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Message from the Chief Patron

Social sciences are receiving more attention in the world of today which is essentially democratic and needs the contribution of each individual for the benefit of the society at large. The complex problem of meaningful human existence demands collaborative effort with increase in connectivity and inter-communicability. Never before was it felt that world peace and mutual understanding rest chiefly on the psychological plane. We are familiar with the dictum that misunderstanding and war begin in the minds of men and, if at all, these end, these end over there. Hence there is a need to know more about how other people think and feel on common issues and matters of concern. The researchers in social science are best suited to trace the nuances of thought and feelings of people so that common grounds may be found to address the issues of corporate life and human progress. If the social science researchers are worth the salt, they shall have to accept the challenge to create informed public opinion based on research into tacit knowledge hidden in the minds of people. The competition is tough in our democratic world and for them the democratic fiat goes that “produce or perish”, there is no room for rest or waiting.

Maj. Gen. Ziauddin Najam (R) HI(M)

Message from the Chief Advisor

The Journal of Social Sciences Research is fortunately attracting a host of research from all the related disciplines because of its high standard of publications. The number of research articles is also on the rise. The researchers rich in knowledge and experience are contributing with the sureness of pen and nourishing the taste of a large community of readership.

I would like to draw the attention of the contributors of today and to-morrow to the fact that good quality research in social sciences needs to attain the same hallmark which the researchers in natural sciences have already earned and this is the practice of mentioning the nature of the conditions under which the experimentation was done and the results achieved. This practice has encouraged the challengers to replicate the research, if needed, to attain reliability for its generalization and making it a part of certified knowledge. Our social science researchers, therefore, shall have to mention in particular the circumstances, constraints, limitation along with the final results of their studies and future recommendation. This step would bring credence and willing consent from all those who intend using it for their own ends. Only thus the subjective nature of social science research can attain higher level of objectivity so essential for stock in trade knowledge.

Brig. (R) Dr. Allah Bakhsh Malik

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A Critical discourse analysis of the editorials of “Dawn” and “The New York Times” in the aftermath of Army Public School attack. The “Us” versus “Them” ideology

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Abstract

This paper attempts to critically analyze the editorials of two renowned newspapers, namely the “Dawn” of Pakistan and “The New York Times” of America for the portrayal of the Army Public School, Peshawar attack. The ideological square model of Van Dijk is employed as the theoretical framework for the study. The schema of “us” versus “them” is made use of to identify how the Taliban are depicted as “them” and the victims as “us”. This is done through the examination of the lexical choices and syntactic structures. Results reveal that “The New York Times” has dealt with the issue in a more impartial manner than “Dawn”. The attackers are clearly identified as Taliban and the ‘us’ sentiment is as clear as the ‘them’ sentiment. Dawn on the other hand hardly mentions the attackers as Taliban but often terms them as militants. The “us” sentiment is more prominent here in comparison to “them”. Such interesting results warrant more studies in the field to unravel hidden ideologies of newspapers editorials.

Key Words: Taliban, Editorial, Newspaper, Discourse, Attack

Introduction

In today’s world, media is fast emerging as a force to be recognized as such in its own right. In fact, it is considered to be the fourth pillar of state along with judiciary, legislature and executive. The power and significance of media can be partly attributed to the fact that no matter how insignificant or trivial an event may be, the media can turn it into something very substantial and vice versa, and partly to the globalized nature of the world, where an event cannot be treated in isolation and where it is no more an affair of the concerned area, state or even country.

Because of the power relations of the leading players in the world and also because of the different stake holders, every news and event becomes international the moment it occurs. Media, then, in all its various forms, has a say in the world's affairs. It does so in the form of news, articles and editorials, etc.

Editorial serves as the newspaper's explicit voice (López Hidalgo; Fernández Barrero, 2012 cited in B García Orosa, X López García, S Gallur Santorum, 2013), in terms of the sources or structure of information, selection of topics and use of language. According to Morán Torres (1988), the editorial is a powerful instrument in the origination and propagation of ideological campaigns that orient and even manipulate readers. Most researchers underscore three main features of editorial:

- a) It represents and disseminates the institutional opinion on a given topic which it considers to be important and relevant.
- b) Apart from providing opinion and assessment on a given topic, the editorial also gives importance to it simply by selecting it as the topic of the day.
- c) It is an unsigned article, as it reflects the point of view of the newspaper with respect to a given story, although there may be some exceptions.

Editorials, in the form of the views of the editor on matters of national and international interest, play a significant role in synthesizing and shaping public opinion. Media texts serve as tools for and advocate of social change in one way or the other which enable them to be analyzed from different perspectives (Fairclough, 1995). Van Dijk (2000) considers the discourse of media to be undoubtedly the leading contributor of public opinion. Particular papers have their own particular viewership and viewpoints depending upon their ideological orientation, socio-cultural setting and political alignment. This is why the same event is portrayed differently in different newspaper editorials and headlines.

Editorials are one particular version of media discourse that focus on various aspects including issues, problems and opportunities related to people and society. Van Dijk, (1989) contends that the amount, nature and degree of editorial coverage a conflicts and issues attracts is an indicator of the social and political significance a particular newspaper attributes to such events. Further, the texts serve as official, subjective and persuasive reflection of public opinion. These, in turn, are influenced by ideological

principles governing social judgments and according to Van Dijk (1998b), editorials suggest how members of one group view the others as being right or wrong. Personal bias, however, cannot be completely taken out as editorial opinions are social and institutional and because of this they attract scholarly and research attention.

The fact that the same event or conflict is differently reported, portrayed and analyzed by different newspaper editorials shows their social and institutional nature. Moreover, they usually achieve their ends by employing different linguistic strategies (e.g. lexical choices, syntactic structures and so on). By making use of different syntax and vocabulary, the angle and perspective of a particular stance is modified. This is where critical discourse analysis comes into play to unravel the hidden and not so explicit stances of media discourses.

Given the pivotal role played by the editorials as the shapers and molders of public opinion as well as propagators of the state policies, This study is aimed at analyzing as to how two of the most renowned newspapers, i.e. “Dawn” and “The New York Times” report and interpret one event differently. The incident is the attack on Army Public School, Peshawar, where scores of deaths and casualties resulted eventually. This study is purely limited to the (critical discourse) analysis of the editorials of the mentioned newspapers through an examination of lexical choices and syntactic structures. Hence, the findings and discussions are solely based on the analysis of the editorials.

Army Public School Attack

Since Pakistan joined the U.S. led war on terror in the aftermath of the 9/11 events, the country has witnessed countless bloody attacks and has borne the brunt of being an ally in the war. By choosing to side with the United States and against the then Taliban government in Afghanistan, Pakistan incurred the wrath of the different Taliban factions who resorted to bloody violence against the innocent people of Pakistan. The Taliban, in their war has vowed to injure Pakistan and its people irrespective of their age, sex, status, political alignment etc. But on December 16, 2014, they chose to inflict a deadly, fatal blow on its people in the country’s history. On that day, seven Taliban gunmen entered Army Public School located in Peshawar and home to the children of army men and opened fire at random at the innocent school children. Some of them later on detonated their suicide vests which resulted in more casualties among the children caught up in the institute. Finally the security forces did succeed in killing

the militants and clearing the area but not before 132 people (including children and women) were killed and another 84 injured. The city was bathed in blood and particularly the young blood of innocent minor school going children. Later, one Taliban faction took the responsibility of the deadly attack.

Research Questions

1. How has the Dawn editorial portrayed the Taliban as “them” and the victims as “us”?
2. How has the New York Times depicted the Taliban as “them” and the victims as “us”?

Significance

Ideologies are often constructed and perpetuated through discourse. Language serves as a tool in the hands of users, groups and institutions who manipulate it to their advantage. The current research endeavor is significant on account of focusing attention on this persuasive power of language. While critical discourse analysis is a vibrant discipline in the west, it needs to pick up pace in the Pakistani context, particularly with reference to media discourse. It remains to be explored, to a great extent, how owing to conflicting interests, the same issue is differently portrayed by different media groups. Political alignment, religious affiliation and socio-cultural orientation are some of the important factors that influence particular groups and hence their discourse is molded and modified accordingly.

Although studies have been conducted regarding thematic analysis, the researcher hopes to highlight the importance of linguistic analysis through the interesting findings of this work so that scholars and researchers are inclined towards critical discourse analysis. The analysis of data reveals, for instance, that although the country has suffered a great deal at the hands of the terrorists, the media discourse is still murky, undecided and unclear in identifying, condemning and categorizing them. And since media voices and (to some degree) gives shape to the state narrative on a given issue, it means that our state narrative on terror-related matters is vague and reflects undecidedness. On the other hand, following 9/11, the American discourse (and its state narrative by extension) on war against terrorism is vehement and unequivocal. This study is thus significant in the sense that it warns the readers (in an indirect manner) to be cautious about what they read and not to take

content for granted, rather strive to understand how a particular effect is created with the help of a particular selection and arrangement of words.

Literature Review

Newspapers are a very widely read type of discourse and editorials within a paper are a particular type of discourse as such. They reflect socio-political setting of a particular context and mold public opinion in particular direction. The editorials of the two Pakistani newspapers, for example, caught the attention of two researchers, Tabassum Shah and Bilal (2013). They studied the editorials of the daily Dawn and the daily Nation to examine the newspapers` roles in the ideological construction of the left and right wing. Their focus was on the editorial portrayal of the death of Osama Bin Laden and PNS Mehran base attack. They examined the selected editorials using such discourse-analytical devices as word choices, syntactic structures, global and local semantics and rhetorical structures. Results revealed that editorials are not an impartial representation of issues and problems. On the contrary, they represent the prevailing ideologies of the concerned newspaper.

In order to investigate the portrayal of Iran nuclear program in two different groups` newspapers, Ahmadian and Farahani (2014) examined the Los Angeles and Tehran Times` editorials. They focused on how public opinion is formulated and influenced by the power of language. Taking one paper as in-group and the other as out-group representation, the researchers analyze how the two different editorials have differently portrayed Iran`s nuclear program in accordance with their respective ideological standing. They used Van Dijk`s framework of analysis for positive self-presentation and negative other presentation. Focusing on certain discursive strategies like lexicalization and presupposition, the study reveals that in line with their respective ideologies, the same issue has been differently represented by the two newspapers.

Using the same analytic framework of Van Dijk, Tahir (2013) investigated how Muslims are represented in an article published in the "Washington Post". The article focused on the protests of the Muslims against the publication of the blasphemous cartoons of the Holy Prophet Muhammad (PBUH). Through the ideological framework of "us vs them", the researcher explored how the article has finely constructed the underlying beliefs regarding the representation of in-group and out-group. Examining word choices and employing other such strategies, the study

concluded that Muslims and their actions were negatively portrayed as “others” in the article.

Similarly Poorebrahim and Reza (2012) explored how Islam and Muslims are represented in the western discourse by examining the interrelationship of ideology and language. For this purpose, the researcher concentrated on the headlines of the print media in four newspapers, i.e. The Herald Tribune, The Times, The Independent and The New York Times. The ideological square model of Van Dijk, consisting of the positive presentation of the “self” and negative presentation of the “other” was used. Their examination of linguistic choices revealed that Muslims are negatively represented and Islam is frequently stereotyped.

In order to study how the uprising in Libya and Syria is depicted in the news editorials, Afzal Naeem and Harun Minhas (2015) critically analyzed the editorials of two papers, i.e. “The Arab News” of Saudi Arabia and “News International” of Pakistan. The researchers examined how the uprising was portrayed in two different cultural settings. While the Saudi Arabian paper represented in-group editorial voice, the Pakistani newspaper was representative of out-group editorial voice. Van Dijk’s ideological square model was used to analyze the text. Data was analyzed according to the qualitative data analysis software package NVivo 10. Findings reveal that the authorities are portrayed as “them” whereas, the protestors are presented as “us”. Further, the latter are seen as obstacles in the way of change that the common man represents. The study concludes that the Arab News deals the crises with more severity than the News International.

Theoretical Framework

Van Dijk (1998) considers analysis of discourse to be like ideological analysis. He believes that ideologies are usually though not completely articulated and reproduced “through discourse and communication” (1998, p.17). In order to examine the editorials of the newspapers under review, the present study is informed by the “ideological square model” of Van Dijk. This framework employs a “binary schema” associated with the two actors, i.e. “us” and “them”. The value “good” is normally attributed to the “us” group and that of “bad” to the “them” one. With the help of this model, the hidden attitudinal and ideological stances of the editorials will be identified and analyzed to determine how with the employment of certain words and syntactic

structures the two parties (Taliban and the victims) are accordingly represented. It will be seen as to how the issue in general and the actors in particular are described by the two different editorial voices.

Methodology

The aim of the current work is to analyze the construction, reproduction and perpetuation of ideology through language used by the two newspapers. This is accomplished drawing on the use of lexical choices and syntactic structures employed in the editorials. It is also seen as to whether a particular text deals with the issue in an overt and explicit manner or express things in a more implicit and covert way. The editorials selected for analysis were published the next day after the Army Public School attack. The daily “Dawn” of Pakistan is selected because it is believed to be more neutral and unbiased in the expression of even controversial matters. On the other hand, “The New York Times” is a prominent newspaper in American settings. This selection is because of the American policy with reference to terrorism and Taliban after 9/11. Thus, the study offers two versions of the attack; the Pakistani version as in-group editorial representation through the editorial of the daily, Dawn and the New York Times version as out-group editorial representation.

Qualitative research design is adopted for this paper to explore how the editorials construct and portray the actors: Taliban vs. those killed and injured. This is why it is interesting to see how the same issue has been taken up by two different papers in two different cultural settings. The analysis include lexical choices and syntactic structures employed and through them to determine the attitude of the editorials in portraying the attackers and the victims. In other words, the aim is to highlight how the “us” sentiment (portrayal of the victims) and the “them” sentiment (portrayal of the terrorists) is articulated through the use of language in the texts.

Data Analysis

The analysis of both the editorials revealed that the same issue has been depicted in a different manner by the concerned papers. The lexical and syntactic examination of the words and phrases employed by the two editorials show that “The New York Times” directly mentions the attackers as ‘Taliban’ whereas the Dawn editorial recognizes them as “militants” only. Further, the Taliban are named in a variety of expressions in “The New York Times”. On the other hand, they are mentioned largely by one type of expression in “Dawn”. A comparison of

these words and phrases for Taliban and those killed and injured in both the editorials is given in the following tables.

Table 1

Words and Expressions Used for the “Attackers” in Both Editorials

Dawn	The New York Times
Militants	Pakistani Taliban
The militants	The Taliban
	Nine Taliban gunmen
	A Taliban spokesman
	The group
	Heavily armed militants
	They
	The militants
	Gunmen
	Taliban gunman
	Animals
	Taliban insurgency
	Good Taliban

Table 2

Words and Expressions Used for the “Victims/Survivors” in Both Editorials

Dawn	The New York times
Helpless school children	Students at school
Bodies	Parents
Dead school children	Scared city
More bodies	Mourners
Young children in school	The image of children’s bodies
Vulnerable	Vulnerable citizens
Helpless	Victims’ families
The grieving families of the dead	The survivors
Victims	Desperate relatives
The survivors	Their children
Survivors	The dead
The families of the dead	Us

Agency Associated With Others

According to Van Dijk (1998 b), responsible agency is in general (at least in English) associated with grammatical subject and initial position. Negative properties attributed to out groups may be brought to the fore by emphasizing their responsible agency. This has been the hall mark of “The New York Times editorial”. Throughout the article, the Taliban are made syntactic agents of dozens of sentences in which they are also semantically held responsible for the carnage. The following are some of the examples with agents/subjects in bold and underlined.

- But on Tuesday, **the Taliban** took their war on education
- **A team of nine Taliban gunmen** stormed through the corridors and assembly hall.
- First **the Pakistani Taliban** bombed or burned over 1,000 schools.
- Then **they** shot Malala Yousafzai,
- But on Tuesday, **the Taliban** took their war on education
- A **team of nine Taliban gunmen** stormed through the corridors and assembly hall,
- A **Taliban spokesman** said the attack had been retaliation for
- **the Pakistani Taliban’s war** has often been taken out on the country’s most vulnerable citizens
- when **nine heavily armed militants**, disguised in paramilitary uniforms, slipped through a military graveyard and
- **They** rushed through the main building, shooting and flinging grenades before reaching the auditorium
- First **they** sprayed the students with bullets;
- then **they** singled out the survivors
- **the militants** sprayed bullets as they rushed into his classroom.
- **the gunmen** had been intent on mounting a long siege
- **They** were there to kill, and this is what they did,”

- Some attackers appeared to be speaking in Arabic
- the Pakistani Taliban had, for the most part, failed to deliver the revenge they had threatened

Passivation and Object Position of “Us”

It is also one of the linguistic features of editorial discourse that one group, normally the “us” group is made the object of sentences. In a similar manner, sentences are drawn in the agentless mode. For example,

- Some of the 1,100 students at the school were lined up.
- and slaughtered with shots to the head.
- Others were gunned down.
- as they cowered under their desks.
- or forced to watch as their teachers were riddled with bullets.
- they sprayed the students with bullets.
- they singled out the survivors.

On the other hand, the “Dawn” editorial focuses more on the “us” sentiment as the victims of the attack are drawn in the passive forms and syntactically highlighted. For example;

- Helpless school children hunted down methodically and relentlessly.
- First a few bodies, dead schoolchildren in bloodied uniforms, then more bodies.
- young children in school, vulnerable, helpless
- the focus must be the grieving families of the dead, the injured survivors and the hundreds of other innocent children who witnessed scenes that will haunt them forever.
- to help **the victims** in every way possible.

- For **the survivors**, the state can help to ensure the best medical treatment.
- For the **families of the dead**, the state can find a way to honor their sacrifices.

Results and Discussion

The beginnings of the editorials of both the papers are markedly different. The Pakistani newspaper starts in a more general and indirect manner in a sentence which is agentless; that is the responsibility of the attack is attributed to no syntactic or semantic agency.

“It was an attack so horrifying, so shocking and numbing…….”

The second sentence is drawn in the passive form where the agent “militants” is mentioned at the end. Here again syntactic prominence is shifted towards “helpless” school children and the attackers’ role is played down. In the next few lines also, there is no mention of the attackers in any form and the focus is consistently on the dead and injured school children rather than who are to be held responsible for this carnage. Throughout the whole editorial there is hardly a sentence in which the word “Taliban” is mentioned or they are made the direct agent of sentences. When even the word “militant” is used, it is made the subject of passive sentences where their role and responsibility is mitigated. The analysis of the report reveals that through lexical choices and syntactic structures, the “us” sentiment is categorically brought to the front and the ‘them’ perspective strategically quite down played. Expressions referring to dead and injured children who are vulnerable and helpless, injured survivors, victims, their families and their physical and psychological wounds are mentioned frequently to express solidarity with them.

The “Dawn” editorials while stealthily avoiding to condemn the attack and particularly the attackers, however, puts the blame on the intelligence agencies and security measures taken and should have been taken. According to the report, army public schools were the highly threatened targets by the militants and security in the area should have been very tight. Then, there is the length of the operation which is questioned. It seems the commandos did not have full knowledge of the layout of the building under attack and this is why it took them such a long time to take hold of the situation. Again, keeping the threat in view, was there any prior planning to take safety measures in the eventuality of such an attack? Were there any drills and training acquainting students with

ways how to react and cope with such dangerous situations? These and other similar questions are asked in the editorial to draw attention to lapses in security plans and to stress the fact that those responsible be caught and justice administered.

The “us” sentiment is highlighted again by asking the government and society to make endless efforts to grace the sacrifices of the martyrs and the injured survivors. The editorial ironically points to the fact that this time the help offered to the families of the bereaved must not be a formality and announcing nominal so called “shaheed packages”, a routine in cases of previous such crises of deaths and casualties. The state should take effective medical measures to heal the physical and psychological wounds of the survivors. The editorial also appeals to media and wider society to play their role in making sure that the state does not limit itself to doing the minimum this time and leave no stone unturned in helping the families of the dead and survivors.

In the closing section, the “Dawn” editorial stresses the fact that the state may have intent to fight militancy but lacks an effective strategy to do so. Again, while referring to Taliban, it does not use the exact word but employs “militant”, as has been the practice throughout the article. It further argues that unless there is a strong will to attack the ideological roots of militancy, counter terrorism operations will have no value. The editorial ends by asking the government to acknowledge that it still does not have a strategy to fight militancy and that denial will be a road to even further atrocities.

“The New York Times”, on the other hand, directly mentions the agent not only as “Taliban” but more specifically as “Pakistani Taliban”

“First, the Pakistani Taliban bombed.....”

In the next coming lines also the paper clearly names them by expression like “Taliban”, “Taliban gunmen”, “they”, “the group” and “their war”. Here, the focus is syntactically on them in unequivocal terms and expressions. They are made the agents of direct sentences clearly holding them responsible for the bloodshed committed. Throughout the editorial, such structure is repeated. In contrast to the Dawn report, the “them” sentiment is brought out in unambiguous terms. Apart from making them the syntactic agents of so many sentences, the Taliban are also identified by a variety of different expressions such as militants, gunmen, they, attackers, heavily armed militants, the group etc. Mention is also made of “good Taliban” to remind Pakistan of backing some Taliban

factions as its strategic allies for its own purposes. Quoting one Pakistani celebrity, they have been metaphorically referred to as “animals” as well.

While there is a strong “them sentiment” in the editorial, there is an equal “us sentiment” as well. The students under attack, either killed or injured, the survivors, their families and the victims are made the direct objects of numerous sentences. Similarly, they are also drawn in a variety of lexical expressions like ; uniformed school children, children’s bodies, vulnerable citizens, mourners, victims’ families, survivors, desperate relatives, the dead and so on.

Again, what lacked in the “Dawn” editorial, the “New York Times” while quoting Pakistani officials and important personalities, emphasizes the ‘us’ sentiments in a markedly different and clear manner. Referring to finance minister’s saying, the report quotes his words, “this is a time for ‘us’ to show unanimity...”. In another statement, Malala is quoted as saying, “we will never be defeated”. The condemnation of the international community like US, UN and UK is also included to express solidarity with the bereaved nation. Imran Khan is also mentioned as though previously criticized for not naming Taliban but this time openly condemned them.

The closing section of the editorial, like that of “Dawn” criticizes the government and leaders of the country for failing to find a solution to the problem of militancy. The newspaper, however, goes a step further to make the leaders and military accomplices in the issue of Taliban. It is referred to in the context of the notion of good and bad Taliban. The paper blames the military for supporting select factions of the militants that share the country’s strategic goals in India and Afghanistan. The political leadership is also made the culprit for not criticizing the militants openly.

It is clear that owing to the cultural, religious and political atmosphere of both the countries, the newspaper editorials have expressed their opinions accordingly. After 9/11, America declared its war on Taliban and vowed to eradicate them in any form and shape. Since then, America is adamantly bent upon not tolerating Taliban violence in any part of the world. Keeping the strategic position of Pakistan and being its ally in the war on terror, America is more interested in what happens in Pakistan and particularly in the context of “Taliban”. This is why in the “New York Times” editorial the Taliban are openly mentioned and harshly criticized. Further, being the sole super power, it also expresses solidarity for the victims of the attack. It is more concerned in the context of Taliban

and Pakistan as key figures in America's foreign policy. That's why the "us" sentiment is as strong as the "them" sentiment.

The Dawn editorial is more "us" oriented understandably. The attack has happened within Pakistan and a large number of deaths and casualties have happened. That's why it mourns the dead in a more powerful manner. Further, it also criticizes the military and the state for not taking adequate measures which could have averted the danger. But keeping the sensitive nature of the term "Taliban", it hardly mentions them by the name categorically. This may also be because of the religious connotations associated with the term. Throughout the editorial, they are referred to by the term 'militants. Again, they are not made the subjects of sentences which directly hold them responsible for the attack. This is because of the ambivalent attitude of state and media towards the issue of Taliban. Once Pakistan strategic allies in the afghan war and even in India, as referred to in "New York Times", the Taliban remain a force to be reckoned with in the Pakistani context and hence even media is reluctant to name and criticize them openly. So, although "Dawn" is considered to be the most neutral newspaper, still it fails to do justice with Taliban conflict despite the fact that the country suffered a great deal at their hands.

Conclusion and Recommendations

Editorial opinions are shaped by the cultural, religious and socio-political aspects of the concerned area and hence cannot be completely free from bias. This study attempted to investigate the portrayal of the Taliban as "them" and the victims as "us" in the aftermath of the Army Public School attack in the editorials of the "Dawn" and "New York Times". Through Van Dijk's ideological model of "us" versus "them", the lexical choices and syntactic structures were analyzed. Results revealed that both the newspapers have dealt with the issue in accordance with the socio-political climate of the respective countries. The "New York Times" editorial is more balanced in the representation of the "us" and "them" sentiments. Not only the "Taliban" are clearly mentioned and criticized but the victims are also fairly represented to express solidarity with them. The dawn editorial is more "us" oriented as it is predominantly concerned with the plight of the dead and injured and the victims' families. But at the same time, the "them" sentiment is weak as the editorial, through its syntactic structures, does not clearly hold the Taliban responsible for the attack.

The results of the paper are interesting in the sense that how the same issue or conflict is depicted differently by different newspapers in different socio-cultural and political settings. This calls for more studies in the relevant field to uncover the concealed ideological stances of newspaper editorials, particularly in the context of in-group and out-group representation. Further, the researcher found the tool of CDA very helpful in identifying the ideologies of dominant groups hidden in the texts of the editorials. The issue of Taliban still remains to be something like a taboo in the media discourse of Pakistan. More honest and impartial research is required to clarify the peoples', states' and media's attitude towards the issue. The ambivalent nature of the issue needs to be decided in clear cut terms so that the state can come out with a judicious policy in dealing with the problem.

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Acoustic Analysis of Corner Vowels in Six Indigenous Languages of Pakistan

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Abstract

This research deals with an acoustic analysis of vocalic variations in Pakistani Urdu. As, Urdu is a lingua franca, official language (Mahmood, 2004) and mother tongue in Pakistan (Zia, 2011). It is another ultimate reality that we are living in a multilingual country therefore purpose of our research is to analyze the effect of six indigenous languages on spoken Urdu. So, the vocalic quality has been acoustically analyzed in PRAAT. This preliminary analysis verified differences in the characteristics of corner vowels across different phonetic contexts of indigenous languages which directly affects Urdu.

Key Words: acoustics, multilingualism, vocalic properties

Introduction

Pakistan is a multilingual country as people can communicate and understand more than two languages. Urdu, Punjabi, Sindhi, Balochi, Pashto, Saraiki are major indigenous languages. Different writers have claimed different number of native languages in Pakistan. As, Rehman (2002) said, there are 59 spoken languages whereas Ethnologue claimed seventy two languages. Most of them belong to Indo-Aryan, Indo-Iranian, Indo-European, and Turkic languages (Gordon, 2005).

Even though, Urdu is an official language of Pakistan (Mahmood, 2004). It has six prominent accents, based on the pronunciation of native languages; Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki (Rehman, 2002) which ultimately cause accent variation. Linguistically, accent causes phonetic as well as prosodic variation (Cole, 2012) based on duration, pitch, amplitude and intonation patterns (Yan et al., 2005; Reetz & Jongman, 2008). So, different acoustic features are important for knowing vocalic variations in Pakistani Urdu.

Presently, the purpose for knowing vowel variation is the development of Urdu Phonetic Recognizer System for social and economic benefits. Therefore, the current challenge is to cater differences in spoken Urdu language by analyzing the utterances of different language speakers. Although, a number of acoustic features are responsible for these variations but due to the limitations of research and time, this research deals only with the vowels' quality.

Literature Review

This research provides an overview of vowel variations in Pakistani spoken Urdu. It presents an answer to question: How much vowels' quality vary among the speech of indigenous language speakers? The current state of Urdu is based on an active process of changes and diversifications due to the influence of indigenous languages. As this research focuses on comparative analysis of "language independent vocabulary" articulated by the speakers of Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki languages. But, this study has only dealt with the vocalic properties of corner vowels. As vowels are important speech segments and easily recognize in different conditions. In comparison to consonants, they are comparatively loud and high in intensity (Kewley-Port, n.d.) which cause stable formants (Accents Research, 2004).

Multilingualism in Pakistan

Pakistan is a multilingual country with six major and seventy two minor spoken languages (Gordon, 2005). Among them, Urdu is the mother tongue of only 7.57 percent population (Zia, 2011). It is an understood reality that multilingualism is a complex field of linguistics. It deals with the comprehension, processing and production of multiple languages. It is a "rapid growing linguistic area" dedicated to language contact and variation (Bhatia & William, 2013). It is not a compromise but crucial reality of society. So, multilingualism is an attributive quality of globalization affect (Rovira, 2007).

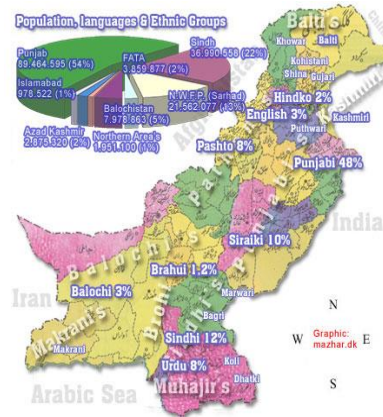
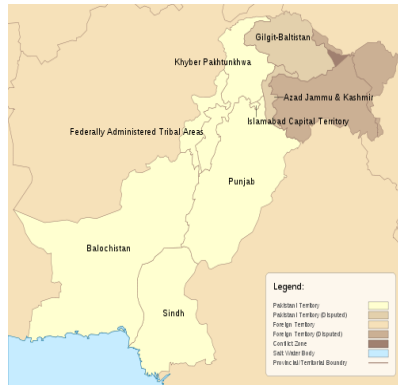


Figure 1: Geographical Division of Pakistan Figure 2: Language Division in Pakistan

But this research focuses on the vocalic inventories of six majorly spoken Pakistani indigenous languages i.e. Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki. So, the literature review of their vowels is briefly discussed here.

Urdu

According to Ethnologue (2005), Urdu is a spoken language of 100 million people in all over the world. It is partially spoken and more than partially understood in South Asian countries i.e. Bangladesh, India and UAE. Urdu is a Turkish word, means “*Camp or Army with its followers*” therefore, major languages like Arabic, English, Persian and Portuguese participate in this camp (as cited in Saleem et al., 2012; Saksena).

Urdu is phonetically similar to Hindi but different in alphabetical script and historical characteristics. In Pakistan, the pronunciation of Urdu varies geographically. It is a rich language with number of sounds; differentiated on duration, quality and nasalization (Rehman, 2006). It has ten oral vowels i.e. 3 short and seven long along with 3 Majhool vowels i.e. /e/, /æ/ and /o/. They are also called medial vowels because have mixed properties of short and long vowels (Oxford Urdu-English Dictionary, 2013). Urdu also has contrastive nasal vowels, equal in number to oral vowels (Zahid, 2010). They can easily visible in vocalic Quadrilateral presented by Raza (2009).

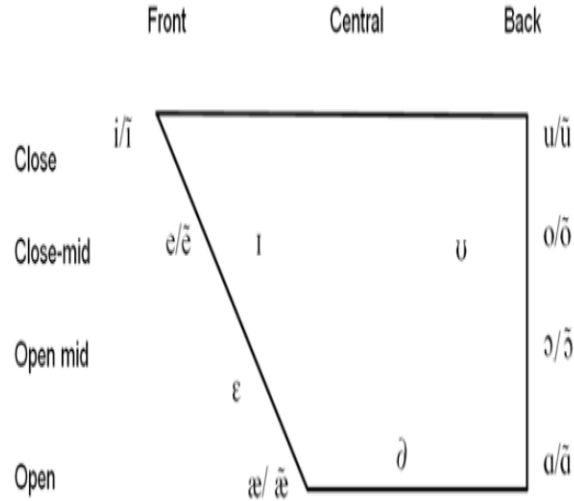


Figure 3: Contrastive Urdu Vowels

Here is another list of oral and nasal vowels, used in prototype speech annotation at Center for Language Engineering, 2014 (www.cle.org.edu.pk).

