in the context of collectivist culture which has provided valuable insight for counselling interventions in university setting for future stakeholders of community.

Keywords: Anxiety, depression, distress tolerance, over-protection, rejection, stress

Introduction

University is a place that offers education at a varying degree levels starting from undergraduate to post-doctoral where students get enrolled to define and refine themselves in a quest of career establishment (Wangeri, Kimani, & Mutweleli, 2012). This age and stage is a biological, psychological and social transition for any individual as they are upgrading from college to university life and from adolescence to adulthood bringing a lot of expectations, demands, roles and responsibilities which could lead to deep anxieties and apprehensions (Rodgers & Tennison, 2009).

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Moreover, university students, the future of any community are also expected to achieve success of their personal goals including to the familial, social and communal needs which possibly could lead to extra strain (Eisenberg, Gollust, Golberstein, & Hefner, 2007). Hence, university students regardless of the privileges are not immune to negative consequences of mental health problems (Hunt & Eisenberg, 2010). Mental health problems at university time period gets more burdensome in the context of collectivistic Asian cultures where with increased expectations in their social roles and responsibilities, they become more bound to deal with the societal expectations which is more or less related to suppression, making university students to appraise their emotions and stressful situations negatively instilling emotions of anxiety/fear and frustration/powerlessness (Schmidt, Tinti, Levine, & Testa, 2010).

The alarming increase in mental health issues has led many researchers to carry out prevalence studies on university samples around the world. A sample of 3271 students were assessed on the psych-social well-being showing a predominance of physical ailments in women than men and frequently reported problems were financial issues and academic pressures (Ansari, Labeeb, Moseley, Kotb, & El-houfy, 2013). In another study on 1707 university students, depression was found in 14.2% and 16.3% were found anxious (Worfel, Gusy, Lohmann, Topritz, & Kleiber, 2016). Similarly, Mackenzie et al. (2011) has also assessed the depression and suicidal ideations in university students visiting campus counselling centres and found out that 26% women and 25% men are suffering from depression whereas more men as compared to women are having suicidal ideations due to lesser time to work out the emotional outbursts and overwhelming demands of university lifestyle.

With regard to increased frustration, lesser tolerance and adjustment problems in Pakistan, the prevalence of mental health problems is in greater consideration. A study was carried out by Kumar, Shaheen, Rasool, and Shafi (2016) on 398 university students showed that medical students faces more psychological problems as compared to engineering and social sciences students. However, the prevalence of psychological distress is alarmingly high ranging from 21% to 25% depression, 30% to 34 % anxiety and 17% to 23% stress associated with low level of life satisfaction in university students. Similarly, Saleem, Mahmood and Naz (2013) found that among 1850 participants, 31% were categorized as *severe* on mental health problems. Considering the high prevalence rate and associated dysfunctionality, researchers have focused their attention to identify the risk and protective factors of disabling mental health conditions in university years. Verger et al. (2009) identified that adjustment issues and daily life stressors are the greatest risk factors in both men and women.

Moreover, personality, social support, self-esteem and life satisfaction buffer against mental health functioning (Chioqueta & Stiles, 2007; Hjemdal, Friborg, Stiles,

Rosenvinge, & Martinussen, 2006, Mann, Hosman, Schaalma, & de Vries, 2004). Amongst personality variable, recently, distress tolerance has been theorized as an individual difference, the lower levels of which could potentially lead to psychopathology making a person vulnerable and susceptible (Leyro, Zvolensky, & Bernstein, 2010). Many theorists, psychologists and scholars have attempted to define the construct of distress, Simons and Gaher (2005) has defined it as the mean to withstand negative emotional or psychological state which varies according to individual's capacity. In a broader context, Leyro et al. (2010) have defined distress tolerance as the ability to sustain negative emotional states.

Low level of distress tolerance is found to be associated with hoarding, depression, anxiety, impulsivity and other pathologies (Gaher, Hofman, Simons, & Hunsaker, 2013; Kozak & Fought, 2011; Timpano, Buckner, Richey, Murphy, & Schmidt, 2009). Distress Tolerance has been found to have varying effects on men and women. Daughters et al. (2009) concluded that distress tolerance levels are significantly related to delinquent behaviours and substance use in males whereas it is more linked to internalizing behaviours in females. Distress Tolerance has also been associated to better treatment outcomes for psychopathology specifically for personality disorders (Barlow, Allen, & Chaote, 2004; Orsillo & Roemer, 2005; Gratz & Gunderson, 2006)

Despite the linkages with psychopathology and treatment effectiveness, less empirical evidence is available with reference to distress tolerance as a risk or protective factor in familial context. Although, Daughters et al. (2014) revealed that social and emotional expression of an individual influenced by familial context. Furthermore, lower levels of distress tolerance could possibly be explained by parental behaviours as children who are encouraged by their parents in stressful situations are prone to respond to distress favourably as compared to those children whose parents respond punitively to the distress (Eisenberg, Cumberland, & Spinrad, 1998). It has also been found out that levels of distress tolerance in children and adolescents are learned through observation by family especially parents in terms of emotion-relevant parenting (Morris, Silk, Steinberg, Myers, & Robinson, 2007). Moreover, when parenting gets ineffective adults suffer emotion dysregulation, individual's autonomy does not get developed which ultimately effect the mental health (Manzeske & Stright, 2009). This could possibly explain the linkage of parenting and distress tolerance which is the broader category clustering emotion regulation.

Parental warmth, responsiveness and emotional availability is associated with many positive outcomes such as high self-esteem and psychological well-being and parental rejection, control and harsh behaviours is found to be a risk factor for different mental health problems such as anxiety, depression, ineffective coping (Bilal, Sadiq, & Ali, 2013; Meesters & Muris, 2004; Saleem, Mahmood, & Subhan, 2015). Cusimano

and Riggs (2013) suggested that inter-parental conflict is associated with decline in psychological functioning. Similarly, Rhoades, and Wood (2014) have found the relationship of family conflicts and social adjustments with the mediating role of positive and negative emotions about family. Hence, it seems judicious to postulate that parents' behaviours, perceived as controlling and over-protective or rejected by individuals, may impact psycho-social and emotional functioning of an individual and lead to increased vulnerability of mental health problems.

To summarize the above literature, few important themes have been emerged that pave the way to carried out the current research. Firstly, university students because of continues adjustment with changing demands are vulnerable for mental health problems which greatly disrupt their normal functioning. Secondly, an alarming increase in the anxiety, depression and suicidal tendency in university students led the clinicians and researchers to identify the factors which help to prevent young people from the lifelong disabling consequences. Thirdly, among many factors the current research is focused on the identification of the long lasting influence of familial factors and one intrapersonal factor distress tolerance in relation with mental health functioning. As mentioned earlier that parenting is said to have a very influential role in an individual's life and in collectivistic culture like Pakistan, its importance even increase dramatically. The last important factor emerged from literature is the influence of intrapersonal factor which is an individuals' capacity to tolerate distress.

This study, thus, would develop insight regarding associations of individual's psychological and familial factors to be prolific for their growth and advancement. Till date, there is a paucity of literature in outlining the association of parental rearing styles, distress tolerance and mental health problems in university students. Pakistan, being a traditionalistic society reinforces others' demands and expectations more than one's own well-being where this study would aid in maintaining the association of intrinsic and extrinsic factors for the overall well-being. The objective of the study is to identify the predictive relationship in parenting styles, distress tolerance and mental health problems in university students.

Method

Participants. Purposive sampling strategy was used to recruit a sample of 300 university students age ranging from 16 – 25 years ($M=20.05$, $SD=1.75$) enrolled in Bachelor's degree program from a government and a private university.

Table: 1

Demographic Characteristics of the Participants (N=300)

Variables	f	%
Gender		

Men	153	51
Women	147	49
Age		
16 – 21 years	203	68
21 – 25 years	97	32
University		
Government	151	50
Private	149	50
Education		
BS (Year 1)	71	24
BS (Year 2)	75	25
BS (Year 3)	78	26
BS (Year 4)	76	25

As shown in Table 1, majority of the participants belonged to the middle age range of 16-20 years. However, the participant were equal in terms of and type of university where 151 students were from government sector and 149 were from private sector. Amongst the total sample, 71 were from the freshman year of university, 75 were from the sophomore years, 78 from junior years and 76 were from the senior years of graduation.

Measures

All the questionnaires were in Urdu language to facilitate the comprehension of native population of Pakistan and all of them have been validated in the collectivist cultural context to ensure the generalizability of findings with reference to traditionalistic society of Pakistan.

Egna Minnen Beträffande Uppfostran (EMBU-A, Perris, Jacobsson, Lindström, von Knorring, and Perris, 1980)

This measure was initially developed in Spanish language to assess memories of parental rearing behaviours. It was further translated into English language by senior authors and a certified translator. It consists of 27 items with three subscales: Emotional Warmth (15 items), Rejection (6 items), and Over-Protection (6 items). Response options are 0 (*never*), 1 (*sometimes*), 2 (*often*), and 3 (*always*). Participants completed this measure twice, once in reference to their father and once in reference to their mother. For the present study, Cronbach's alpha of all three subscales for mothers (Emotional Warmth $\alpha = .81$; Rejection $\alpha = .76$; Over Protection $\alpha = .79$) and fathers

(Emotional Warmth $\alpha = .83$; Rejection $\alpha = .71$; Over Protection $\alpha = .77$) indicated adequate reliability of all subscales of this measure in our sample.

Distress Tolerance Scale (DTS)

The measure was indigenously developed to assess distress tolerance in university students. A 49 items likert type scale measuring on 0 (*never*), 1 (*sometimes*), 2 (*often*), and 3 (*most of the time*). Higher scores indicate greater problems with distress tolerance. The internal consistencies for the *lack of emotional regulation* subscale ($\alpha = .89$) and the *negative appraisal* subscale ($\alpha = .84$) were both strong.

Depression Anxiety Stress Scale-Short Form (DASS-21SF, Lovibond & Lovibond, 1995)

To assess the mental health problems namely depression, anxiety and stress of university students, DASS-21 was employed. It consists of 21 and answered on the following 4-point Likert scale: 0 (*not at all*), 1 (*occasionally*), 2 (*often*), and 3 (*always*). Items are summed and multiplied by 2, to obtain scores that are comparable to the full version of the DASS with Cronbach's alpha of .87 in our sample.

Demographic Questionnaire

It was used to get basic information of age, gender, education, and type of university.

Procedure

Keeping in view the ethical considerations, official permissions were taken from the university authorities assuring the utility of the research. Following that, participants were systematically selected given the briefing about aims and objectives of research. After taking the verbal informed consent, research protocol having demographic questionnaire, DTS, EMBU-A, and DASS-21, was given to participants in small groups having 15 to 20 students each. It took t25 minutes on average to completely fill the research protocol followed by a debriefing session regarding the emotional arousal (if any) during the study.

Ethical Considerations

The research proposal and study protocol was approved by the Ethical Committee of Institute of Clinical Psychology, University of the Management and Technology. After that, permissions were gathered from the Head of the Departments of the respective Government and Private universities of Lahore, Pakistan. The competent authorities were assured about the anonymity, privacy and the confidentiality of research participants.

Results

To assess the direction of association amongst variables, correlation analysis was carried out revealing significant correlations between perceived parental rearing styles, distress tolerance and mental health problems (Table2):

Table: 2

Inter-Correlations of Perceived Parental Rearing Practices, Distress Tolerance and Mental Health Problems in University Students (N=300)

	1	2	3	4	5	6	7	8	9	10	11	M	SD
1 Emotional Warmth-Mother	--	-.29*	.50**	.90**	-.24*	.45**	-.01 ^{ns}	-.10 ^{ns}	.04 ^{ns}	-.05 ^{ns}	-.04 ^{ns}	27.72	10.32
2 Rejection-Mother	--	--	.16*	-.26**	.85**	.17*	.36**	.40**	.34**	.31**	.40**	3.65	3.47
3 Over Protection-Mother	--	--	--	.42**	.16**	.86**	.30**	.24*	.24*	.30**	.30**	7.80	3.46
4 Emotional Warmth-Father	--	--	--	--	-.26**	.42**	-.05 ^{ns}	-.12*	.02 ^{ns}	-.11 ^{ns}	-.08 ^{ns}	26.68	10.13
5 Rejection-Father	--	--	--	--	--	.22*	.34**	.39**	.29**	.30**	.37**	3.34	3.37
6 Over Protection-Father	--	--	--	--	--	--	.26**	.20*	.21*	.24*	.25*	7.47	3.33
7 Distress Tolerance	--	--	--	--	--	--	--	.70**	.58**	.72**	.77**	51.94	24.77
8 Depression	--	--	--	--	--	--	--	--	.64**	.68**	.89**	6.58	3.69
9 Anxiety	--	--	--	--	--	--	--	--	--	.59**	.84**	6.33	3.33
10 Stress	--	--	--	--	--	--	--	--	--	--	.88**	7.08	3.88

Note. $df=299$; , * $p<.05$, **= $p<.01$, ***= $p<.001$, ns=non-significant

Parental Emotional Warmth and Over Protection was found to have negative relationship with levels of distress tolerance. However, rejection as a parental rearing practices were found significant positive relationship with levels of distress tolerance and mental health problems. Whereas, over-protection despite being perceived as positive parenting styles turned out to have a significant positive relationship with

mental health problems. Likewise, low levels of distress tolerance was also found to have significant positive relationship with depression, anxiety and stress.

Hierarchical Regression Analyses

It was used to identify the predictors of mental health problems in university students. In model 1, demographic characteristics of participants like age, gender, type of university and education (in years) were entered. In model 2, maternal rearing styles of participants were entered while in model 3 paternal rearing styles were added. While, in model 4, distress tolerance along with its two factors were added (Table 3).

All the designed models were found to be statistically significant except model 1 that was based on personal characteristics of the participants like age, gender, education (freshman, sophomore, junior high, senior high) and type of university (government, private).

In model 2, type of university was found to be a negative predictor of mental health problems reflecting that being a student of Government sector universities puts an individual in high risk for having mental health problems like depression, anxiety and stress. Similarly, individuals who experiences rejection and over protection by mother experiences more mental health problems. In model 3, type of university was again found to be a significant predictor for mental health problems. Interestingly, regardless of the rearing practices of father, maternal rearing practices like rejection and over-protection were still found to be more statistically significant for mental health problems of both men and women. Likewise, in model 4, lack of emotional regulation and negative appraisal turned out to be the significant positive predictors of mental health problems in university students.

Table: 3

Hierarchical Regression Analysis of Predictors for Mental Health Problems of University Students (N=300)

Model	SEB	β	<i>t</i>	<i>p</i> <
Step 1 (R²=.01, ΔR²=.01)				
Step 2 (R²=.25, ΔR²=.23)				
Type of University	1.04	-.13	-2.38	.02*
Rejection-Mother	.16	.35	6.14	.001***
Over Protection-Mother	.17	.29	4.51	.001***
Step 3 (R²=.26, ΔR²=.24)				

Type of University	1.04	-.14	-2.55	.01**
Rejection-Mother	.28	.27	2.68	.01**
Over Protection-Mother	.30	.34	3.10	.01**
Step 4 (R²=.26, ΔR²=.24)				
Lack of Emotional Regulation	.03	.41	7.05	.001***
Negative Appraisal	.05	.35	6.42	.001***

Note. Only significant results are reported. * $p < .05$, ** $p < .01$, *** $p < .001$

Step 1 $F(4, 299) = 1.22, p > .05$, Step 2 $F(7, 299) = 13.93, p < .001$ ***, Step 3 $F(10, 299) = 10.23, p < .001$ ***, Step 4 $F(12, 299) = 40.63, p < .001$ ***

Conclusively, a student who studies in a government university, has experienced rejection and over-protection by mother, has lack of distress tolerance, are at risk of experiencing more mental health problems.

Discussion

Extant literature have reflected the correlation between perceived parental rearing styles and mental health problems of individuals across the lifespan (Bilal et al., 2012; Saleem et al., 2015). The present study was aimed to understand the predictive relationship of perceived parental rearing style, distress tolerance and mental health problems of university students where interaction of parenting factor with personality correlates like distress tolerance was hypothesized to be significant for mental health problems. Results have reflected consistent with the previous literature that positive parental rearing practices (emotional warmth, over-protection) have significant negative relationship with low distress tolerance (Rhoades & Wood, 2014). Over-protection, unlike Western literature (e.g. Perez, 2017), has been found to be a positive parental rearing practice which is in line with the results of previous Pakistani literature (e.g. Saleem et al., 2015) because in our culture, parents are expected to be overly-indulgent in the lives of their children. This induces the feelings of security in them and being dependent on their parents is appreciable in society giving them a sense of well-being. However, when a childhood period prolongs, it become problematic that children gets unable to build their own psychological resources like Distress Tolerance. Furthermore, parental over-protection and rejection are found to have significant positive relationship with mental health problems like depression, anxiety and stress. Previous studies (e.g. Anestis et al., 2007; Leyro et al., 2010; Schiffrin et al., 2014,) also support this notion

that over-protecting and rejecting behaviours of parents are correlates of depression, anxiety and stress hence suppressing the adults' abilities of adapting in stressful circumstances where they have to deal with negative emotional experiences making them less distress tolerant.

Correlation analyses helped in understanding the direction of relationship (i.e. positive or negative) but to estimate the prediction power of each variable, regression analyses were carried out using the mode of hierarchical regression analyses. The significance of hierarchical regression analysis is that it helps in explaining the variances of dependent variable (i.e. mental health problems) on account of independent variables (i.e. demographics, parental rearing practices, distress tolerance) in terms of models being generated (Pallant, 2005). The findings have revealed that a student who studies in government sector university, has experienced rejection and over – protection by mother, tend to have lack of emotional regulation and negative appraisal leading to more mental health problems. Previous researches have also established the fact that students who study in private sector universities has high psychological well-being as compared to students who studies in government sector university (Masood & Arshad, 2014) which could be due to the better resources and smaller family unit of individuals studying in private sector having a better socio-economic status. Whereas, a student who is striving for excellence in government sector university is combating with many social and familial stressors hampering his or her mental health. It has also been found that parental over-protection and rejection is a well-established correlate of mental health problems (Keough et al., 2010) while in our study mothers were found to be related more strongly as compared to father both in terms of variance and correlation. It is noteworthy that in collectivist culture like Pakistan, mothers are the primary caregiver who spends more length of time with children at home as compared to father who is available either on the dinner table or over weekends and hence the behaviours and rearing styles of mother influences the individuals' psychological health to a greater extent. Findings from Goldscheider, Thornton, and Yang (2001) advocate that emerging adults regarded to expect extra parental support than ever before, further featuring that parental involvement can be viewed as much less excessive at some point of the developmental phase. This is why, it gets crucial that with the allowance of independence, parents must made themselves available for their children even when they are university-going to foster their well-being. Moreover, distress tolerance has also been linked with maladjusted behaviours and psychopathologies like depression (Ellis et al., 2010), anxiety (Keough et al., 2010) and stress (Huang et al., 2009) that was established by our study as well. When individuals lack emotional regulation and appraises events negatively depicting low distress tolerance face psychopathology to a greater extent.

Our confidence on the study findings is lifted by a number of methodological strengths. Firstly, the questionnaires were culturally validated where the language was also native so that chance of ambiguity was limited. Secondly, using stratified sampling strategy made us able to have a representative sample from the various strata of government and private sector urban universities. However, our current study have certain shortcomings like the data was centered primarily on urban sector of major city of Pakistan which could have better generalization if the sample data become more expanded. Also, the age band of the sample was narrow which could be expanded by including postgraduate students for a comparative study purposes. For further researches, parental account can also be taken in terms of parental rearing practices and distress tolerance to better understand the phenomenon in family context. Also, more researches are needed to be done with regards to intervention strategies for university students experiencing parental rejection and have low distress tolerance.

Conclusion

Largely, it has been sought that there is a strong negative relationship between Parental Rearing Practices (Emotional Warmth and Over-Protection) and Distress Tolerance with Mental Health Problems. Overall, maternal rearing styles are more predictive both in terms of distress tolerance and mental health problems which could be due to the length of time individuals spend with their mother as compared to their father in a collectivistic cultural setup.

Conflict of Interest

None

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Predicaments of Contemporary Art and Iqbal's Aesthetic Metaphysics

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Abstract

Great poets, artists and writers have always been evoking a feel of transcendence and an urge for transformation in humans, and thereby alleviating a ubiquitous sense of anguish and unremitting stasis which has been a nightmare for mankind. This study critiques some of the trends in the contemporary art which sometimes tend to celebrate despondency, anguish and even 'nothingness'. The researchers show how our media-saturated and trend-obsessed art forms have a considerable presence of what some of the critics have called non-art or pseudo art. It is against this backdrop that the researchers have proposed Iqbal's aesthetic metaphysics as an antidote to the elements of hollow cynicism and nihilistic depreciation which are being foregrounded in art with an unprecedented seriousness and frequency. If art is to lead mankind to a radically creative process of becoming, it must be rooted in 'something' instead of 'nothing' and here comes the paramount necessity to confront the overly relativistic and skeptic attitudes which are gaining greater visibility in the contemporary world of art.

Keywords: Iqbal, art, postmodernity, meaning, banality, existence

Living in an Age of Existential Crisis

Through the ages, great poets, philosophers, writers and artists have been bestowing meaning, value and significance on everyday human existence through their imagination and exceptional talent. Whatever they produced has been empowering human soul in its fight against all that is ignoble and ungodly. This empowered human soul has been termed as the locus of gnosis (*irfan*) and ecstasy (*wajd*) by a large number of philosophers and among them includes Imam Al-Ghazzali, a celebrated Muslim philosopher. (Spevack, Aaron & Gulen, 2011). However, a considerable part of the contemporary art seems to be lacking in and dismissive of much of this gnostic and ecstatic dimension. It was during the late 20th century that Alvin B. Kernan, a Professor of Humanities at Princeton University, expressed this concern in his influential book

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The Death of Literature that literature is nearing its demise. To him, the 20th century presented a crisis of confidence to literature which involved a radical questioning of its values. Professor Kernan also discusses what he calls “literature’s demise” and the factors which contributed to it. In fact, Professor Kernan is not alone in his worry. Such perceptive critics as E. D. Hirsch and Allan Bloom also share his apprehensions as they explore the growing cultural illiteracy of the contemporary post-industrial societies. Allan Bloom has related literature’s demise to an overly technological revolution which is transforming a print culture to an electronic culture. This transformation is replacing the authority of the printed word with the authority of media simulations, cyber semiotics, and virtual realities. Professor Kernan takes an alarmed look at the situations in which children routinely watch television six to eight hours a day and cannot read (1992).

Even before Kernan, Hirsche and Bloom, we hear Baudrillard warn “art is no longer anything more than a kind of meta-language for banality” (Pawlett, 2007, p. 87). Today one feels more compelled to agree with Baudrillard. The contemporary world of art and literature seems to have fallen into a crisis which has long term and serious implications not only for the fate of art itself but also that of our post-industrial civilization. The contemporary art with its minimalist and quasi-dadaist tendencies faces the challenge not just to art as such but also to our aesthetic sensibilities (Nelkin & Suzanne, 2004). It is not uncommon to come across strands of emptiness and indifference running through the postmodern literary and philosophical narratives. Instead of hope, fulfilment and inspiration, one increasingly finds indifference, horror, sensuality and a somewhat mock seriousness.

Aesthetically, this minimalist and quasi-dadaist orientation can be traced back to such philosophical vogues as reductionism and relativism which have been robustly governing our notions of art and literature for quite some time. Stephen Hicks, a Canadian-American philosopher and Professor of Art at Rockford University describes this predicament and places the blame on the postmodern aesthetic notions:

To the extent that it [postmodern aesthetics] played the reductive elimination game, it found that nothing uniquely artistic survived elimination. Art became nothing. In the 1960s, Robert Rauschenberg was often quoted as saying, “Artists are no better than filing clerks.” And Andy Warhol found his usual smirking way to announce the end when asked what he thought art was anymore: “Art? —Oh, that’s a man’s name (2004, p. 3).

To Professor Hick, there have been assiduous and systematic efforts which are responsible for turning art into what he calls non-art or sometimes anti-art. Of late, the sublimity and reverence which once considered to be so integral to the very constitution

of art has been mocked at by some of the leading 20th century artists (Sefler, 1974). One wonders how art could have landed into such disrepute. However, for those who are aware of the trends and philosophies which eventually led to the formulation of the contemporary aesthetics, there is nothing surprising at all. Contemporary art acquired trendiness from an absurd and existentialist universe and it inherited a whole lot of positivist discontents from reductionism. Similarly, it sought to bank upon the antirealism of Thomas Kuhn and deconstruction of Derrida (Hicks, 2004).