Table 1: Oral & Nasal Vowels in Urdu

Sr. no.	Oral Vowel	IPA	Nasal Vowel	IPA
1	وُ	u:	وُن	ũ:
2	و	o:	وُن	õ:
3	و	ɔ:	وُن	ô:
4	ا، آ	a:	ان، آن	ã:
5	ی	i:	یُن	ĩ:
6	ے	e:	یُن	ẽ:
7	و	o:	وُن	õ:
8	ے	æ:	یُن	æ̃:
9	ی	ɪ	یُن	ĩ
10	و	ʊ	وُن	õ
11	ا، آ	ə	ان، آن	ə̃
12	ی	e		
13	ی	æ		
14	و	o		

Punjabi

In 11th century, Punjabi recognized as an independent language. It is an “Indo-Aryan language” and has a rich cultural heritage with 109 million speakers in Pakistan and India. In Pakistan, it has no official status but in India, is the first official language in Punjab. Punjabi is written in

Arabic script and called Shahmukhi in Pakistan. But in India is written in Devangari script and called Gurumukhi (Ghai & Singh, 2013).

Pakistani Punjabi is more influenced by Perso-Arabic sources and has different dialects; Multani, Lehandi and Pothohari, etc. which are phonemically and lexically different from each other. In India, it is influenced by Sunskrit and considered a sister language of Hindi. Regardless of orthography, spoken Punjabi language is similar in Pakistan and India. So, in general, *tone* is segmental and phonemic in Punjabi language. It causes pitch variation which ultimately distinguishes multiple meanings of a word having same vowel-consonant pattern (Karamat, 2012). Therefore it is phonologically complex, contrastive (Lata, 2011) and unique among other Indo-Aryan languages (Qandeel et al., 2012).

Nasalization is another important but less understood feature by Punjabi speakers (Zahid, 2010). It has 10 vowels which exist in pairs i.e. a long vowel verses a short vowel (Ghai & Singh, 2013). Different sources claim different number of vowels due to the reason; short vowel /ɪ/ and /ʊ/ change with stress into short form of /e/ and /o/ respectively. It is clearly visible in figure 4 introduced by Karamat (2010).

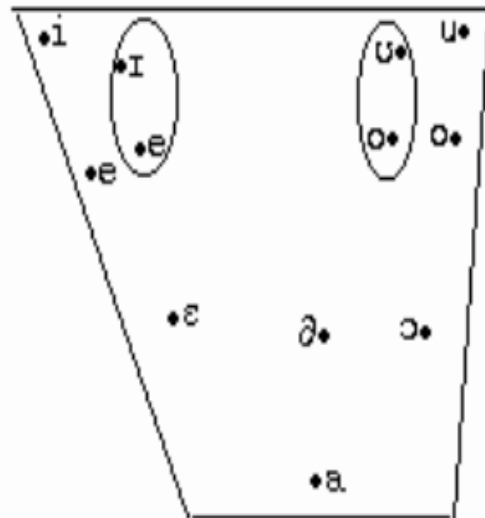


Figure 4: Punjabi Vowels

It has nasal vowels equal in number to oral vowels. So, there is larger possibility of *contextual* and *contrastive* nasalization in connected speech (Zahid, 2010).

Table 2: *Contrastive Nasal Vowels in Punjabi*

Sr. no.	Nasal vowels	
	Short	Long
1	ṁ	ṁ:
2	ṅ	ṅ:
3	ṁ̃	ṁ̃:
4	ṅ̃	ṅ̃:
5	ṁ̄	ṁ̄:
6	ṅ̄	ṅ̄:

Sindhi

Sindhi is another indigenous language in Pakistan (Omniglot). In 1996, it was ranked as 50th largely spoken language of world (Language Ranking) and the census 1981 claimed 19 million speakers whereas 1998 census claimed 30.4 million speakers (State of Pakistan).

In Sindh, it is considered first language but Urdu and English are second languages. It has two writing scripts; Urdu and Hindi therefore is considered one language with two scripts. It has six dialects; Thareli, Lasi, Lari, Vicholi, Utradi and Kachhi. But Vicholi is standard dialect and associated with Sanghar district. It has 10 vowels which can be identified by using minimal pairs (Keerio, 2010).

Table 3: *Sindhi Vowels*

Sr. no.	IPA Symbol	Sindhi
1	ɪ	ای
	ɪ	اِ
2	e	اي
	ɛ	آي
3	ə	اَ
	ɑ	آ
4	ɔ	او
	o	او
5	ʊ	اُ
	u	او

Balochi

Balochi is North-west Iranian language and has seven million speakers. Almost six million people use Western dialect as a standard form of Balochi (Sabir, 2004) in Pakistan, Iran, Afghanistan, India, the Arab Gulf States, Turkmenistan, East Africa, few speakers in North America, Europe and Australia (Ahangar, Oostendrop, & Soohani, 2013). In Pakistan, it was more widely spoken in 19th and 20th centuries. But nowadays Balochi are going to switch in other languages (Sabir, 2011).

It has three main dialects; Western Balochi (WBal.), Southern Balochi (SBal.) and Eastern Balochi (EBal.) but this broad division was negated. There is controversy in number of Balochi vowels. In 2003, Baranzehi, claimed 5 long and 3 short vowels but Soohani opposed this by claiming 4 long and 5 short vowels. In 2010, she reintroduced vocalic inventory with few modifications. Because she did not consider /ə/ as vowel but took long /i:/ as a short vowel (as cited in Ahangar et al., 2013).

Table 4: *Balochi Vowels*

Sr. No.	According to Soohani (2003)		According to Baranzehi (2003)	
	Long Vowels	Short Vowels	Long Vowels	Short Vowels
1	a:	ɑ	<u>a</u>	ɑ
2	i:	e	<u>i</u>	e
3	o:	o	<u>u</u>	o
4	u:	æ	<u>e</u>	
5		ə	o	

Pashto

Pashto is an East Indo-Iranian language and has twenty million speakers (Robert, 2000). In 1979, there were 12 million speakers in Pakistan and 8 million speakers in Afghanistan (Elfenbein, 1997). It is a provincial language in Khyber-Pakhtunkhwa but an official language in Afghanistan (Din & Rahman, 2011). It shares unique property among Iranian languages for having a number of retroflex consonants just like Urdu and Punjabi. It's also true that Urdu and Punjabi are neighboring languages but distantly related with Pashto (Robert, 2000).

According to Din and Rehman (2011), Pashto has five dialects; Yusuzia, Kandahari, Middle Tribal, Central and dialect of Quetta. According to Elfenbein (1997), complexly ramified dialects of Pashto make a difficult phonology. Its phonetic inventory is also controversial as according to Din and Rehman, (2011) it has nine vowels but seven for Robert (2000) and ten according to Ijaz (2002-2003). She said, Pashto speakers randomly use short vowels but long vowels are used only for Persian and Arabic loan words.

Table 5: *Pashto Vowels*

	Pashto Vowels		
	Din & Rehman, 2011	Robert T., 2000	Ijaz M.
1	I	i	i
2	ɪ	-	ɪ
3	e	ee	e
4	ə	e	ə
5	u	u	u:
6	ʊ	-	u

7	æ	-	-
8	a	aa	a:
9	o	o	o
10	-	a	a

Saraiki

Saraiki belongs to Indo Aryan language family (Latif, 2006). Since it belongs to languages of North-western zone, its dialects bent into Punjabi and Sindhi by showing 85% lexical similarity to Sindhi while 68% with Sansi, Odki and Dhatki (as cited in Latif, 2006; Baart, 2001). It is also called a sister language of Sindhi because Saraiki speaking area remained a part of Sindh. Later in 8th century, it got separated from Sindh and called Multan (as cited in Abbas, 2012; Mehr, 1967) therefore sometimes called *Multani*. In 1980, Rasoolpuri calls it a 'pure' form of Saraiki (Awan, Baseer, & Sheeraz, 2012).

In 1962, the word 'Saraiki' is firstly used in a meeting of *Bazm-e-Saqafat*, in Multan (Awan et al. 2012). It got an independent status during the reign of General Zia-ul-Haq (as cited in Latif, 2006; Feroz). Therefore, 1981 census treated it as individual language with 9.83% population in Pakistan (Rehman T. , 2002). But Wagha (1990) claimed it underestimated figure due to some socio-political and economic reasons. Paul (2009) claimed 13,843,106 speakers in Pakistan and 20,000 in India. It is a regional language (as cited in Latif, 2006; Gardezi, 1996) but widely used in South Punjab, some parts of Balochistan, Sindh and Khyber-Pakhtunkhwa (Awan et al, 2011). It is considered a first language in central Pakistan whereas a second language for the rest of Pakistanis. Therefore it is considered a widely comprehended language (Haq, 1967).



Figure 5: Distribution of Saraiki Language in Pakistan

According to Awan et al (2012), Saraiki has six dialects; Jhangi, Shahpuri, Southern, Sindhi, Central and Northern variety. Central variety is a standard dialect and belongs to Multan, Bahawalpur, Muzaffargarh and Northern parts of D. G. Khan. It has 23 vowels which can be divided as 13 oral vowels (five long and eight short) and 10 nasal vowels (four long and six short).

Table 6: Saraiki Vowels

Sr. No.	Long Vowels		Short Vowels	
	Oral	Nasal	Oral	Nasal
1	i:	ĩ:	a	ã
2	a:	-	e	ẽ
3	o:	õ:	ε	-
4	e:	ẽ:	ɔ	õ
5	u:	ũ:	ʌ	ã
6	æ:	æ̃:	u	ũ
7			i	

Literature review is a brief report:

- The origin, emerging socio-political threats, geographical locations and population of Urdu, Punjabi, Sindhi, Balochi, Pashto, Saraiki in Pakistan and all over the world.
- The vocalic inventories of six indigenous languages.
- The articulatory classification and description of vowels.

Methodology

The methodology is exploratory in its nature as it finds vocalic variations in Pakistani Urdu with reference to six indigenous languages. Therefore, corner vowels of six languages have been analyzed for knowing their segmental features. 180 native speakers (30 speakers of each language and their age vary between 18-40 years) are selected as a convenient sample from different Pakistani universities. Data is collected by using mobile phone at 8000Hz with random background noise.

PRAAT software is used for analyzing acoustic differences by measuring formant frequencies of corner vowels. 'List of 139 district names of Pakistan' is selected as speech corpus because it is language independent and equally intelligible by all language speakers. So, the four corner vowels /i:/, /æ:/, /a:/ and /u:/ are used as fixed reference points. According to Oxford Urdu-English Dictionary 2013, duration mark (:) is used to differentiate a long and short vowel. Therefore, 720 utterances (i.e. 30 speakers x 6 languages x 4 corner vowels) have been used for analyzing the vowels' quality.

Data Analysis & Results

The acoustic analysis of vocalic inventories has been conducted for finding out the vowels' quality in Pakistani Urdu. In this research, only four corner vowels have been investigated. These are articulated by the speakers of six indigenous languages. Phonetically, vowels are produced without any obstruction of air while phonologically they occupy central position in a syllable (Skandera & Burleigh, 2005). They are produced with high intensity therefore generates energy bands or formants on spectrogram which are sensitive features of speech (Stantic & Jo, 2012). So, in this preliminary research, formants are used to classify vowels' quality. Therefore, formants have been manually measured in PRAAT. After data collection, the mean vector of each vowel is calculated. Here, each mean value represents an individual vowel articulated by speakers of an independent indigenous language. Then, the distance between two vowels is calculated by using mean differences and for result confirmation, one way ANOVA statistical analysis has been done in SPSS.

The vocalic variation is analyzed after excluding background noise from the required voice signals of utterances. Then, the spectrograms of vowels are computed and F1, F2 frequencies are marked by using spectral slices. This research deals only with the acoustic analysis of first two

formants because distance between them is more predictor than F3 (Skandera & Burleigh, 2005). In an utterance, formants are usually present in all voiced phonemes but remain stable in vowels only (as cited in Keerio, 2010; Moore 2003). Vocalic formants are more dependent on lips movement than the height of tongue (Hillenbrand, Getty, Clark, & Michael, 1995). Therefore, the phonetic system allowed languages to describe their vowels in relation to acoustic properties (McCombs, 2006). The used symbols for vowels are similar in different languages but their properties are not identical. So, the reference point is useful despite of similar transcription.

Acoustic Analysis of Corner Vowels

In this research, the acoustic properties of corner vowels in Urdu are analyzed by considering above mentioned vowel properties. Urdu formant frequency ranges can be defined as; F1 200-700Hz and F2 1100-2400Hz for an adult speaker.

Acoustic Analysis of I_I (i:) Vowel

/i:/ vowel is produced when tongue is pushed forward after minimizing its gap with palate but lips remain neutral (Skandera & Burleigh, 2005). In Urdu language, /i:/ has lower F1 and higher F2 values (200-2400Hz) than /a:/ vowel.

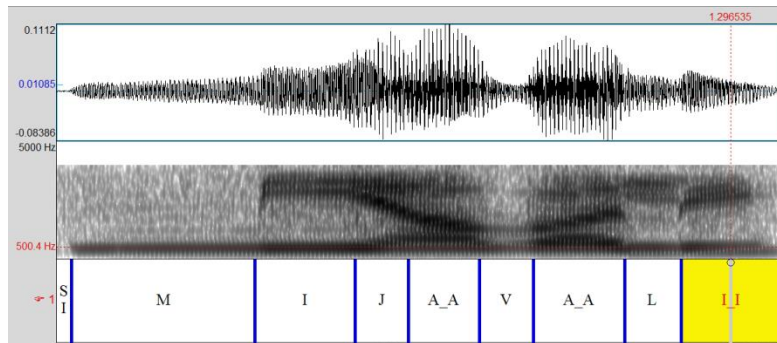
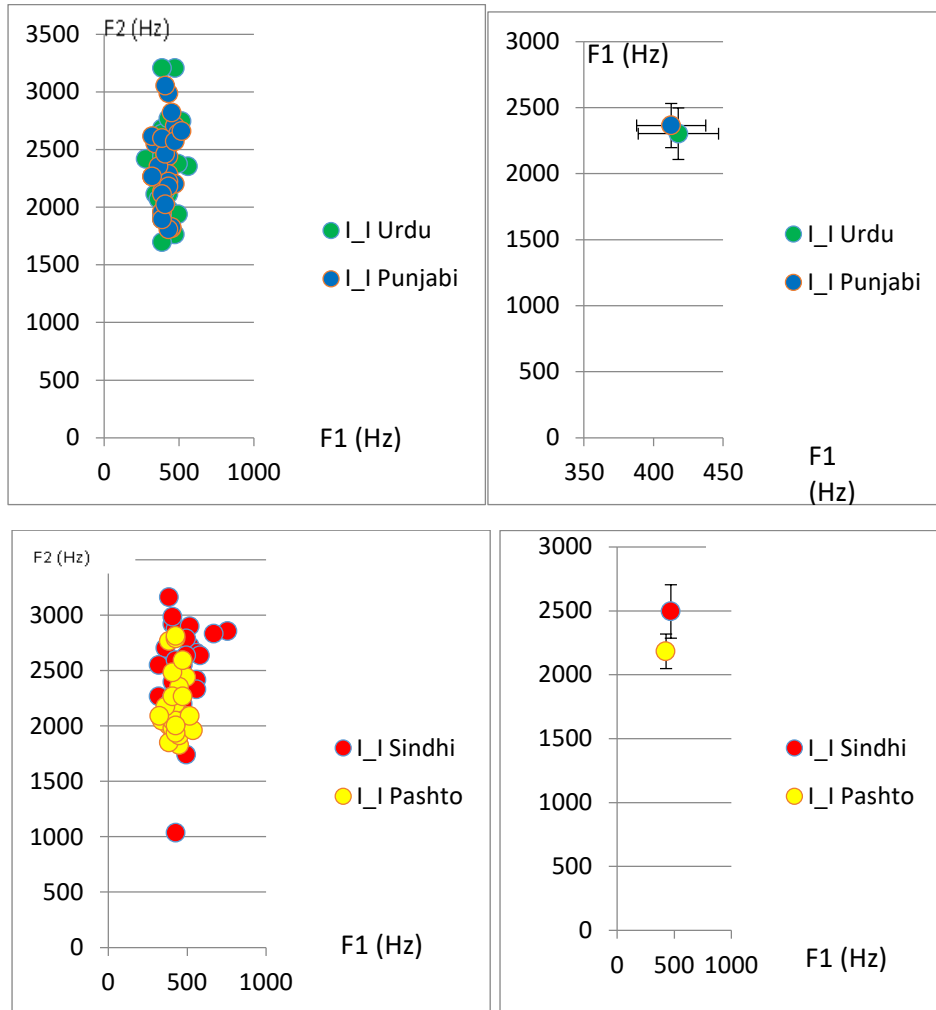


Figure 6: Spectrogram

The recorded data is processed in PRAAT software and based on formant values of /i:/ vowels. For better understanding of vocalic variation, cluster graphs are drawn to show similar and contrastive behavior uttered by the speakers of six indigenous languages. Therefore, vowels of each language are compared pairwise and group-wise. The

graphs show that vowel frequencies vary from each other. Few of them are elaborated here;

Pairwise Comparison of I_I Vowels



Pairwise comparison shows rate of variation in the formant frequencies (F1, F2) among the utterances articulated by the speakers of six indigenous languages. For example, the pairwise comparison of I_I vowel uttered by Urdu and Punjabi speakers shows less variation than I_I vowel uttered by Sindhi and Pashto speakers.

Figure 7 shows group-wise comparison of mean and standard deviations of I_I (long /i:/) vowel uttered by the speakers of six indigenous languages. It shows that all vowels articulated by different language

speakers are more or less different from each other. For example, the formant frequencies of I_I uttered by Balochi speakers are drastically different from I_I vowel articulated by the speakers of Sindhi, Punjabi, Urdu and Saraiki. It also shows difference from formant frequencies of I_I vowels pronounced by Pashto speakers.

Group-wise Comparison of I_I Vowels

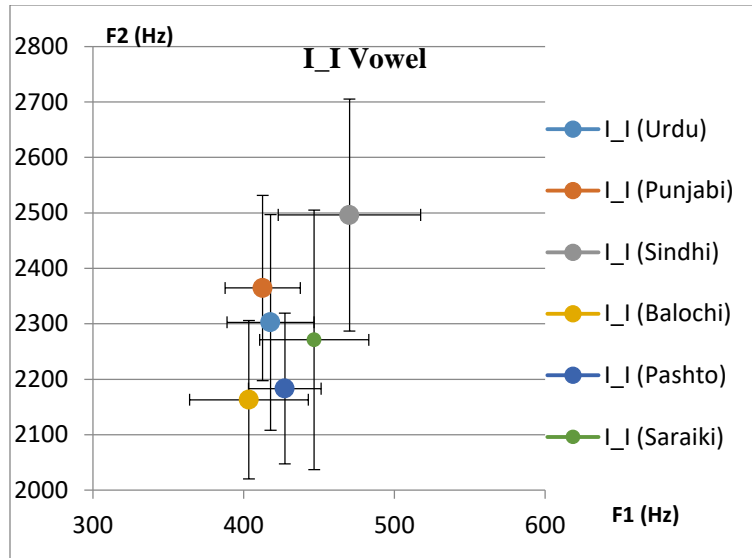


Figure 7: Mean & St. Deviation of /i:/ Vowel

ANOVA test is used for statistical verification of results.

Table 7: Statistical Difference of /i:/ Vowels

Vowels' Variation	F1	F2
Urdu- Sindhi	0.039	---
Punjabi- Sindhi	0.017	---
Sindhi-Balochi	0.011	.027
Sindhi-Pashto	---	.017

In table 7, only significant values are mentioned and remaining have been ignored. The analysis shows that F1, F2 values of I_I vowels in six languages are different from each other i.e. I_I vowel uttered by Urdu and Punjabi speakers are significantly different from I_I vowel uttered by Sindhi speakers. I_I vowels articulated by Sindhi speakers are significantly different from Balochi and Pashto speakers.

Acoustic Analysis of A_E (/æ:/) Vowels

/æ:/ vowel is produced when the tongue moves backward by increasing gap between lower and upper jaws but lips remain spread than the articulation of /i:/ vowel (Skandera & Burleigh, 2005). In Urdu, /æ:/ vowel has slightly lower F1 and higher F2 values (700-1700Hz) than /a:/ vowel.

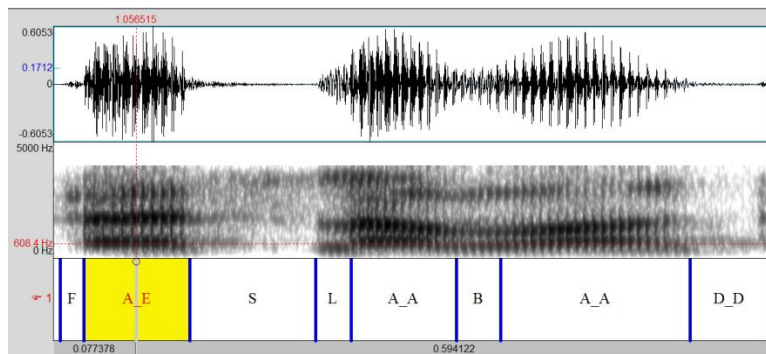
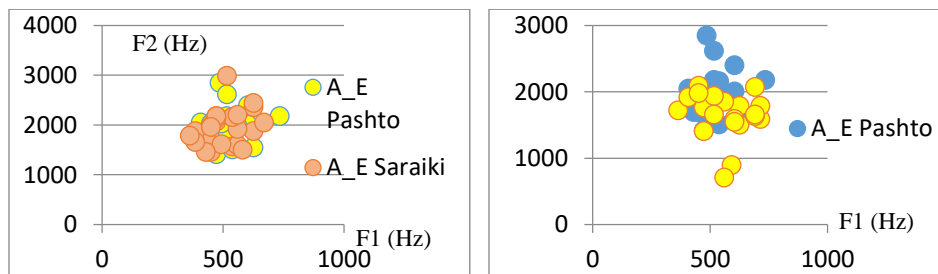
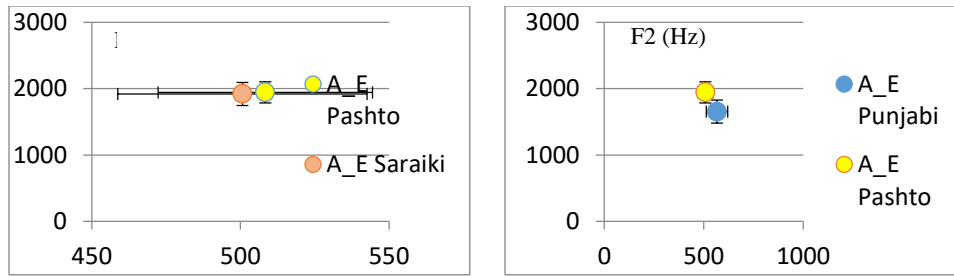


Figure 8: Spectrogram

The recorded data is processed in PRAAT and consisted of format values of /æ:/ vowels. For analyzing vocalic variation, cluster graphs have made to show similar and contrastive behavior of vowels articulated by the speakers of six major indigenous languages. Therefore, vowels of each language are compared pairwise and group-wise by showing contrastive behavior. Few of them are elaborated here;

Pairwise Comparison of A_E Vowels





The pairwise comparison shows variation rate of formant frequencies (F1, F2) in utterances of indigenous language speakers. It shows major or minor difference from each other e.g. the comparison graph of A_E vowel uttered by Pashto and Saraiki speakers shows less variant behavior than A_E vowels articulated by Punjabi and Pashto speakers. Figure 9 shows a group-wise comparison of mean and standard deviation of long /æ:/ vowel articulated by Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki speakers . This comparison shows different frequencies of A_E vowel uttered by Balochi speakers from Urdu, Punjabi, Sindhi, Saraiki and Pashto speakers. The formants of A_E vowel uttered by Punjabi speakers are drastically different from Sindhi, Pashto, Saraiki and Balochi but less variant from Urdu speakers.

Group-wise Comparison of A_A Vowels

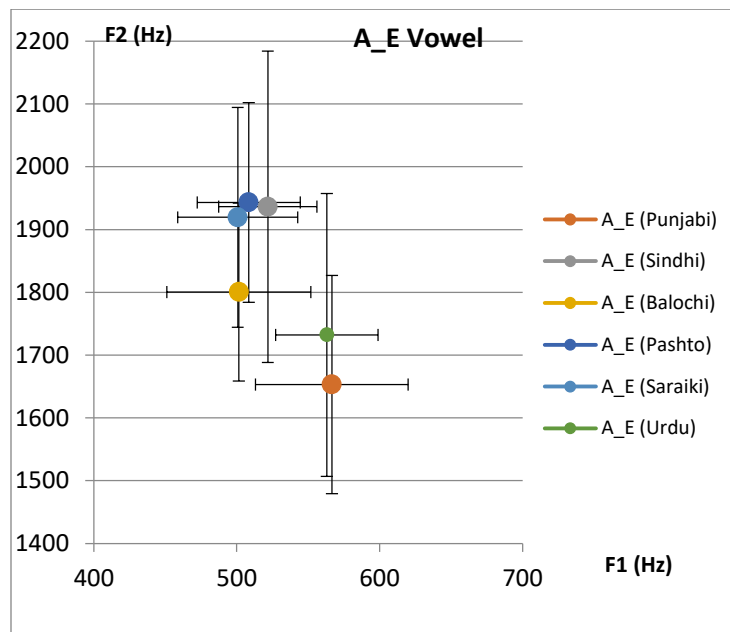


Figure 9: Mean & St. Deviation of /æ:/ Vowels

ANOVA test has been run for statistical verification of results.

Table 8: *Statistical Difference of /æ:/ Vowels*

Vowels' Variations	F1
Punjabi-Pashto	0.056

In table 8, only significant value is mentioned while remaining are ignored. The result shows, variant behavior of all vowels uttered by six indigenous language speakers but not significantly different from each other. But only Punjabi and Pashto speakers' utterances show significant difference.

Acoustic Analysis of A_A (/a:/) Vowel

/a:/ vowel is produced when tongue moves backward by maximizing gap between lower and upper jaws but lips remain wide open (Skandera & Burleigh, 2005). In Urdu, /a:/ vowel has upper F1 and lower F2 values (700-1100Hz) than /i:/ long vowel.

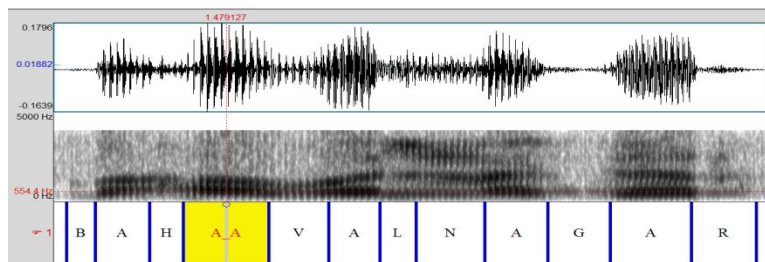
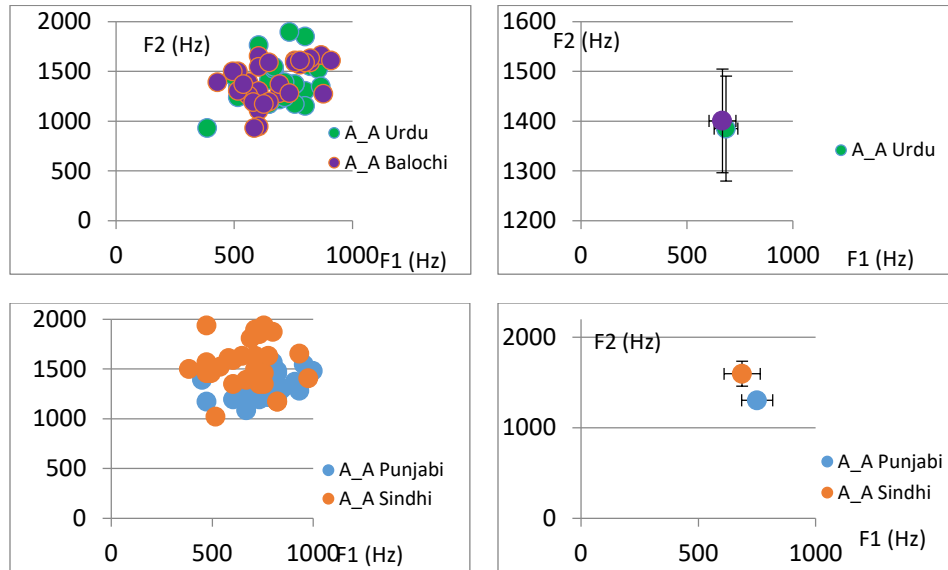


Figure 10: Spectrogram

The recorded data has processed in PRAAT and comprised of F1, F2 values of /a:/ vowel. For better understanding, cluster graphs are used to show similar and contrastive behavior of vowels articulated by the speakers of six indigenous languages. These graphs show variant frequencies of vowels. Few of them are elaborated here;

Pairwise Comparison of A_A Vowels



The pairwise comparison shows vocalic variation based on formants in the utterances by the speakers of six indigenous languages. These comparisons show vocalic difference from each other e.g. A_A vowel uttered by Urdu and Balochi speakers show less deviation than Punjabi and Sindhi speakers' articulation.

Figure 11 shows group-wise comparison of mean and standard deviation of A_A (long /a:/) vowels articulated by the speakers of Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki languages. It confirmed A_A vowel pronounced by Punjabi speakers is drastically different from Sindhi speakers. A_A vowels articulated by Punjabi speakers show deviation from the vocalic utterances of Urdu, Balochi, Pashto and Saraiki speakers. Sindhi speakers pronounced totally different A_A vowel from the utterances of Urdu, Punjabi, Balochi, Pashto and Saraiki speakers.

Group-wise Comparison of A_A Vowels

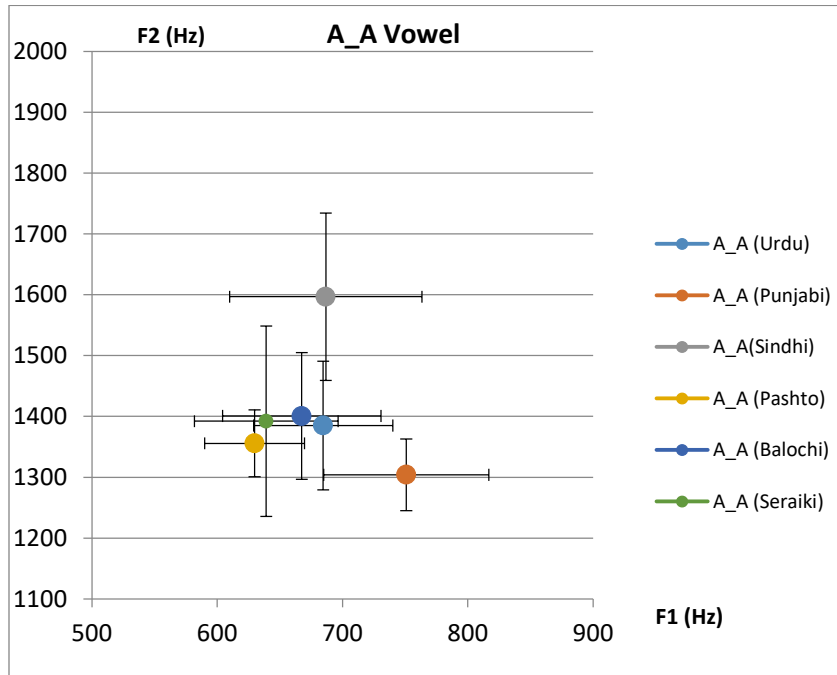


Figure 11: Mean & St. Deviation of /a:/ Vowels

ANOVA test has run for statistical verification of results.