Moreover, the contemporary art, literature and philosophy are not known to have the elements of astonishment and reverence—two qualities which have traditionally been associated with all great art. Great *art astonishes* by embodying what is apparently impossible but to overcome the impossible, an incredibly great effort on the part of the artist is needed (Flam & Deutch, 2003). However, once the art lost ability to astonish, it also ceased to command reverence. This is what various writers have called the loss of the Sacred (Bruckhardt, 2014). Some people find it ‘denuded’, i.e., devoid of artistic content as such and Manfred Stanley expressed it in one of the most characteristic ways:

It is by now a Sunday-supplement commonplace that the [post]modernization of the world is accompanied by a spiritual malaise that has come to be called alienation. At its most fundamental level, the diagnosis of alienation is based on the view that modernization forces upon us a world, although baptized as real by science, is denuded of all humanly recognizable qualities; beauty and ugliness, love and hate, passion and fulfillment, salvation and damnation (see Kenney, 2015, p. 229).

This ‘denuded’ nature of contemporary art deprives it of the ability to have some lasting impression on the mind of the beholder. A critical assessment of the many contemporary art forms will indicate a deep-rooted postmodern cynicism which, in turn, reflects a very real crisis in the theory and practice of contemporary aesthetics. Timothy Bewes, a professor of English at Brown University, makes the point in his influential book *Cynicism and Postmodernity*:

The cynic is the typical ‘contemporary’ character, a figure alienated both from society and from his or her own subjectivity. ‘Cynicism’ is a concept mobilized by politicians, critics, and commentators as a synonym for postmodernism; this is a cultural relationship in which both terms function primarily as instruments of political rhetoric (1997, p. 183).

The contemporary cynicism, to Bewes, is weighed down with theories and paralyzed by contradictions, tautologies and extrapolations. With reference to literature, these developments have at times led to a self-referentiality and a discursive closure

(Lash, 2016). One can also detect elements of apathy and indifference which find their definitive expression in Samuel Beckett who compellingly summed up this in *Waiting for Godot* as Estragon proclaims: “Nothing happens. Nobody comes, nobody goes. It’s awful” (Beckett, 1952, p. 49).

Lastly, a great deal of contemporary art is about *nothing* or more appropriately about *nothing else* except itself. True, art has a content autonomy of its own but at the same time it must have some content relatable to life as well. An utterly self-referential art serves to entail a self-enclosed and self-serving discourse in which meanings are constituted and exchanged among themselves only. Nevertheless, if art has to have some meaning it must be *about* something—all interpretations and hermeneutic implications are contingent on some sort of semantic content (Sipe & Sylvia, 2010). This nothingness of art, so to speak, is coupled with a kind of nihilism which characterizes it at a very deep level:

Nihilism pervades art. Marcel Duchamp, who created the Dada movement, suggested that anything can be art. Many average people, who aren’t schooled in art history, will tell you that abstract art is about nothing. Much of the current art is about “nothing.” Installation art and conceptual art is about nothing at all. And many in today’s art community still believe that anything can be art (Hood, 2011, p. 9).

To illustrate this banality of art, the following examples are presented for the consideration of the readers. Look at these lines by Bruce Andrews (1996, p. 49):

Heart’s tackle pulse
shears shapeless
digest enflamed voluntaries
whet on tumble force from here
to already here cuts off
circumstances, less inside
come off it insist which
clone is original night
eyelets steepling the cheeks.

These lines are an apt example of the vanity and narrative absurdity which we come across in modern literature. It plays down expression leaving the reader in a state of utter confusion. The poet is deliberately incorporating random thoughts, observations and even nonsense. There is no sense of purpose or any kind of coherence or development. Another interesting thing is the title of the poem itself which is self-consciously revolting: “Facts are Stupid Things”. Let us look at one more such example:

...May

I propose the codicil-ready cables?
Like slips gassing in the night.
Chorus of automatic exclusions.
Don't give me no label as long as I
am able. Search & displace, curse
& disgrace. Suppose you suppose,
circumstances remonstrating. . .

These are the last lines of the poem “Thinking I Think I Think” by Charles Bernstein (1998, p. 109). These lines also defy a coherent reading as there is neither an organized structure of meaning nor an experiential poetic unity. The reader is likely to be dumbfounded by such riddling remarks as “Search & displace, curse & disgrace”. The same streak of banality and weariness characterizes the visual art forms. Look at this painting by Nina Beier.



Figure 1: Nina Beier (2017)

In this image, one finds random museum pedestals capped by car seat headrests. Purportedly, Beier’s work seek to invert the interrelations between objects as representatives of various social taxonomies and their equivalent values. They also seek to create a vacillation between the two and an uncertainty that makes this relation itself central. However, the fact remains that the kind of art Beier stands for is light years from the sublimity and grandeur which is so central to traditional art. It is born of a sense of weariness and fatigue. It deadens our spirits by closing down the doors to hope and existential healing.

Beier is the foremost example of the banality and the weariness of art which we are confronting in our age. In her art, we come across anthropomorphized objects with indecent exposures of hips, vaginas, buttocks, etc. Fetishized motifs are to be found everywhere which point to the vulgar violence of globalization.

Another artist whose work illustrates this weariness and banality is Brad Troemel (2011) and here is an image by him – an opened pack of Marlboro Blend.



Figure 2: Brad Troemel (2011)

It is an interesting case of elevating memes to the stature of art. Adrian Chen flatteringly says of him: “His work is a jab at the rigid rules of the art world and an experiment in what art might look like if those rules didn’t exist” (2015, p. 34). But the kind of rules Troemel’s works seek to “break” are precisely the age-old and time-honoured conventions and principles of art. Maybe the artist is exposing the sickness and the pretensions of the society but what he fails to see is the kind of art he is producing is just adding to that sickness and pretense. This is an interesting case of shooting one malaise by making use of another.

Iqbal’s Optimism: The Striking of an Optimistic Note

In order to combat these insidious effects of the contemporary anti-art tendencies, Iqbal’s philosophy of art can be exceptionally helpful and enlightening. The very sublimity and purposive grandeur of art which is being vigorously denied and denounced by the contemporary art forms (see Bernstein, 2001), can find new life if Iqbal’s theories are taken seriously. Iqbal continuing and even advancing the tradition of such renowned writers as Plato, Virgil, Thomas Aquinas, Rumi, Goethe, Tolstoy, Dostoyevsky and Coleridge propounds that art is an innate human phenomenon that unambiguously predates the formation of cultures and societies (Schimmel, 1985). To Iqbal, art is not a mere epiphenomenon superadded to our animalistic and instinctual nature. Rather, it is the very locus of our creative cognition and imaginative superabundance.

At the same time, unlike the contemporary art theorists, Iqbal takes art as divine gift which operates via human subjective agency and through its redemptive vitality and artistic vigor performs a liberating role. A truly great art has the potential to pierce through the trance of our monotonous and banal existence. Here Iqbal treads the paths of such great masters of art as Schiller and Hegel—two prominent German figures which are quite close to Iqbal’s aesthetics given the latter’s deep affiliation with the

German romantic tradition. Therefore, Iqbal, in line with Hegel and Schiller, believes that great art is a synthesis of the spiritual and the sensual.

According to Hegel as well Iqbal, great art educates, not in an overly didactic manner but in certain other more appealing ways, i.e., by curbing desire, softening rudeness and lifting humans out of their particularities. Besides, art uplifts crude consciousness by mitigating the brutalizing power of immediate passions. When great art depicts human passions, it seeks to mediate them and thereby allows us to reflect upon them (Faila 2000).

To Iqbal, art which fails to measure up to this responsibility is a false art and it leads not to liberation and enlightenment, but to frustration and muddle (Richard, 2010). Against this false art, it is Iqbal's gnostic metaphysics which stands as a necessary bulwark. Against the dull and drab dimensions of our contemporary aesthetics, Iqbal has to offer beauty, sublimity and divinity (Mir, 2006).

Moreover, Iqbal almost everywhere examines the notion of beauty and it is in his aesthetic metaphysics that we discern a highly philosophized and perceptive treatment of art. A higher artistry is always coupled with an accomplished philosophizing in his verse. Iqbal's artistic taste along with his aesthetic expressiveness has no match in the literary tradition he speaks from (Majeed 1996). But just beauty is not enough to enrich art. Along with beauty, art should also have astonishment and it is this synthesis of beauty and astonishment which offers the promise of hope to the present day inverted notions of art. In Iqbal's poetics, beauty and astonishment are the result of an imagination whose workings do not stop with the last frontier of our material universe. Iqbal effectively sums up this boundlessness in the following lines:

ستاروں سے آگے جہاں اور بھی ہیں
ابھی عشق کے امتحان اور بھی ہیں

Beyond the stars lie more Universes,

More reckonings of Love still remain (Iqbal, 1996, p. 15).

This daringly boundless vision of Iqbal betokens a revolt against the finitude imposed upon our senses and imagination by the material universe. This revolt requires a detailed treatment.

The Finitude of the World and the Majesty of Art

An urge to traverse the galaxies and stars in search of new realms of existence bestows a cosmic grandeur and universal significance on Iqbal's aesthetics. Traversing galaxies and discovering new realms of existence (*jahan*), is as much exhilarating as perilous. However, in the final analysis, exhilaration takes over the peril and the pilgrim's progress is rewarded. Therefore, the aesthetic and gnostic experience enshrined in Iqbal's art is not wholly telluric or mundane which has to be ruled by the

goddess of gravity. It is unbounded and immensely grand. It is because of this that Iqbal's aesthetics can neither be confined to the so-called representational theories of art nor the expressive theories. When we take into account his aesthetics, both of these two mainstream theories prove insufficient.

Though Iqbal loves beauty and eulogizes its immensity and lure, he is not a passive aesthete who is instinctively dotted on Nature. In his poetry, we find a radically different view of Nature—a view which is considerably at variance with the Romantic concept of Nature or the concept of conventional aesthetes. Unlike the Romantic conceptualizations, it is not Nature, but the Personhood and the Self (*khudi*) of the artist which is the locus of Beauty. Nature itself is not enough either to actualize or express the beauty of art (Jalalizade, 1995). Therefore, a true artist is heaven-directed and his art is never earth-bound, i.e., not enslaved by the charms and looks of that mistress of countless artists—Nature:

خاکی ہوں مگر خاک سے رکھتا نہیں پیوند

From earth I am but am not riveted to earth (Iqbal, 1996, p. 156).

It is because of this that Iqbal as an artist is not a 'Naturalist'. He loves Nature, eulogizes its beauty and gives it ample space in his verse but he, by no means, is a naturalist in any evolutionary or Darwinian sense. Instead he urges the artists to liberate art from the shackles of nature:

فطرت کی غلامی سے کر آزاد بنر کو

Liberate art from the bondage of Nature (Iqbal, 1996, p. 76).

Moreover, in a somewhat Platonic sense, Iqbal maintains also the illusory nature of the world which Plato termed as a shadow and an appearance of the Real World:

وہی جہاں ہے ترا جسے تو کرے پیدا
یہ سنگ و خشت نہیں جو تری نگاہ میں ہے

Only a universe wrought by you is truly yours,

Not this world of stones and bricks which you avidly behold (Iqbal, 1996, p. 194).

However, to conflate Iqbal's idea of art with Plato's is to fall into a gross error. The chief concern of the Greek masters was to settle the issue as to whether art could embody and communicate knowledge and truth. Plato answers this question in negative, but Aristotle gives a positive answer. To Plato, art is far removed from reality. With regard to the status of art, Iqbal is closer to Aristotle than Plato. Iqbal does not agree with Plato when the latter conceives art as a mere replica and imitation (Lodge, 1953). To Iqbal, an artist true to his salt does not just imitate; instead, he ventures into exploring

the creative possibilities of human consciousness and the new epiphanies of beauty. This creativity and newness can put even Nature to shame:

دریا متلاطم ہوں تری موج گہر سے
شرمندہ ہو فطرت ترے اعجازِ ہنر سے

May your surging current stir the rivers!

May the wonders of your art blush Nature! (Iqbal, 1996, p. 104).

It is because of this that Iqbal does not fully subscribe to the mimetic theories of art which have their origin in Platonism. To Iqbal, art is not just mimetic, rather it has a creative role to play. In the Aristotelian vein, Iqbal maintains that the real art does not just represent Nature; rather, it has the ability to improve upon Nature in a thousand ways:

اں ہنر مندے کہ ہر فطرت فزود
راز خودرا ہر نگاہ ما کشود
آفریند کائنات دیگرے
قلب رابخشد حیات دیگرے

The accomplished master who ameliorates Nature,

Only discloses his own mysteries to our glance;

He fashions a new universe,

And bestows new life on our existence (Iqbal, 1996, p. 175).

Such an accomplished master is not detached from the object of his observation and creativity; rather, he is inextricably linked with it. Detachment may create a false sense of neutrality or objectivity but this kind of neutrality or objectivity can only lead to the privileging of representation over the sensuous reality (Zakai, 2015). Detachment means distance and distance entails indifference.

The Sublimity of Art and its Relevance to Life

To Iqbal, an artist is not a mere spectator who looks at Nature and registers its beauties and wonders reflexively or even consciously. Rather the beauty of any work of art owes as much to the inventive imagination of the artist as to the actual object in Nature itself. Therefore, an artist communicates the beauty of his vision in a constructive and innovative way

تو قدر خویش ندانی بہا ز تو گیرد
وگرنہ لعل درخشنده پارہ سنگ است

You do not know your worth; you give value to it.

Or else a splendid ruby is but a piece of stone (Iqbal, 1996, p. 143).

However, it is not enough that an artist should improve upon Nature by means of his vigorous creativity and inventiveness. It is also important for this beauty to

become a dynamic and transformative force which could initiate a revolution in our thoughts and actions. That is the only way art could ennoble us and cure us of our instinctual hedonism and petty sensuality (Frith & Horne, 2016). Unless the beauty of art is transformed into a purposive action, art is just an abstract theorization isolated from the actual challenges and opportunities of our life:

فطرت کو خرد کے روبرو کر

تسخیر مقام رنگ و بو کر

بے ذوق نہیں اگرچہ فطرت

جو اس سے نہ ہو سکا، وہ تو کر

Bring Nature face to face with Reason

Conquer the realms of color and smell

Nature is not blind to beauty

But you are to accomplish what it failed to achieve (Iqbal, 1996, p. 196).

In this regard, Iqbal calls for what William Wordsworth termed as *Vision Splendid*—an extraordinary insight with the help of which the deeper mysteries of Being and Nature are laid bare. This is how he puts it:

Thou, whose exterior semblance doth belie

Thy soul's immensity;

Thou best philosopher, who yet dost keep

Thy heritage, thou eye among the blind,

That, deaf and silent, read'st the eternal deep,

Haunted forever by the eternal mind,—

Mighty prophet! Seer blest!

On whom those truths do rest (Wordsworth, 1994, p. 187).

But Wordsworth's unswerving pursuit of Truth as an artist was mocked at by the later writers and poets who lost their faith in any version of reality and pushed art into the realm of despondency and forlorn hope. One such prophet of doom whose thinking was largely the outcome of the twentieth-century existential aesthetics was Harold Pinter who once made an extremely characteristic pronouncement: There are no hard distinctions between what is real and what is unreal, nor between what is true and what is false. A thing is not necessarily either true or false; it can be both true and false" (cited in Billington, 2009, p. 184).

It is in sharp contrast to all that which the great masters of art has always upheld. Artists like Iqbal, Wordsworth and Tolstoy, to mention a few, always interrogated such cavalier conflations of art with non-art, of truth with untruth and of real with unreal. These poets and artists have also been struggling to strengthen human nature (*fitrah*) in

its crusade against banality and alienation of human existence. However, it requires an extraordinarily accomplished insight on the part of the artist in order to be triumphant in this crusade. It is this insight which turns a poet into a seer and an activist (Conway, 2014).

In this way, the activism of an artist is rooted in the miraculous and transformative nature of the struggle which goes into the making of art. Once art is produced with this miraculous and transformative determination it becomes the surest foundation of hope and fulfilment. Therefore, the miracle of art (*mojza-e-fun*) owes its manifestation to nothing less than the blood of the artist:

معجزہ فن کی ہے خونِ جگر سے نمود

Art owes its manifestation to heart's blood (Iqbal, 1996, p. 118).

Another problem is the existential weariness which sometimes characterizes the contemporary art forms and quashes the very notion of hope and meaning. This is also a corollary of the loss of reverence and astonishment as has been discussed above. In contrast, Iqbal's universe of art is a universe abounding with astonishment and reverence. We find beauty, love, passion and fulfilment as well as censure, damnation and reproach all existing side by side in his aesthetic metaphysics. Even damnation has an elegance to it. The poem *Gabriel and Iblis* is a befitting example of this theme of damnation albeit with a grace of its own. Gabriel asks his one-time friend Iblis whether the latter can still mend his ways and be redeemed in the eyes of God. Iblis first discounts any such possibility and then responds with a defiant eloquence:

بے مری جرات سے مشت خاک میں ذوق نمو
میرے فتنے جامہ عقل و خرد کا تار و پُو
دیکھتا ہے تو فقط ساحل سے رزم خیر و شر
کون طوفان کے طمانچے کھا رہا ہے، میں کہ تو؟
خضر بھی بے دست و پا، الیاس بھی بے دست و پا
میرے طوفان یم بہ یم، دریا بہ دریا، جو بہ جو
گر کبھی خلوت میسر ہو تو پوچھ اللہ سے
قصہ آدم کو رنگیں کر گیا کس کا لبو؟
میں کھٹکتا ہوں دلِ یزاد میں کانٹے کی طرح
تو فقط اللہ ہو، اللہ ہو، اللہ ہو

It is my gallantry which gives this handful of dust an urge to manifest

It is my devilry which weaves the garment which reason wears

You only behold the battle of good and evil from the shore

But who braves the knocks of the typhoon? You or I?

Khizr is powerless, so is Ilyas,

The storms I stirred rage in oceans, rivers, brooks.

*If ever you are in solitude with God, ask him:
Whose blood it was which bestowed color on the tale of Adam and Eve
I rankle in God's heart like a thorn
And you? Just chanting: 'He is God', 'He is God', 'He is God'* (Iqbal, 1996, p. 172).

Anyone who reads this diatribe of Satan cannot fail to notice the grandeur and dignity of that arch-rival of God and man. However, this is a kind of grandeur which is essentially smitten with the certainty of defeatism. This grace animates the entire poetic discourse of Iqbal. Similarly, his optimism and gospel of hope have another feature, i.e., the relation between art on the one hand and self-expression and identity on the other hand. In Iqbal's aesthetics, the world which art brings to us is always replete with expressive properties and we are made to witness such events as victories, defeats, separations, reunions, battles, conflicts, all swathed in all too human feeling. Iqbal thinks of art not just as something which is emotionally and spontaneously accessible but also as something which is rationally and humanly relatable.

A world utterly obfuscated to reason can be anything but a world of art. Therefore, the version of optimism upheld by Iqbal is as much rational as emotional and human. A cursory glance at the landscape of contemporary art would bring out its crisis of expression and identity. A considerable part of fiction written today presents the persona of the protagonists as little more than series of unrelatable and unrecoverable experiential fragments which eventually degenerate into schizophrenia, incoherence and even madness (Asghar, 2014). Despair and desolation reign supreme and any hope of restoring the characters to wellbeing, sanity and wholeness remains doomed (Lang & Danto, 1984)

Redeeming the Contemporary Aesthetics

It is not just the pervasive desolation which gives an avowedly pessimistic coloration to our present art forms; the fragmented and highly atomistic nature of art is also responsible for this pessimism and desolation (Morgner, 2016). In contrast to the atomistic nature of the contemporary art, Iqbal presents a holistic and inclusive notion of art in which art and life go together along with all the other crucial components of our existential complexities and mysteries. On this count, Iqbal agrees with Plotinus who maintained:

Only a compound can be beautiful, never anything devoid of parts; and only a whole; the several parts will have beauty, not in themselves, but only as working together to give a comely total. Yet beauty in an aggregate demands beauty in details; it cannot be constructed out of ugliness; its law must run throughout" (cited in Anton, 1967, p. 97).

This holistic and inclusive notion gives birth to an artistic vision which, in turn, brings about grandeur and sublimity. The grandeur is born of the colossal edifice of our existence, whereas the sublimity results from a remarkable symmetry found in this edifice. This grandeur and sublimity is succinctly expressed in his famous poem *Lala-e-Sehra* (“The Tulip of the Desert”):

یہ گنبدِ مینائی، یہ عالم تنہائی
مجھ کو تو ڈراتی ہے اس دشت کی پنہائی
بھٹکا ہوا رابی میں، بھٹکا ہوا رابی تو
منزل ہے کہاں تیری اے لالۂ صحرائی
خالی ہے کلیموں سے یہ کوہ و کمر ورنہ
توشعلہ سینائی، میں شعلہ سینائی

This grand arch, this world of solitude,

The depth of the cosmos overawes me.

A lost traveler is me, a lost traveler are you,

Where is your destination? O Tulip of Desert!

No Moses treads these mountains, these valleys,

Or else I am a spark divine, you are a spark divine (Iqbal, 1996, p. 159).

It is also pertinent to mention here that modern art employs extremely deranged versions of language. There seems to exist a systematic and deliberate distortion of expression in contemporary art, be it a painting, a drama or a novella. Contemporary art, as a norm, employs highly fractured language which tends to destabilize the syntax (Kallendorf, 2010). The vogue of discontinuities and intertextualities which was set off by the proponents of the *Stream of Consciousness* appears to have found its fulfilment in some of the contemporary art forms (Robert, 2017). Therefore, at present, what seems paramount for any art form is a will on the part of the artist to cut across the curtains of mumbo-jumbo and work out more viable modes of expression. Here also Iqbal’s aesthetic metaphysics gets relevant. The message of hope expounded by him is couched in a language which is bursting with expressive properties. It is, however, only possible if the expression of art emanates from the deepest recesses of a sincere imagination:

دل سے جو بات نکلتی ہے اثر رکھتی ہے
پر نہیں، طاقت پرواز مگر رکھتی ہے

An expression originating from heart has its effect,

Wingless though it is, it has power to soar (Iqbal, 1996, p. 87).

Another notable feature of Iqbal’s hope-awakening aesthetics is the link between art and the individual consciousness. Art, to him, has the extraordinary ability of testifying to the viability of the individual consciousness. Hence the relation between art and individual consciousness is dialectical—the individual consciousness generates

art and art, in turn, bears witness to the veracity of this individual consciousness. The individual consciousness, true to its salt, has an added advantage of a transcendent experience which it, by definition, possesses (Kainer, 1984).

Similarly, we learn from Iqbal that all great art is, in the final analysis, rooted in the ultimate mystery of life and thought. This mystery is enshrined in a metaphysical and existential vision which largely underpins Iqbal's aesthetics. Our existential mystery is situated at the interface of art, life and thought, and in Iqbal we find a delicate intersection of these notions. He is a poet who happens to be a philosopher of the first rank and, at the same time, he is a philosopher who happens to be a poet of the first rank. Here we are reminded of S. T. Coleridge's statement: "No man was ever yet a great poet, without being at the same time a profound philosopher" (Coleridge, 1936, p. 94). It is this philosophical and poetical vision of Iqbal which gives birth to his aesthetics and it is this aesthetics which could heal our wounded sensibilities (Lochhead & Auner, 2013).

Conclusion

This paper has contended that Iqbal's aesthetic metaphysics is considerably valuable for ridding the contemporary art forms of much of their banality, boredom and a celebrated meaninglessness. All through human history, great poets, artists and writers have been bestowing meanings and value on human existence through their creative imagination and talent. However, the 20th century presented a crisis of confidence to literature which entailed a radical questioning of its basic assumptions and values. Such literary figures as Professor Kernan, Allan Bloom and E. D. Hirsch explored the growing cultural illiteracy of the contemporary post-industrial societies and expressed serious apprehensions about the future of literature. The authority of the printed word was considered to be taken over by media simulations, cyber semiotics, and virtual realities. Minimalist and quasi-dadaist tendencies found their ways in a wide range of art forms and at times strands of emptiness and indifference were found running through the postmodern literary and philosophical narratives.

It is against this backdrop that the present study has been conceptualized and it seeks to re-assert the value of Iqbal's aesthetic metaphysics to respond to the existential predicament of contemporary art. The researchers have worked out those aspects of Iqbal's poetic discourse which have the potential to enlighten and inform the present day theories of art and literature. Iqbal has been presented as an heir to long standing tradition featuring such literary giants as Plato, Ghazzali, Aquinas, Rumi, Goethe, Coleridge, and Tolstoy. The researchers have maintained that the very nobility and sublimity of art which, at times, seems to be denounced by the contemporary critics can find new life if Iqbal's philosophy of art gets foregrounded in or aesthetic theorizations.

Synthesizing the spiritual with the sensual, Iqbal presents a version of art which is enlightening, transformative and uplifting.