Table 9: Statistical Difference /a:/ Vowels

Vowels' Variation	F1	F2
Punjabi-Pashto	0.002	---
Urdu- Sindhi	---	0.003
Punjabi-Sindhi	---	0.000
Sindhi-Pashto	---	0.000
Sindhi-Saraiki	---	0.005

Table 9 shows only significant values while remaining have been ignored. The result shows, all vowels articulated by different language

speakers are minimally or maximally different from each other. For example, Sindhi speakers have articulated significantly different A_A vowels by Urdu, Punjabi, Pashto and Saraiki speakers. A_A vowels uttered by Punjabi speakers are also different from the vowels by Pashto speakers.

Acoustic Analysis of U_U (/u:/) Vowel

/u:/ vowel is produced when the tongue pushes forward by minimizing the gap between tongue body and palate but lips remain closed and rounded (Skandera & Burleigh, 2005). In Urdu language, /u:/ vowel has slightly higher F1 and lower F2 (300-700Hz) than /i:/ vowel.

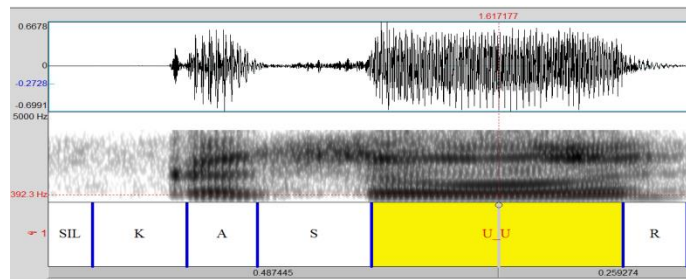
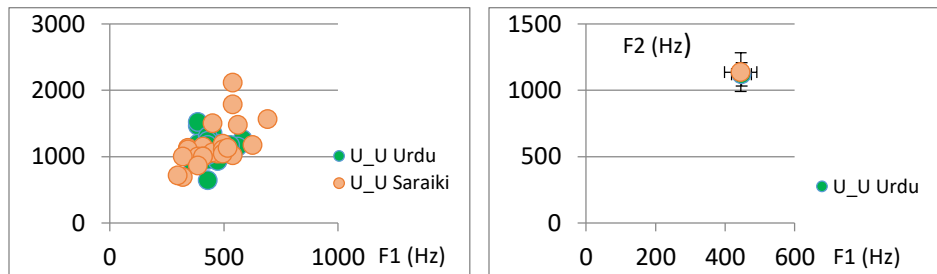
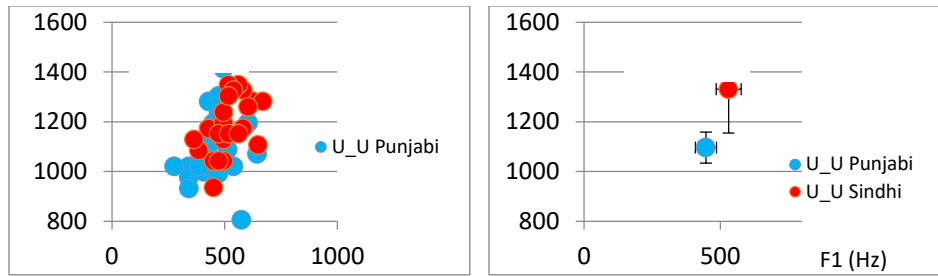


Figure 12: Spectrogram

The recorded data was processed in PRAAT by finding F1, F2 of /u:/ vowels. For better understanding, cluster graphs are drawn to show similar and contrastive behavior of vowels articulated by the speakers of six indigenous languages. Few of them are elaborated here;

Pairwise Comparison of U_U Vowels





Vowels of each language are compared pairwise and group-wise to show vocalic difference articulated by the speakers of six indigenous languages. For example, U_U vowels articulated by Urdu and Saraiki speakers show less difference than U_U vowels pronounced by Punjabi and Sindhi speakers.

Group-wise Comparison of U_U Vowels

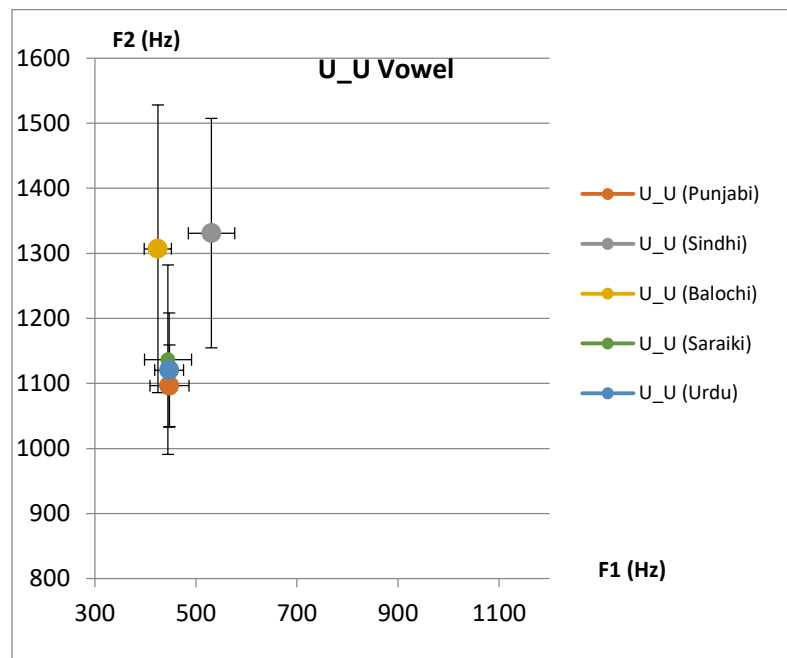


Figure 13: Mean & St. Deviation of /u:/ Vowels

Figure 13 presents a group-wise comparison of mean and standard deviations of U_U (long /u:/) vowels articulated by the speakers of Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki languages. This comparison shows deviant behavior of all vowels. For example, the formants of U_U vowel pronounced by Balochi and Sindhi speakers are drastically different from the formant of Urdu and Punjabi language utterances. ANOVA test

is run for statistical verification of results. Table 10 shows only significant values while remaining have been ignored. Pashto U_U vowel was not used in this comparison because F3 formants merged with F2. Therefore, it was very difficult to find and measure second frequency. The result also shows that U_U vowels uttered by the speakers of Sindhi language are significantly different from the vowels pronounced by Urdu, Punjabi, Balochi and Saraiki speakers.

Table 10: *Statistic Difference of /u:/ Vowels*

Vowels' Variation	F1
Urdu-Sindhi	.000
Punjabi-Sindhi	.000
Sindhi-Balochi	.000
Sindhi-Saraiki	.000

Afterwards, the combined values of mean and standard deviation of formants have been calculated. Then, these values are compared with each other for finding actual difference and place of articulation in respective language which clarifies their influence on Urdu.

Table 11: *Mean and Standard Deviation of F1, F2 of Six Major Indigenous Languages in Pakistan*

	I_I		A_E		A_A		U_U	
	F1	F2	F1	F2	F1	F2	F1	F2
Urdu Mean	417	2302	563	1732	684	1385	447	1120
Urdu Std. Dev.	28	194	35	225	55	105	28	87
Punjabi Mean	412	2364	566	1653	750	1304	447	1096
Punjabi Std. Dev.	24	166	53	173	65	58	38	62
Sindhi Mean	470	2496	521	1936	686	1595	530	1331
Sindhi Std. Dev.	47	209	34	247	76	137	45	176
Balochi Mean	403	2163	501	1800	667	1400	424	1307
Balochi Std. Dev.	39	142	50	141	63	104	26	221
Pashto Mean	427	2183	508	1943	629	1355	423	2032
Pashto Std. Dev.	24	135	36	158	39	54	24	229
Saraiki Mean	446	2271	500	1919	639	1394	444	1136
Saraiki Std. Dev.	36	233	41	174	57	156	46	145

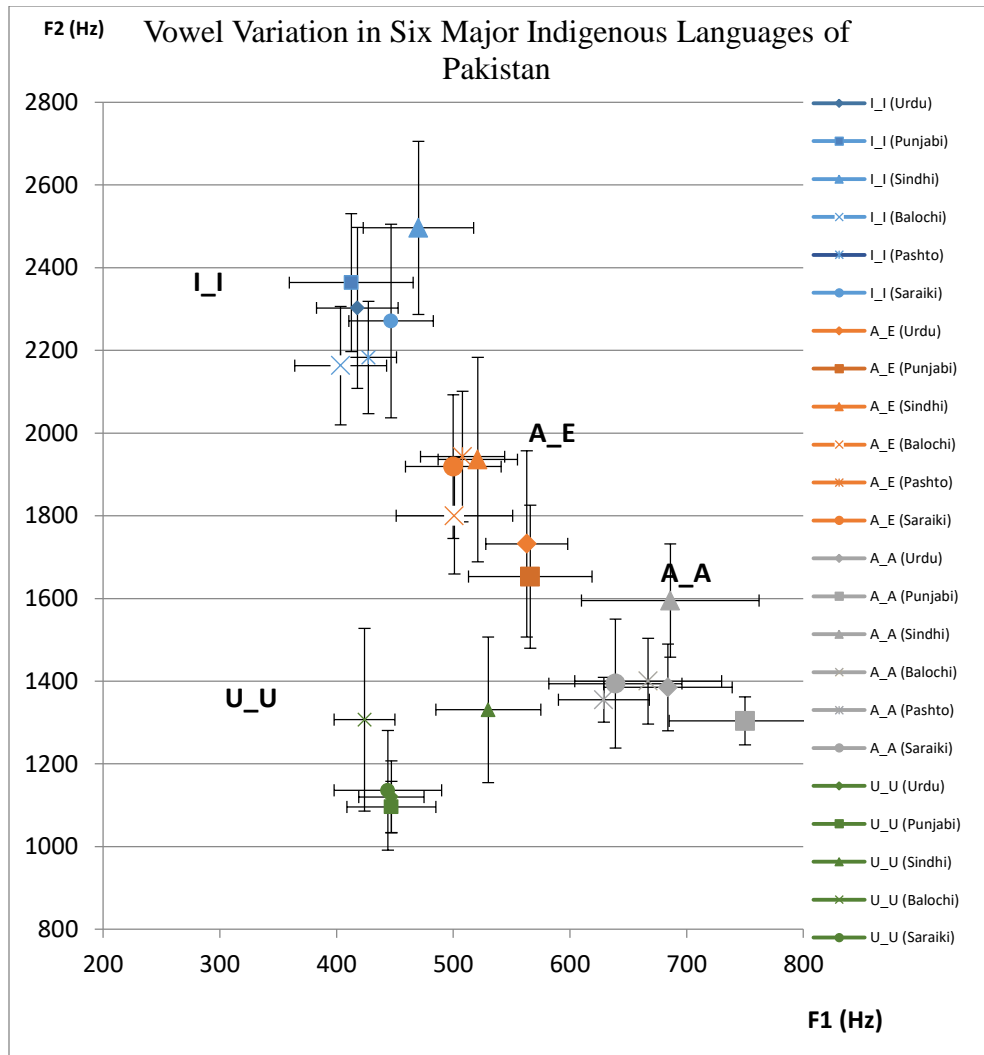


Figure 14: Mean & Std. Deviation of Corner Vowels in Six Indigenous Languages of Pakistan

Figure 14 shows that four corner vowels of six indigenous languages have been compared pairwise and group-wise for finding out vowel variations. The purpose to use vowels is their direct relationship with formants. Therefore, experimentation is based on the significant gaps of F1, F2 or both of them because the acoustic properties of a vowel are formant dependent (Reetz & Jongman, 2008). The following spectrogram shows how much one vowel is acoustically different from the other.

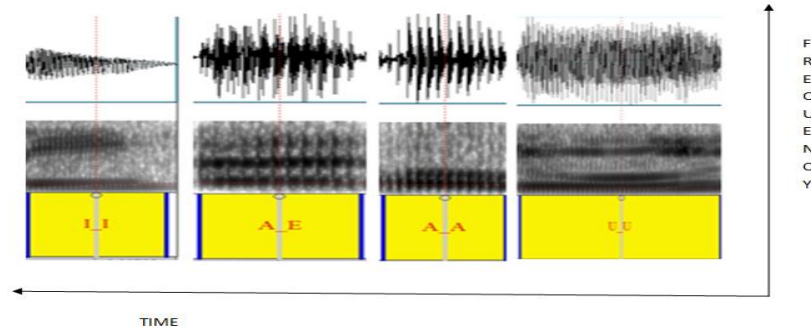


Figure 15: General Acoustic Behavior of Corner Vowels

Table 12: Acoustic Difference in Vowels of Six Indigenous Languages of Pakistan

	Urdu	Punjabi	Sindhi	Balochi	Pashto	Saraiki
Urdu			i: a: u:		u:	
Punjabi			i: a: u:		æ: a: u:	
Sindhi				i:i: u:	i: a: u: u:	a: u:
Balochi					u:	
Pashto						u:
Saraiki						

Difference based on F1

Difference based on F2

Grey shaded area shows repetitions

Data analysis confirms, vowels are produced with loud acoustic signals in all six indigenous languages i.e. Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki. First two formant frequencies are primary acoustic properties of vowels in all above mentioned languages. The dark bands show formant frequencies in order to reflect resonance in vocal tract. It is also observed that formants of vowels are directly affected by the *position of articulators*. The *location of formants* shows the clear difference in

each corner vowel. For example, in the utterances of all speakers, /i:/ vowel has first formant frequency around 200-300Hz and second frequency around 2200-2400Hz.

Vowel height is inversely related with first formant i.e. the higher a vowel, lower will be F1 value. It is equally applicable for front and back vowels. For example, vowels of comparable height /i:/ and /u:/ show comparable first formants but /æ:/ and /a:/ show comparable similarity. **Vowel backness** reflects in second formant (Reetz & Jongman, 2008). The larger gap between F2, F1 reflects the presence of front vowels i.e. /i:/ and /æ:/ while smaller gap reflects back vowels i.e. /a:/ and /u:/.

Lips' rounding lowers the formants of vowels, visible in the spectrograph of /u:/ vowel. **Duration** plays an important role in vocalic identity e.g. long /i:/ vowel differs from short /ɪ/ vowel in terms of duration. Along with this, formant frequencies remain **stable in middle of vowels** because at this point, vowel is away from the influence of its surrounding consonants (Reetz & Jongman, 2008). It's explicitly clear that a vowel has different acoustic features which are responsible for providing unique information about the particular identity of a specific language speaker.

After analyzing the data, it is interpreted that:

- Different vocalic formants are articulated by the speakers of six indigenous languages of Pakistan.
- Although, vowels pronounced by the speakers of Urdu and Punjabi are similar but not identical to each other.

Conclusion

This research is conducted for finding out vocalic influence of six indigenous languages on Pakistani Urdu. We are living in a multilingual country where everyone has one's own native language which directly affects Urdu. Therefore, quantitative methodology is adopted for finding acoustic variations of Urdu corner vowels. The spectrograms of words and their phonological segments are acoustically analyzed by using formant frequencies. The formant values of Urdu corner vowels are extracted from utterances by the speakers of six major indigenous languages i.e. Urdu, Punjabi, Sindhi, Balochi, Pashto and Saraiki. Later their mean values are calculated then compared pairwise and group-wise for knowing possible differences.

The acoustic analysis has confirmed idiosyncratic behavior of corner vowels. It is also verified that formant frequencies of vowels articulated by the speakers of six languages are different from each other. Even formants in the utterances of Urdu and Punjabi speakers are similar but not identical. So, results confirm that vowels uttered by all language speakers are more or less different from each other. This research also confirms that vocalic variation depends on multilingualism. Another main reason is a fact that Urdu is second or third language to almost all Pakistanis (Rehman, 2002). So, their native language causes vowel variations which ultimately become a reason for accent variation in Pakistani Urdu.

Scope of the Study

The acoustic study of vowels proves beneficial for Human Computer Interaction (HCI) used for industrial and social applications i.e. communication, banking, military, health and education. It focuses on the progress and development of Urdu in the area of acoustic phonetics. The physical properties of sound waves will prove beneficial for Automatic Speech Recognition (ASR) system in Natural Language Processing (NLP).

Future Work and Recommendations

This study gives sufficient information about vowel variation. It shows that two dimensional features; F1, F2 are not enough to identify accent variation. Therefore, it is essential to find more dimensions i.e. acoustic analysis of short vowels, consonants, prosody, etc.

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Coverage of Pronunciation: An Analytical Study of English Textbooks in Pakistan

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Abstract

The present study evaluates the exercises/activities for improving English pronunciation in the English textbooks utilized in Khyber Pakhtunkhwa, Pakistan. The study is delimited to English textbooks used in the government schools at Secondary School Certificate Level, i.e., Grade 9 and 10. The researchers used mixed-method approach, which is a blend of both quantitative and qualitative methods for data collection and analysis. Quantitatively, the study was descriptive survey for which two questionnaires were designed, piloted and translated. The validity and reliability were calculated before administering them. The sample of the study consisted of twenty five teachers and two hundred students, selected randomly having equal representation of both genders. Qualitatively, the study was descriptive evaluation and content analysis was employed. In this connection a checklist was devised and the pronunciation activities were evaluated against it. Percentages, frequencies, means and standard deviations were calculated, whereas the qualitative data gathered through the checklist were analyzed thematically. The findings of the study display that the selected textbooks do not provide enough information and practice both in segmental and supra-segmental features, i.e., explicit information and practice regarding English vowel and consonant sounds and their place and manner of articulation are not provided. Moreover, appropriate practice in the areas of English stress and intonation is missing in both the textbooks. Thus, the prescribed textbooks do not help the students to become competent in pronunciation. In this connection, suggestions for the improvement of the textbooks have been given.

Key Words: Textbooks, pronunciation, vowels, consonants, stress, intonation.

Introduction

Textbooks play a pivotal role in a second language teaching and learning situation. Tomlinson (1998) maintains that a course book is “a book which provides the basic materials for a course and it serves as the only book used by the learners during a course. It usually covers work on grammar, vocabulary, pronunciation, functions and the four skills” (p. 9). It means that a good textbook should systematically cover every aspect of language and if any area is ignored it will have adverse effect on the teaching and learning process. It is, therefore, necessary to evaluate the textbooks to find out whether each aspect of language has been dealt adequately or not. Evaluation of textbooks is not a new phenomenon. Many studies have been conducted on evaluation and coverage of various skills in textbooks throughout the world. For example, Aski (2003) and Fernández (2011) have explored approaches to grammar in textbooks, Chapelle (2009) has addressed cultural content in textbooks, Etienne and Sax (2009) have explored stylistic variation, and Nguyen (2011) deals with the use of pragmatics in textbooks. Similarly, Rossiter, Derwing, Manimtim & Thomson (2010) have explored techniques adopted for enhancing fluency of learners.

In the same way some researchers have also explored English textbooks taught in Pakistan. For instance, the studies of Aftab (2011), Khalid (2013) and Habib (2014) are worth-mentioning. However, most of them have evaluated the overall skills in textbooks, and very few researches have explored specific areas of English textbooks. One of the studies pertaining to specific area is of Habib (2014) who investigated cultural load in English textbooks in Pakistan. Similarly, there is enough discussion on evaluation and selection of English textbooks, e.g. work of Ellis (1997) but there are a few studies on the coverage of pronunciation in English textbooks in the world and more specifically in Pakistan. In this connection, the present study deals with coverage of pronunciation in the textbooks utilized at secondary level in the government schools of Khyber Pakhtunkhwa.

Objectives of the Study

1. To evaluate the information, exercises/activities regarding vowels and consonant sounds, i.e., segmental features in the selected English textbooks.

2. To evaluate the information, exercises/activities pertaining to stress and intonation, i.e., supra-segmental features in the selected English textbooks.

Research Question

To what extent do the exercises and activities in the English textbooks help in improving the pronunciation of students in Khyber Pakhtunkhwa (KPK), Pakistan?

Literature Review

Oxford English Dictionary (2010, p. 1217) defines pronunciation as “the way in which a language or a particular word or sound is pronounced”. Ur (2006) says that pronunciation consists of phonology, i.e., the sounds of the language, rhythm and stress and intonation. All should be given equal attention, as the articulation of the sounds is sometimes all right but even then meaning is not clear to the listeners due to improper intonation and stress. Traditionally, most of the attention has been paid to just segmental features such as individual sounds and their features, but the priority has been changed recently and the focus is now more on supra-segmental features, i.e., how they are used to convey meaning in discourse (Morley, 1991; Shahzad, 2011). It signifies that both segmental and supra-segmental features are important for teaching English pronunciation.

Segmental Features

Oxford Dictionary (2010, p. 1385) defines segmental features as “individual sounds that make up speech, as opposed to prosodic features such as stress and intonation”. Though nowadays sufficient attention is paid to supra-segmental features, the importance of segmental features cannot be under-estimated. In English language, there is no one to one relationship between sound and spelling due to which students face multifarious difficulties. To tackle these difficulties, good knowledge of phonemic symbols will help them considerably. They may consult dictionary and get the pronunciation of words without teacher. It does not imply that students will be able to pronounce exact sounds but its knowledge will enable them to utter the sounds up to the extent that they will be comprehensible to others to a great extent (Gairns & Redman, 1986). The researchers are of the opinion that with the help of phonemic symbols, the students would become autonomous learners. Moreover, they

would be able to consult dictionary for pronunciation without depending upon the teacher.

Supra-segmental Features

Crystal (2003, p. 446) talks about supra-segmental pronunciation as “a vocal effect which extends over more than one sound segment in an utterance, such as a pitch, stress or juncture pattern”, which implies that supra-segmental pronunciation goes above the word level. It includes sentence stress, intonation, meaning clusters, etc.

Abdolmaleki and Mohebi (2014) have discussed different categories of supra-segmental features, which are as: added Stress or Nuclear Stress, assimilation, deletion, dissimilation , epenthesis , linking , pausing, reduction, sentence Stress, speed, thought Groups, time-Stress or Staccato Rhythm, tonality , tone, and volume.

Significance of Supra-segmental Features

Regarding the importance of supra-segmental pronunciation, Moghaddam, Nasiri, Zarea & Sepehrinia (2012, p.1) are of the view that, “English by its nature is affected by intonation to a great extent. For example, intonation functions as a signal of grammatical structure in English. This is most obvious in marking sentence, clause, and other boundaries”. In addition, they opine that supra-segmental pronunciation features have twofold function: first, to make clear the difference between wh- and yes/no questions, and second, to differentiate between questions and statements. The knowledge of supra-segmental pronunciation features helps learners not only to express themselves in a better way, but it also helps them in overall comprehension. Foreign accent of someone, more specifically features like stress, pitch, rhythm and intonation affect the comprehensibility of what is said (Ashby, 2011; Derwing & Munro, 1997). Hahn (2004) posits that learners face problems in the area of stress. They often misplace stress in words and sentences.

Problems in Learning and Teaching Pronunciation and their Reasons

Calvo Benzies (2013) cites various researchers like Martínez-Flor, Usó-Juan & Alcón Soler (2006) and Aliaga-García (2007) who maintain that English pronunciation is usually deemed difficult for learners due to a number of reasons. First, there is no clarity in the phonetic and orthographic system; second, there are some other personal factors which affect the language learning process, such as, age of learners, motivation, aptitude of language and exposure to the second language. Despite these

reasons, the researchers such as Wei (2006), Griffiths (2011), Derwing (2010), Underhill (2010), and Fouz & Mompean, (2012) posit that teaching pronunciation has not got that much attention in English language teaching in the recent decades as compared to other skills like vocabulary, grammar and reading. In addition, there is no innovation in the teaching of pronunciation because still those methods and techniques are used for its teaching which were used decades ago, such as *exercises of discrimination* and *listen and repeat tasks* etc. This is not so in teaching of other areas such as grammar, collocation, vocabulary etc. Pronunciation is still thought to be learnt as behaviorists conjecture that is, to listen to something, to try to identify the words, to discriminate the words from one another and then to repeat. Though teachers try their level best to integrate it with other skills, yet there are many teachers who give it secondary importance (Underhill, 2010).

Another important factor which affects pronunciation whether positively or negatively is the influence of mother tongue. It is acknowledged worldwide that mother tongue has positive or negative influence on the learning of target language. Some of the characteristics of learners' L1 are the same as that of target language and vice versa. Florez (1998) opines that interference of the mother tongue may result in errors in aspiration, intonation, and rhythm in the students' target language. Moreover, Seferoglu (2005) maintains that segmental aspects include individual vowels and consonants, and therefore Odlin (1989) is right in saying that there is no doubt that phonetics and phonology of native language are crucial in second language pronunciation.

Pakistani learners face difficulties in pronunciation because English is stress timed language whereas Urdu is syllable timed language. The orthography of Urdu is deeply set in the mind of learners due to which they feel difficulty in getting proficiency in phonetics and phonology of English. English pronunciation is negatively affected by the sound and spelling system of mother tongue or the national language (Akram, 2010; Mahmood, 2015).

The importance of pronunciation in language program is undeniable but sufficient attention has not been given to it in textbooks and teaching (Griffiths, 2011, Gilbert, 2010). Some of the reasons given in this connection are as under:

1. Pronunciation teaching like other oral skills needs considerable amount of time and efforts but such time and efforts are not

spent on it. Gilbert (1994 & 2010, p. 1) says “pronunciation continues to be the EFL/ESL orphan”.

2. The course books do not provide clear guidelines and rules to the learners (Griffiths, 2011).
3. Underhill (2010) views that both teachers and students do not have a mental map to guide them through the unknown territory of pronunciation.
4. Dixo Lieff and Pow (2000) are of the view that as most of the teachers have not got sound training for teaching pronunciation; therefore, they lack confidence in teaching it.

Research Methodology

The present research is an evaluative study of exercises/activities given in the textbooks utilized at Secondary School Certificate level. In order to conduct this study, mixed-method approach has been used. In this connection, data have been collected and analyzed by using both quantitative and qualitative techniques. Quantitatively, two questionnaires were used for getting the views of teachers and students, using these textbooks in the academic years of 2013-2014. Qualitatively the method employed was content analysis. In this regard, a checklist was prepared and the textbooks were analyzed against it. The findings of the two types of data were compared, analyzed and on their basis interpretations, findings and suggestions have been presented.

The Cronbach Alpha for the questionnaire of the teachers was 0.92 which signifies that the questionnaire is reliable, whereas, the Cronbach Alpha for the questionnaire of the students was 0.88, signifying that the students' questionnaire was also reliable.

Population and Sampling

The population for this study was all the students and the teachers who were using the selected textbooks, but the study was just delimited to government schools of district Nowshera having two tehsils, i.e., Nowshera and Pabbi. In this connection, four boys' schools and four girls' schools were selected and from each school 25 students were selected. This way, the total numbers of students were 200. Three teachers were selected from each school and total sample of teachers was 25. They had minimum qualification of Masters in Arts besides professional

qualification of either B.Ed. or M.Ed. with at least two years of experience in teaching the selected textbooks at secondary level.

Quantitative Analysis of Teachers Questionnaire

There were six items in the questionnaire for the teachers in which their opinions were taken regarding segmental and supra-segmental features in the textbooks. The responses are given below in the Table 1.

Table 1: Teachers responses about coverage of pronunciation in the textbooks

S. No	Item statement	SD	DA	U	A	SA	Total Percent	Mean	SD
1	Provide knowledge and practice of English vowel sounds	4.5	59.1	18.2	4.5	13.6	100.0	2.50	1.051
2	Provide knowledge and practice of place of articulation of English consonant sounds	4.5	59.1	4.5	18.2	13.6	100.0	2.60	1.142
3	Provide knowledge and practice of manner of articulation of English consonant sounds	4.5	45.5	18.2	18.2	13.6	100.0	2.75	1.118
4	Provide information regarding stress patterns in English	4.5	54.5	9.1	22.7	9.1	100.0	2.75	1.164
5	Provide information and practice of intonation pattern in English	4.5	59.1	13.6	9.1	13.6	100.0	2.55	1.146
6	Provide transcription of new vocabulary items	4.5	59.1	9.1	13.6	13.6	100.0	2.70	1.218

The results reveal that the textbooks do not provide extensive knowledge and practice about pronunciation to students. The teachers opined that comprehensive knowledge and information regarding vowels and consonants are not provided in the prescribed textbooks. Similarly,

knowledge and information pertaining to stress and intonation, i.e., supra-segmental features are not provided in the textbooks. The results depict that no item has mean value more than 2.75.

Students Questionnaire

Like teachers questionnaire there were six items in the questionnaire for the students in which their opinions were taken regarding segmental and supra-segmental features in the prescribed textbooks. Their responses are tabulated below in the Table 2.

Table 2: Students responses about coverage of pronunciation in the textbooks

S. No	Item statement	SD	DA	U	A	SA	Total Percent	Mean	SD
1	Provide knowledge and practice of English vowel sounds	20.0	52.0	12.0	4.0	12.0	100.0	2.36	1.221
2	Provide knowledge and practice of place of articulation of English consonant sounds	12.0	60.0	8.0	60.0	8.0	100.0	2.52	1.262
3	Provide knowledge and practice of manner of articulation of English consonant sounds	4.0	60.0	16.0	12.0	8.0	100.0	2.60	1.041
4	Provide information regarding stress patterns in English	56.0	20.0	12.0	0.0	12.0	100.0	1.92	1.352
5	Provide information and practice of intonation pattern in English	64.0	12.0	0.0	16.0	08.0	100.0	1.92	1.441
6	Provide transcription of new vocabulary items	20.0	52.0	20.0	0.0	8.0	100.0	2.24	1.052

The above table reveals the opinion of the students that the prescribed textbooks do not provide extensive knowledge about

pronunciation to them. They posited that comprehensive knowledge and practice regarding vowels and consonants are not provided in the prescribed books. In the same vein, knowledge and information pertaining to stress and intonation, i.e., supra-segmental features are not provided in the textbooks. The results depict that no item has mean value more than 2.52.

Checklist

In order to validate the findings of quantitative data, a checklist was designed, which had six items. The textbooks were qualitatively analyzed keeping in view these items. They are as under:

1. The textbooks provide knowledge and practice of English vowel sounds.
2. The textbooks provide knowledge and practice related to place of articulation of English consonant sounds.
3. The textbooks provide knowledge and practice concerning manner of articulation of English consonant sounds.
4. The textbooks provide information regarding stress patterns in English.
5. The textbooks provide information and practice of intonation pattern in English.
6. The textbooks provide phonetic transcription of new vocabulary items.

Qualitative Analysis

Students study two textbooks at Secondary School Certificate Level in Khyber Pakhtunkhwa. These textbooks are designed and developed by Khyber Pakhtunkhwa Textbook Board, Peshawar, and are written by Ruhi Zaka Malik. The name of grade 9th textbook is *Text Book of English*. It contains fourteen units. Similarly, the name of grade 10th textbook is *English Reading Book* which consists of thirteen units. The units of both the textbooks have three broad categories: reading and thinking, writing and speaking, and formal and lexical aspects. Pronunciation comes under the formal and lexical aspects.

Acceptable pronunciation is not only very necessary for successful speaking but also for listening comprehension because if a person does not

have any idea of the sound system of a language, he/she definitely will have problems in speaking and listening. In the prescribed textbooks neither explicit nor implicit knowledge and practice about sounds of English are provided to students, even the number of vowels and consonants sounds of the English language have not been mentioned what to say of place and manner of articulation of sounds.

As far as the intonation system of English is concerned, a definition of intonation has just been given on page 89 and 129 of the grade 10th textbook and no guidance and practice are given for how and where to raise and fall voice and how meanings change with the change of intonation. In the same way, on page 139 of the same textbook instructions have been given to teachers, “read the poem aloud to the class with intonation”, but no guidance is provided. Moreover, activities in the textbooks are not provided to the students to practice intonation.