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Using Social Media to Improve Students' English Writing Skills: A Mixed Method Study

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Abstract

The growing popularity and use of social media have influenced every facet of our lives. This research study aims to explore the potential of using social media to develop undergraduate students' English writing skills. Mixed method research design was used to carry out the research. The instruments used in this study included a survey, single group pretest and posttest experiment and focus group discussion with students. An opinion survey was conducted to explore the tendency of using different forms of social media by undergraduate students at a public sector university in Pakistan. An experiment was carried out to compare students' English writing skills before and after discussions on Facebook followed by a focus group discussion to get in depth information about students' attitudes towards use of Facebook for improving writing skills. The results of survey point out that most of university students use Facebook and have easy access to social media through their mobile phones. The results of the experiment revealed that using Facebook as a forum for discussion in English helped to improve students writing skills. Moreover focus group discussion with students highlighted that students found it as an interesting and motivating experience to use Facebook for writing practice. Most of the students were of the view that it is a new experience of learning writing by engaging in discussion with the peers and teachers through Facebook

Keywords: Social media, e-learning, Facebook, ESL learners, writing skill

Introduction

Technology has influenced almost all facets of our lives and education is not an exception. It has revolutionized the traditional methods of teaching by introducing modern and innovative methodologies. With continuing popularity and growth of social media, many educators are considering the potential of using social media for educational purposes as they are of the view that social media have the ability to

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encourage active learning and collaboration among students (Maloney, 2007). However few educators are also concerned about the negative impact of social media on students' academic performance and discourage its utilization in education (Brabazon, 2007). Pakistani social media/Facebook users are growing rapidly but the use of social media for educational purposes is little explored in Pakistan. Despite the popularity and incorporation of social media as a tool for language teaching inside and outside classroom, research on role of social media in Pakistani context focused on investigating the trends of its use among students and there is a lack of empirical research investigating the impact of using social media on language learning. In this scenario, it is necessary to conduct empirical research to examine the impact of using Facebook on students' writing skills.

Literature Review

Developments in the field of internet and advent of networked technology in communication have given rise to use of social media all over the world. Safko considers social media as “user-generated content; blogs, audio, video, music, news, photos, tweets—working together with digital technology in [an] environment [where] everything is accessible from everywhere and everything is connected” (2009: 24). Grahl (2013) classifies social media into six different categories i.e. social networks, bookmarking sites, social news, media sharing, micro blogging and blogging. Facebook, Twitter, Skype are some of the Social Networking Sites (SNSs) relying on social media technology.

Social networks are used for the purpose of socialization with peer, to be in touch with family and friends, to obtain new information and to advertise and promote the products (Wankel, 2011). The findings of a research study conducted by National School Board Association (2011) reveals that Facebook membership in the world have reached 200 million marks which reflects the success of social media in communication. Language production is considered to be an important component of language acquisition process. Use of social networking sites by students in a language that is not their own can help students to learn the language. Output Hypothesis by Swain (2007) considers “the act of producing language (speaking or writing) as the part of the process of second language learning.” Swain and Lapkin (1995) are of the view that a need to produce the language supports language learning. Therefore motivating and encouraging students to speak and experiment with the use of language is important for learning a language.

Long's (1996) Interaction Hypothesis considers the linguistic interaction brought about by face to face communication as important for language development. Based on Vygotsky's work Lantolf's (2000) socio-cultural approach to language

acquisition emphasizes the role of interaction within a community of learners. Social networking sites can provide opportunities to learn through observation as students will observe others behavior and will able to amend their language to interact with others on social media. Use of social media for interactional purposes engages students in meaningful language tasks.

Research studies reveal that technology-assisted instruction is more effective than traditional methods to help students in language learning. It is found that participation on social networks like Facebook and Twitter helped students to enhance their vocabulary and also improved their writing skills (Li, 2010; Yunus et al. 2012). However, Schmidt and Brown (2004) are of the view that the use of social media should be taken as combination of online and traditional classroom teaching. Warschauer (2009) conducted a study on use of laptops to improve writing skills. The findings of the study revealed that there was a significant improvement in students' writing as use of laptops helped them to easily access the information to plan their writing, in drafting the papers and publishing their works after having immediate feedback and frequent revision.

Tiene (2000) found that written communication by using social media allows students to actively participate in discussions at a convenient time and also facilitates them to express themselves in a more clearer, planned and structured way. On the similar note Deng and Tavares (2013) also found that students' participation in discussions on the cyberspace can help to cultivate reflective ability and critical thinking skills in these students. A survey of 2,462 teachers conducted by Purcell, Buchanan and Friedrich (2013) revealed that use of social networking sites and texting on cell phones is helpful to improve students' writing as digital technologies are facilitating young students' personal expression and creativity, and encouraging them to write in different formats.

Abdulateef (cited in Alfaki and Alharthy, 2014) conducted a study about using Facebook to improve students writing skills and concluded that students were highly motivated to practice English writing informally because writing on the Facebook allowed the freedom of expression and convenience of time and the support from their peer comments and feedback. According to Bandura's social learning theory (1986) learners' peers and situations both affect individual's learning. Social learning theory "basically explains how the environmental and cognitive components collaborate to affect an individual learning and behavior pattern" (Ainin et al, 2015). The socio-cognitive approach to language teaching and learning emphasizes the meaningful interaction in authentic discourse situations. Social media provides a learning environment which encourages the constructivist learning by supplying authentic

activities and substantial variety of tasks combining different formats such as text, graphics, audio, and video.

Research Methodology

Mixed method research design was used to collect data for this study. Mixed method research design enabled the researcher to get a detailed view of potential of social media to improve English writing skills of students. A survey was conducted to examine the trends of using social media especially Facebook among university students, then an experiment was conducted to explore the impact of using Facebook discussion forum on students' English writing skills. Finally a focus group discussion with the students who participated in the experiment helped to collect the in depth information about students' opinion and their attitude towards using Facebook for improving writing skills.

Data Collection Tools

Survey

The first objective of this study is to examine the trend of using social media among university students. For this purpose survey approach was adopted to collect data. 800 students of the undergraduate Programs at University of Education Multan Campus made the population of the study and 200 students were randomly selected from these students as a sample for the survey. A survey consisting of 10 items was distributed personally to the participants in the classes in order to maximize the return ratio.

Experiment

An experiment was conducted to study the effects of using Facebook on students writing skills. A single group research design was employed in the experiment. 25 students were randomly taken from BBA (hons) 3rd semester who were enrolled in communication skills course as participants for the experiment. Using Facebook for discussion is the independent variable, whereas paragraph writing skills served as dependent variable in this study. The randomized pretest-posttest single group design was employed. The same group was measured twice. The first measurement served as the pretest, the second as the posttest which served as the data collection tools in the experiment.

Procedure of Experiment

First of all the teacher gave lecture to students about paragraph writing in the class. They were taught about the structure and components of paragraph writing. In the second class students were asked to write a paragraph on 'My Family' which served as the pre-test. A secret group was formed on Facebook page consisting of 25 students who had easy access to Facebook. The subject teacher and the researcher were also the

member of the group. The group was named as BBA Writing group. Researcher observed students' participation and also participated in discussion when it was felt that students' participation had decreased and there was a need to motivate them to actively participate in the discussions. The subject teacher performed the role of a moderator in the group.

Before starting the discussions on the group page few rules of conduct were agreed upon by students, teacher and researcher which are given below:

1. A topic will be given on alternate days on the Facebook group page and students have to post their views, opinion on the given topic or comment on other students' posts.
2. Every student has to comment or post at least four times a week for a period of four weeks.
3. The size of students' post should be 50 to 100 words i.e. not too small and not too large.
4. The size of comment can be about 15 to 25 words.
5. Be respectful to other members' posts and behave appropriately.
6. Do not misuse the group page.
7. Students can also suggest the topics for discussion.

The members of the writing group used Facebook discussion forum for writing practice by participating in discussion on different topics as given by their teacher. Students were posting their comments and were engaged in discussion with the teacher and peers. Students were also motivated to initiate the discussions by suggesting topic of their own choice. This practice continued for four weeks (16th April to 15th May 2016). The teacher and researcher also participated in the discussion by commenting on students' posts to stimulate and motivate students' participation and also to give them feedback about their writing.

After four weeks students were asked to write a paragraph on "Our responsibilities as a patriotic Pakistani" which served as posttest. The students' pretest and posttest paragraphs were analyzed in terms of five writing components, content, vocabulary, organization, grammar and mechanics. The pretest and posttest comprised of 25 marks each. Each writing component was allocated 5 marks. The marks of pre and posttest were analyzed and compared to find out the impact of discussion on Facebook on students' writing skills.

Focus Group Discussion

At the end of experiment researcher also used focus group discussion with the students to gain in-depth information about students' opinion regarding using Facebook

in language teaching and their attitude towards using Facebook to improve their English writing.

Data Analysis

Students’ responses to the survey questions were calculated using the percentage method. The data collected through pretest and posttests was analyzed through SPSS and paired sample t-test (dependent t-test) was employed. Moreover data collected generated through focus group discussion was analyzed by employing content analysis.

Research Findings

This study was conducted to explore the use of social media as a forum for discussion to improve undergraduate ESL students writing skills.

Survey Results

Results of the survey which was conducted to explore university students’ use of social media reveal that almost 87% of students use social media in their daily life. It was found that Facebook is the popular form of social media among university students as the result of the survey shown in figure 4.1 points out that about 90% of university students prefer to use Facebook than other social networking sites e.g. twitter, blogs, instagram etc.

Figure 4.1 Use of different Social media sites by University Students

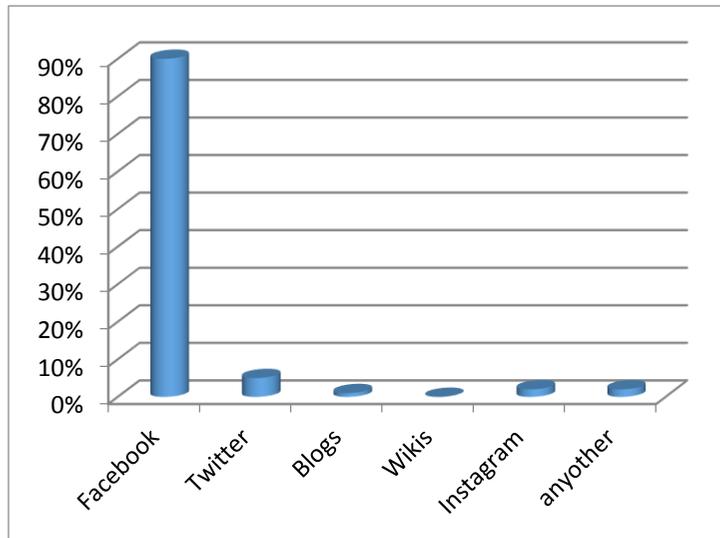
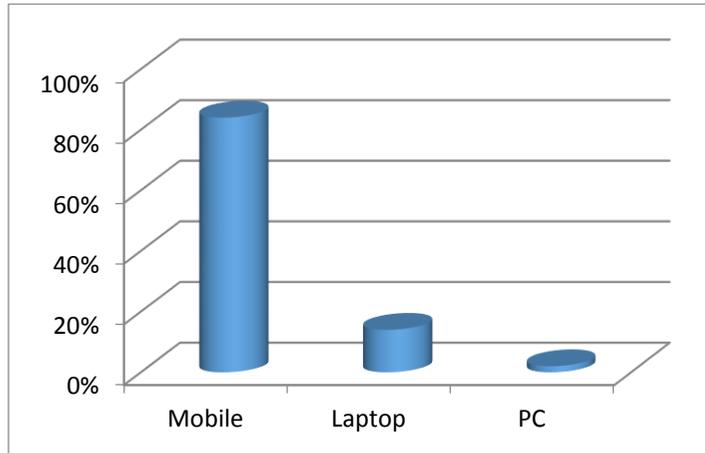


Figure 4.2 below shows the sources which students use to access social media.

Figure 4.2 Access of Social Media



Survey also revealed that most of the students use mobile phone to access social media as it is highlighted in the figure 4.2 that about 84% of students use social networking sites through their mobile phones, about 18% students do not have facility of android cell phones and they use their laptops and personal computers to access social media especially Facebook. Use of mobile phones to access social media enables the students to use social media conveniently without time and space constraints.

Figure 4.3 points out the different purposes of students’ use of social media. It is clear from the results that about 43% students use social media in order to socialize with friends and relatives. There are 27% students who use social media forms for entertainment purpose and 22% students were of the opinion that they use social media to share pictures, videos and other materials with family and friends. It was found that there are 3% students who use social media for the purpose of learning too.