Likewise, in the prescribed textbooks knowledge about stress pattern of English and how stress can change the grammatical categories of words or in the meaning of words have not been mentioned. Similarly guidance in the use of dictionary to find the stress position and the symbols for primary and secondary stress are not provided. In the same vein, there is no guidance pertaining to syllable which is very important for understanding stress pattern. The knowledge of *syllable* is also important for making comparative and superlative degrees of adjectives like it is a rule in English that whenever an adjective is made up of three syllables, in order to make a comparative degree we use ‘more’ and for superlative degree we use ‘the most’ as is in the case of the word “beautiful”.

In order to check the pronunciation of a word, knowledge of phonemic symbols is necessary, but the prescribed textbooks do not provide such knowledge. There is no guideline regarding consonants and vowels of English language and how vowels and consonants are represented through phonemic symbols. This is very important because by dint of such knowledge and practice students can check the pronunciation of any word by themselves. Hence, some guidance regarding the sounds of mother tongue and target language is also necessary, so that students have in mind where there are similarities and differences in the sounds of native and target language they can take care while pronouncing them. In the same manner, authentic listening texts also help in improving the pronunciation but such opportunities are not provided in the textbooks and the only option with the students is to rely on one another or on teacher

whether their pronunciation is right or wrong. To sum up, thorough knowledge and practice regarding pronunciation have not been provided in the prescribed textbooks for teachers and students alike.

Findings and Discussion

The aim of the study was to find out whether the exercises and activities in the English textbooks help in improving the pronunciation of the students at secondary level. As far as the knowledge and practice of vowel and consonant sounds are concerned, a significant number of teachers as well as students opined that the prescribed books do not provide knowledge and practice of English vowel and consonant sounds. In this connection, there is similarity in both the quantitative and qualitative results. In the selected textbooks even the number of vowel and consonant sounds are not mentioned what to say of practice and knowledge regarding place and manner of articulation of English sounds. Gairns and Redman (1986) favour the inclusion of information and knowledge regarding phonemic symbols and maintained that such knowledge may not produce exact producers of sounds but will enable them to be comprehensible to others.

On the subject of the information and practice pertaining English stress and intonation, both teachers and students did not support the view that such information and practice exist in the textbooks. The results of in-depth analyses also affirm that in this regard definitions are just given and no guidance and practice are provided and mostly teachers are instructed to do practice with students in the mentioned areas. The knowledge of supra-segmental features plays a pivotal role in comprehension and production of speech. Derwing and Munro (1997) posit that features like stress, pitch, rhythm and intonation affect the comprehensibility of what is said. In Pakistani context explicit information regarding stress is important in the sense that Urdu, the national language of Pakistanis is syllable timed, whereas English is stressed timed and definitely there will be mother tongue influence in learning the stress patterns of English (Mahmood, 2015; Shahzad, 2011). Akram (2010) concludes that the pronunciation of the Pakistani learners is negatively affected by the influence of national language and mother tongue. The results of the study reveal that out of the total six items regarding pronunciation in teachers' questionnaire, no item has mean value more than 2.75. Likewise, in students' questionnaire, no item has mean value more than 2.52.

Conclusion and Recommendations

The objective of the research was to evaluate the coverage of pronunciation in the English textbooks utilized in government schools of Khyber Pakhtunkhwa. As far as the practice and guidance regarding pronunciation is concerned, the textbooks provide neither guidance nor practice for vowels and consonants sounds of English. Likewise, stress and intonation are just defined and comprehensive information and adequate practice are not provided to the students in these areas.

In order to improve the pronunciation of the students the textbooks, the writers should provide extensive knowledge and practice in the areas of vowel, consonant sounds, knowledge of phonemic symbols, and stress and intonation pattern of English. Similarly, diagrams and charts regarding phonemic symbols, articulators and place and manner of articulation of vowel and consonant sounds should be provided and described in the textbooks to the best understanding of the students. Similarly in order to give practice to students in sounds, stress and intonation, cassettes and CDs should also be catered along with the textbooks so that they can use them in classroom as well as at home for practice.

The team of National Curriculum Wing should thoroughly review the textbooks before they are handed over to students. In this connection utmost attention should be paid to each and every skill in the textbooks to achieve beneficial backwash (Hughes, 2001). In this regard, there should be questions regarding pronunciation in final achievement test. In addition teachers training sessions should be organized in which they are trained in different aspects of pronunciation and ways to teach it in a better way.

Research on pronunciation exemplifies some criteria for coverage of pronunciation in English textbooks. Some of the features which should be considered are as under:

1. Both segmental and supra-segmental features should be included in activities and lessons for pronunciation (Derwing, Munro & Wiebe, 1998).
2. The focus of attention should mainly be on those segments and minimal pairs which are likely to break down the communication, that is those consonants and vowels which have high amount of functional load should be given coverage in textbooks. In an analysis of minimal pairs found in textbooks, Levis and Cortes

(2008) have sorted out minimal pairs, for example, “is/ease”, which belong to different lexical categories and, therefore, unlikely to create problems for learners.

3. The textbooks should consist of a variety of tasks for pronunciation so much so that for each feature of pronunciation more than one task should be present. Such a variety of tasks will help students who have varied styles of learning. In addition, pronunciation rules and features should explicitly be included and explained in the textbooks because without clearly explaining aspects of pronunciation as to what they are listening for, those features may possibly not be salient to the learners, for example, sentence level stress (Derwing, Diepenbroek & Foote, 2012).

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Curriculum Development Process at Secondary Level: Analysis of Existing Situation in Pakistan and Proposing a Model

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Abstract

Curriculum is an essential instrument used by the educational institutions for the social development of the individual which is one of the essential objectives of education and school is a societal organization, endowed with the mission of civilizing value transmission to the future generation. Continuous attempt is desirable to ensure that the instrument is useful and effective. For making stipulation to cope with the challenges and changing demand of society, review and improvement in curriculum is required. The aim of study was to analyze the curriculum process and development of a model for secondary level in Pakistan. The main objectives of the study included investigation of the existing process, exploring the merits and weaknesses, obtaining the teachers' opinions and developing a curriculum development model for secondary level in Pakistan. Sample of the study was stratified randomly selected from all over the Pakistan and 2200 teachers were included in the sample. For data collection Questionnaire was used as an instrument for data collection. Data were analyzed by percentage and chi-square. On the basis of the data analysis major conclusions were that curriculum objectives did not endorse the practice of decisive and innovative thinking, policy objectives were sound devised and interpreted into curriculum objectives. Major recommendations are the process of curriculum development may be coordinated with the culture and the society, the objectives of curriculum may be related to the national philosophy and existent life applications through detailed subject matter. Proposed curriculum model was developed in the light of the findings of the study and was validated by the curriculum experts/specialists.

Key words: Curriculum development, Model, Process, Secondary Education.

Introduction

It is the desire of every nation to move towards prosperity and success to cope with the new era. The development of a nation, in fact is measured by the size of its investment and the rate and nature of returns. This investment may be in physical or human capital. The formation of human capital is accomplished through education. Thus, education becomes vital instrument for all type of development. Pakistan is a developing country and for making it develops and prospers, we need quality education, international standards meeting educational institutes and quality teachers.

Curriculum is considered as a vehicle to transfer the societal values and norms through the teaching learning process in the educational institutions. As a result, curriculum should respond to the societal needs and values so that the young generation could be physically, socially, morally and intellectually developed as active citizens (Haider, 2016).

There are several definitions of curriculum. In one of the definitions of the curriculum, Wood (1963) mentions that “curriculum is the whole range of the recognized and casual experiences specified to the learners, offered by the institution and under the administration of an institution”.

Thus schools used curriculum as an instrument, to accomplish educational goals like transmission of knowledge, social moral and cultural values to next generation. Continuous effort is needed to make this instrument valuable and to assess its efficiency. To make provision for the growing challenges and the burden of the society, revision and progress of curriculum is very essential. Curriculum development is meant by the forecasting of learning opportunities that is planned to carry out definite changes in individual and the evaluation of the degree to which these changes have taken place. The study is expected to be helpful, especially for the curriculum experts and working teachers for the development of useful and workable curriculum for the next generation in the country.

Literature Review

Curriculum is a whole range of formal setup and learning experience, offered by a school. Curriculum includes self-determining study and investigation; lecturers by visitors; participation in school co-curricular activities like sports, plays, dramas, educational television

program, outdoor trips, and services and developmental projects or work in community. To maximize the benefits of school career at each level curriculum organize all learning experiences to the student.

School's curriculum consists of all those activities planned or motivated under the umbrella of its organizational framework to encourage the overall development of individual including the logical or mental, individual, societal and physical development (Mathews, 1989). Curriculum is the sort of building comprehension and practice, analytically developed with support of the school or institution to make the student able to enhance his or her power of comprehension and practice (Aggarwal, 1990).

Farooq, (1994) was of the view that at the time of selection of school experiences when planning the curriculum there should have a compromise between two approaches. Schools should incorporate those learning activities that ensure the knowledge acquirement and develop an understanding of cultural tradition exclusive of intense force on immediate functional use. Alternatively schools should also struggle to facilitate the individual with all possible aspects including the problems of daily life. It means that both the experiences, that assist the learners in the mastery of basic skills and also serve the important life needs of pupils themselves, are to be included in the curriculum.

Hunkins (1987) states that curriculum improvement should be a complete development relating a wide variety vision of the educational system and its position within society. However, if curriculum development exists at all, it is an incompetent procedure.

Curriculum improvement is also a political process. It involves dealing with the different people with their different authority bases and their different views about "good" education. Curriculum development is not an action that once takes place and move towards an end within a school. Relatively, it is a never ending process, with understanding and imminent taken from various feedback from assessments and then starting freshly for future progress. One of the key roles of teacher is to take decisions about the entire aspects of curriculum as curriculum itself is not static but dynamic in nature. Every teacher should uncover himself in a position, which comprise of number of features and aspects. Situation analysis is most important, deep and beginning step to curriculum preparation, but less deeply, throughout progress effort as a check, again at the position of execution of the new curriculum (on the whole if few of the

features have distorted by that time, which might fit be the case if curriculum development has taken a extended time), and at last throughout deliberation of the steps to be taken as a result of evaluation (Nicholls & Nicholls, 1974). Specialist works in close association with textbooks boards, the curriculum centers, the education departments, the Boards of Intermediate and Secondary Education (BISEs) and other research institutes such as Institutes of Education and Research (IERS) in the provinces.

According to Morehead (1966), a model is a minute description of something that will be constructed later. A model is small-scale image or reproduction of something (Hills, 1985).

Only one curriculum development model is not suitable in all contexts and for every curriculum developers. Rather, one has been advocated but others explained as well, so that prospective curriculum designers may choose the most suitable one for their own context. There are two broader classifications of models of curriculum development (Oliva & Gordon, 2013).

Linear model: Suggest a certain order or chain of development through the different steps

Non-Linear models: Enter at different positions, miss components, reverse the order, and work on two or more components at the same time.

There are several models of curriculum development but most of them can be placed in two broader classifications or in other two polarized simplistic version of curriculum can be described as the “Product Curriculum Model” and the “Process Curriculum Model”. Product curriculum stresses on plans and targets whereas the process model emphasizes actions and effects. In the product model student have less control and teacher has more control and in the process model the student has higher priority than the content. In product model behavioral language is used, and evaluation is done in order to see the effectiveness and efficiency of the curriculum. This model is considered to be more précised, and structured. In this model the means-to-end approach is focused and social and life skills get the least priority (Sheehan, 1986).

Presently, in Pakistan, curriculum developed in 2006 is being followed and revision of curriculum is in progress. This research study is planned to review the existing Curriculum for the provision of recommendations and guidelines for incoming curriculum.

Objectives of the Study

Following were the objectives of the study:

1. To find out the existing process of curriculum development in Pakistan.
2. To explore the merits of the existing curriculum process.
3. To find out the limitations of the curriculum process.
4. To get the opinion, of the teachers about the curriculum process and implementation of the curriculum.
5. To develop a curriculum development model for secondary level in Pakistan.

Methodology

The population of the study is included all teachers of government secondary schools in Pakistan. To select the teachers stratified random sampling technique was used. Province/area wise details of the teachers selected for the sample are given in the table 1 below:

Table 1: Sample of the study

Area	Urban		Rural		Total
	Male	Female	Male	Female	
Islamabad	25	25	25	25	100
Punjab	250	250	250	250	1000
KPK	100	100	100	100	400
Sindh	100	100	100	100	400
Baluchistan	75	75	75	75	300
Total	550	550	550	550	2200

Questionnaire was developed on the basis of main features of the curriculum process such as objectives, content, methodology and evaluation. Five point scale (SA = Strongly Agree, A=Agree, N=Neutral, DA=Disagree, SDA=strongly disagree) was used to prepare questionnaire.

The questionnaire had 44 items. Four items of the questionnaire was based on individual's information. Others were based on seeking information on the process of curriculum development i.e. situation analysis, formulation of objectives, selection of content, and selection of suitable technique and evaluation methods and procedures.

Questionnaire was administered for pilot test to teachers in different areas of Islamabad, Rawalpindi and Lahore. Instrument's pilot testing was based on 75 teachers' opinion. The researchers personally visited the selected areas of Punjab and KPK. Basing of inevitable conditions, the researchers could not visit Sindh and Baluchistan provinces and data were collected through postal mail. Raw data were converted into meaningful data through the use of various statistical tools. In order to draw conclusions, the collected data were analyzed and presented in the form of tables. Chi-square was used to analyze the data collected on, Yes, No and five point scale items.

Model development was based on the main features pointed out by the respondents. Review of related literature provided the basis of general objectives of the model whereas the specific objectives were framed on the basis of the data provided by respondents and discussed in seminar with the experts. The model thus prepared was given a particular shape and it was properly illustrated.

Data analysis and Discussion

Table 2: Involvement of teachers

S. No	Statements	N	Response		Chi-Square
			Y	N	
01.	Involvement of teachers in the process of curriculum	2200	437	1763	799.22 *
02.	In-service training and revision of curriculum	2200	1091	1109	0.15 *
03.	Usage of teacher's guide	2200	1261	939	47.13 *
04.	Involvement of teachers and preparation of teachers' guides	2200	467	1737	733.14 *

Table 2 depicts that the values of χ^2 are significant at 0.05 level. Hence it can be concluded that in the process of curriculum the teachers

are not involved, teacher's in-service training is not conducted after the revision of curriculum, teachers usually use the teacher's guide during their teaching and teachers were not involved in the teacher's guide preparation.

Table 3: Opinion of teachers regarding curriculum process

S. No	Statements	N	Response					Chi-Square
			SA	A	N	DA	SDA	
01.	Curriculum is according to students' needs	2200	257	861	82	718	282	1002.6 *
02.	Curriculum is according to cultural requirements	2200	263	854	82	721	280	989.66 *
03.	Curriculum is according to future manpower needs	2200	217	542	171	624	646	474.51*
04.	Social needs are considered while revising the curriculum	2200	417	781	172	562	268	529.78 *
05.	Students requirements are the main concern in curriculum revision	2200	344	923	101	538	294	882.60 *
06.	Social and religious values are properly incorporated in the curriculum	2200	298	937	103	501	361	887.96*
07.	Curriculum needs must be related with the world of work	2200	562	888	104	412	231	847.61 *
08.	Curriculum is according to the social requirements of the society	2200	384	736	73	494	513	531.10 *
09.	Curriculum is according to the ideological bases of the country	2200	192	770	124	482	632	702.02
10.	Curriculum is according to the students' abilities	2200	177	524	116	942	441	984.56
11.	Human & material resources are available for implementation of the curriculum	2200	163	456	441	532	608	258.35
12.	Educational objectives encourage the development of scientific attitudes	2200	253	814	203	522	408	542.64 *
13.	Objectives enable the	2200	315	594	271	574	446	195.21

students to eliminate the disparity							
14. Objectives promote the equity	2200	214	874	192	663	257	257
15. Objectives promote the habit of critical and creative thinking	2200	383	751	162	633	271	552.42 *
16. Objectives increase the spirit of appreciation for religious and cultural activities	2200	374	881	62	619	264	919.86 *
17. Objectives help the students to understand the ideological foundation and encourage loyalty to the country	2200	343	776	295	452	334	351.61 *
18. Curriculum enables the students to increase the basic language skills	2200	292	772	203	762	171	828.05 *
19. The content being taught at secondary level is helpful in achieving objectives	2200	273	610	192	621	504	352.61 *
20. Content is according to the mental level of the students	2200	251	837	161	604	346	697.51 *
21. Proper weight-age is given to the theory and practical components	2200	297	793	170	545	395	525.02 *
22. The content develops the scientific attitudes in the students	2200	313	636	161	652	438	403.03
23. The content selected for the curriculum is significant to an organized field of knowledge	2200	263	785	242	593	317	518.40 *
24. The content stands the test of survival	2200	563	540	110	589	398	359.08 *
25. The content is useful for practical life	2200	457	652	221	483	387	222.39 *
26. The content is interesting for the learners	2200	378	812	116	610	284	682.82 *
27. The content is helpful in the development of a democratic society	2200	449	501	153	857	250	673.09 *
28. The content develops the abilities of adjustment in the students	2200	422	868	110	451	349	683.66*

29. The content develops the desirable attitudes and values	2200	290	500	231	758	421	389.24
29 The content is selected in the light of the objectives formulated	2200	213	581	411	504	491	179.43
30. Teaching methods are appropriate to the content	2200	467	652	221	511	349	243.08*
31. Teaching methods are helpful in achieving the objectives	2200	521	349	643	243	444	215.63
32. Teaching methods are appropriate to the student's level of understanding	2200	299	680	91	725	405	640.30
33. Variety of teaching methods is used for the achievement of objectives	2200	351	860	174	462	353	598.02 *
34. Students are evaluated in the light of the objectives already formulated	2200	431	469	320	415	565	71.75
35. All components of content were given proper weight age during evaluation	2200	570	468	301	540	321	139.01*
36. Teaching methods are evaluated as recommended	2200	392	518	170	545	585	257.59
37. Examination is a major tool/instrument for curriculum evaluation	2200	580	560	453	430	177	235.09 *
38. Teachers opinion is given due weight-age during the formulation of curriculum	2200	333	456	411	575	425	70.45
39. Merit is the criteria for the selection of members of curriculum review committee	2200	576	513	531	380	200	212.06 *
40. Curriculum is revised on the basis of research	2200	484	525	371	502	318	74.20 *
41. Curriculum is revised on the basis of the analysis of curriculum committee	2200	550	496	345	344	365	88.87 *
42. Subject experts are given due representation in the curriculum committees	2200	553	527	451	399	270	116.00 *

Table 3 depicts that calculated value of χ^2 was found to be significant at 0.05 level so it can be infer that:

- Curriculum of secondary level meets the students' needs.
- Curriculum is according to the cultural requirement of the society. This finding supports Smith *et al.* (1957) that education may be seen as preserver and transmitter of cultural heritage as well as transforming agent to school.
- Curriculum is helpful in meeting the future manpower needs of the society.
- Social needs are given due consideration in revising curriculum.
- Students requirements are the main concern in curriculum revision.
- Social and religious values are properly incorporated in the curriculum.
- Curriculum needs to be related with the world of work.
- Curriculum is according to the social requirements of the society.
- Curriculum is not according to the base of the ideology of the country.
- Curriculum is not according to the students' abilities.
- Resources are not provided for the implementation of the curriculum.
- Curriculum objectives advocates the improvement of scientific approach.
- Objectives do not facilitate the learners to reduce the inequality
- Objectives promote the equity.
- Objectives endorse the practice of decisive and innovative thoughts in the students.
- Objectives enhance the courage of admiration for religious and cultural activities.
- Objectives help the learners to understand the ideological foundation and encourage devotion to the country.

- Curriculum facilitates the students to increase the basic language skills.
- Content being taught at secondary level did not help in achieving the objectives.
- Content is according to the intellectual level of the student.
- Proper weightage is given to the theory and practical components.
- Content does not develop the scientific attitudes in the students.
- The content selected for the curriculum is significant to an organized field of knowledge. This finding supports Mamidi (1986). The content in the subject matter should belong to the broad areas of knowledge for the purpose of providing broader basis of understanding of the world.
- Content stands the test of survival. This finding supports Hilda Taba (1962), where the knowledge should be suitable and significant to the extent that it reflects the up to date scientific knowledge. The information should also stand the test of survival. Such useful information should be acknowledged and integrated in the curriculum.
- Content is useful for practical life.
- Content is interesting for the learners.
- Content was reported not to be helpful in the development of a democratic society.
- Content develops the abilities of adjustment in the students.
- Content do not develop the desirable attitudes and values.
- Content is not chosen in the light of the objectives formulated. This finding supports Hass (1987) where validity refers to the accuracy of the content selected and also to congruence the content in light of the objectives selected.
- Teaching methods are suitable to the content.
- Teaching methods were reported not helpful in achieving the objectives.

- Teaching methods were not appropriate to the student's level of understanding.
- Variety of teaching methods was used to achieve the objectives.
- Students were not evaluated in the light of the objectives already formulated.
- Proper weightage was given to all components of content during evaluation.
- Teaching methods were not evaluated as recommended.
- Examination is a major tool/instrument for curriculum evaluation.
- Teachers opinion was not given due weightage during the formulation of curriculum. This finding opposes Farooq (1985) where provincial centers in committee of experts, teachers, and subject specialists on each subject.
- Merit is the decisive factor for the selection of members of curriculum review committee.
- On the basis of research curriculum is revised.
- Curriculum in Pakistan is revised on the basis of the analysis of curriculum committee.
- Subject specialists are given owing representation in the curriculum committees. This finding supports Farooq (1985) where curriculums is disseminated to the selected teachers, subject experts in schools, colleges and other organizations concerned and encourage their observations.

Conclusion

It can be concluded from the findings of the study that followings are the merits of the existing curriculum as perceived by the teachers.

1. Policy objectives were sound devised and interpreted into curriculum objectives and curriculum was according to the cultural necessities of the society. Curriculum needs, basically are directly proportional to our social needs, cover almost every realm of our lifestyle.

2. Content was chosen according to the national general objectives and the content preferred for the curriculum was considerable to an organized field of knowledge. Content was useful for practical life. The content developed the abilities of adjustment in the students.
3. Teaching techniques were suitable to the content in the opinion of teachers and variety of teaching methods were used for the achievement of objectives.
4. According to the view of secondary school teachers, Teacher's participation was ensured in the curriculum development committees and arrangements of in-service training for the teachers were made before execution of new curriculum.

It can be concluded from the findings of the study that followings are the merits of the existing curriculum as perceived by the teachers.

1. Curriculum needs do not turn up as per the world of work but reported not to be supportive in meeting the prospect manpower requirements of the society and majority of respondents were of the view that objectives did not endorse the practice of decisive and innovative thinking.
2. Curriculum was not according to the student's capabilities and resources were not made available for the implementation of the curriculum. Curriculum was reported not to be helpful in the development of a democratic society.
3. Teaching methods did not help in achieving the objectives and the teaching techniques were not suitable to the learner's level of perceptiveness.
4. Examination was a major instrument for curriculum assessment and learners were not assessed in the light of the objectives previously originated. There was no consistency among examination, textbooks and curriculum.
5. Teacher's opinion was not given appropriate importance during the formulation of curriculum. Curriculum development in Pakistan was not planned on the basis of initial investigation and not based on trial and experimentation. Teachers were not appropriately skilled in execution of curriculum.

Recommendations

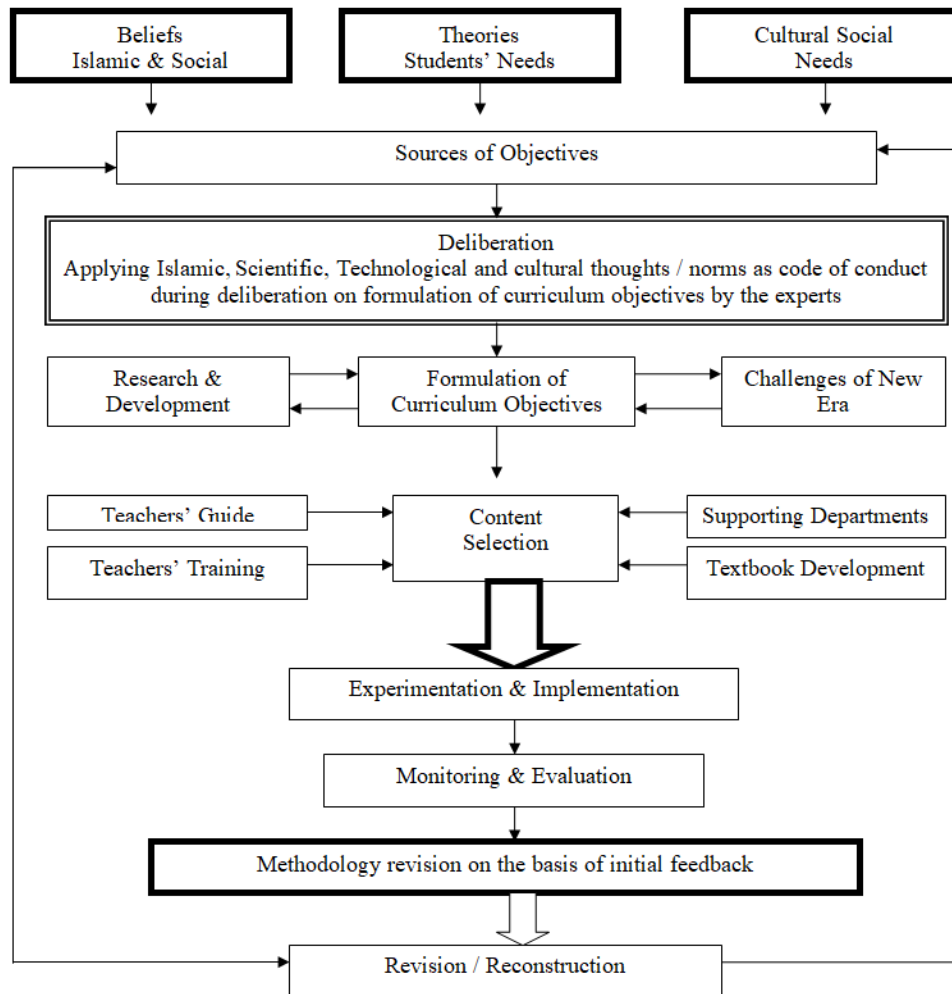
Recommendations are composed of two sections: (i) general recommendations and (ii) a proposed curriculum development model for secondary level in Pakistan. As the findings of the study exhibited a number of limitations so general recommendations are based on these findings for meeting the limitations.

1. Curriculum objectives and content may be designed in a way that meets the challenge of new era.
2. The process of curriculum development may be coordinated with the culture and the society. Curriculum may be as closer to its society and culture as blood to living beings.
3. The curriculum must be designed to meet Islamic, social and ethical values and must be in accordance to Islamic culture and education. Social, cultural, political and economic needs may be considered at the time of preparation of curriculum. Islamic and oriental knowledge may be given due importance.
4. Cohesion and synchronization among the learners, instructors and curriculum specialists during the process of curriculum development is required.
5. In the field of education curriculum is the backbone. The curriculum, therefore, be based on need assessment / evaluation. The curriculum planners may frame such a curriculum as could be easily and purposefully evaluated and assessed.
6. Curriculum planners are the backbone of education policies of a country. They may be sound skilled, capable, knowledgeable in their meadows, failure to which would make the curriculum concerned collapsed.
7. Proper supervision and co-ordination is needed to see input and output of whole process and its implementation.
8. Teachers' opinion may be given main magnitude in the execution of curriculum.
9. Continuous research may be carried out to eradicate the shortcomings in the existing curricula.

Validation of Model

For validation of the model, a seminar was conducted. Proposed model developed on the basis of data analysis, was presented to the participants of the seminar for discussion and their feedback. The discussion was made mainly on the structure of the proposed model. Every step of model was elaborated and comments were incorporated accordingly. Experts highlighted the importance of teacher training and teachers' guides and asked the researcher to include these two elements in the structure of proposed model. It is mentioned here that it is a theoretical model.

Proposed Model of Curriculum Development for Secondary Level



Rationale of the Proposed Model

Secondary education grasps essential position in the education system of every country. This is the crucial step around which the entire system of education revolves. Similar is the case with curriculum of any tier in its education system. The quality of curriculum at any stage is the most vital factor in determining the efficacy, viability and efficiency of an education system. There are many deficiencies in curriculum development process. Unfortunately the curriculum development process operating in Pakistan has its base inherited from alien rulers and it is in dire need of reforms. Keeping in view, this perspective existing curriculum development process along with its other shortcomings like its inconsonance with our religious, social and cultural aspirations, promoting the rote learning, shortage of cohesion among learners, educators and specialists on the part of its development phase, lack of required latest skills and its implementation without authentic experimentation, the researchers has proposed a model of curriculum development for secondary level in Pakistan.

Brief Description of the Proposed Model

As all of us know that Islam with its unique quality of presenting a complete code of life, helped in carving out an Islamic State of Pakistan, the most superior rather supreme source of the objectives of curriculum should be Islamic beliefs and ideals. Objectives should be derived from Islamic beliefs e.g. oneness and omnipotence of Allah the Almighty, submission to rules and Islamic values of truth, justice and benevolence. Our social, cultural, political and economic aspirations should be given due weightage. Student needs should be fulfilled through the curriculum taught to them and these needs e.g. their needs to earn livelihood to live in society as a unique individuals should be one of the main sources of formulation of objectives. Apart from these all the necessary demands of culture and society amalgamated in the derivation of objectives.

Once the objectives are formulated they should be kept in the stage of deliberation where their application with respect to the above mentioned prerequisites along with the technological advancement is tested and analyzed. Objectives must be in harmony with the challenges of the new era, development of creative, critical and reflective thinking among students according to their mental level. Curriculum objectives should also promote cohesiveness and harmonization among learners, educators and curriculum improvement specialists. They must ensure

cooperation and coordination among curriculum hubs, assessment bodies, teachers training organizations and the textbook boards. They must propagate Islamic, scientific, social and cultural ideas.

The phase of content selection should include the coordination of supporting departments, textbook writers and developers and it must be based on proper exchange of feedback to teachers' guide and teachers' training.

The selected content should promote desired attitude form students according to the Islamic system of life, social and cultural traditions, values and norms. It should give knowledge of all the fields and required latest skills. Appropriate teaching method, practical and theoretical considerations and approaches must be propagated through the selected content. It should work as accelerator for a just and democratic society. Then comes the stage of experimentation. The selected content must be kept in the state of experimentation in the form of implementation trial in school. Along with the trailing phase, the considerations about the availability and proper use of instructional technology be given due importance. The actual experimentation and implementation should be given the state of monitoring and evaluation. In process of monitoring and evaluation, different deficiencies can come under observation. This paves the way to revise methodology on the basis of shortcomings and initial feedback.

After having gone through all the above-mentioned steps of curriculum development process, there comes the final stage of curriculum revision and reconstruction. The curriculum at secondary level in Pakistan should take the form of revision and reconstruction through this proposed model of curriculum development for secondary level developed by the researchers and validated by the experts.

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Differential Professional Attitudes development of Prospective Teachers through 5E Constructive Model and Fragmented Instructional Model

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Abstract

Present experimental study aimed to explore the effectiveness of 5E constructive model based pedagogical training course and fragmented instructional model to ascertain differential professional attitudes of the prospective teachers towards teaching profession. Professional attitudes of prospective teachers were determined by focusing on variable such as ability groups. Pre-test & post-test control group experimental research design was executed. 92 prospective teachers of Federal College of Education participated in the experimental study. Stratified random sampling technique was executed to opt for required sample. Prospective teachers were placed into three ability groups (high, average, below achievers) on the bases of results in first internal exams. Professional attitude scale (PAS) was used as instrument for present study, professional attitude scale was validated by educational experts and pilot tested to assess the reliability. 5E model based pedagogical instruction was applied on experimental group and traditional approach of instruction was utilized on control group. Professional attitude scale was executed prior and after the experiment to observe the effects of 5E constructive based instruction and fragmented traditional instruction on professional attitudes of prospective teachers. Results highlighted that prospective teachers of experimental group outscored on professional attitude scale (PAS) as compared with prospective teachers of traditional group. 5E constructive Model was equally beneficial for high, average and below achievers to develop positive professional attitude of prospective teachers, noticeable positive improvement towards professional attitude was revealed among below average trainees. Overall it was proved that constructive 5E based approach was very effective as compared to fragmented instruction in enhancing positive attitudes of prospective teachers towards teaching profession.

Keywords: Teaching Profession, Professional Attitude, Prospective Teacher, 5E Model, Fragmented instruction, Constructive Instruction.

Introduction

Profession is identified by all those activities which are executed to achieve any specific purpose under the rules recognized by the society. Individuals, who have knowledge and skills to perform profession related activities well and successfully to accomplish purposes, are termed as professionals. Professional attitudes of individuals determine their success in the profession. Professionals' beliefs, values and experiences concerning their profession lay the foundation of their specific attitudes (Awan, 2015).

Professional attitude is associated with an individual's sentiments, manners and dedication towards particular profession (Kareem et al., 2012). Teacher is the imperative part of educational setup (Şişman and Acat, 2003) who employ different sort of activities to accomplish desired educational outcomes (Sünbül, 2001). Improvement in learning of pupils is closely associated with the quality training, motivation and commitment of teachers towards their profession.

Research studies by Pajares (1992), Williams and Burden (1997) revealed that behaviour and attitude of teachers strongly influence learners. Teacher's commitment and favorable professional attitudes raise his/her performance (Kareem et al., 2012). A research study executed by Ahmet and Canan (2009) to evaluate the professional attitudes of trainee teachers in Turkey, results revealed favorable professional attitudes of majority trainee teachers towards their profession. Female trainees showed remarkably positive professional attitudes. Findings of the study carried out by Üstuner, and Comert (2009) highlighted that female prospective teachers belongs to middle level socio economic status, and those who preferred teaching as profession above other professions and those who were intrinsically motivated to opt teaching as their profession, were having more favorable professional attitudes. A study conducted by Akblut and Karakus (2011) examined the effects of a teaching course on the professional attitudes of prospective teachers. It was find out that prospective teachers professional attitude were positive. Oruc (2011) research findings revealed that prospective teachers have positive professional attitudes towards teaching profession. Akkaya (2009) find out that female prospective teacher had more positive professional attitudes then male prospective teachers. Temizkan (2008) viewed that prospective teachers should be provided such experiences in their training period through which they can develop positive professional attitudes towards teaching profession. Professional attitudes of 250 prospective

teachers were examined of faculty of education, Mersin university by Çapri and Çelikkaleli (2008). Results of the study revealed that female student teachers have more positive professional attitudes towards teaching as compare to their male counterparts. Suja (2007) concluded on the basis of research that teachers commitment towards their profession is affected by teachers' professional attitude, interest and experience related with teaching. Lasek and Wiesenbergova (2007) examined the professional attitudes of 136 pre service teachers, findings revealed that student teachers whose parents are associated with teaching profession and female student teachers have more favorable attitudes towards profession of teaching. Gürbüz and Kisoglu (2007) explored professional related attitudes of prospective teachers and graduates of science and arts faculty at university of Ataturk, findings revealed that females have more positive attitudes towards profession of teaching. A study conducted by Bozagan et al., (2007) found that professional attitude of trainee teachers is associated with training program they were in and their gender. Another study conducted by Osunde and Izevbigie (2006) examined the professional attitudes of 200 secondary school teachers, it was found out that negative professional attitude of teachers towards teaching profession is developed due to poor service conditions and pessimistic personal and professional behaviors of teachers. A study conducted on thirty- six prospective teachers of university of Ataturk investigated the attitudes towards teaching profession, Kaya and Büyükkasap (2005) found that attitude of female trainee teachers are more favourable towards teaching and they considered teaching as an ideal profession for them. Devi (2005) revealed that attitude towards teaching significantly affect accomplishments in teaching. Oral (2004) mentioned that noteworthy differences among the attitudes of the Faculty of education trainee teachers associated with gender, as females showed more favorable attitudes towards teaching, and those who chosen teaching as profession among top five professions. Celikoz and Cetin (2004) highlighted the importance of the teacher education for prospective teachers in formation of positive professional attitudes. They believed that by developing favorable attitudes towards teaching as profession, future teachers can think more creatively, can easily motivate their future pupils. Callahan (1980) and Richardson (2003) considered that major concern of teacher education programmes is focusing on attitudes. Study conducted by Erdem and Anilan (2000) highlighted notable differences of those students who chosen of profession of teaching among top 5 professions. Capa and Cil (2000) explored that there is no gender related difference in determining professional attitudes but they find out that female prospective teachers showed more respect

and love towards profession. Significant difference in professional related attitude was found among second year and fourth year prospective teachers as compare to second and third year trainee teachers. To find out the factors affecting competence level of the teachers, Cornelious (2000) examined these factors in student teachers of secondary level, results revealed that besides other factors such as intellectual level, educational attainment, one of the important factor associated with competency of teachers is their professional attitude towards teaching. Tanriögen (1997) research findings also highlighted that female teachers showed positive professional attitudes than their male counterparts. Senel et al. (2004) concluded on the basis of research that prospective teachers depicted favorable attitudes towards teaching profession.

Research studies supported that positive attitude towards teaching profession affects prospective teachers in their future endeavor. On the basis of research findings Austin (1979) concluded that prospective teachers' attitudes can be transformed through learning experiences. In this regard learning and training experiences in teacher training plays a vital role. By considering the importance of overall development of prospective teachers, training of teachers worldwide now more focused on development orientation as compare to degree orientation (Yan, 2005). Prospective teachers should be given opportunities in their pre-service training programs to constructs understandings knowledge, and expertise with the help of teacher educators and through positive learning environment. There are number of techniques through which knowledge can be reconstructed and in the process of education high level intellectual abilities can be utilized for solution of problems (Ari & Bayram, 2011).

Constructive instruction is one of the contemporary teaching techniques (Olssen, 1996). This technique basically reflects on Kant's ideology that "students are not just recipients of information passively", besides that constructivism is also shaped through the ideas of John Dewey and Jean Piaget (Ozden, 2006; as cited in Duman, 2007).

Constructive classroom instruction executed number of teaching models, one of the most influential model was designed by Bybee, et al. (1989, 1997, 2006) known as 5E learning cycle model, which consists of five phases (Kesel, 2003). Kesal and Aksu (2005) emphasized that constructive approach has number of instructional models; 5E constructive model is one of the most influential among them. 5E constructive based instructional model categorized learning experiences into five phases

which are: Engagement, Exploration, Explanation, Elaboration and Evaluation (Carin & Bass, 2005).

Constructive 5E based instructional model is helpful for learners as through it different activities and skills can inculcate curiosity for research among learners, satisfy expectations of learners and to enhance learners understandings and knowledge. Through this model learner's prior experiences serve as foundation to construct new knowledge. 5E instruction based model involves learners in activity oriented experiential learning at each phase through which independent learners are able to form their own ideas (Martin, 2000).

There are several research evidence which supported that 5E based model is effective in formation of attitudes towards science subjects (Anil & Batdi (2015), Ercan (2014), Ergin & Ünsal (2008), Soomro & Qaisrani (2011), Uzunöz (2011). On the contrary, research literature revealed that very little research has been conducted to investigate the effectiveness of 5E model based constructive training on prospective teachers' attitudes toward teaching. Researcher executed present research study to assess the effectiveness of 5E based constructive instruction on the prospective teachers' attitudes towards teaching profession.

Statement of the Problem

Present research was designed to determine the Differential professional attitudes development of prospective teachers through 5E constructive model and fragmented instruction model in the educational psychology, evaluation and guidance course.

Objectives of the Present Study

Present study was devised to achieve following Objectives:

1. To identify the difference of treatment effects on the attitude towards teaching profession of prospective teachers taught through constructive 5E based model and fragmented model;
2. To analyze the difference of treatment effects on attitude towards teaching profession of high achievers, average, and below achievers prospective teachers of treatment group and traditional group;

Hypotheses

H₀ 1: There is no significant difference between experimental and control groups' on professional attitude scale of pre-test and post-test.

H₀ 2: There is no significant difference between high, average and below achievers of experimental and control groups' on professional attitude scale of pre-test.

H₀ 3: There is no significant difference between high achiever, average and below achievers of experimental and control groups' on professional attitude scale of post-test.

Procedure of the Present Study

Research Design. A research based on experimental design was executed to investigate differential professional attitudes development of prospective teachers through 5E constructive model and fragmented instruction model

In this experimental study, effects of the treatment were found in terms of prospective teachers' attitude towards teaching profession. Researcher executed experiment based method as research demands use of experimental variables as well as for attainment of research objectives.

Population. All the prospective teachers enrolled in Federal College of Education (FCE) Islamabad, studying educational psychology, evaluation and guidance course comprised the population of the study.

Sample. Present research study sample constituted of ninety-two trainees enrolled in educational psychology, evaluation and guidance course at Bachelor of Education pre-service training program in FCE, Islamabad.

Ninety two prospective teachers were placed into the ability groups (high, average and below achievers) on the bases of their result in first internal exams. Researcher assigned 44 high achiever trainees, 44 average trainees and 4 below average trainees randomly to experimental and controlled group through basket method. Stratified random sampling was executed to ensure that both 5E based constructive instructional experimental and fragmented instructional controlled groups have equal regarding ability groups. Similarly two teacher educators, having almost same academic qualification, experience and age group, were randomly

assigned for treatment and traditional groups by utilizing basket draw method.

Research Instrument. Researcher used professional attitude scale (PAS) measuring attitude of prospective teachers towards teaching profession developed by Hussain (2004) as instrument in the present experimental research. Research instrument was validated by three experts, besides that it was also pilot tested and after that it was administered on the selected sample.

Trainee teachers were randomly assigned to treatment and controlled groups. Researcher executed attitude scale measuring attitude towards teaching profession pre and post levels of experiment. Instrument was applied on both groups at similar time and environment. Attitude scale was also applied after twelve weeks of experiment to measure the attitude of prospective teachers towards teaching profession.

Data Analysis and Interpretations

Ho 1 : There is no significant difference between experimental and control groups’ on professional attitude scale of pre-test and post-test.

Table 1

Mean scores and t values on pre and post test professional attitude scale scores of CI and FI groups’

Group	Group	N	Mean	S.D	t-value	Df	p-value
Pre-test	Experimental	46	241.22	17.508	-0.025	90	0.980
	Control	46	241.30	16.188			
Post test	Experimental	46	254.46	14.692	3.192	90	0.002
	Control	46	243.91	16.913			

*Significant level at $p \leq 0.05$

Table 1 shows that mean scores of treatment group pre attitude towards teaching profession test was 241.22 and traditional controlled group was 241.30 whereas in post professional attitude scale mean scores of 5E constructive instruction based treatment group was 254.48 and fragmented controlled group was 243.91. The t-value (- 0.025) was not

considerable at $p \leq 0.05$, consequently null hypothesis was accepted which was stated as “there is no noteworthy distinction among experimental and control groups’ on attitude towards teaching profession scale of pre-test”. Thus it indicates that trainee teachers of both treatment group as well as control group had same professional attitude before the treatment was devised.

Above Table also illustrated variations in 5E constructive based treatment group and controlled group mean scores of post attitude towards teaching profession scale. 5E constructive based treatment group prospective teachers’ gained 254.46 mean score as well as conventional group trainees obtained 243.91 scores on post professional attitude scale. The t-value (3.192) was considerable at $p \leq 0.05$, consequently null hypothesis which was stated as “there is no noteworthy distinction among 5E constructive based treatment group as well as conventional group on post professional attitude scale” was not accepted. 5E constructive based treatment group mean scores were greater than conventional group. Results highlighted that professional attitudes of 5E constructive based treatment group prospective teachers considerably improved on post professional attitude scale scores comparatively to the prospective teachers placed in conventional group. It was concluded that treatment group mean scores on pre professional attitude scale was almost similar with the control group while in post professional attitude scale scores of treatment group was higher over controlled group. It indicated that prospective teachers of 5E constructive instruction (CI) based treatment group as well as fragmented instruction (FI) traditional controlled group attitudes towards teaching profession were similar before treatment was given. Professional attitudes of 5E constructive based treatment group prospective teachers’ were enhanced than traditional controlled group on post attitude towards teaching profession scale. Figure shown below depicted the pre-post differences in attitude scale scores attained by treatment group as well as controlled group:

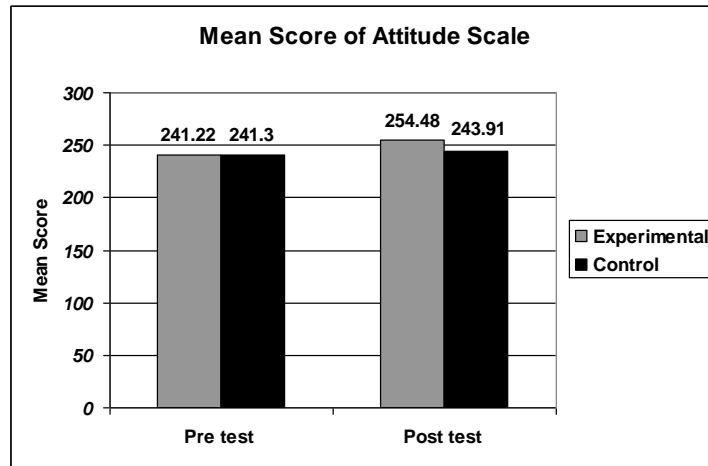


Figure 1

Mean score of pre-test and post test of CI and FI on PAS

Ho 2: There is no significant difference between high, average and below achievers of experimental and control groups' on professional attitude scale of pre-test.

Table 2

Mean scores and t values of CI and FI ability groups (high, average and below achievers) pre professional attitude scale scores

Ability Group	Group	N	Mean	S.D	t-value	Df	p-value
High achiever	Experimental	22	240.64	14.624	- 0.017	42	0.986
	Control	22	240.73	19.501			
Average ability	Experimental	22	241.59	20.978	- 0.017	42	0.986
	Control	22	241.68	13.029			
Low achiever	Experimental	2	243.50	6.364	0.000	2	1.000
	Control	2	243.50	14.849			

*Significant level at $p \leq 0.05$

Table 2 highlighted variations in mean scores of attitude scale of high achievers, average and below achievers of experimental and conventional groups' of pre-test. The mean scores of high achievers of experimental group were 240.64 and control group were 240.73. The t-value (- 0. 017) was not considerable at $p \leq 0.05$. Table also shows differences in mean scores of average ability 5E constructive based treatment group and traditional groups' on pre-test. 5E constructive based treatment group mean scores were 241.59 and conventional group was 241.68. The t-value (- 0.017) was not noteworthy at $p \leq 0.05$. Table also shows dissimilarity in mean scores of 5E constructive based treatment group and traditional controlled group below achievers pre attitude scale. 5E constructive based treatment group of below achievers prospective teachers obtained 243.50 mean scores and controlled group below achievers were 243.50. The t- value (0.000) was not noteworthy at $p \leq 0.05$. Therefore null hypothesis was approved that “there is no considerable difference among 5E constructive based treatment group high achiever, average and below achievers prospective teachers and control group prospective teachers on pre professional attitude scale’.

This brings to conclusion that 5E constructive based treatment group as well as controlled group high achievers, average and below achiever prospective teachers were equal regarding pre professional attitude scale scores prior to treatment. Below mentioned figure depicted result descriptions:

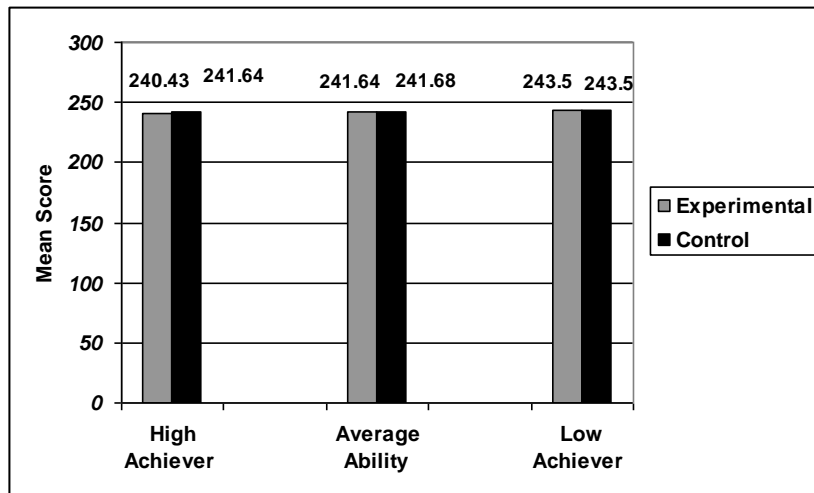


Figure 2

Mean scores on professional attitude scale of pre-test with respect to ability

Ho 3: There is no significant difference between high, average, below achievers of experimental and control groups' on professional attitude scale of post-test.

Table 3

Mean scores and t values of CI and FI ability groups (high, average, below achievers) high, average, below achievers post professional attitude scale scores

Ability Group	Group	N	Mean	S.D	t-value	Df	p-value
High achiever	Experimental	22	259.18	17.418	2.103	42	0.041
	Control	22	250.27	9.563			
Average ability	Experimental	22	249.18	10.154	2.206	42	0.033
	Control	22	238.23	20.962			
below achiever	Experimental	2	260.50	.707	9.414	2	0.011
	Control	2	236.50	3.536			

*Significant level at $p \leq 0.05$

Table 3 represents the post professional attitude scale mean scores difference of highly, average and below average achieved prospective teachers of 5E constructive based treatment group and controlled group. High achiever trainees placed in 5E constructive based treatment group scored 259.18 as well as highly achieved trainees of conventional group gained 250.27. The mean distinction among 5E constructive based treatment group and conventional group was 8.91. The t-value (2.103) was considerable at $p \leq 0.05$. Table 3 shows mean variation of average ability prospective teachers of 5E constructive based treatment group as well as conventional group on post attitude towards teaching profession scale. 5E constructive based treatment group average ability prospective teachers scored 249.18 and conventional group prospective teachers having average ability obtained 238.23. Both 5E constructive based treatment group as well as conventional group had 10.95 overall mean score variation. The t-value (2.206) was noteworthy at $p \leq 0.05$. Table 3 describes the 5E constructive based treatment group and control group below achievers mean variation on post attitude towards teaching

profession scale. 5E constructive based treatment group below achiever trainees gained 260.50 mean scores as well as conventional group below achiever teachers got 236.50 scores. The t-value (9.414) was considerable at $p \leq 0.05$. Therefore null hypothesis was not accepted which was “there is no noteworthy variation among high, average and below achievers of experimental and control groups’ on post professional attitude scale”.

Conclusion was drawn that professional attitude of higher, average and below achiever prospective teachers placed in 5E constructive based treatment group was enhanced comparatively to conventional group high, average and below ability trainees on post attitude towards teaching profession scale scores. Above descriptions was stated through figure below:

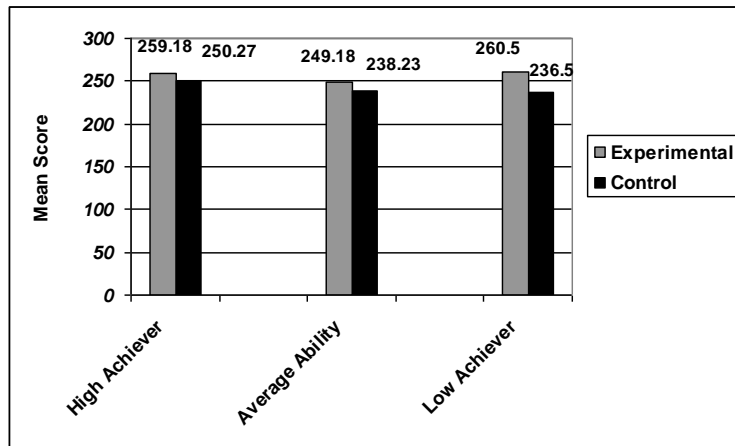


Figure 3

*Mean scores on professional attitude scale of post-test with respect to ability

Discussion

There are number of research studies examined the professional attitudes of teachers and these studies verified that positive attitude towards teaching profession effectively impacted on academic achievements and on the choice of teaching as profession.

Present research was executed to examine prospective teachers’ attitudes towards teaching before and after 5E constructive based instruction and traditional instruction. Results revealed that there is statistically noteworthy difference in the attitudes of prospective teachers

before and after getting 5E based constructive instruction. Research study conducted by Awan, (2015) supported the findings of present research that through gaining proper professional training attitudes of prospective teachers becomes more favorable towards teaching. Noteworthy difference in development of attitude at different colleges was reported by Shah (2002) which supported the findings of present research. Research findings conducted by Hussain (2004) were also in accordance with present study, he investigated the effects of teacher training on development of professional attitudes among prospective teachers. Sarwar (2004) also assessed the professional attitudes of students and results showed significant differences in students' attitudes.

Conclusion

- Results of the study revealed statistically noteworthy difference on attitude scale in experimental and control groups post-test. It was concluded that 5E constructive Instructional Model as effective pedagogical approach to develop favorable attitudes of prospective teachers towards teaching profession.
- Research highlighted statistically substantial effect of high, average and below achievers ability groups' prospective teachers on attitudes towards teaching profession of post-test. Ability group prospective teachers whom received 5E constructive based instruction scored very high in attitude scale as compared with ability group prospective teachers taught through fragmented instruction in post-test.
- Highly significant difference was observed in experimental and controlled prospective teachers' ability groups' scores in attitude scale measuring attitude towards teaching profession. High achievers experimental group trainee teachers scored more in attitude scale than the high achievers trainees of controlled group. Similarly average prospective teachers of treatment group scored better as compared to the average trainee teachers of controlled group. Likewise below achievers of 5E constructive instruction based treatment group outscored below achievers of fragmented instruction based controlled group. On the basis of result it was concluded that 5E constructive instructional model is equally effective for high, average achievers but it is most effective for below achievers.

Recommendations

It has been observed that during the teacher training program prospective teachers were often not satisfied due to outdated content and pedagogy in result their interests and attitudes are not favorable towards teaching profession. To develop teacher training programs, it is necessary to examine training programs so that these training programs can be improved in such a way that through these programs prospective teachers not only equipped with knowledge, skills of teaching but also develop favorable professional attitudes in teaching.

1. To develop positive attitudes of future teachers towards teaching, 5E constructive instructional pedagogy may be utilize into teacher training courses.
2. Present research concluded that 5E constructive instruction is more effective than traditional approach in developing positive professional attitudes among prospective teachers. Therefore, it is recommended that teacher educators can apply this teaching technique in their class rooms to develop interest and mould the attitudes of prospective teachers towards teaching.
3. Teacher educators may be properly trained to utilize innovative pedagogy into their classrooms. They may be involved in capacity building trainings so that they can able to develop 5E based constructive instructional lesson plans for trainees into other teacher education courses.
4. Curriculum developers can develop teacher education courses by using 5E based constructive approach.
5. Textbooks of pre-service trainings can be develop in accordance with 5E based constructive model.
6. Information Communication Technologies (ICT) may be added with 5E constructive instruction to create lessons more interesting for trainee teachers.

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Gender Differences in Secondary School Teachers' Beliefs about Professionalism

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Abstract

A survey based study was conducted to measure the beliefs of the secondary school teachers about professionalism. A self-reported scale was developed by the researcher for this purpose. The reliability of the scale was 0.926. The construct of professionalism was studied through five sub scales i.e., enthusiasm, commitment, competence, professional ethics and accountability. The objectives of the study were to find gender wise differences in teachers' beliefs about professionalism and its sub scales. The sample constituted of 615 teachers from public and private schools of Rawalpindi and Islamabad. The results were analyzed by applying t-test. Findings revealed a significant difference in beliefs of male and female teachers about professionalism, commitment, competence, professional ethics and accountability, where female teachers had stronger beliefs. It was recommended to enhance the status of teaching profession to make it more attractive and profession of choice for male teachers. Further it was recommended that incentives, in-service training, monitoring and timely feedback may strengthen the beliefs of teachers about professionalism.

Key Words: gender differences, professionalism, enthusiasm, commitment, competence, professional ethics, accountability

Introduction

Teaching, a noble profession in the array of occupations, seems to become more feminized with time. The female teachers are in greater number than male teachers in province Punjab, Sindh and ICT (Malik, Amin, Irfan, Kakli & Zia, 2014) and overall in Pakistan (Khan, Amin, Kakli, Piracha & Zia, 2017). Females are accepted better in the role of teachers as compared to males in our society, probably because of low incentives and stature in the field of teaching. Non acceptance or low acceptance of males in the position of school teachers by the society has made teaching a profession of last resort particularly for men, thus

becoming a cause of compromised professional attitudes and beliefs that are crucial for imparting effective education. The academic practices of teachers are a reflection of what they believe. And non-satisfaction or unwillingness towards teaching profession may affect teachers' cognitions and thus instructional practices consequently.

The attitudes and beliefs of teachers are very fundamental in teaching profession. Beliefs of teachers are the significant factor on which the thinking and behaviors related to teaching are based (Iqbal, Azam & Rana, 2009; Swars, Smith, Smith & Hart, 2009; Khattak, 2014). The beliefs, attitudes, perceptions, they all determine the behavior of any human and are reflected in actions. In educational research literature the terms beliefs, conceptions and perceptions are often used interchangeably (Amirali & Halai, 2010).

The profession of teaching is one of the indispensable professions of the world. Among the research carried out with the aim to provide the suggestions to bring excellence in this noble profession, one possible way suggested that may lead to excellence in teaching is professionalism (Toh, Diong, Boo & Chia, 1996). Professionalism is very complex and contextual phenomenon (Bourke, 2011) therefore explained differently by different people. Professionalism in teaching was considered as the acquisition of knowledge required to appropriate fulfillment of instructional duties by Helsby & McCulloch (1997), quality of teaching in context of behaviors and actions in the workplace by Englund (1996) and the excellence of beliefs and attitudes towards teaching by Rizvi (2003). The core focus of all concepts is to bring quality in teaching and educational outcomes. Professionalism was studied in the context of different parameters by different researchers as explained in Table I.

Table 1
Components of Professionalism by Different Researchers

Sr. #	Researcher (s)	Components of Professionalism
1.	Jerles (2013)	Competence, performance, conduct
2.	Ford (2010)	Undeviating courtesy, honesty, responsibility, personal and professional ethics, quality work and quality attitude
3.	Vallicelli (2009)	Competence, performance, conduct
4.	Gardiner (2008)	Personal excellence in terms of appearance,

5. Phelps (2006)	conduct and knowledge Responsibility, risk taking, respect
6. Rizvi & Elliott (2005)	Teacher efficacy, teacher practice, teacher leadership and teacher collaboration
7. Mc Berr (2000)	Commitment, confidence, trustworthiness, respect
8. Hargreaves & Fullen (1998)	Autonomy, commitment, collegial collaboration, community participation, care for students, power sharing with students and stake holders, morality

The study of above mentioned researches (table 1) led the researchers to construct a framework to examine professionalism in the current study. In the current study it was operationally defined as a phenomenon with enthusiasm, competence, commitment, professional ethics and accountability as parameters to define it.

Beliefs about enthusiasm in the current study were taken as passion for teaching exhibited by showing appropriate gestures, energy and expressions; concern for students and affiliation with job and institute. Beliefs about commitment were taken as procedures necessary to express dedication with students, job, institute, and community. The third variable for professionalism, competence was taken as proficiency in the subject matter and pedagogical skills with willingness for continuous updating and improvement. Professional ethics were taken as parameters which a teacher should follow being a part of a noble profession. Accountability for the current study was taken as being responsible for students in all aspects.

Gender and Professionalism

In the context of gender, there are some studies on professionalism and its components. In the study on professionalism conducted by Harmacyawati (2014), significant differences in professionalism of male and female teachers were found, where the sense of female teachers about professionalism was very high than male teachers. Varia (2015) conducted a descriptive study on professionalism of secondary school teachers. No significant difference in male and female teachers' professionalism was found.

Kavita (2012) in her comparative study on teaching aptitude among male and female teachers, studied enthusiasm along with nine

other aptitudes. She found the significant difference in enthusiasm level of male and female teachers, where mean score of female teachers was very high than their male counterparts. Same was true about the findings in the study of Chase (1951) conducted on factors for satisfaction in teaching and determined that female teachers were tend to be slightly more enthusiastic than male teachers.

Guarino, Santibanez & Daleyl (2006) conducted an international review based study and found female teachers as having higher commitment and positive attitude towards teaching profession as compared to male teachers. Shukla & Waris (2016) conducted a study on professional commitment in secondary school teachers. They concluded that there was significant difference in teachers' commitment levels on the basis of gender where the mean score of female teachers was very high than their male counterparts.

Aydin, Sarier & Uysal (2011) in their meta-analysis on gender and organizational commitment, concluded that male teachers are more committed as compared to female teachers. Similarly Butucha (2013) in the research on the teachers' perceived commitment, concluded male teachers as having higher levels of commitment. He described that the higher commitment levels in male teachers was because teaching in his country was not a feminized profession. Contrary to above studies Watt, Richardson & Tysvaer (2007) came up with the result that gender has no or only indirect impact on teachers' commitment.

Hamdan, Ghaffar & Hwali (2010) conducted a research on teacher competency. They found female teachers as more competent than male teachers. Similarly in a study conducted by Mustafa (2013) on professional competency differences, he found significant difference in competency levels of male and female teachers and concluded female teachers as more competent than male teachers. On the other hand, Kaur & Talwar (2014) studied teacher competence in relation to emotional intelligence and concluded that gender has no significant impact on competence of teachers.

Professional ethics in teachers were studied by Noel & Hathorn (2009). They found significant differences in ethical awareness and ethical judgment on the basis of gender where female teachers were more aware of ethics than male teachers. Bandele (2013) conducted a survey to study gender patterns on accountability and found significant difference in male and female teachers' responses. Likewise King (2014) conducted an

analysis on professional values of teachers and concluded that professional values of male teachers contradict more with the accountability process, creating discomfort in them regarding being accountable more than the female teachers, who are satisfied with the accountability process and understand its importance.

Mucchal & Chand (2010) studied teachers' accountability and job satisfaction and concluded that female teachers have higher sense of accountability and more satisfaction towards their job as compared to their male colleagues. Contrarily Khalvandi and Chenari (2012) found no significant difference in male and female teachers towards accountability.

Teacher Professionalism in Pakistan

Rizvi & Elliott (2005) studied perception of professionalism in teachers under four dimensions; teacher efficacy, practice, leadership and collaboration. They found strong self-perception of teachers as professionals. It was recommended that if teachers are provided with opportunities, they can enhance their professionalism (Rizvi & Elliott, 2005).

Voluntary Services Overseas (2005) developed a report for DFID (Department for International development), Punjab province of Pakistan. The report highlighted four foundations for professionalism in teachers like being included in educational planning, given incentives and respect, and provided with facilities to impart education. The results of the survey highlighted remarkable commitment of teachers depicted by their untiring efforts in imparting education without any facilities, good incentives and respect and being neglected from the concerned department (Voluntary Services Overseas, 2005).

Qureshi (2008) studied professionalism in the era of globalization and identified that disparity in education system prevalent in Pakistan causes hindrance in analyses of professionalism and then application of any standards if developed. His recommendations included need of in – service training for teachers to address their beliefs, practices and academic reforms, observance of professional ethics to professionalize the teaching occupation and a systematic hiring process to select competent candidates (Qureshi, 2008).

Khattak (2014) in her study concluded that teachers' ideas, conceptions and knowledge are the basis of professionalism in Pakistan on which their teaching practices are based. She recommended teachers'

professional development programs to address the basis to bring improvement in their instructional practices (Khattak, 2014).

The area of professionalism in the field of teaching and education is an under researched topic. The gender based studies on teachers with reference to professionalism in Pakistan is a thirsty area in the realm of education related researches, therefore the researchers decided to conduct a study on the beliefs of secondary school teachers regarding professionalism.