Figure 4.3 Purpose of Using Social Media/Facebook

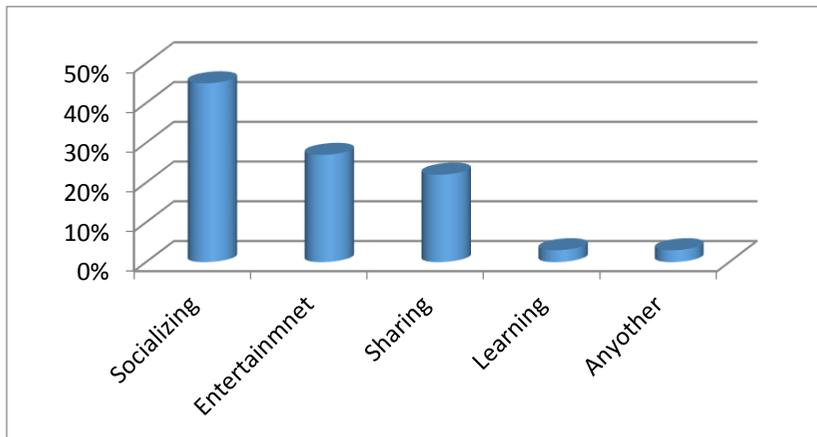


Figure 4.4 shows the result of survey revealing the time spent by students spent on social media. It was found that about 39% students spent 1 hour daily and 44% students use social media for about 2-3 hours daily. 13% of the students responded that they spent just few hours in a week on social media as they do not have easy access to internet. So on average university students use social media for about 2 hours daily.

Figure 4.4 Time spent on Social Media by Students

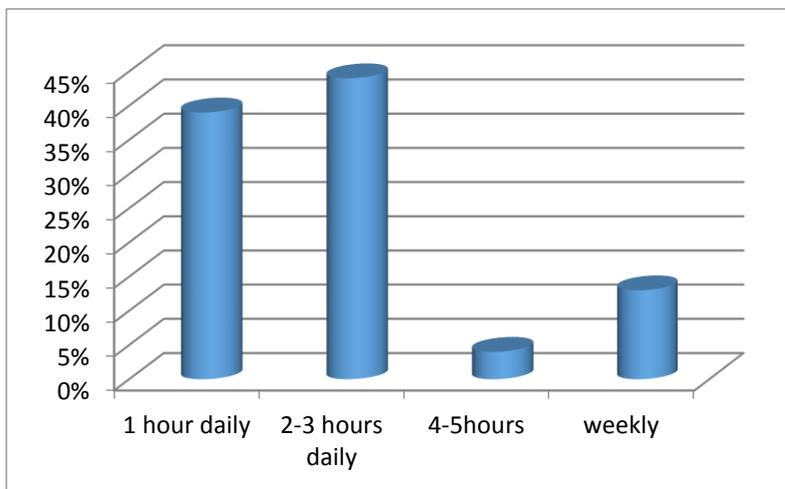


Table 4.1 presents the results last five items of survey. As shown in table 4.1, 97% students are of the opinion that their teachers do not use Facebook or any other social media for teaching purposes in classroom and 95% of students said that social media can be used as a tool for teaching purposes in classroom. 89% of students believe that use of social media can be an effective tool to resolve different educational and professional issues and about 63% students in the university use social media for sharing different materials like time table, date sheet, notes etc. and most these students believe that use of social media is not the waste of time. The survey highlighted that majority of university students do use Facebook as a social networking site and they believed that Facebook can be used as an effective tool for teaching purposes. After this survey the experiment was planned to use Facebook to improve students’ writing skills.

Table 4.1 Survey of University Students’ Trend of Using Social Media/Facebook

Question	Yes%	No %
Do your teachers use Facebook or any other social media for teaching purposes in the class?	3%	97%
Do you think social media/Facebook can be used as a tool for teaching purposes?	95%	5%

Do you think social media can facilitate to resolve educational and professional issues adequately and timely?	89%	11%
Do you use social media for sharing of educational materials e.g. presentation, handouts, timetable, date sheets etc.	63%	37%
Use of social media is the wastage of time for youth.	86%	14%

Experiment Results

The data collected through pretest and posttests were analyzed through SPSS and paired sample t-test (dependent t-test). The statistical comparison of results of pre- and post-test are given in table 4.2.

Table 4.2 Comparison of pre-test and post-test by Paired Sample (dependent) t-test

Pre and post test	Mean	N	Std. Deviation	Std. Error Mean	Correlation	Mean difference	SD Difference	t-test
Pair 1 Pre-Content	2.56	25	.507	.101	0.351*	1.00	0.577	8.66***
Post-Content	3.5600	25	.50662	.10132				
Pair 2 Pre-Organization	2.08	25	.277	.055	0.316	1.08	0.759	7.11***
Post-Organization	3.1600	25	.80000	.16000				
Pair 3 Pre-Grammar	2.56	25	.507	.101	0.575***	0.32	0.476	3.36***
Post-grammar	2.8800	25	.52599	.10520				
Pair 4 Pre-Vocabulary	2.16	25	.374	.075	0.417**	0.60	0.50	6.00***
Post-vocabulary	2.7600	25	.52281	.10456				
Pair 5 Pre-Mechanics	2.60	25	.500	.100	0.665***	0.08	0.40	1.00
Post-Mechanics	2.6800	25	.47610	.09522				
Pair 6 Pretest Overall	11.96	25	1.207	.241	0.690***	3.08	1.75	8.78***
Posttest overall	15.0400	25	2.35372	.47074				

*P<0.10, **P<0.05, ***P<0.01

The overall marks obtained by pre-test group and post-test group are statistically significant as p-values is smaller than 0.01 significant level. Students' average marks were higher in post-test than their average marks in the pre-test indicating students' discussions on Facebook had a positive effect on their English writing skills. Similarly students' pre and post-test marks in four writing components i.e. content, organization, grammar and vocabulary are statistically significant. However the marks obtained by pre-test and post groups in mechanics are statistically non-significant as the p-value shown in the table 4.2 is greater than 0.01 which means both pre-test and post-test group have equal marks in mechanics indicating that

students' participation in discussion on Facebook does not improve their mechanics i.e. spellings, punctuation and capitalization.

Table 4.3 Relationship between all measures and number of posts on FB Writing group

	Number of Posts On FB group	Content	Organization	Grammar	Vocabulary	Mechanics
Number of Posts on FB group	1	.329*	.441**	.422**	.338*	.484**
Content		1	.717**	.366**	.667**	.300*
Organization			1	.552**	.689**	.270
Grammar				1	.452**	.546**
Vocabulary					1	.410**
Mechanics						1

Table 4.3 shows the relationship between students' number of posts on FB group and different components of writing. The results point out that relation between students' participation in discussion in terms of their number of posts and different writing categories are statistically significant and have positive relationship between them. It means that more the number of posts in FB group more marks by students, higher marks were obtained by them in content, organization, grammar and vocabulary. Similarly, relationship between content and organization is statistically significant and has positive relationship between them. The strength of relationship is strong which means that higher the marks in content more mark will be in organization. Moreover there is also positive relationship between content and vocabulary which means that students who got higher marks in content also had good marks in vocabulary indicating that improvement in content of students' writing also improves their vocabulary and vice versa.

Discussion

The findings of the survey suggested that most of the undergraduate students in University of Education have easy access to social media through their mobile phones making it possible for language teachers to incorporate Facebook to assist language teaching. The results of experiment reveal that active participation of students in Facebook discussion forum helps to improve their writing skills specially the content and organization component of their writing. This finding is according to social cognitive theory which suggests that involvement in meaningful interaction helps to

develop language skills (Fahim & Mehgran, 2012). Langacker's cognitive grammar (1987), also emphasize this point as it considers knowledge of language in the form of abstract symbolic units stored in our mind and the constant application and usage of these units without hesitation makes it entrenched and our habit thus enabling its users to develop fluency in language (cited in Evans et al., 2007). The results of the experiment also point out that students' use of Facebook for discussion does not improve the mechanics of their writing. As the participatory observer, researcher noted different reasons which strengthen this finding. It was noted that students' posts on Facebook discussion forum did not follow the mechanics i.e. capitalization, and punctuation marks despite the instructions and rules given to them before the experiment and the feedback given during the experiment and students teacher discussion on facebook. Some examples of students' posts highlighting this aspect are given below:

Examples of Student's Post on Writing Group Page on FB

1. *We should plant more trees, drive less walk more so that pollution can decrease, collective action needs to stop deforestation. Everybody should put their effort to clean the environment*
2. *Repair the plants that are damaged by our mistakes, place dustbins so that people can throw garbage in it rather than throwing it on the road try to reduce air and water pollution caused by factories we all have to think that change cannot be made by one person but collective efforts are required to bring a major change in the world*
3. *Small efforts can make dramatic change in the society individual should took steps to clean the environment, place the garbage at proper place, controll air pollution by reducing the use of vehicles*

As it can be seen in the above examples that students did not use full stop and commas in these posts and this practice had a negative impact on their writing. However it was noted that overall students' language usage was significant and more structured and organized. Tiene (2000) was also of the view that social media facilitates students to express themselves in a clearer, planned and structured way. On the similar note Deng and Tavares (2013) also found that students' participation in discussions on the cyberspace can help to cultivate reflective ability and critical thinking skills in these students which can make them logical and coherent in their writing expressions.

During focus group discussion students expressed their point of view that easy access to Facebook made it convenient for them to use Facebook for language practice than the limited time available in classroom. They were able to visit the writing group discussion forum on Facebook without the time and space constraints. As Omar, Amin

Embi, and Yunus also opine that “Facebook has become a significant part of students’ lives, utilizing the tool in a pedagogically sound approach could benefit ESL learners in practicing the language outside their classrooms” (2012: 72). Moreover, students also reported that Facebook discussion forum enabled them to check and recheck other students’ comments and posts in previous discussions and not to miss any of the posts making the forum convenient and user friendly. Omar et al. (2012) also concluded that Facebook is not only convenient and easy to use but it is also useful, enjoyable and interesting for students.

When asked about their experience of using Facebook writing group page, most of the students considered it a good activity as it provided them a favorable environment to interact and engage in discussion with their peers and teacher. It has been found in other researches too that the interactive nature of social media provides favorable environment for language learning. Selwyn (2009) is of the view that social media helps the learners “by allowing them to enter new networks of collaborative learning, based around interests and affinities not catered for in their immediate educational environment.” The interactive nature of Facebook create interest of learners in the ongoing discussion and they are motivated to express their opinion too in this relax and stress-free environment which is sometimes lacking in the traditional classroom. Social media motivates students by providing material richness (Munoz & Towner, 2009). Thus, Facebook provides a forum for extending the traditional classroom by incorporating technology in language learning according to students’ interest and involvements in this digital age. Students shared experience and said that they enjoyed more freedom to express their opinion and ideas about different topics on Facebook as compared to traditional classroom environment.

Facebook writing group also enabled students to keep in touch with other peers and to talk with friends without time constrains. Students said that they read their friends and peers’ post on the discussion forum and were also motivated to share their opinion and express themselves on the topic. The discussion forum enabled them to read and comment on other students’ post. One of the students said that she read and reread her texts before posting them on the page which helped her to self-correct her mistake. Some students shared their experience that when they read their peers’ posts written in good English, they became more conscious of their own writing and they consulted the dictionary to find the meanings of any new words used by their peers on the discussion forum. This practice is in itself suggests students’ potential as keen and motivated learners. When asked about whether they would like to continue this activity in next semester, they were very much willing to continue it further as they saw it as a great opportunity to learn through interaction with peers and teacher.

Students said that they were motivated to participate in the Facebook discussions because they found it different from traditional classroom environment where they were hesitant to share their opinion with teacher and peers. According to Murphy (2009) Facebook as an online synchronous platform permits anonymous communication which helps to create a state of anxiety-free relaxation. Thus Facebook can be used as a tool to facilitate active participation of shy and reserved students in meaningful activities thereby enabling them to develop confidence and become independent learner as Ziegler (2007) also found that Facebook has the potential to change individuals from passive to active learners. Kabilan et al. (2010) believed that the improvement in social event planning through social media increases active attendance.