Statement of the Problem

The current study was conducted to determine if there is any difference in male and female teachers' beliefs about professionalism which can be assessed on the parameters like enthusiasm, commitment, competence, professional ethics and accountability.

Theoretical Framework

The current study focused on difference in secondary teachers' beliefs about professionalism on the basis of gender. The researchers went through the research studies on professionalism as mentioned in table I and formulated the framework for the study. They decided to measure teachers' beliefs about professionalism under the categories of enthusiasm, commitment, competence, professional ethics, and accountability.

Objectives

The study was conducted under following objectives:

1. To find out gender-wise differences in teachers' beliefs about professionalism at secondary school level;
2. To determine the gender-wise differences in teachers' beliefs about enthusiasm;
3. To determine the gender-wise differences in teachers' beliefs about competence;
4. To find out the gender-wise differences in teachers' beliefs about commitment;
5. To determine the gender-wise differences in teachers' beliefs about professional ethics;

6. To find out the gender-wise differences in teachers' beliefs about accountability;

Hypotheses

Following null hypotheses were derived from the objectives:

H₀ 1: There is no significant gender-wise difference in teachers' beliefs about professionalism at secondary school level.

H₀ 2: There is no significant gender-wise difference in teachers' beliefs about enthusiasm.

H₀ 3: There is no significant gender-wise difference in teachers' beliefs about competence.

H₀ 4: There is no significant gender-wise difference in teachers' beliefs about commitment.

H₀ 5: There is no significant gender-wise difference in teachers' beliefs about professional ethics.

H₀ 6: There is no significant gender-wise difference in teachers' beliefs about accountability.

Research Design. The current study was descriptive and survey technique was employed to collect the data for the study. Disproportionate stratified random sampling technique was used to select the sample of the study. Data were analyzed through Statistical package for social sciences (SPSS-20). T-test were used to determine the differences in both groups.

Delimitations of the study. The current study was delimited to schools imparting secondary level education; affiliated with Federal Board of Intermediate and Secondary Education, Islamabad; located in urban areas of Islamabad and Rawalpindi city; male and female teachers of classes 9th, 10th and O-levels teaching compulsory subjects.

Population and Sample. The population of the study comprised all teachers teaching at secondary level in both private and public sectors in Rawalpindi and Islamabad.

The sample consisted of 615 secondary school teachers of public and private schools located in urban areas of Rawalpindi and Islamabad schools. The current study included the teachers who were teaching

compulsory subjects (English, Urdu, Mathematics, Pakistan Studies and Islamiyat). The sample was selected through disproportionate stratified random sampling technique.

Development and Validation of the Research Instrument

The researchers developed a scale to measure teachers' beliefs about professionalism (TBP). The demographic information about the respondents was collected through demographic variables performa. TBP was comprised of five sub scales; enthusiasm, commitment, competence, professional ethics and accountability. It was a Likert – type scale with five response categories. There were 55 statements in total. The scale was validated by subject matter experts. Reliability of the scale was measured by conducting a pilot study on a small sample. Cronbach's alpha value for TBP was found to be 0.926.

Data Collection, Data Analysis, Results and Discussion

The data was collected from the sample and results were analyzed. Table 2 explains the descriptive analysis of the responses on DVP).

Table 2
Distribution of Sample of Male and Female Secondary School Teachers

Sector	Location									
	Islamabad				Rawalpindi				Total	
	Public		Private		Public		Private			
Gender	N	%	N	%	N	%	N	%	N	%
Male	60	50	60	50	52	29	126	71	298	48
Female	65	54	55	46	63	32	134	68	317	52
Total	125	52	115	48	115	31	260	69	615	100

Table 2 shows that majority of the respondents were female teachers. The number of male and female teachers was equal in Islamabad, fifty percent of the male teachers were from public sector and fifty percent from private sector schools of Islamabad; while fifty four percent of the female teachers were from public sector schools and forty six percent female teachers were from private sector schools of Islamabad. In Rawalpindi, majority of the teachers participated in study were females, sixty eight percent of whom were from private sector; while males

constituted forty seven percent of the sample from Rawalpindi and the representation of the private sector was maximum i.e. seventy one percent. The analysis of the data for null hypothesis was done by applying t – test, which is given in the table 3.

Table 3
Difference in Teachers’ Beliefs about Professionalism on the Basis of Gender at Secondary School Level

Gender	N	M	SD	t	Df	p
Male	298	229.20	24.28	3.46	613	.001*
Female	317	235.34	19.54			

*The mean difference is significant at the 0.05 level.

Table 3 shows the difference in teachers’ beliefs about professionalism on the basis of gender at secondary school level. Result of the t – test shows that t value 3.46 (613) is significant at $p < 0.05$ level of significance. So the hypothesis stating that there is no significant difference in teachers’ beliefs about professionalism on the basis of gender is rejected. It is concluded from the above table that male and female secondary school teachers have significantly different beliefs about professionalism. The mean score of female secondary school teachers on TBP is higher than the mean score of male secondary school teachers.

The analysis of overall TBP score indicates a significant difference in teachers’ beliefs about professionalism on the basis of gender. It can be concluded that the beliefs of female teachers about professionalism were stronger than the beliefs of the male teachers. The female teachers possess more sense about the professionalism in teaching. These findings endorse the results of Hermayawanti (2014) where she found female teachers with stronger professionalism ethos as compared to male teachers. As professionalism is a contextual phenomenon so the variation in nature of results is expected across the wide spectrum of research. Varia (2014) in his study on beliefs of professionalism of secondary school teachers in India found that there was no significant difference in mean scores of male and female teachers on the scale measuring professionalism. The difference in such results may be due to the different socio – cultural contexts of the countries. The research on teachers’ professionalism is a thirsty area in Pakistan. Not much work is found in this context. Rizvi (2003) and Qureshi (2008) described that teachers in Pakistan had strong perception of professionalism but as their study was not to compare male

and female teachers, so much cannot be said about the difference in beliefs of male and female teachers about professionalism, overall but it may be analyzed in more depth by the results on the sub scales.

The analysis of the parameters of TBP further explains the extent of differences in beliefs of male and female teachers. The analysis is given in table 4.

Table 4
Difference in Teachers' Beliefs on Parameters of Professionalism

Sr. #	Sub – scales	Gender	N	M	SD	t	df	p
1.	Enthusiasm	Male	298	42.81	4.97	1.41	613	.156
		Female	317	43.34	4.25			
2.	Commitment	Male	298	54.05	6.82	2.81	613	.005*
		Female	317	55.45	5.47			
3.	Competence	Male	298	53.16	6.65	3.35	613	.001*
		Female	317	54.83	5.71			
4.	Professional Ethics	Male	298	53.21	5.87	3.65	613	.000*
		Female	317	54.77	4.63			
5.	Accountability	Male	298	25.95	5.85	2.27	613	.023*
		Female	317	26.94	4.84			

*The mean difference is significant at the 0.05 level.

Table 4 shows the difference in teachers' beliefs about parameters of TBP, related to objectives 2 through 6.

On the parameter enthusiasm, results of the t – test show that t value 1.41 (613) is not significant at $p < 0.05$ level of significance. So the null hypothesis H_0 2 stating that there is no significant difference in teachers' beliefs about enthusiasm on the basis of gender at secondary school level, is accepted. It is concluded that male and female secondary school teachers do not hold significantly different beliefs about enthusiasm. However, female secondary school teachers have stronger beliefs about enthusiasm as compared to male secondary school teachers. The results are in favor of the findings of Kavita (2012) and Chase (1951) who found female teachers to be more enthusiastic as compared to male teachers.

Results of the t – test on the beliefs about commitment on the basis of gender at secondary school level show that the difference is significant at $p < 0.05$ level of significance. So the null hypothesis $H_0 3$ stating that there is no significant difference in teachers' beliefs about commitment on the basis of gender, is rejected. It is concluded that male and female secondary school teachers hold significantly different beliefs about commitment. The mean score of female secondary school teachers on sub-scale commitment is greater than mean score of male secondary school teachers. This finding supports the results of studies of Shukla & Waris (2016) and Guarino et al (2006). While the results of the current study about the commitment of teachers contradicted Aydin et al (2011) & Watt et al (2007). High commitment levels in teaching are attributed to male teachers more by Butucha (2013).

Results of the t – test show that there is significant difference in teachers' beliefs about competence at $p < 0.05$ level of significance. So the null hypothesis $H_0 4$ is rejected. It is concluded that male and female secondary school teachers hold significantly different beliefs about competence. The mean score of female secondary school teachers on competence is greater than mean score of male secondary school teachers. The studies in support of these findings are carried out by Hamdan, Ghaffar & Hwali (2010) and Mustafa (2013). These all found the female teachers more competent than male teachers. On the contrary Kaur & Talwar (2014) claimed no significant difference in male and female teachers about competence in teaching.

The null hypothesis $H_0 5$ stating that there is no significant difference in teachers' beliefs about professional ethics on the basis of gender at secondary school level, is rejected on the basis of t – test results at $p < 0.05$ level of significance. It is therefore concluded that male and female secondary school teachers hold significantly different beliefs about professional ethics where the mean score of female secondary school teachers on sub-scale professional ethics is greater than mean score of male secondary school teachers. This result is supported by the verdict of Noel & Hathorn (2009) who found significant difference in male and female teachers on professional ethics where female teachers were considered to be more aware of the ethics of a situation.

The null hypothesis $H_0 6$ stating that there is no significant difference in teachers' beliefs about professionalism on the basis of gender at secondary school level, is rejected as $p < 0.05$ level of significance. It is concluded that male and female secondary school teachers hold

significantly different beliefs about accountability. The mean score of female secondary school teachers on accountability is greater than mean score of male secondary school teachers. This finding is supported by the findings of studies conducted by Bandele (2013), King (2014) and Muchhal & Chand (2010). The verdict of Khalvandi & Chenari (2012) contradicts the findings of the current study on accountability.

The discussion of the results highlights a common point. Majority of the studies found mean scores of females as higher than the male teachers. It does not mean that male teachers are lacking in the abilities. The possible explanation is the status of teaching as profession. Since long, teaching has been associated with females, and not a suitable occupation for the males, especially at the school level. Although in the older times, only males were the one who taught. With the passing times, females started working in schools and became more acceptable in that position because of the motherly and caring image associated with them. Male members of the families have to earn bread and butter for their families and job of teaching does not include so many of the privileges as compared to other professions thus they were expected to be a part of some business or other professions. Efforts may be done to enhance the status of teaching from the 'occupation of last resort' to the esteemed and prestigious profession so that the competent members of the society, both males and females may be attracted.

The commitment levels of the male teachers may be enhanced by identifying and resolving the issues they have with their job and ensure their long term affiliation with the teaching profession. The concerned authorities may conduct workshops and in service programs to highlight the importance of professional ethics and accountability in the male teachers. Mentoring, observations, follow-ups, constructive feedback and encouragement of the teachers may help improve their enthusiasm and thus professionalism.

Conclusion

From the findings of analysis and discussion, it can be concluded that female teachers hold stronger sense of professionalism as compared to their male counterparts. The same is true on the parameters of professionalism. Except enthusiasm where the difference is not significant, there is significant difference in teachers' beliefs about parameters of professionalism i.e., commitment, competence, professional ethics and accountability. The female secondary school teachers have

stronger beliefs about enthusiasm, commitment, competence, professional ethics and accountability as compared to the male teachers.

In comparisons of overall mean scores of scales, the mean scores for sub scale accountability are considerably low (table 4). It reflects that teachers are not willfully agreed with the concept of accountability. In other words they might not be willing to take responsibility for the progress of their students. These results are endorsed by many other researches at both national and international levels. This finding is of great significance as although not in majority, but still a huge number of male teachers are a part of secondary level education system in Pakistan. The beliefs of teachers lead to their practices and possessing weaker sense of professionalism, enthusiasm, commitment, competence, professional ethics and accountability may impact the effectiveness of their classroom teaching practices.

Recommendations

Following recommendations may be given in the light of findings of the study:

1. The less number of male teachers in the profession of teaching highlights the need of enhancing the status of the teaching profession by devising professional standards and establishing licensure system like other professions to attract capable candidates and thus sense of professionalism may be improved. Teaching profession may be given the status of civil services of government of Pakistan so that the sense of professionalism may be enhanced in the teachers by raising their self-esteem in the society.
2. Enthusiasm is contagious and teachers may learn to be more enthusiastic by observing lessons of more enthusiastic colleagues and then practicing it. Therefore there may be a system of team teaching to enhance enthusiasm in teachers.
3. Incentives for teachers may be enhanced to improve commitment levels of the teachers. Likewise, the problems of the teachers may be discussed and resolved to increase affiliation with the organization.
4. Competence of the teachers may be improved by rigorous in-service training and seminars. Constructive feedback and

appreciations might prove helpful in enhancing the sense of competence in teachers.

5. Teachers may be encouraged to practice Code of professional ethics in schools which may be monitored by the principals followed by feedback and appreciations.
6. Teachers may be made aware about the importance of accountability in the effectiveness of educational process by lectures, research programs and in-service training.

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Role of Distance Education in Nurturing Learning Pursuance among Learners: A Qualitative Study

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Abstract

It was a qualitative study which focused on the role of distance education in promoting leaning pursuance among learners. The researchers adopted survey approach and qualitative data was collected from learners of Allama Iqbal Open University Islamabad, Pakistan. It was delimited to two districts (District Bahawalpur and Dera Ghazi Khan) of Sothern Punjab. The researchers used snowball sampling technique. The learners who were the only literates in their respective families were the participants of this study. Total 38 respondents voluntarily participated in the study. Efforts were made to maintain gender balance for both of the districts. A semi-structured interview protocol was administered personally by the researchers to get responses of participants. Thematic analysis of qualitative data demonstrated that distance education promotes learning pursuance among learners because of its convenience and flexibility, access and equity, control over learning process and independence of learners, their personal objectives, aspirations and gains, cost-effectiveness, social acceptance & appreciation, and female friendly nature.

Keywords: Learning Pursuance, Distance Education, Education for All, Access and Flexibility, Non-Traditional Learning, Independent Study

Introduction

Human life is essentially associated with activities and their pursuance. Purposefulness, determination, attraction and interest appear to strengthen the pursuance in life. A learning pursuance is a phenomenon

which encourages the learners to carrying out learning tasks for enhancing their knowledge, skills and competencies. It is the active involvement of learners in their learning activities, tasks or learning process. It is an action which aims at to carry out learning tasks and learning activities. In distance education, generally, the learners are adults who are independent, self-directed, self-motivated and self-regulated having their own pace of learning (Hussain, 2013, 2005) and being responsible of that. What phenomenon is behind their all selves and what makes them continue to complete their studies and graduate is referred to as "*leaning pursuance*". This concept of learning pursuance has been used in this study.

Historically, distance education appears as a second chance for those who can't find themselves compatible with formal schooling and education system. But critically, it appears as an innovative form of instruction to supplement and strengthen the existing formal system of education; and to facilitate those thousands of individuals who are unable to continue their education after completing a certain level; or even they don't enter into main stream education system –schools, colleges or universities. They are deprived of their basic human right –the right to education and are plunged into darkness of ignorance living with miseries as their fate(s). Distance education embraces all such individuals and those professionals who wish to enhance their qualification(s) by providing opportunities of learning at their door step. It is a learner friendly system of education based on the concept of "*learning while earning*" (Hussain, 1999). Therefore, one may say it as an innovation in education and learning.

Presently, distance education appears as a mediated form of education and it embraces all individuals of society. It is an innovative but simple approach which expands opportunities of education for all (Hussain, 2014). Its nature of accommodating learners and facilitating them in getting education was acknowledged by Hussain (20013, 2005) and Rashid (2003) by asserting that the learners who can't continue their education after completing a certain level; those who leave school(s) or drop out without completing/ graduating from a level or stage of education due to one or the other reason benefit from it as an opportunity of second chance or continuing education. Similarly, its founding experts like Wedemeyer (1977) and Moore (1973) and the present era educationalist (Malik, 2016; Hussain, 2013; Rashid, 2003) acknowledged the independence of learners as its significant trait; and Peter (1971) viewed it in industry perspective –division of labor and mass benefits (Rashid, 2003). Whereas, Keegan (1983) an expert of distance education endorsed

its six promises which consist of firstly, the distance between tutor(s) and learner(s); secondly, the guidance which an educational institution provide –often a college or a university; thirdly, blending media and technology for connecting tutor(s) and learner(s); fourthly, the exchange of information; fifthly, individuality of learner(s); and sixthly, education like industry. According to Holmberg (1989) “*it is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments*” (p.168). Likewise, Baath (1982, 1985) viewed its theoretical base in interaction and communication. The same have been endorsed by the advocates of present distance education including Malik (2016), Rashid (2003) and Hussain (2012).

Theoretical Constructs–the Scholastic Paradigms of Distance Education

Distance education is regarded as learner oriented form of education which facilitates them according to their need and leaning styles. Distance education in Pakistani context seems to be demanding at all levels of education because of its flexibility and learners’ friendly nature. Therefore, it seems an appropriate strategy to cater for educational needs of those who are unable to continue their studies in formal or on-campus system of education (Hussain, Adeeb, Rahmani, & Safdar (2008).

It [distance education] emerged with the concept of “*open to people, places, methods and ideas*” (The [United Kingdom] Open University, 2017; 2016). Autonomy and independence of learners appears to be the main construct of distance education (Hussain, 2013; 2005). According to Hussain (2005) distance education “*encompasses and relies on the use of information and communication technologies*” (p.69) and in 21st century which is regarded as the century of knowledge and information technology (Hussain, 2005) it appears in different form and therefore, different terms seem to be used to describe it –virtual education, e-learning, blended learning etc. However, the main constructs remain the same which are distance between tutor(s) and learner(s), interaction of learner(s) with their fellow(s) and tutor(s), control of learner(s), and situation of learner(s) (Holden, Westfall, & Gamor, 2009; Hussain, 2013).

Transactional –the Space/ Distance between Learner(s) and Tutor(s)

Physical separation of learners from their tutors is main characteristic of distance education. According to Moore (1990) it is present in all educational relationships like dialogue between learner and

tutor(s), structure and design of course(s) and alike. It widens with wider educational programs and less learner-tutor interaction like in traditional distance education programs and courses. The continuum of transactions happens when distance and course structure is less with enhanced interaction. Similarly, interaction decreases when there is more distance between learner and tutor. It is determined by interaction between tutor and learner. Saba and Shearer (1994) focused on learners' control and dialogue; and asserted that it [space/ distance between learners and tutors] decreases with increased interaction.

Interaction of Learners in Distance Education

There is no educational or instructional activity which completes without interaction i.e. Interaction is the basic element of instruction (Rodgers, 2004; Yelland, & Masters, 2007). Same is the case with distance education. It is its second theoretical construct which presently, has received much attention of stakeholders throughout the world. According to Moore (1989) there are three kinds of interaction: interaction between learner(s) and tutor(s), interaction of learner(s) with content, and interaction of learner(s) with their fellows. However, Hillman, Willis, and Gunawardena (1994) added its fourth kind i.e. interaction of learner(s) with technology. It is an advanced feature of distance education by which it appears in different form and features.

Learner's Control and their Studies

The independence of learners and their control over their learning is a third theoretical construct of distance education. Different studies (Altmann & Arambasich, 1982; Rotter, 1989) showed relationship of locus of control with success of learners. It was concluded that the students perceiving their academic achievement because of their own efforts appeared having their internal locus of control and they were pursuing their studies. However, their counterparts usually associated their achievement or otherwise results to some event(s) beyond their control like their fate or luck etc. They appeared having dropout inclination. The control and independence appear to be significant characteristics of distance learners. According to Baynton (1992) a balance among independence of choice, aptitude, and the social as well material support demonstrates the control of learner(s). In distance education it is more than independence of learners.

Social Context of Distance Learners and their Learning

Social context or environment plays a significant role in enhancing leaning and leaning (Hussain, 2016) pursuance among distance learners. It significantly affects motivation, inclination of learners and enhances teaching learning process. In distance education such contexts exist through interaction between learners and their tutors and among their circles. However, in 21st century distance education has gone through a paradigm shift where distance learners study in technology-enabled or technology-led social contexts. As technology appears to be culturally neutral hence it can be used in different ways to innovate distance education and learning. Technology-based or technology-facilitated distance education lessons [which can be referred to as instruction] become attractive and significantly effective for learners (Hussain, 2005). Similarly, Hussain (2013) was of the view that social context also includes social circles of the learners and interaction among them enhances their confidence and motivation by escalating their urge for learning. In technology-enabled social circles distance learners can interact globally by using modern technologies like internet and its modern tools.

Why distance education?

Distance education as an innovation in education appeared with a greater potential of accommodating a large number of learners who otherwise were/ are unable to continue their education or studies. It extends learning opportunities to all because of its flexible, economical, cost-effective and efficient nature and facilitating diverse learning styles (Hussain, 2013) potential. There are numerous reasons and factors which determine the learning pursuance particularly, among rural masses and culturally restricted and/ or deprived learners. Its distinctive characteristics attract the learners to complete their studies. The learning pursuance seems to be embedded in its potential and flexibility.

The distance learners are usually adults and they are fulfilling their family, social, and professional commitments and responsibilities. Apparently, they perform multiple roles in their respective lives which restrict them to attend classes in mainstream education system. Some are living in remote areas in lower economic conditions and with a fewer opportunities of formal education. Such individuals need an alternative system of education; and distance education embraces them (Rashid, 2003).

According to American Council on Education (1996) distance education is based on its philosophy of open access and provision of anytime & anyplace education for all. According to it, the doctrine of distance education assumes learning as a lifelong process which facilitates graduates to take up their productive roles in their respective socio-cultural and economic lives; by developing such skills, beliefs and attitudes to build their later lives; and granting basic right –the right to education to develop a democratic and learning society.

Besides, distance education has emerged as an innovative form of education to cater educational needs of the society. It appears as a feasible strategy for women and culturally restricted areas. It is economical and time saving with cost effectiveness characteristic (Hussain, 2008). The use of modern media and technology has revamped it and it has attracted a lot of clientele. Now it has different forms and types like virtual education (Kanwar, 2015; Vladan, 2006), e-learning (Nicholson, 2007; Lee and Polat, 2006), mobile learning (UNESCO, 2013; Clark, 2007; Brown, 2006) etc. Even so, different types of online resources are freely available for the learners – Massive Open Online Courses (MOOCs), Open Educational Resources (OERs), and Modular Object-Oriented Dynamic Learning Environments (MOODLEs) (Patru & Balaji, 2016). Now the concept of Digital University (Siemens, & Gašević Dawson, 2015) or the Click University [or the Digital University (Siemens, & Gašević, & Dawson; 2015)] seems to replacing the Brick University (Hussain, 2014) of four walls.

Above all, in rural and underdeveloped areas of developing countries like Pakistan, its simpler form –the correspondence education has sensitized and mobilized the people and brought them towards learning. A major portion of rural population either is illiterate or semi-literate as such population has fewer opportunities and lesser resources to fulfill even their basic needs. The case of women is much disappointing who consist of half of the total population and contribute highly towards illiteracy due to one or the other reason. Cultural restrictions and social norms seem to be the prevailing factors for women illiteracy in Pakistan. Along with others, such population appears as a main stakeholder and clientele of distance education. In such circumstances distance education is considered as a blessing by rural population and women (Hussain, Adeeb, Rahmani & Safdar, 2008; Hussian, 2008). In its report Allama Iqbal Open University –AIOU (2006) asserted that distance education provides opportunities of studying at home therefore, it suits to meet educational needs particularly that of female population in Pakistan.

It is clear from this short discussion that distance education is an innovative and mediated form of education (Hussain, 2013, 2005) which is based on “*the concept of industrialized, open, and nontraditional learning*”; and keeping it in view Keegan (1986; 1983) predicted that it [distance education] “*will change the practice of education*” which has become a reality 21st century.

Rationale of the Study

The overall literacy rate of Pakistan is 60% only (Government of Pakistan, 2016a) and fewer facilities of formal education. Besides, poverty is a main problem hindering the access to education. Unawareness or less awareness about opportunities of education or its benefits is another reason. The situation in rural areas is much disappointing where poverty and unawareness appear as prevailing factors. The literacy rate in rural areas is reported as 72% with 54% deprivation intensity rate (Government of Pakistan, 2016b) which is alarming for the policy makers. The people of rural and slum areas appear preferring their children work at early age – indulging them in child labour which is another problem. Similarly, the case of women is not different. The female literacy rate for rural areas is as less as 42% (Government of Pakistan, 2016a). Different factors contribute towards it but the most influencing is socio-cultural norms & values and traditional mindset which restrict them in homes (Hussain, Adeeb, Rahmani & Safdar, 2008). Keeping in view the context Hussain (2013) asserted that the existing formal system of education meagerly accommodates such individuals and needs an alternative system as a supplementary approach. In response to it, distance education appears with its greater potential and flexible nature to accommodate thousands of individuals who haven’t seen even the schools and those who couldn’t continue their education after completing a certain level and they left or dropped out without completing/ graduating from a specific level of education due to one or the other reason.

Focus of the Study –the Research Questions

The study focused on learner’s perspective of distance education. Therefore, it focused on its role in promoting learning pursuance among learners. It aimed at, “What is the role of distance education in promoting learning pursuance among learners? What makes them study through distance education? Besides, what are main factors behind learning pursuance of distance learners”?

Research Methodology

The study was of descriptive nature; therefore, and survey approach was adopted for collecting qualitative data by administering an interview protocol by the researchers.

Context and Participants of the Study –the Respondents and their Situation

It was a small scale qualitative study, the context of which consisted on rural and remote areas of the two districts in Southern Punjab i.e. District Bahawalpur and District Dera Ghazi Khan. Data were collected from rural areas of two tehsils of the selected two districts namely Tehsil Ahmadpur East and Tehsil Dera Ghai Khan. The learners of Allama Iqbal Open University (AIOU) Islamabad, Pakistan who were the only literates in their respective families (and no other family member was studying or even enrolled in a school) consisted of population of the study. The selection of the participants was made carefully through snowball sampling technique. However, the participation in the survey was volunteer. The learners were contacted individually directly as well as indirectly through their household heads. They were briefed about the study, its significance and objectives. Time frame for interview was mutually decided with those who agreed to participate.

Table 1

Gender-Wise Participants of the Study

Sr. No	District	Tehsil	Participants of the Study		Percentage
			Gender	No. of Participants	
1	Bahawalpur	Ahmadpur East	Male	11	29.00
			Female	09	23.68
2	Dera Ghazi Khan	Dera Ghazi Khan	Male	10	26.32
			Female	08	21.00
			Total	38	100.00

Table 2

Program-Wise Participants of the Study

Sr. No	District	Tehsil	Participants of the Study Program	No. of Participants	Percentage
1	Bahawalpur	Ahmadpur East	Degree	08	21.00
			Certificate	12	31.58
2	Dera Ghazi Khan	Dera Ghazi Khan	Degree	11	29.00
			Certificate	07	18.42
			Total	38	100.00

The male participation in the study was 55% and female participation consisted of 45%; whereas, 50% of the participants were enrolled in degree programs and 50% belonged to certificate level programs and/ or courses including matriculation and intermediate.

Data Collection –Interviewing the Participants

The participation in the survey was on volunteer basis and researchers used snowball sampling technique for data collection from distance learners. The study consisted of learners of AIOU. A sample of 38 learners (21 male and 17 female) learners agreed to participate in the survey. Data were collected from both of the genders. A semi-structured interview protocol was administered to get responses of the participants. It was administered personally by the researchers in respective areas of the learners. Each of the participants was briefed about the purpose of the study and assured to observe the confidentiality of their provided information. The researchers conducted interviews in a friendly way and took down the notes of responses of the participants. The female participants were interviewed in the presence of their family/ household head. The body language of the respondents was also observed during interview.

Analysis of Responses

After data collection, the notes of the interviews were categorized thematically by means of qualitative content analysis and elaborated in an academic style. Theme-wise findings were drawn.

The Findings of Study

Theme-wise findings of the study are given below:

Convenience and Flexibility

Distance education offers its learners a great deal of convenience and flexibility. These appear as salient features of distance education which attract learners and enhance their learning pursuance. Distance education is learners-centered approach and therefore, facilitates them by guaranteeing their flexibility of choice, space and time. The participants of the study said, *“It [distance education] facilitates us in terms of time, place and pace of learning. It allows us spare time to attend to family responsibilities, social engagements and professional commitments. It also helps us maintain our employment status while pursuing for our studies that otherwise would have been a dream for us”*. One of the participants endorsed its significance by saying, *“It [distance education] is very important and useful for me. I am a full-time employee and my job doesn’t allow me to spare sufficient time to study on-campus. Also my financial condition doesn’t permit me leave my job and continue my education. It [distance education] is so accommodating that now I am studying without leaving the job and home or family”*.

The flexible nature of distance education entices its learners particularly and the community generally by providing opportunities of studying at their own ease and convenience according to their own circumstances. It allows learners to control learning and monitor progress in studies. The learners appear to be self-decisive in selecting and studying the course(s) of their choice, convenient to their time and matching their interests and aspirations. One of the participants said, *“It [distance education] enabled me to study at my own pace and place without disturbing my family and family life. It is a great favor for me as I live in remote areas with a fewer opportunities of education. I myself decide what to study, when to study, how to study, and how much to study”*. It is form of education which is used a flexible to cater the educational needs of those who are unable to continue in formal system of education.

Access and Equity –Education for All

Accessibility is the main issue of formal system or on-campus education. Providing access to all individuals or all potential learners is the main challenge to it. Whereas the mission statement of the United Kingdom Open University (UKOU) which is pioneer Distance Education

University of the world clearly states that it is open to all people, all places, all methods and all ideas. It implies that distance education is accessible to all individuals belonging to any caste and creed, following any ideology and living anywhere in the world. It was voice of almost all of the respondents that *“It [distance education] is accessible to us. It provides opportunities of learning to all of us according to our potential and previous leaning background. We are happy with it as it cares for us and caters our educational needs which otherwise we are unable to fulfill”*. Similarly, it is accessible even to disabled ones. One of such participant was of view that *“Distance education is appropriate for me [slow learner and disable] as I can’t take notes during lectures. I study at home, get help from tutors, prepare assignments and get through the examination. I am confident to study in distance education”*.

The basic philosophy of distance education is that “it is based on democratic concept of education” i.e. education for all. It provides equal access to all according to the capability and potential. It is for all –the rich, the poor; the urban, the rural; the male, the female; and the illiterate, the graduate. Generally, participants of the study were of the view that *“There is a big economic gap between the poor and the rich. Same is the case with education as economically well-off people have access to almost all opportunities whereas, we –the poor people are confined to quite a few, predominantly higher education institutions especially the colleges and universities. For us distance education is an equalizer of opportunities with its democratic nature”*. Therefore, we can say that distance education is economical and opportunities equalizer embracing all individuals of the society to equip them with education according to their learning experience and potential.

Choice of Learners –Courses and Programs of Choice

Distance education institutions offer a wide range of courses and/or programs at different levels and in different disciplines even in developing countries like Pakistan. These courses and programs range from functional literacy to postgraduate level, and from social science to applied science. Such courses and programs attract learners according to their interests and career paths. These help learners to meet their job aspirations. It is generally observed that most of the distance learners are employed somewhere and they need paper qualification for promotion and increase in salary ceiling. The subjects of the study explained that *“It was difficult for us to attend on-campus education according to our choice or personal need. It is distance education that accommodated us and suited*

our current job and its promotion requirements. We prefer to study on campus but we are unable to do so in our current situation". One of the learners said, "Distance education allows me to take up courses of my own choice in my own context while continuing my routine activities of daily life".