It was found that students' increased participation in discussions in stress free and relax environment motivated them to write in a more systematic and organized way. According Krashen's Affective Filter Hypothesis (1981) anxiety, self-confidence and motivation play a crucial role in second language acquisition. Students' increased motivation and low stress and anxiety level decreases the Affective Filter which leads to effective language learning. In traditional classroom setting students are reluctant to participate because of fear of being considered as fool and as a result (Warschauer, 1996). Students said that they were more comfortable while writing on face group page and gave their opinion on their own will without any pressure that they must participate and as a result their writing expression was more fluent and logical. It had also been established in the previous researches (Beauvois & Eledge, 1996; Liu & Sadler, 2003) that online teaching provides a non-threatening environment to students.

Students were of the opinion that their increased participation resulted in developing a close and friendly relationship with their teacher. Teacher was responding to their posts by commenting on their views and also giving feedback about the mistakes in their writing. Teacher's comments on students' posts and immediate feedback on their work motivated them to participate further and also to develop a positive teacher-student relationship.

Previous studies also indicate that frequent contact of students with the teacher helps to develop a positive relationship between them thereby creating an environment conducive to language teaching and learning (DuBois et al., 2002). It was also observed that posts on facebook initiated by teacher resulted in increased participation by students. According to Terantino and Graf (2011) teachers' discussion with students and their comments on students posts on Facebook can enhance student teacher interaction. To sum up the major findings it can be said that using Facebook as a medium for language teaching helps to develop positive attitudes and relationships, motivates students to participate, encourages a collaborative environment, and helps to

maintain better relationship between teacher and students (Mazer, Murphy & Simonds, 2007).

Apart from positive aspects of using Facebook to improve students' writing skills, it was also observed that in initial posts some students used plagiarized material in their posts. Teacher asked them to use their own words for participation by sending them encouraging message in their inbox. Plagiarism is one of the disadvantages of using Facebook for educational purposes as studies found that students develop the habit of copying-pasting from available online sources rather than using their original work (Kabilan et al. 2010, Yunus and Salehi 2012). This points that teachers need to be careful while incorporate technology in teaching Liu (2010) also believes that planning and proper implementation strategies are required to employ social media in classroom. The purpose of utilizing social media tools in language classroom is to improve teaching and learning and if not used properly it can distract students from learning to other activities. (Liu, 2010).

Conclusion

To conclude it can be said that with the advancement in technology we need to upgrade our language classes by incorporating social media with traditional classroom practices in order to motivate and engage students in this growing digital world. The study revealed that students' easy access to Facebook makes it a potential tool to be used in language teaching to facilitate language learning. The students were able to improve their writing skills as they were motivated to write in an organized way in a stress free environment provided by Facebook. The use of Facebook increased the student teacher interaction and enabled the students to learn from their teachers and peers through collaborative learning experience. However Facebook should not be seen as a substitute or replacement of traditional classroom learning but as a tool to assist the language teaching in classroom.

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The Criminal Justice and War Model in Understanding Counterterrorism in Pakistan

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Abstract

The US intervention in Afghanistan following the September 11 attacks brought about adverse socio-political and economic consequences for Pakistan. Pakistan's decision to support the US intervention in Afghanistan turned some forces in the former FATA to militancy which resulted in hundreds of terrorist attacks in various parts of Pakistan. While Pakistan adopted various counter-terrorism strategies, the terrorist attack on Peshawar Army Public School on December 16, 2014, drove it to take up a proactive and comprehensive strategy. National Action Plan (NAP), adopted with a national consensus, was the manifestation of this strategy. The NAP for the most part aimed at stopping the activities of banned terrorist groups, bringing the madrasahs (religious seminaries) under an orderly system, countering the terrorist financing, and the trial of terrorists in the military courts. In practice, however, Pakistan turned more to the war model, with intensification and expansion of military operations, and least to the criminal justice model in the fight against terrorism. The then government provided a constitutional cover for counterterrorism military actions by adopting the 21st amendment on January 6, 2015. In consequence, the terrorist incidents have massively decreased but there is little evidence that the NAP has achieved a long-lasting success. This argument builds on the fact that Pakistan's efforts to assume key reforms promised in the NAP, particularly about Madrassas and the Criminal Justice System CJS remain Lack luster. This paper emphasizes the importance of the CJS in fighting terrorism more effectively. It argues that Pakistan can achieve the counterterrorism objective of the National Action Plan on a sustainable basis only if it reforms and strengthens the current CJS as envisaged.

Keywords: Counterterrorism, Military Courts, National Action Plan, War Model, Criminal Justice Model

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Introduction

Pakistan has been struggling against terrorism since the US-led NATO intervention in Afghanistan. Its decision to support and facilitate the NATO operations in Afghanistan against Al-Qaida and Taliban caused militant groups' wrath against the country. Several militant organizations committed hundreds of terrorist attacks in Pakistan, but the attack on Peshawar Army Public School on December 16, 2014, was the most tragic as it took the lives of nearly one hundred and fifty children and few teachers. The attack prompted not only an accelerated counterterrorism campaign but also a comprehensive counterterrorism strategy as embodied in the National Action Plan (NAP) (Sahill, 2018).

The massive public reaction towards the Peshawar school incident provided an opportunity for the government to adopt the NAP in January 2015. The NAP reinforced the implementation of existing laws more effectively and sought the removal of the constitutional barriers to tackle the menace of terrorism in the country (Hussain, 2018). Its major law enforcement measures included actions to stop banned jihadist groups activities, bring the Madrassas under a more regulated system and choke terror financing. Moreover, the NAP provided for the establishment of military courts to try criminals involved in terrorism through parliamentary approval as a legal cover. This provision clearly undermined the constitutional principle of separation of powers between executive and judiciary. In addition, the empowerment of the security forces and the establishment of the military courts tended to restrict/violate basic human rights (Hassan & Sabaruddin, 2019).

A comprehensive counterterrorism strategy as reflected in the NAP was a much-desired and much-needed initiative. However, in practice, Pakistan relied more on the war model with expedition and expansion of the on-going military operations. Parliament of Pakistan passed the 21st amendment to the constitution in January 2015 to set up military courts for speedy trial of terrorism-related offences for a period of two years. The government paid less attention to the criminal justice model in combating terrorism. While the military offensives have resulted in an obvious control over terrorism in Pakistan, reforms aimed at the improvement of governance effectiveness, particularly law enforcement, have been undertaken half-heartedly (Hassan & Sabaruddin, 2019). Some banned organizations are working under different names in Pakistan. The reformation program of Madrassa system is still facing difficulties. National Counter Terrorism Authority (NACTA) remains a weak institution, unable to meet its mandated targets.

This paper highlights the importance of the CJS in combating terrorism. It argues that the NAP's objective of counterterrorism can be achieved more effectively

if the existing weak CJS of Pakistan is reformed and strengthened. The existing militarized counterterrorism strategy led by the armed forces of Pakistan should be shifted to an effective CJS championed by the civilian law enforcement agencies. Civil law enforcement agencies—police, prosecution and judiciary—need to be reformed and empowered to tackle the present-day challenge of terrorism.

Questions

1. How is the criminal justice model (in)effective in countering terrorism in Pakistan?
2. How should the current CJS of Pakistan be reformed?

Hypothesis

Peace will remain elusive, specifically in ex-FATA and generally in Pakistan, unless a reformed and empowered criminal justice model replaces the existing war model with an aim to treat the terrorist criminals in accordance with the rule of law and fight terrorism with a proactive strategy.

Literature Review

James J. Saulino (2011) examines four legal models for Pakistan's counterterrorism strategy: the local prosecution, international extradition, rendition and direct action. In the first model, he focuses on the existing tools available in Pakistan's constitution and law for counterterrorism. The second model is about the trial of criminals and terrorists arrested in Pakistan elsewhere in the world following an extradition process. In the third model, a terrorist can be handed over to the US if there is a fear of escape from prisons in Pakistan. At the same time, the criminals on the wanted list of the US should be rendered to it. In the final model, the terrorists in Pakistan should directly be targeted by the US using drone technology. Finally, Saulino draws attention to Pakistan's numerous weaknesses to meet the necessary conditions for counter terrorism.

Jason Rineheart (2010) maintains that the traditionally used two main approaches, the 'War Model' and the 'Criminal Justice Model,' against terrorism are no more effective. It is necessary to design a new model to combat terrorism in the current scenario. He recommends replacing traditional strategies with global or modern strategies to combat terrorism. Countries alone cannot fight terrorism effectively as the terrorist organizations have grown and become multinational in ideological as well as operational terms. In such circumstances, it is necessary to forge a global strategy centered on global cooperation against terrorism. He emphasizes the formulation of a universally accepted anti-terrorism approach involving inter-state cooperation across the world in terms of sharing intelligence information and coordinating combat operations.

Saba Noor (2008) looks into the history of laws related to counterterrorism in Pakistan. Formulation of anti-terrorism laws began in Pakistan in 1949 with the implementation of the law on 'Public and Representative Office Disqualification Act (PRODA),' meant to address political violence. Though PRODA was the first legislation of its kind, the term 'terrorism' was not used. Zulfikar Ali Bhutto, for the first time, injected the word "terrorist activities" into the law. A serious shortcoming of these initiatives was that most of the laws were adopted without much regard to the parliament. This is why these laws were flexible and modified by the successive governments according to their own stakes. At present, Pakistan's anti-terrorism legislation includes almost all aspects of dealing with terrorism, but the problem lies in its implementation.

Robert Perito and Tariq Parvez (2014) describe the role of Pakistani police in the anti-terrorism efforts. Police stations in Pakistan have not been able to effectively cope with the challenge of terrorism because they are poorly equipped. Pakistani police can play an effective role if it is trained to develop operational procedures of organizational standards. Police stations need to be well equipped, particularly with information technologies. The only way forward to secure people from attacks by criminals and terrorists is to modernize and reform the country's police.

Muhammad Feyyaz (2015) points out deficiencies in anti-terrorism policies of Pakistan. He argues that there is still no consensus among the political elite in Pakistan as to how deal with the problem of terrorism. Consequently, they have left all the task of formulation and implementation of anti-terrorism policies on the shoulders of the army leadership. In addition, he points out that the absence of consensus among political leaders is not the only problem; there is a coordination gap between military and civilian law enforcement agencies to combat terrorism in the country. This hampers the success and sustainability of anti-terrorism operations. The author emphasizes a wider political consensus and an institutional mechanism for inter-agency coordination for an effective counterterrorism approach.

Crises Group Asia Report (2015) explains that the Army Public School (APS) Peshawar incident did not much change Pakistan's anti-terrorist approach, except that it adopted a targeted national action plan. Significantly, the government decided to put the implementation of NAP on a fast track. The report critically evaluates the legality and effectiveness of the NAP. It maintains that there is no problem with the objectives of the NAP, but its reliance on the use of lethal force to combat terrorism is a matter of great concern. The report calls it the 'draconian legislation' on counterterrorism. This type of anti-terrorism approach deprives citizens of their fundamental human rights. Moreover, long-term peace in ex-FATA is not possible through force. The report

suggests that structural reforms are immediately needed to eradicate terrorism and extremism in the country.

Most social commentators have argued in much the same way that Pakistan's anti-terrorism policies are deficient in many aspects. The country lacks the formulation of new laws and, more importantly, the implementation of the existing laws. The use of military force or the 'War Model' is partially justified by some socio-political analysts, but majority is against the blind use of force in the fight against terrorism for a long period. The use of unconstitutional lethal methods to counter-terrorism for a long time tends to annoy the public and can turn people to empathize with extremist groups. Above all, this highlights the abuse of basic human rights tarnishing image of the country internationally.

After the attack on APS Peshawar, the government should have done a well thought-out evaluation of the flaws and weaknesses of its anti-terrorism strategy. Policy makers should have realized the need of gearing the efforts and resources towards improving intelligence and investigative techniques to prevent terrorist incidents in future, rather than relying merely on the blunt instruments of 'War Model.' It is argued here that an enduring way to fight terrorism is to upgrade the CJS and build capacity of civil security agencies, especially the police. Moreover, mainstreaming of the former FATA region through its socio-political and economic integration with the KPK province is vital to address the root causes of terrorism.

Conceptual Framework

A well-defined debate has been taking place in Pakistan regarding two counterterrorism models, namely the 'War Model' and the 'Criminal Justice Model' (Braithwaite, 2002). The 'War Model' frames the use of military force in the fight against terrorism, while the 'Criminal Justice Model' confines the counterterrorism measures within the rule of law and democratic values. The latter model is against the blind use of military force in the fight against terrorism. In democratic societies, effective anti-terrorism strategies must include a well-established CJS under a legal framework and rule of law. Punishment for perpetrators of terrorism should follow due criminal justice process under a fair legal mechanism to ensure that it does not infringe the basic human rights. Because almost all UN member countries are signatories of the universal declaration on human rights (UDHR), which ensures citizens a right to fair trial. Donnelly, J., & Whelan (2017) in *Human Rights and the War on Terror* presented many instances of human rights violations with respect to war on terror in Pakistan and Afghanistan. In the contemporary era, terrorism has become a complex phenomenon, characterized by networks of motivations, recruitments, financing and operations. This necessitates the need for a comprehensive and law-based strategy to counter the present-

day challenges of terrorism. An anti-terrorism strategy based on the CJS further helps to avoid violence and coercive means, guaranteeing the rule of law and the protection of human rights (Ashworth, 2002).