Realizing Personal Objectives and Personal Gains

The underlying reasons for pursuing studies through distance education play an important role in program and/ or course selection and completion. Learning aspirations of distance learners appear to be associated to their personal gains of qualification(s). Aligned with it, distance education offers its learners opportunities of achieving their personal, social, and career or employment goals. The realization of these goals persuades a sense of achievement among learners and they feel more confident, more satisfied and more objective oriented which results in their enhanced performance and participation in life and professional activities. Almost all of the participants of the study acknowledged distance education as a strategy to realize their personal gains and said, *"We regard our study through distance education as an investment and we take it as an important step in / and towards our careers. We hope our pursuance would enhance our career prospects and opportunities for employment".* As distance education provides opportunities of learning while earning; therefore, participants associated their studies to their promotion or change in career and asserted that, *"Studying through distance education and graduating from AIOU will be opening up new avenues to employment for us in different areas and sectors".*

Social Appreciation and Encouragement

Family support, social encouragement and appreciation play an important role in assuming and continuing accepted activities; and distance education as an acknowledged social activity attracts a lot of social appreciation and recognition in the society. Almost all of the learners endorsed it by saying, *"We are encouraged to getting into distance education by our elders and older fellows, employer(s) and colleagues, and opinion leaders of our areas".* Similarly, the encouraging feedback, positive comments and useful advice of seniors having distance learning experience develop confidence and learning pursuance among the learners. It was commended by female learners who said, *"Our parents, spouses and other family members facilitated us in deciding to take up*

distance education courses. They supported us continue our study while assuming family responsibilities”.

One of the learners said, *“One of the greatest advantages to studying in distance education is that I never have to worry about missing a lecture or getting late in the class, because I always plan my study time and the way I study according to my schedule. It is friendly approach for me to continue study”.*

An Urge for Learning –Open Acclamation

It is generally observed that distance education has sensitized the masses towards education and mobilized their potential and inclination to getting into it. Apparently, it has promoted awareness among people by disseminating the message of ‘education for all’ across the country –the Pakistan. It has revolutionized the entire landscape of education and learning.

Almost all of the participants of the study were of view that, *“It [distance education] at least has made us realize importance of education. Books of [a certain level] Allama Iqbal Open University (AIOU) are present almost in every home even in villages and remote areas of the country. It seems to create an urge for learning”.* Owing to it one may say that distance education has brought about a social change and developed a learning pursuance among its learners as well as the general public. In this way observably it has transformed traditional society –which believed in elitist concept of education, to a learning society –which believes in education for all and all for education.

Female Friendly –Culturally Accepted form of Education

Geographically, Pakistan is a country of contrasts having mountains, deserts, rivers, sea and plain areas. These geographical features usually are reflected by culture, attitudes and lifestyles of people living in respective areas. The rural areas appear to be culturally restricted having their own norms and values. Such restrictions become stricter in the case of women. In some areas they are deprived of their basic right –the right to get education. In other areas they are not allowed to travel alone even for education. In many of such areas women face social as well as physical problems in getting education. However, the emergence of distance education has provided opportunities of education at doorstep and embraced such population. It is feasible for women and neglected population –the poorer. The respondents acknowledged the promises of

distance education particularly for education of women by saying, “*It [distance education] is a gift for all learners but blessing for women. Women study at home without any threat or problem. It has granted them their basic right of education*”. The reports of AIOU reflect that more than half of its learners consist of female learners. Reportedly, enrolment in distance education institutions is increasing year by year particularly the female learners. It is due to its academic charisma.

Moving with the Moving Time –New Forms of Distance Education

Distance education appears as a dynamic educational endeavor. It had been embracing ever emerging technologies since its formal onset and recognition. Historically, it appeared in different forms from time to time right from independent self-study to educational television and recorded lectures; correspondence study to Massively Online Open Courses (MOOCs); traditional distance education to Virtual Education and / or virtual schooling; part-time study to Open Educational Resources (OERs); and home study to mobile leaning. It has always encompassed and embraced technologies to facilitate learners; and to enhance their learning and nurturing their learning pursuance. The respondents of the study apprised and said, “*Technology based distance education has facilitated us. We can know admission schedule, examination dates and other updates about our respective programs and / or courses by using internet on mobile networks –using android cell phones. Similarly, we communicate with our tutors through emails and mobile phone applications including WhatsApp, Viber, Skype and Imo etc. we can exchange information with each other easily. It promoted learning pursuance among us and we are studying keenly*”.

Cost Effectiveness

Distance education is based on the concept of industrialization – mass production of study materials lowering its cost. It usually involves more affordable tuition than traditional courses and / or programs. Studying through distance education saves extra costs such as costs on reading and learning materials, travel and accommodation expenses, and alike which students would have had to pay if they were to attend on-campus classes. The participants affirmed that distance education is cost-effective for them. They said, “*It [distance education] is affordable and studying through it cuts the extra costs. We are comfortable with it*”.

Discussion and Conclusion

The findings of the study seem to be useful for the stake holders. This study demonstrated that distance education facilitates its learners in terms of time, place and pace of learning. It allows them spare time to attend to family responsibilities, social engagements and professional commitments. It is a flexible form of education to cater the educational needs of those who are unable to continue in formal system of education. It is in accordance with the views presented by Rashid (2003) and the findings of the study of Hussain (1999; 2008). It is economical and opportunities equalizer embracing all individuals of the society to equip them with education according to their learning experience and potential. It corresponds to the findings of the study of Bernath, et al. (2009); Brown (2006); and Hussain (2014).

Similarly, this study reveals that distance education provides opportunities of learning while earning which coincides to the findings of Rashid (2003); Simonson, Visser, Visser, and Amirault (2012) and Saba, and Shearer (1994). Similarly, the encouraging feedback, positive comments and useful advice of seniors having distance learning experience develop confidence and learning pursuance among the learners. It is also feasible for women and neglected population –the poorer. It is supported by Ul-Hassan (2013). It has always encompassed and embraced technologies to facilitate learners; and to enhance their learning and nurturing their learning pursuance which was demonstrated by the Hussain and Durrani (2013), Hussain (2008); Hussain, Adeeb, Rahmani and Safdar (2008) and Shuler, Winters, and West (2013)

In the light of the above findings and discussion, the study concludes that distance education appears as an innovative form of instruction which supplements and strengthens the formal system of education. It plays an important role in nurturing learning pursuance among learners by facilitating those who are unable to continue their education after completing a certain level; or even they don't enter into main stream education system –schools, colleges or universities. It promotes learning pursuance among its learners because of its unique characteristics including its convenience and flexibility, access and equity, learners' control over learning process and their independence, their personal aspirations, objectives and gains, cost-effectiveness, social acceptance and appreciation, and female friendly nature.

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The Impact of Organizational Communication on Organizational Performance

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Abstract

This research was designed to explore the impact of organizational communication on organizational performance in the universities. The research was quantitative and descriptive in nature. The population of the study was students and teachers of public and private sector universities. Sample of 600 students and 120 teachers was selected from public and private universities through proportionate stratified sampling technique. For the collection of data two self-developed research questionnaires were used; one for students and other for teachers. Experts' opinion was utilized to ensure the validity of the questionnaires. Whereas, reliability was measured through pilot testing on 100 students and 20 teachers; 50 students and 10 teachers from each public and private sector universities. The organizational performance was determined from the Higher Education Commission Ranking scores of universities. Quantitative data was analyzed through SPSS software. Linear Regression was applied to see the impact of overall organizational communication on organizational performance. Findings of the research revealed that there was significant effect of organizational communication on organizational performance. Hence, it was recommended that university may adopt effective and appropriate means of communication to address academic and non-academic problems and issues which ultimately affect organizational performance.

Keyword: organizational communication, impact, organizational performance, effective communication, performance indicators.

Introduction

Communication is the process by which information is shifted to individuals and/or organizations in a manner that its result could bring forth an understandable reaction. (Peter, 2015). Primarily, relationships develop due to communication, and the operations and entity of

organizations relies on potent relationship among persons and groups. Thus, communication is an essential ingredient in everyone's life social or professional. Against the backdrop of organization, communication becomes crucial factor for organizational success, vigor and source of harmonization as it transfers information to a larger group of people in the organization. There are three types of communication recognized as verbal, nonverbal and written whereas the flow of communication is classified as formal and informal way of transmission. Communication is a big source of interconnection and settlement of issues among individuals in an organization. Hence, all administrative decisions and managerial actions should be communicated for the fulfillment of organizational objectives and overall effectiveness of the organization. If organizational, administration and managerial staff communicate programs and policies with all other stakeholders (i.e. students, parents, instructional and non-instructional staff members) it would be more useful for the growth of an organization (James, 1986). As the field of communication grew and expanded, various theories and models have been introduced and developed over the years. Some models of communication expounded human notions pertaining to the nature of human actions and behaviors like expression, illustration or anticipation to bring changes (Lauer, 2008). Throughout the history of communication study, the communication procedure starts with receiver and communication perceived as one-way of transmission of information and knowledge from one source to the other. The manner of communication is a vital source for the achievement of communication goals and its paradigms. As paradigm entails broad outlines to impact others like writings of Thomas Kuhn that influences the views and opinions of scholars over a period (Craig, 1999). The theories of Shannon and Weaver and specifically Schramm, suggest that the given message is not identical to the received message. Thereby various communication processes go unheard and unresponsive (Simonson et al. 2013). Similarly, the researches of Westley and MacLean also concluded that message sent is not equal to message received, their perceptions offered rational and widened explanations about why the sent message is not understood, has less importance and triviality as purposed by the source (Curran, 2008). Moreover, the concept of field of experiences was introduced that described reasons why the picture in the head of the sender is not replicated in the head of the recipient following the conveying of the message. Likewise, two-step flow of communication model was established that hypothesizes: ideas and opinion of leaders flow from mass media to extrapolative value of the classical paradigms (Curran, 2008).

According to Mckinney, Barker, Smith & Davis (2004) communication is mandatory to improve performance of a team, Communication has similar status in an organization as that of blood flow in human body. Thereupon, an organization that understands the importance of communication uses it in its organizational environment. As, it makes sure the collaboration of material and human factors and helps an organization in evolving an efficacious network of transformation and progress. It is important to understand the notion of effective organizational communication, as it is crucial for an organization's success. Yet, pragmatically it is less likely to achieve aforesaid full communication where the sender and the receiver get the same meaning (Stewart, 2000). Effective organizational communication works only when barriers of communication are managed in a dexterous manner. Ensuing are the barriers which obstruct the smooth flow of effective organizational communication; Filtration, elective perception, information overload, emotions, language, silence, communication apprehension, gender difference, politically correct communication (Stephen, 2011).

Communication plays four meaningful roles inside a group or organization: Firstly, communication monitors the demeanor of members. Secondly, communication nurtures motivation by letting it known to employees what they have to do, how satisfactorily they are doing, and how to upgrade performance if it is sub grade. Thirdly, communication offers a medium to give vent to emotions and gratify social desires. Another function of communication is to aid decision making. It lends the requisite facts and data that individuals and groups require making decisions, to boost performance of a team, and the information to choose and weigh other alternatives. To sum up, to work effectively groups have to exert some type of constraints over members, drive members to work well, allow emotional expression, and give them liberty to make decision choices (Stephen, 2011).

There is a powerful relationship between organizational communication and performance of an organization when an appropriate medium of communication prevails between organizational elements. This medium of communication medium is adherent with the progress and achievements of the organization and it deals with bugs being occurred during the communication process. Ultimately, the organization becomes genuine and indiscriminate combination of benevolence, as a classical organization (Roberts, 1984).

Organizational performance appraises the output of the organization against organizational vision, goals, and the standards of overall development of organization. In higher education, performance indicators are used to evaluate performance. For economic assessment performed in educational institutions it is quite fruitful to use performance indicators too in place of other conventional techniques (Barrow, 1990). A simple conceptual framework explains higher education as a process that converts inputs into outputs. It also presents itself as a part of greater economic and social process. In this framework inputs stand for students' time, academics' time, equipment, consumables, and buildings while outputs refer to teaching or research. The knowledge enrichment and serviceability of those registered in higher education institutions are incorporated in teaching output. They may be undergraduate students, graduate students, researchers or those taking short courses. Outputs from higher education are sometimes used as consumption benefits directly. For example, completion of research or mastery of a discipline gives satisfaction. Some outputs serve as intermediate input into other economic processes or as inputs that serve as feedback in higher education.

This study was aimed at exploring the impact of organizational communication on organizational performance through perceived existing organizational communication and organizational performance in the public and private sector universities of Islamabad. It is communication structure via which knowledge and information are disseminated in organization management. This research work could be helpful for betterment of communication system as it gives an insight into communication structure and elements that bar the flow of communication within an organization. Moreover, it gives a peep into the interrelationship between organizational communication and organizational performance. Since organizational communication is pivotal for achievement of organizational goals that results into enhanced organizational performance. In addition, organizational qualifications make progress and carry on via keen social and communicative procedures (Jones et al., 2004). In existing age, we consider communication as the pre-dominant and primary functions in organizations (Harris & Nelson, 2008).

Numerous researches point out that organizational communication influences organizational performance. Such as Rho (2009) by correlating internal communication with external communication in both public and non-profit organization examined the effect of organizational communication on the cognizance of red tape. Client-oriented communication was specifically thought about. Similarly, in the view of

Inedegbor, Ahmed, Ganiyat & Rashdidat (2012) practices of effective business communication were related to the kind of business (whether manufacturing versus service) and the size of business. In another study, Neves & Eisenberger, (2012) recapitulated their management communication as it reflects the correlation between management communications and inferences of practice and is also emphatically lined up with transformations in POS because of time. This study exploited the perceived organization support in connection with communication as suggested by effects of communication on organizational performance.

As Kibe (2014) using a descriptive research design investigated the effects of communication strategies on organizational performance. For this purpose 132 questionnaires were distributed among employees. This study concluded that for effective performance, an open communication is most suitable at both theoretical level and practical level. When members of the organization are free to share feedback, their suggestions and criticism help in improving the performance of organization. In addition, Nnamam & Ajagn (2014) analyzed the correlation between the employees and their work environment to estimate how far employee's performance affects productivity and also explored to what length environmental factor enhances the performance. The study by Adegbuyi, Adunola, Worlu, Rowload & Ajagbe (2015) concluded from the literature review that the business strategies such as customer orientation, employee autonomy, training and development, job satisfaction etc. play an important role in organizational performance. In another research, Bery, Otieno, Waiganjo and Njeru (2015) scrutinized the effect of employee communication on organizational performance in Kenya's horticulture sector. They proposed that organization ought to evolve effective communication plans as it will be conducive for emanation of information within and outside the organization and result in augmentation of performance.

Though various research studies have been done regarding the effect of organizational communication on organizational performance but as far as educational sector is concerned it never got studied from this angle. Thus, this research is an input and preliminary step to explore impact of organizational communication on organizational performance in the domain of education.

Objective of the Study

The objective of the research was to explore the impact of perceived organizational communication on perceived organizational performance in public and private sector universities of Islamabad.

Hypotheses

- H₀1:** There is no significant effect of perceived organizational communication scores on organizational performance scores in public sector universities.
- H₀2:** There is no significant effect of perceived organizational communication scores on organizational performance scores in private sector universities.

Methodology

The present study was based on descriptive research design and quantitative approach was employed. The population of the study was comprised of all public and private universities of Islamabad capital territory of Pakistan. The study was delimited to 3 out of 15 public and 3 out of 6 private sector universities as only selected universities were included in Higher Education Commission Ranking-2015. Proportional stratified sampling technique was applied to select sample from universities. The sample was acquired by segregation of population into two main strata: public sector universities and private sector universities. It was segregated additionally into two sub strata i.e. university teachers and students. Air University, Federal Urdu University of Arts, Sciences & Technology, (FUUAST), National University of Modern Languages, (NUML), from public sector and Mohammad Ali Jinnah University/Capital University of Science and Technology, (MAJU/CUST), Foundation University, Riphah International University, from private sector were the sample universities. Sample was selected from the following faculties; Social Sciences, Computer sciences, Management Sciences, Engineering, Pure Sciences and Humanities. The accessible population consisted of 50,888 students and 1,192 teachers from 3 public and 3 private sector universities. Out of which a sample of total 600 students; 300 from each public and private sector and total 120 teachers; 60 from each public and private sector was selected by proportional stratified sampling. 100 students and 20 teachers from each university were included in the sample.

To explore the existing organizational communication, two questionnaires were used for the collection of requisite data; one for teaching faculty and other for university students. The questionnaires were self-developed according to the objective of the study and “Theoretical Structural Model of a Communication System at an Organization”, (Blazenaite, 2012). Students’ questionnaire contained 40 main items including sub items with a total of 158 whereas the teachers’ questionnaire had 34 main items including sub items with a total 156. The content and construct validity of both questionnaires was determined by subject and language experts’ opinion and the reliability of students’ and teachers’ questionnaire was determined through pilot testing on 100 students (50 from each public and private sector university) and 20 teachers (10 from each public and private sector university). By applying Cronbach alpha, reliability was found quite high (0.982 and 0.972). While to determine organizational performance, Higher Education Commission Annual ranking scores (based on 11 Standards of Performance Evaluation of Higher Education Institutions suggested by Higher Education Commission) was considered a standard.

Survey method was used to collect the required data. Two research instruments were distributed to 120 teachers and 600 students in 3 public and 3 private sector universities. It was relatively easier to obtain responses from the students as compared to the teachers as teachers were restricted by hectic schedules. It took almost 90 working days to bring this task to completion. Data was analyzed through Statistical Package for Social Science (SPSS) Software and presented in the form of table. Linear regression was applied to see the impact of organizational communication on organizational performance.

Results

Linear Regression Analysis

Sectors	Independent Variables	Dependent variable	R - Square	B	T	Sig.
Public	Organizational Communication	Organizational Performance	0.041	44.784	29.149	0.000
Private	Organizational Communication	Organizational Performance	0.066	53.396	33.487	0.000

Significant at $p \leq 0.05$

Linear Regression result shows that R^2 value is 0.041, it indicates that independent variable (Organizational Communication) had 4.10% effect on Dependent Variable (Organizational Performance) in public sector universities. While the Co-efficient ($\beta = 44.784$) was significant at $p \leq 0.05$ level of significance. The null hypothesis that there is no significant effect of perceived organizational communication scores on organizational performance scores in public sector universities was rejected.

The result illustrated that R^2 value is 0.066, in addition it explains that Independent Variable (Organizational Communication) had 6.60% effect on Dependent Variable (Organizational Performance) in private sector universities. While the Co-efficient ($\beta = 53.396$) was significant at $p \leq 0.05$ level of significance. The null hypothesis that there is no significant effect of perceived organizational communication scores on organizational performance scores in private sector universities was rejected.

Discussion and Conclusions

This comparative study was designed to focus on the relationship of two - variables. Two independent variables were selected for the study. One was the organizational communication, whereas the other was type of universities i.e. private or public. The dependent variable for the study was organizational performance. The independent variable of organizational communication was determined by questionnaires according to objective of the study and selected model of communication system. The organizational performance was determined from the Higher Education Commission ranking scores of Higher Education Institutions. Linear Regression was applied to find out the impact of organizational communication on organizational performance.

The findings of public and private sector universities on organizational communication system functioning and organizational performance scores revealed harmonization between organizational communication and organizational performance. It was concluded that independent variable (Organizational Communication) had significant effect on dependent variable (Organizational Performance) of public and private sector universities. In addition, on the basis of organizational communication scores and organizational performance ranking scores of universities, it was concluded that organizational performance improves subsequently when organizational communication system performs well. Both organizational communication and organizational performance are

interdependent. Imperfect functioning of one element (communication system), results in the failure of other (performance). Organizational communication and organizational performance of public and private sector universities turned out to be interrelated with each other.

Research by Kibe (2014) supported the findings of the present study, which investigated the effects of communication strategies on organizational performance. In that research it is concluded that open communication is most appropriate for effective performance. Another study by Beryl, Otieno, Waiganjo and Njeru (2015) provided support to the findings of current research which explored the effect of employee communication on organization performance. It is recommended that effective organizational communication strategies should be developed for the sharing of information within and outside the organization that results in the improvement of performance, ultimately. Likewise, Inedegbor, Ahmed, Ganiyat & Rashdidat (2012) found out that effective business communication is correlated to the kind (production against service) and size of business. Moreover, in the view of Adegbuyi, Adunola, Worlu, Rowload & Ajagbe (2015) the business communication strategies related to customer orientation, employee autonomy, training and development, job satisfaction etc. showed an important role in organizational performance.

Recommendations

In the light of previous researches and present study it is proved that organizational communication affects organizational performance. This study is a contribution regarding exploration of impact of organizational communication on organizational performance in educational perspective, as this field didn't get due attention in this scenario so far. Since present study was delimited to observe communication between students and teachers only, hence for further research it is recommended that communication among all management levels (administration, Deans/HODs and teaching faculty) may be brought into its domain to get in depth knowledge of existing organizational communication system. Furthermore, if interview technique is also applied in addition to questionnaire, future researches may be more productive to have in depth knowledge of communication system. Moreover, future studies may be conducted in other cities as well to get a holistic view of organizational communication and organizational performance at country level in the educational scenario.

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Impact of Intellectual Stimulation on Employees' Job Satisfaction

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Abstract

Literature describes leadership in terms of leader having charismatic and inspiring personality stimulate followers' intellect and creativity. A considerable empirical support exists for Intellectual stimulation by leadership in terms of its positive effect on followers with respect to criteria like effectiveness, extra role behaviour and organizational learning. This study aims to explore the effect of Intellectual stimulation characteristic on followers' job satisfaction. Survey method was utilized to collect the data from the respondents. The study reveals that intellectual stimulation affect followers' job satisfaction. However, intellectual stimulation is positively related with job satisfaction.

Keywords: Intellectual Stimulation, Job Satisfaction, Regression.

Introduction

The importance of effective leadership is no different for an education sector. Private sector universities compare to small, self-contained cities, managed by leaders whose primary objective is promoting education at convenient pace. Leaders conceded the value that employee job satisfaction holds as a key component of organizational performance (Larsson, Vinberg, & Wiklund, 2007; Limsila & Ogunlana, 2008).

Intellectual Stimulation (IS) identifies the magnitude in order to which in turn leaders participate in behaviors which cause followers in order to challenge their particular presumptions, think innovatively, get pitfalls and involved intellectually. IS influences followers' work attitude. The study examined the influence of IS on a specific employees' work attitude & job satisfaction. Job satisfaction displays employees' affective and also cognitive assessment with their function in the group. Leaders can certainly shape employees' function practical knowledge and so possess crucial impact upon employees' job satisfaction (Wang & Courtright, 2011; Yukl, 2010). If a follower feels a new leader, the follower does possess greater thoughts regarding devotion and also optimism that can bring about far more enthusiasm (Anderson, 2002). As a result, follower may have greater job satisfaction.

The literature and various studies concluded that effective leadership results in positive outcomes as organizational performance, individual work, performance wellbeing of employees and organizational change (Bhat et al., 2013). The focus of the present study was to enlighten that how an organization through IS can increase the job satisfaction of employees and it results in effective performance and prosperity of organization.

This study provides a framework for organizations which explains the important factors contributing in job satisfaction. It also helps the leaders/heads to motivate and develop their workforce skills in a way that ensures the achievement of strategic objectives beyond standards. It is hoped that the study would also explore the benefits that firms can get through effective adaptation of IS at all levels of management. It would also be an important contribution in predicting factors that influence productivity and organizational efficiency because high level of satisfaction leads to high level of performance and organizational efficiency. Thus, IS ultimately impacts productivity and efficiency of the firms.

Research Objectives

The main focus of the study is to examine

- The impact of IS on job satisfaction of employees;

Research Question

What is the magnitude of contribution of IS in attaining employees' Job Satisfaction?

Review of Literature

Intellectual Stimulation: Intellectually stimulated leaders inspired innovation and also creativity into their followers (Bass & Riggio, 2006). Bodlaand Nawaz (2010) defined rational activation because leader's power to promote innovation and also creativity by in search of nontraditional ways to issues. These kinds of leaders inquired norms and also pushed recent concerns and issues, in search of new techniques and also choice methods to produce wise selections. Bass and Riggio (2006) concluded that to compliment creativeness, these leaders have been viewed as strengthening, enabling followers to spotlight new thoughts and also get them with the job oriented mentality. Bass and Riggio (2006) reported that task of which leaders promote followers making use of realistic, existential, empirical, or even ideological thinking. Supporters accepted the chance to exercising free-thinking along with the empowerment to produce selections to make decisions.

Based on Harter, Schmidt, and Keyes (2003), as soon as subordinates are supplied using the possibilities exactly where that they really should increase advancement intellectually, the item ends up with work engagement. Motivating subordinates to grow assists will lead to learn new things to bring about positive feelings that filter from the holistic group.

IS have an effect on followers to look for factors thoroughly and find ways of organizational dilemmas and promote the crooks to stay concerned, determined, plus significant in relation to their objectives (Walumbwa, Wang & Shi, 2004). The IS aspect of the transformational leadership scale acquired very significant human relationships using the additional efforts invests by subordinates (Bycio et al., 1995).

Intellectually stimulating leader is one who "can fully grasp and contemplate for their affiliates the possible opportunities and challenges dealing with their organization as well as strengths and flaws" (Avolio & Bass, 2004). Additionally, many people opined that will in letting subordinates to get cerebral ways to solve complications, examine conditions, really question long held beliefs and values, such leaders have been actually acquiring their supporters to get creative and use imaginative ways to solve standard complications, additionally, strengthening workers in versatile way. Avolio and Bass (2004) recommended that will workers could continue being self-sufficient in choice creating, inside the absence of the leader.

IS stresses the actual symbolic meaning of job pursuits as well as followers' job behaviors with their valuations, concepts and self-concordant aims (Bono & Assess, 2003). Bono and Ilies (2006) argued that transformational leaders' stimulate supporters through their emotional features to get their attention towards their tasks (Kanfar & Ackerman, 1989). Erez and Izen (2002); Ilies and Judge (2005) work shows that leaders' sentiment might have an effect on followers' responses by means of their sensations. Transformational leaders' emotional features furthermore have an effect on emotional replies involving followers (Bono & Ilies, 2006; Erez et al., 2008). Subordinates will certainly spend much more care about leaders' emotions due to strength as well as status differences (Cote, 2005). In this particular impression, emotions involving transformational leaders are more inclined to be carried with their supporters. Leaders' emotions speak of facts as well as affects followers' responses and inferences in relation to their job performance (Van Kleef et al., 2009).

The idea that satisfied organizational members may perform their function better grew to become the foundation for most concepts of overall performance, returns, work design and leadership (Shipton et al. 2006). Ilies et al. (2009) describes employees' full satisfaction just as one mind-set in which pertains to all round thinking in direction of existence or even life satisfaction and also help in exhibiting excellent service (Schneider & Bowen, 1985).

Job satisfaction identifies one's affective and cognitive reactions thus to their jobs (Weiss & Crapanzano, 1996) while job engagement identifies motivational state during which one's make invest his/her cognitive, actual physical and emotive selves in their work (Rich et al., 2010). The results of Rich et al. (2010) analyze that job engagement and job satisfaction is usually a couple of unique and remarkably correlated issues.

Perez (2001) defined satisfaction as the positive attitude of workers towards their work. This attitude is underpinned by values and beliefs that the employee has produced from his/her work. Dawis and Newstorm (1996) defined satisfaction at the workplace as a bundle of unfavorable or favorable feelings, emotions from the prism of which employee see their work, which comprise the disparity between rewards which are received and expectations of getting them. According to Perez (2001), dissatisfaction causes a downward movement in organizational efficiency, and it may be projected by conduct, disloyalty, negligence, aggression.

The upset and traumatized workers feelings may drive him/her towards an aggressive disposition.

Furthermore, Spector (1997) underscored job satisfaction for the reason that restriction to help which usually persons have liking or maybe disliking because of their job. This explanation suggests that job satisfaction can be a reaction of people presented regarding their particular work tasks. Job satisfaction has additionally been thought as a strong emotion involving sentiment which usually outcomes from the examination of the person's job encounter. This is also achieved when a worker compares his/her job with the expectations which h/she held about it at the outset (Locke, 1969). Hoy and Miskel (1991) are of the view that job satisfaction in education related settings is the state of likeness or hate which comes into being or as soon as the education evaluates his/her role of work. Job satisfaction has also been defined as the subjective evaluation of different factors of a person's job.

According to Brossiot (2002), this kind of leadership effects subordinate's cognition regarding empowerment. Her findings disclosed that this style highly appeals to employee perception, giving meaning to their jobs, and this drawing of meaning in their perception of employee advances further in creation of higher job satisfaction. Sparks and Schenk (2001) presented results that corroborated the idea that this format of leadership in terms of reality transforms employees by instilling in them the higher purpose of their work. He further said that there is an association of an individual work and job satisfaction.

Catalon (2003) studied the connection between this leadership style and job satisfaction in an environment of aerospace industry and concluded that leadership in aerospace industry follows similar trends likewise any other industry and further pointed out that leader in high-tech influences job satisfaction positively just like the traditional industry does. Gordick (2002) found that a variance of 2% was explained in the form of leadership while coping with the organizational change and stress indicators among employees were very low. Leader's consideration has been found to hold a relation with job tension, burn out and mental exhaustion, which is the lowest in case of having a considerate leader (Shedridan&Wredenburg, 1979; Melchior & VadenBreg 1997; Mccain 1995), which is one of important factor of IS.

A couple of studies had revealed that if leaders are successful in keeping a balance between responsibilities and relationship with

subordinated, lowest level of stress and burnout would occur (Havis, 1999; Wilcoxin, 1989). Aroven (1995) stated that if the organizational structure and leadership is inclined towards employees, lower will be the mental fatigue and load, causing greater employees satisfaction. Rome (2000) is of the view that transformational leadership behaves and works as a palliative in exterminating job stress, transpiring more and more job satisfaction. Campion and Rashid (2002) also supported the facts that there is an inverse relationship between this version of leadership and dissatisfaction, Schultz, Greenly and Brown (1995) found that transformational leadership results in favorable work environment and minimum burnout.

By introducing IS in an organization, alters the perception of the subordinates and improves their level of commitment (Barling et al, 1996). It was also reported by Day and Gerstner (1997) in an organizational environment, which had captured the transformational leadership, demonstrated the following: Increasing job performance, higher satisfaction with the immediate bosses, clarity of the role, overall satisfaction level increased. Mitton (2002) found the relation between transformational leadership and employees' satisfaction with the job is positive and it had also permitted the female workers to have gender roles and leadership roles in a shape of co-existence. Karak, Chen and Shamir (2003) in their research study figured there exists a good relationship concerning this kind of way of leadership and dependency regarding employees' in addition to the empowerment, personal detection acted as a mediating issue concerning transformational leadership and employees' dependence on the leader.

It has recently been found by Riaz et al. (2011) that there remains a positive relation between transformational behavior demonstrated at the workplace and commitment of the job. This proposes the argument that managers should practice transformational leadership style in a bid to soar the commitment shown by employees' in banking sector. Bushra et al. (2011) delved into the banking sector by finding the relation between transformational leadership style and the employees' job satisfaction of 133 employees in the banking sector in Pakistan. They concluded that transformational style has a positive impact on general level of job satisfaction for almost 42% of the employees, illuminating the importance of such form of leadership.

Job satisfaction is an important outcome variable because it is inextricably linked to behavioral intent to stay which is, in turn, an

important predictor of turnover. Most aspects of work that influence turnover of employees within organizations exert their influence through job satisfaction.

Research Design and Methodology

The study covered selected universities of private sector located in Khyber Pukhtunkhwa (KPK) and all employees working in the category of Grade-17 and above. The reporting units in the sample were employees of selected universities who were the direct subordinates/ recipients of directives; responded about their perceived leadership behavior of their immediate boss/supervisor. The whole volume of employees within every university under study diverse through 25 in order to 45 and also final number regarding employee's surveyed/total population (N) was 330 regarding 10 various universities.

Transformational leadership was measured in the present study by using the Multifactor Leadership Questionnaire style 5 xs, which was constructed by Avolio, Bass & Jung (1999). Job satisfaction was measured using items of questionnaire developed by Edward & Rothbard (1999) and Weiss, et al. (1967), MSQ short form.