As far as Pakistan's counter-terrorism strategy is concerned, the country has been relying on the War Model as evident by the predominance of military operations against terrorism, particularly Operation Zarb-e-Azb since June 2014. Following the terrorist attack on the Peshawar Army Public School, Pakistan has resorted even more to the instrument of coercion and military force. Contrarily, this paper underscores the importance of the Criminal Justice Model in fight against terrorism in Pakistan. It builds on the argument that force is not the solution to long-term problems; in fact, its continuous use leads to complicated security problems.

Evolution of Pakistan's Counterterrorism Strategy

In October 2001, the US began a military mission in Afghanistan to eradicate Al-Qaeda and the associated terrorist groups backed by the Taliban. The Pakistani government had to take a strategic decision about its role in the US-led war on terror in Afghanistan. General Musharraf, then chief executive of the country, decided to provide logistical support to the US forces, forsaking the erstwhile support to the Taliban regime (Yamin, 2015). Pakistan's support for the US forces was a strategic compulsion but not without a cost. Some Tribal people in the Ex-FATA region of Pakistan were loyal to the Afghan Taliban and were not happy with this decision. The former FATA, bearing a difficult geography, provided safe havens to the Afghan Taliban and al-Qaeda elements who crossed into the tribal region of Pakistan to hide themselves from the US bombardment in Afghanistan (Ahmad, 2008). Now, the US pressured Pakistan to take military action against them and later launched direct drone strikes in the region. These developments provoked an extreme reaction from the Ex-FATA residents, posing serious security threat to Pakistan. The Pakistani Taliban under the name of Tehrik-e-Taliban Pakistan (TTP) started massive terrorist activities targeting urban areas of Pakistan from 2007 onward. They developed alliances with other militant organizations in Pakistan to expand their support base and terrorist activities in other parts of the country.

As the terrorist attacks increased, Pakistan felt the need to have an effective strategy to fight terrorism. The country has been employing both hard (military) and soft (non-military) options as part of its anti-terrorism strategy. However, the non-military option has remained much less exercised compared to the military option. In recent past, Pakistan has used force to fight terrorism in Karachi and Waziristan. Rangers and intelligence agencies heavily led the operation in Karachi while the civilian institutions got the least role in decision making as well as execution of operations.

Sindh government and Sindh police remained mostly marginalized in the operations review meetings taking place at the Rangers headquarters. Sindh Chief Minister repeatedly expressed concerns for having only a nominal role in dealing with Karachi's security situation (Shah, 2015). Moreover, extrajudicial executions committed by the law enforcement agencies were a common practice as reported by media (Waseem, 2019).

The Pakistani government further intensified the use of force against the terrorists after the Peshawar school incident on December 16, 2014. After this attack, the government also decided to establish special trial courts under Army to decide the terrorist cases. Initially set up for two years, these special military courts are still functioning. The decision to set up and later extend the military courts was taken on the basis that the existing CJS lacked capacity to deal with the terrorist cases. Simultaneously, it was decided that the CJS of the country would be revamped and reformed. Unfortunately, this promise remains unfulfilled yet (Zubair, 2019).

The military courts do contain a clause that grants the right to legal defense, but secret trials outside the information of public and media can lead to manipulated convictions and the right to legal defense in name only. The military courts are empowered to arrest, judge and execute anyone accused of terrorist activity. Appeal against the decision of a military court can be registered, but a high-ranking military officer chairs the court of appeal (Hassan & Sabaruddin, 2019). In such circumstances, a fair trial in military courts, particularly in comparison with the civilian courts, is difficult to achieve.

Structural Problems of Criminal Justice System

Notwithstanding the human rights concerns about the military courts, it is obvious that the establishment of military courts has resulted from the failure of the existing CJS in Pakistan. Both people and institutions in Pakistan are not satisfied with the justice system of the country. This dissatisfaction is evident from an insignificant criticism of military courts on part of public (Ghori, 2018). Generally, many Pakistani citizens appreciate Pakistan's military operations against terrorists in Waziristan (Ghori, 2018). Nevertheless, this does not justify the establishment or extension of the military courts. The government needs to update the CJS priority basis to ensure fair and rapid trials in the civilian courts. The Pakistani government and security establishment should have realized the flaws in counterterrorism strategy after the Peshawar school attack, rather than more relying on the use of military force. A coercive approach to counterterrorism is like cutting leaves, branches and even the stem of an unwanted tree in the backyard of the house but keeping the roots intact.

An enduring solution to the issue of terrorism in Pakistan is a transparent judicial system. The conviction of an accused will have far-reaching effects in terms of socio-political and military fight against terrorism if people have confidence in the legitimacy and transparency of the judicial system. Pakistan's current CJS requires reforms to improve the capacity of the civil law enforcement institutions, particularly the police. Another important factor in fighting terrorism is to practically bring regions like FATA under the law of the country. Although the region is now constitutionally integrated in Khyber Pakhtunkhwa province, implementation seems patchy. The delay in the inclusion of the FATA region into mainstream governance system results in the longevity of the Military model in counter terrorism efforts. It is indeed challenging to introduce modern police, courts and administrative systems to a region that remained under a unique traditional governance system for more than two centuries.

An important initiative to reform the current CJS was the adoption of National Action Plan (PAN), which promised necessary legislation in this regard. While NAP adopts a balanced approach in using force and taking administrative measures to address the issue of terrorism, it has some flaws. Foremost, it neglects the need of building police capacity in fighting terrorism (Sahill, 2018). Rather, it provides for a dedicated counter-terrorism force. A specialized force is desirable, but it cannot replace the role of police in fighting terrorism. Given its countrywide presence and knowledge of people at the grassroots level, police can play an effective role in the fight against terrorism provided it is well equipped and trained. Failure of the Criminal Justice Model to counterterrorism owes to structural and organizational weaknesses. Pakistan's CJS is widely criticized for being defective, exploitative and unfair. These weaknesses account for high crime rates in the country. A serious structural problem of the system is the abnormal delays in civil and criminal cases. There is a huge proportional difference between the total population and the courts/judges available in the country. Consequently, cases in the courts pile up resulting in not only serious delays but also corrupt practices and faulty decisions.

Another important structural weakness of Pakistan's CJS is its failure to effectively deal with the present-day challenges as it is rooted in outdated colonial laws. Pakistani legislature has seriously failed to adopt new laws meeting needs of the post-colonial state. Many of Pakistan's criminal and civil prosecution laws are still based on the penal code of 1860. These old laws are technically inadequate to meet existing challenges. In addition, the Pakistani penal code is a puzzle in terms of technical language, which may result in monopolous interpretations by the lawyers and the judges.

Yet another important structural weakness of Pakistan's CJS is the lack of harmony between its various components. For example, the police stand as a very

important pillar of the CJS worldwide. However, the police are highly politicized in Pakistan and consequently the powerful uses it as a tool in pursuit of the vested interests. Therefore, instead of playing a positive role in the criminal investigation, the police operate at the behest of the political elite. The police department in Pakistan faces many structural problems that hinder its professional efficiency. Most serious problems are as under:

1. Lack of man power.
2. Deficiency of modern equipment such as weapons, technology and vehicles.
3. Low salaries
4. Influence of the political elite.

The Way Forward

Pakistan has made some progress in improving the police. For instance, the number of police personnel since 2005 has increased from 220000 to 430000. However, only increase in the number without upgrading other prerequisites of performance is not sufficient (Hussain, Batool&Soroya, 2019). Professional training, merit, accountability and dedicated resources are required to obtain better results from the police department. The Punjab province has provided significant financial and technical assistance to the forensic science laboratory but the civil security agencies lack well-qualified personnel (Hussain, Batool&Soroya, 2019). While the federal and provincial governments have a commitment to combat terrorism using civil security agencies, the lack of adequate resources hampers the realization of their goal. There is need to impart modern professional training, amend the outdated laws and review the curriculum of the police department. There is no harm in consulting foreign experts in this regard.

Rehabilitation centres are established in prisons as an integral part of the CJS worldwide. These centres serve as the place where the convicted offenders are held for protecting the public from the harm they can cause and educate them for making them peaceful and productive part of the society. In Pakistan's case, prisons are poorly managed and, instead of rehabilitation, the criminals are further criminalized (Gull, 2018). Moreover, it is believed that the defendants while undergoing the court trial develop nefarious attitudes because of the improper treatment in prisons. These dark aspects of the CJS of Pakistan do not help overcome the challenges of crimes and terrorism. A perception prevails that many young people who participate in terrorist activities are victims of social injustice. Unfortunately, such people are not provided with rehabilitation services in prisons. Consequently, extremism and terrorism is the only way they know.

Pakistan's military claims that it has successfully fought terrorism in North Waziristan and parts of the Khyber Agency. However, the degree of this success needs

to be verified by media and other independent observer organizations (Akhtar, 2019). The claims regarding the normalization of the security situation in ex-FATA are denied by the local political representatives. In addition, there is an apprehension that the militants in ex-FATA have hidden themselves to avoid the airstrikes. This has resulted in a slowdown of their terrorist operations, but this does not necessarily ensure that terrorism has been completely eradicated. The continuing attacks against the military personnel and key political figures indicate that some terrorist elements are still intact (Akhtar, 2019). Another criticism against the claims of military success in Waziristan is the longevity of the Zarb-e-Azb operation. Although the operation is considered as a significant success in the fight against terrorism, it is not seen as a tenable solution to the terrorist menace. The terrain of Waziristan is very complicated due to its mountainous nature. Therefore, it is perceived that the militants in Pakistan have temporarily crossed border into Afghanistan (Ahmad, 2018). They can reorganize as soon as the operation ends in the ex-FATA region. In short, the argument goes that the use of force is not a lasting solution for the issue of terrorism.

The best way to achieve durable peace in the former FATA is the implementation of FATA reforms aimed at mainstreaming the region. The modern district management framework should fully replace the customary administrative practices of the tribal belt. Fundamental rights of the residents, such as political participation, should be guaranteed as the top priority. Policymakers should focus on achieving the promised and much awaited reforms in the former FATA, rather than putting whole reliance on the military solution. The Parliament of Pakistan can play a key role in identifying flaws in the strategic approach to counterterrorism and recommending legal and political solutions to the problem. The constitutional development in Pakistan and subsequent power struggle between the civil and military authorities shows minimal role of the parliament in deciding strategic matters related to security of the country. A comparative stability in the transformation of democratic governments since 2008, provides an important opportunity to the democratic institutions (parliament) to play an important role in legislating an updated and effective Criminal Justice Laws.

Conclusion

Pakistan can no longer afford to be an experimental laboratory to test different anti-terrorism strategies. Mere reliance on the use of force to eliminate the menace is not a viable policy. It does not provide a durable solution for the domestic security challenge of the country. There is an apprehension that if Pakistan continues with coercive measures to fight terrorism, it will not be able to win hearts and minds of the common people against the perpetrators of terrorism. Pakistan has anti-terrorism laws

for a long time, but its record in the implementation of these laws remains quite poor despite that the country has been suffering from the worst terrorist violence. Moreover, as the terrorist groups adopt advanced means to carry out their terrorist agenda, Pakistan needs to update its anti-terrorism laws. Framing new laws without reinforcing the implementation machinery, particularly the police, will not be a rewarding measure. The police, foremost, needs to be depoliticized and professionalized, and then it should have more resources for the implementation of laws.

To root out the terrorist networks in the country, the government must undertake long-term policies relating to law enforcement and socio-economic development instead of focusing on the military option as a whole time project. Due to the ethnic and sectarian reasons, some people in Pakistan have a soft corner for the extremist elements. Therefore, it is important to change the mindset of the people by addressing the root causes of terrorism and implementing the laws. To this end, it is vital to invest in education and social welfare of the people, particularly in the tribal areas. Along with this, policymakers should build the capacity of the CJS for trial and execution of terrorists. The CJS reforms should simultaneously focus on improving the operational capacity of the law enforcement agencies and ensuring the speedy trials of cases, including terrorist cases, in the civil courts.

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