This tool was comprised of 26 questions in which 14 questions were related to Transformational leadership ; the independent variable of the study, 7 were related to Employees' job satisfaction; the dependent variable and 5 for demographic factors.

Questionnaires were distributed to direct supervisors of all of the selected universities of KPK; which were internally distributed to their subordinates. After a week filled questionnaires were collected from the same supervisors. A total of 330 questionnaires were distributed in which 322 were returned while only 8 were remained unreturned.

A theoretical framework was designed for the current study. Figure-1 shows the theoretical framework of the current study consisting of Intellectual Stimulation (Independent variable) and Employees' Job satisfaction (Dependent variable). It was examined that what role did individual characteristics of leadership play in increasing employees' job satisfaction.

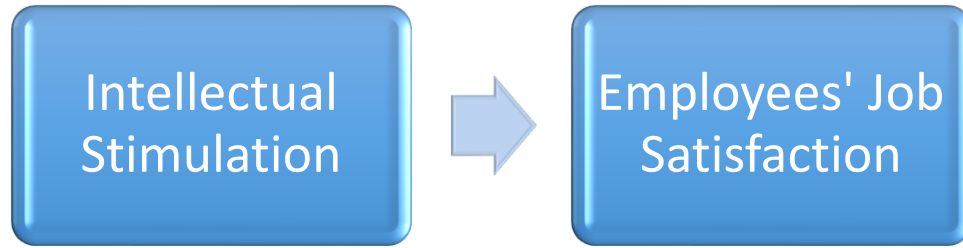


Figure 1

Theoretical framework

The current section describes the results and discussions of IS to find out level of their availability and extent of influence exerted by them on Employees' Job Satisfaction. This problem was approached in different ways, firstly by adopting the descriptive statistical approach which explained frequencies, percentages, and standard deviation and mean tendencies of the variables. Moreover, Pearson Correlation test has been for examining the relationship between Intellectual Stimulation and employees job satisfaction. Furthermore, ordinary least method has been used to analyze the impact of IS on employees' job satisfaction.

Results and Discussion

Attempting to answer our research question, the following statistical tools were used:

1. Detailed statistical investigation by making use of found indicates results and frequency distributions.
2. Pearson's Correlations (r) between Transformational leadership as well as Employees' job satisfaction.
3. Linear regression: with single component of Transformational Leadership (TL) upon Employees' Job Satisfaction (EJS).

Hypothesis

The current study developed two hypotheses which are stated below:

H_0 : Intellectual Stimulation has no relationship with Employees' Job Satisfaction.

H: Intellectual Stimulation has a relationship with Employees' Job Satisfaction.

These hypothesis seek to examine the influence of Intellectual Stimulation on Employees' Job Satisfaction. In order to report this relationship, a Correlation Analysis was performed. Furthermore, 2-tailed test was conducted, since the direction of the relationship was unknown. The results of correlation analysis are given in Table-1:

Table 1

Correlation Analysis between IS and EJS

		IS	EJS
IS	Pearson Correlation	1	.829
	Sig. (2-tailed)		<.001

** Correlation is significant at the 0.01 level (2-tailed).

Note. IS: Intellectual Stimulation, EJS: Employees' Job Satisfaction

The results indicate a strong positive correlation between Intellectual Stimulation and Employees' Job Satisfaction. Pearson product correlation of IS and EJS is statistically significant ($r = 0.829$, $p < 0.05$). This shows that an increase in the level of Intellectual Stimulation of the leader would lead to an increased level of job satisfaction of the employees.

Further to the previous analysis, since the study found a significant relationship between the two variables, simple linear regression analysis is used to test the hypothesis since there is only one independent variable. The below Table2 shows the summary of the findings.

Table-2

Model Summary

Model	R	R Square	Adjusted R Square
1	.829 ^a	.688	.687

a. Predictors: (Constant), IS

Table 2 shows the overall model summary, showing that the independent variable (IS) explains 68.8% (Adjusted R-Square) variance in

the dependent variable (EJS). This suggests that 68.8% change in EJS can be accounted to IS.

Table- 3 . ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	359.77	1	359.77	705.68	<.001
Residual	163.14	320	.510		

Table 3, tests the significance of hypothesis, the results shows that IS has a significant influence on EJS $F(1, 320) = 705.682$, $p = <.001$, which indicates that in the present study IS has a significant impact on EJS.

Table 4 Coefficients

Model	Un-standardized Coefficients		Standardized Coefficients	T	Sig.
	Beta	Std.Error	Beta		
(Constant)	.541	.080		6.724	<.001
1 IS	.790	.030	.829	26.565	<.001

Table 4 shows the variable and their significance, since the hypothesis has only one variable, the value of Standardized Coefficient is similar to the value of Pearson correlation. In this case IS is significant ($t = 26.565$, $p = <.001$). Overall these results clearly show a significant effect of the IS on EJS.

Table 5 Summary of the Findings

Hypothesis	Regression Weights	Unstandardized Beta Coefficient	R Square	F	p-value	Hypothesis Supported
H ₄	IS → EJS	.79	.69	705.68	<.001	Yes

Note. IS: Intellectual Stimulation, EJS: Employees' Job Satisfaction

Table 5 shows the regression weights and indicating the influence of IS on EJS. The hypothesis was supported, since the p-value is less than .05.

Key Findings

Following are the findings drawn from the analysis of data:

1. Demographic analysis showed that the ratio of male and female respondents was 96.6% and 3.1% respectively.
2. Demographic data also indicated that employees working in their current universities: 188 58.4% for 1-2 years, 20.5% for 3-5 years, 26.5% for 6-10, 14.3% for the period less than one year and 0.3% were working for more than 10 years.
3. Analysis showed that respondents were aged: 65.8% between 26-30 years, 14.3% between 30-35 years, 10.2% between 21-25 years, 2.8% between 41-45 years, 0.9% between 46-50 years and 0.3% between 51-55 years.
4. The results showed that respondents were working under their current supervisor: 33.2% for less than one year, 52.8% for 1-2 years, 12.7% for 3-5 years and 1.2% for 6-10 years.
5. The results about qualification of respondents showed that 0.9% were graduate, 86.6% were post graduate, 10.2% were M.Phil/MS and 2.2% were PhDs.
6. The results also indicated a strong positive Pearson product correlation ($r = 0.914$) between Intellectual Stimulation and Employees' Job Satisfaction.
7. Results of linear regression also indicated a positive and significant relationship ($\beta = 0.790$) between Intellectual Stimulation and Employees' Job Satisfaction.

Conclusion

The results pertaining to the hypothesis showed that Intellectual Stimulation has a relationship with employee job satisfaction. The statistically strong relationship suggested that employee satisfaction increases significantly when leaders motivate creativeness and novelty by following innovative tactics to problems. These leaders question models and encounter prevailing disputes and complications, looking for new ways and unconventional resolutions to make intellectual choices to support creativeness. These leaders like to empower followers, letting followers to consider on new philosophies and take them out of the task oriented rut (Bass & Riggio, 2006).

The results indicated that private universities' employee perception of his or her leaders supported that their leaders encourage them to grow and helps to learn new things and leads to positive emotion, and it evidenced by a strong r value of 0.914 for intellectual stimulation. Leaders also possibly will give uninterrupted stimulus to personnel through greater involvement as means of appreciation. Moreover, leaders would enhance worker's jobs and giving a developed wisdom of challenge and accomplishment. Job rotation, job training, re-assigning supervision and short-term advancement till the worker has accomplished the achievement of new mission allotted are amongst the effective consequences that might be attained.

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Satisfaction of Prospective Teachers and Teacher Educators about the Quality of Teacher Education Programs

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Abstract

Present study was designed to compare the satisfaction level of prospective teachers and teacher educators regarding the quality of teachers' education programs. Population comprised of all teacher educators and prospective teachers of public and private teacher education institutions of Punjab and Islamabad, Pakistan. Stratified random sampling technique was used to select sample of 30 institution, 300 teacher educators and 890 prospective teachers from two strata, sector and teacher education program. Two research questionnaires were used for data collection. Results revealed that prospective teachers enrolled in Bachelor of Education (Honors) were dissatisfied with the institutional environment, practical work, assessment techniques and features of teacher education. Whereas prospective teachers enrolled in Bachelor of Education showed dissatisfaction with program duration. Results also indicated that teacher educators teaching at Bachelor of Education (Honors) were dissatisfied with physical resources, teachers' competencies, teaching strategies, assessment techniques, professional skills, appreciative features of programs and institutional efforts to raise quality of the programs. Prospective teachers and teacher educators associated with both sectors somewhat expressed similar opinions regarding quality of the programs. It is, therefore, recommended that teacher education institutions may improve the quality of both programs keeping in view the teacher educators and prospective teachers concerns about quality.

Key words: Teacher education, Teacher educators, Prospective teachers, Quality indicators, Teaching strategies, Professional development

Introduction

Teacher education is concomitant with the development of proficiency and competence among prospective teachers in order to

empower them to fulfill the requirements of the teaching profession and to face the challenges therein. “Professional development goes beyond the term ‘training’ with its implications of learning skills, and encompasses a definition that includes formal and informal means of helping teachers not only learn new skills but also develop new insights into the pedagogy and their own practices, and explore new and advanced understanding of content and resources” (Mohan, 2011).

The drive behind teacher education is “acquisition of certain competencies related to aspects of classroom management, lesson planning, recording and reporting students' work leading to the achievement of prescribed, assessable and (presumably) acquired-for-life 'standards” (Khan & Saeed, 2009). Well-aligned and properly planned teacher education adequately imparted not only endorses that teachers are and will remain skilled and competent, but it also ensures persistent motivation among them (Musset, 2010).

According to the National Education Policies (NEPs) (2009 & 1998 – 2010) quality is a major deficit in an overall education system and the reason is poor quality of teachers. Quality of teachers depends on the quality of teacher education programs generally and pre-service programs specifically. Keeping in view the significant position of a teacher, several pre-service teacher education programs are being offered in Pakistan for the professional preparation of those, who intend to pursue teaching career. These includes; Primary Teaching Certificate (PTC), Certificate of Teaching (CT), Diploma in Montessori, Associate Degree in Education (ADE) Program, B.Ed. (1 year), B.A. B.Ed. (2 years), B.S.Ed., M.Ed. (Elementary/ Secondary, 1 year), B.Ed. (Honors, 4 years) (<http://www.studysols.pk/teacher-and-education-courses-in-pakistan/>).

Current study aimed at making a comparative analysis of satisfaction level of prospective teachers and teacher educators regarding the quality of teacher education programs (B.Ed. & B.Ed. Honors). It would significantly help to identify quality deficits of pre-service teacher education programs and to determine satisfaction level of teacher educators and prospective teachers about the quality of these programs. It would also provide an insight about the strengths and weaknesses of current teacher education programs and suggest measures to improve the quality. This study would contribute to make improvements in B.Ed. program generally and in B.Ed. (Honors) specifically as it is supposed to be prevalent in future. Therefore, at this stage identification of weak areas

and determining satisfaction of concerned parties regarding the quality of B.Ed. (Honors) program would help to make it more strengthen.

Objectives

1. To compare the satisfaction level of prospective teachers enrolled in teacher education institutions of both public and private sectors about the existing quality of teacher education programs (B.Ed. and B.Ed. Honors program)
2. To compare the satisfaction level of teacher educators affiliated with teacher education institutions of both public and private sectors about the existing quality of teacher education programs (B.Ed. and B.Ed. Honors program)

Review of the Literature

Teacher education is being greatly argued since years and deliberated as an important field of research. Poor quality of teacher preparation program directly affects the education process as it fails to deliver skills in the best way to learners. Naturally teachers cannot impart quality education to learners if they themselves are not trained through quality oriented professional training programs. Teaching is a very intricate and challenging job like engineering, medicine, surgery, etc., which cannot be performed well unless proper professional training and education is provided. Teacher quality is illustrious as the most persuasive single element related to school education for academic achievements of learners than other variables like content, class size, physical facilities etc. thus quality teacher education is imperative to ensure quality teaching (OECD, 2005).

Nature of Teacher Education

Teacher education is considered as a process of professional development of prospective teachers aiming at preparing them to handle theoretical and practical requirements of the profession. It is presumed that trained teacher can better comprehend organization of educative process within the classroom as well as can appreciate all theoretical aspects of learning and development of children. Teacher education is associated with the roles expected from future teachers to perform, teaching learning process they are supposed to encounter with, professional requirements to be met and pedagogical and psychological developments of upcoming teachers (Yogesh & Nath, 2008).

Malik and Urooj (2012) cited Good (1973) who defined teacher education “as the process of providing skills and knowledge to potential and confident teachers that is essential to educate successfully and efficiently in the classroom and wider community”. Teacher education generally encompasses teaching skills, pedagogical theory and professional skills.

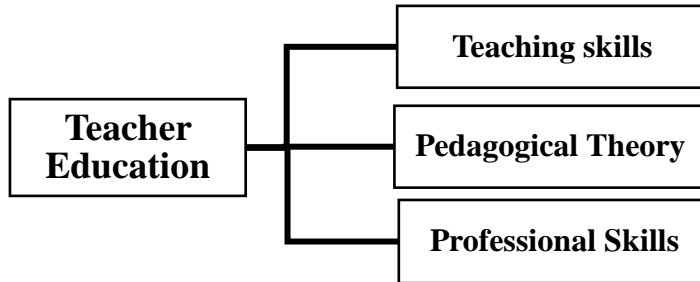


Figure 1

Elements of teacher education (Malik & Urooj 2012)

(a) **Teaching skills** involves provision of training and practice of various teaching approaches, techniques and strategies to potential teachers to enable them to plan and communicate instruction, reinforce and motivate learners and to conduct effective evaluation and assessment. It encompasses managerial skills (classroom management, time management etc.), preparation and employment of pedagogical material, and interpersonal skills.

(b) **Pedagogical theory** involves the sociological, philosophical and psychological contemplations intend to provide rigorous basis to prospective teachers for execution of teaching skills in classroom setting. Theory discusses the reasons, needs and requirements of particular situation in classroom.

(c) **Professional skills** adhere to teaching strategies, techniques and approaches, which are beneficial for teachers to excel in respective profession. It comprises soft skills, computer skills, information retrieving and management skills, interpersonal and counseling skills and above all lifelong learning skills.

Quality Indicators

Term “Quality” is very popular especially in relevance to education. It contained two concepts: *relative* and *absolute*. Relative quality is concerned with the assessment of something with reference to the satisfaction level of customers whereas absolute concept of quality deals with the goodness and the highest potential of unbeatable standards. Both concepts of quality are included in education generally and professional development courses specifically. Demands and requirements of customers should be given preference while planning any course for professional education. Moreover maximum perfection, excellence and high standards should also be focused (McCain & Mustard, 1999).

Teacher is responsible to impart quality education, values and profound sense of commitment among students’ thus prospective teachers needs to be equipped with strong professional competencies (Salandanan, 2009). All attributes and components that are related to the effectiveness of teacher education program may be denoted as quality indicators in teacher education. Across the globe significance of quality assuring indicators may differ.

Dilshad and Iqbal (2010) identified various indicators of quality including a well-defined set of professional standards, carefully designed rigorous curriculum, partnerships with local schools, comprehensive and continuous assessment of learning outcomes. They further explained that theory coupled with practice, rigorous admission process, problem-based methods of learning and field experiences are also important for quality assurance of teacher education. Similarly, they believe that alignment with the structure and organization of the school system, collaboration with all the important stakeholders, deliberative and thoughtful conceptual framework and continuous professional development also needs to be considered as quality indicators.

Hamid Ullah, et.al. in their study “Analysis of Quality Indicators of Higher Education in Pakistan” categorized quality indicators in to three parts. Firstly, the Input (physical resources, financial resources, and human resources); secondly, the Process (all educational activities and processes initiated from curriculum development to finalized assessment, admission criteria, and teaching learning activities) and finally, there is the Output (attained knowledge, learning of pedagogical skills and values learnt by prospective teachers during teacher education program).

Pre-Service Teacher Education in Pakistan

In Pakistan variety of initial teacher education programs (PTC, CT, Diploma in Montessori, ADE, B.Ed. (1 year), B.A B.Ed. (2 years), B.S.Ed., M.Ed. (Elementary/ Secondary, 1year), B.Ed. Honors etc.) are being offered in higher secondary education sector and tertiary or university sector through Government Colleges of Elementary Teachers (GCETs), Government Colleges of Education, Institute of Education and Research (IER) and Departments of Educations in Universities. Professional education of teachers is mainly the responsibility of provincial government. However, the Federal government contributes through its curriculum wing. In each province, distinctive organizational structure works for the preparation of teachers for primary, middle and secondary school levels.

History of teacher education development in Pakistan indicates that progress made in this regard is only restricted to the quantitative expansions through establishing teacher education institutions over a period of time and allowing a large number of individuals to acquire degrees and certificates in teacher education. However, the focus on the quality of teacher education has been very limited in the past.

According to USAID and UNESCO (2009) there are about 300 public and private institutions where several teacher preparation programs ranging from Primary teachers certificate to Ph.D. in education are being offered. Ostensibly, it is a noteworthy quantitative development but in fact qualitative aspect of teacher education process is critically deteriorated over a period of time because of using traditional and outdated instructional methods and styles, incessant practice of communicating subject based knowledge and poor enactment of teachers at classroom level (Akhter, 2013).

Quality of Teacher Education Programs in Pakistan

In Pakistan quality of teacher education is confronted with several challenges including “lack of consistent policy, inconsistency in curriculum, low resources, lack of quality teachers, low quality of teaching process, lack of standards, etc.” (Ali, 2006; Bilal & Khan, 2012; Council on Foreign Relations, 2011; Farooq, 1994; Haider, 2008; Saeed, 2007; UNESCO, 1990). Public institutions are known as the prime source of providing teacher education in Pakistan but unluckily less attention has been paid towards the endowment of required resources (Mahmood, 2014).

Teachers being the revolutionary agents are imperiled to face numerous challenges expectations and uncertainties existent with in the internal or external environment where professional responsibilities have to be carried out by them. Role of a teacher is not restrained to mere classroom teaching but he is committed to perform expanded responsibilities. Thus, it is inexorable to adequately educate future teachers on such lines that help them to survive proudly in professional field by being able to manage anticipated imminent challenges and can integrate modern pedagogical trends in their teaching (Cheng et.al, 2004). According to Mohan (2011) teacher education should essentially be redesigned and updated thus teacher education institution need to look beyond the prevailing paradigm of education in order to upraise the effectiveness of teacher education programs.

Methodology

Present study was descriptive in nature in which comparison on the satisfaction level of prospective teachers and teacher educators regarding the quality of both teachers' education programs B.Ed. and B.Ed. (Honors) was carried out. Population of the study was comprised of all prospective teachers and teacher educators of B.Ed. and B.Ed. (Honors) of all teacher education institutions in public and private sectors in the province of Punjab and Islamabad, Pakistan.

Sample

Stratified random sampling technique was used to determine sample of the study. Sampling strata were established on the basis of teacher education programs (B.Ed. and B.Ed. Honors) and public and private sectors. Data was collected from 30 teacher education institutions of public (21) and private (09) sectors. A stratified random sample of 300 teachers' educators was selected among them 176 were teaching in public sector and 54 in private sector teachers education institutions, whereas 177 teacher educators were affiliated with B.Ed. program and 53 were affiliated with B.Ed. (Honors).

890 prospective teachers were contacted for data collection (from 30 private and public teachers' education institutions). Among 890 prospective teachers, 540 were enrolled in B.Ed. program offered by public sector institutions and 170 were enrolled in the private sector institutions. 180 prospective teachers were selected from B.Ed. (Honors) in public sector institutions (as B.Ed. Honors was not being offered in private sector).

Tools for Data Collection

In this study, two distinctive research questionnaires entitled as Satisfaction of Prospective Teachers (SPT) and Satisfaction of Teacher Educators (STE) were used to collect data. Respondents were requested to give their opinion on five point Likert scale. Research questionnaire for prospective teachers (SPT) was comprised on 10 subscales including physical resources (item no. 1-17), curriculum (item no. 18-22), teaching strategies (item no. 23-29), time duration (item no. 30-31), institutional environment (item no. 32-41), practical work (item no. 42-44), assessment techniques (item no. 45-49), output of the program (item no. 50-56), features of teacher education (item no. 57-59) and weaknesses of the program (item no. 60) whereas research questionnaire for teacher educators (STE) included 16 subscales comprising physical resources (item no. 1-16), human resources (item no. 17-22), incentives (item no. 23-24), admission criteria for prospective teachers (item no. 25), curriculum (item no. 26-33), teaching strategies (item no. 34-37), time duration (item no. 38-39), institutional environment (item no. 40-43), assessment techniques (item no. 44-47), professional skills (item no. 48-49), problems (item no. 50), quality indicators (item no. 51), trends at teacher education (item no. 52), prominent features of teacher education program (item no. 53), satisfaction with the quality of program (item no. 54-55) and institutional efforts to raise quality of teacher education programs (item no. 56-67).

Validity of research questionnaires was determined through expert opinions. Reliability of the questionnaires was determined through statistical techniques Cronbach's Alpha. Alpha Coefficient for SPT was .73 and for STE .88.

Results

Analysis based on Mean, SD, T-Test and ANOVA are being given below:

Table 1
Comparison of Prospective Teachers about the Quality of B.Ed. and B.Ed. (Honors) (N=890)

Subscale	B.Ed. (N-710)		B.Ed. Honors (N-180)		t	sig.
	M	SD	M	SD		
Physical resources	57.71	10.67	59.26	8.85	3.22	.073
Curriculum	18.70	3.24	18.70	4.43	.000	1.00
Teaching strategies	36.00	10.06	35.58	11.71	.233	.630
Time duration	2.77	.92	3.68	1.44	107.83	.000
Institutional environment	38.54	4.98	37.21	5.26	10.0	.002
Practical work	7.43	1.68	6.84	1.75	17.2	.000
Assessment techniques	31.24	9.09	29.76	9.48	3.72	.050
Output of the program	87.74	4.64	87.27	3.60	1.57	.210
Features of teacher education	23.73	12.26	21.30	6.80	6.55	.011
Weaknesses of the program	7.18	9.52	4.07	5.47	17.74	.000
Total	311.04	33.44	303.67	32.92	7.017	.008

Table 1 indicates program wise comparison of satisfaction level of prospective teachers on the research scale SPT. It is explored that prospective teachers of B.Ed. (Honors) are comparatively dissatisfied with the institutional environment (37.21), practical work assigned to them (6.84), assessment techniques used by their teachers to assess their performance (29.76), features of teacher education program (21.30). Moreover, they find more weak areas in the program B.Ed. (Honors) (4.07). Whereas, prospective teachers enrolled in B.Ed. program are dissatisfied with the duration of the program (2.77).

Table 2

Sector wise Comparison of Prospective Teachers about the Quality of B.Ed. and B.Ed. Honors (N= 890)

Subscales	Public (N-720)		Private (N-170)		t- value	p- value
	M	SD	M	SD		
Physical resources	58.03	10.018	57.96	11.68	.007	.933
Curriculum	18.51	3.556	19.52	3.21	11.52	.001
Teaching strategies	35.38	10.306	38.18	10.59	10.04	.002
Time duration	3.00	1.142	2.76	.950	6.35	.012
Institutional environment	38.16	5.070	38.73	5.03	1.74	.187
Practical work	7.19	1.705	7.85	1.66	20.70	.000
Assessment techniques	30.22	8.909	33.98	9.74	23.53	.000
Output of the program	87.62	4.470	87.75	4.40	.11	.737
Features of teacher education	22.68	10.520	25.59	14.42	8.98	.003
Weaknesses of the program	5.82	7.716	9.66	12.46	26.23	.000
Total	306.61	31.333	321.97	38.96	29.93	.000

Table 2 indicates sector wise comparison of satisfaction level of prospective teachers on the research scale SPT. It is explored that prospective teachers studying in public institutes are comparatively dissatisfied with the curriculum (18.51), teaching strategies (35.38), practical work (7.19) assigned to them and assessment techniques (30.22). They believe that teacher education programs being offered in public sector institutions are not conforming to the appreciative features of teacher education programs (22.68) with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning. Thus, they see more quality concerning weakness in the program (5.82). Prospective teachers enrolled in teacher education institutions of private sector shown no major concern except time duration allocated for the program (2.76).

Table 3

Comparison of Teacher Educators about the Quality of B.Ed. and B.Ed. (Honors) (N=230)

Subscales	B.Ed. (N-177)		B.Ed. Honors (N-53)		t- value	p- value
	M	SD	M	SD		
Physical Resources	59.7	10.6	55.8	10.3	2.36	.019
Human Resources	60.0	13.0	55.5	3.8	2.22	.027
Incentives	3.3	4.0	2.8	5.1	.92	.361
Admission criteria for prospective teachers	3.7	3.8	3.2	9.6	.71	.481
Curriculum	39.0	4.4	39.0	1.1	-.07	.946
Teaching strategies	33.4	9.8	30.6	4.0	1.81	.050
Time duration	3.7	1.2	3.7	6.0	.02	.983
Institutional environment	28.9	4.3	28.0	7.6	1.41	.161
Assessment techniques	38.2	5.7	35.0	8.8	1.34	.042
Professional skills	37.6	6.7	35.9	12.4	1.63	.014
Problems	45.4	9.4	48.4	5.0	-2.10	.037
Quality indicators	85.5	11.3	84.0	5.2	.811	.418
Trends at teacher education	31.5	5.8	32.7	1.0	-1.29	.198
Prominent features of Teacher Education Programs	21.3	4.9	19.9	4.1	1.77	.047
Satisfaction with the quality of program	149.4	1.1	149.4	43.4	.083	.934
Institutional Efforts to raise Quality of Teacher Education Programs	6.9	9.7	2.30	3.8	3.36	.001
Total	648.3	47.9	628.9	5.15	2.636	.009

Table 3 shows satisfaction of teacher educators on STE concerning the quality of Teacher Education programs being offered in their institution either B.Ed. or B.Ed. (Honors). Significant difference of opinion among teacher educators exists on over all research scale STE (.009). It is explored that Teacher educators associated with B.Ed. (Honors) are comparatively dissatisfied with the physical resources (55.8), competencies of human resources (55.5), teaching strategies (30.6), assessment techniques (35.0), professional skills (35.9), appreciative features of teacher education programs (19.9) and institutional efforts to raise quality of teacher education programs (2.3). Moreover, they see more quality-threatening problem in B.Ed. (Honors) (48.4). Whereas, teachers teaching to B.Ed. students shown no major concern about the quality of the program.

Table No 4

Sector wise Comparison of Teacher Educators about the Quality of B.Ed. and B.Ed. (Honors) (N=230)

Subscales	public (N 176)		private (N 54)		t- value	p- value
	M	SD	M	SD		
Physical Resources	57.6	10.6	62.9	9.8	3.26	.001
Human resources	59.7	12.2	56.7	15.6	1.50	.036
Incentives	3.4	3.8	2.5	3.5	1.50	.034
Admission criteria for prospective teachers	3.6	3.8	3.5	3.7	.12	.907
Curriculum	38.8	4.7	39.6	3.8	1.05	.296
Teaching strategies	33.0	9.8	32.2	10.1	.51	.609
Time duration	3.7	1.2	3.7	1.0	-.14	.892
Institutional environment	28.8	4.5	28.5	3.3	.45	.657
Assessment techniques	38.3	5.2	36.8	7.4	1.60	.012
Professional skills	37.3	7.0	37.1	6.7	.19	.849
Problems	46.3	9.7	45.3	7.8	.68	.496
Quality indicators	84.2	12.5	88.2	7.1	2.20	.029
Trends at teacher education	31.9	6.0	31.6	4.3	.347	.729

Prominent features of training program at bachelors level (B.Ed./B.Ed. honors)	20.3	5.0	23.2	4.1	3.87	.000
Satisfaction with the quality of program	145.3	1.1	149.7	.92	2.72	.007
Quality efforts	6.5	9.3	3.7	7.3	2.04	.043
Total	643.3	48.3	645.8	45.4	-.34	.734

Table 4 indicates comparison of satisfaction level of teacher educators associated with teacher education institutions of public and private sectors on the research scale STE. Table reveals that teacher educators working in public sector institutions are comparatively dissatisfied with the physical resources (57.6) available to them. Similarly, they believe that teacher education programs being offered in public sector institutions are not compliant to the appreciative features of teacher education programs (20.3), therefore, they are not satisfied with the quality of the teacher education programs (145.3) being offered there. Whereas, teachers affiliated with the institutions of private sector are dissatisfied with the competencies of human resources (56.7), incentives provided to them for encouragement by their institutes (2.5), assessment techniques (36.8) and efforts of their institutions in order to raise quality of teacher education programs (3.7). They were also not satisfied with the amalgamation of quality enhancing indicators (84.2) in teacher education system that is needed to raise its quality.

Discussion and Conclusions

This study was aimed at comparing the satisfaction level of prospective teachers and teacher educators regarding the quality of B.Ed. and B.Ed. (Honors) programs in public and private sectors in the province of Punjab and Islamabad. Responses of the prospective teachers of B.Ed. (Honors) revealed their dissatisfaction with the institutional environment, practical work assigned to them, assessment techniques used by their teachers to assess their performance, and features of teacher education program with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning. Therefore, they find more quality threatening problems related to the program. Though B.Ed. (Honors) is launched with anticipation to make teacher education more quality oriented and effective and to overcome shortcomings which are commonly associated with B.Ed. program but yet there are certain areas

highlighted in the current study need to be focused to ensure the quality in B.Ed. (Honors).

Results revealed that prospective teachers studying in teacher education institutes of public sector are comparatively dissatisfied with the curriculum, teaching strategies being used by their teachers to teach them, practical work assigned to them and assessment techniques, features of teacher education programs, therefore, they see more quality related weaknesses in teacher education program being offered in public sector institutions. In contrast prospective teachers studying in teacher education institutes of private sector showed dissatisfaction regarding the duration of the program.

It was discovered that teacher educators of B.Ed. (Honors) program are comparatively dissatisfied with the availability of sufficient physical resources. Further they have also expressed dissatisfaction of the professional competence of teacher educators, especially with teaching strategies and performance assessment techniques of prospective teachers. Along with this, teacher educators show concerns on inadequately planning, ICT skill orientations and effective tutorial support. However, teacher educators affiliated with B.Ed. program showed no major concern regarding the quality of the program. Sector wise comparison of teacher educators indicates that teacher educators teaching in public sector institutions are dissatisfied with the availability of physical resources. Similarly, they believed that teacher education programs being offered in public sector institutions are not compliant to the appreciative features of teacher education programs with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning. In contrast, teachers educators affiliated with the private sector institutions are relatively dissatisfied with the competencies of human resources, incentives provided to them for encouragement by their institutes, assessment techniques used to assess the performance of prospective teachers and efforts at institutional level in order to raise quality of teacher education programs.

Results make it clear that teacher' educators working in the private sector institutions were also not satisfied with the amalgamation of quality enhancing indicators in teacher education programs. They supported the perception that provision of physical resources, conducive institutional environment and well-designed curriculum is significant to ensure quality of teacher education. They also believe that continuous professional development of teachers' educators can ensure effective teaching practice.

Decisions regarding various matters of teacher education require to be made with collaboration of administration of teacher education institutions, teacher educators and apex bodies. In addition, regular assessment of teacher education programs by the home institution and concerned apex bodies, continuous improvement of academic and administrative activities, appraisal of teacher educators' performance, feedback from stakeholders and their satisfaction about the quality of teacher education program need to be ensured. In order to meet the educational requirements of 21st century, teacher education programs needs to be incorporated with emerging trends and appreciating use of modern instructional and assessment techniques.

Literature also supports the results of the present study. Quality of teacher education in Pakistan is recognized poor (Ali, 2011; Jaffer, 2005). Several research studies argued that professional development of teachers, students' learning and academic achievement are interconnected (Halai et al., 2004; Guskey & Spark, 1996; Shah, 2000) yet quality of teacher education is usually affected due to shortage of facilities, budget constraints, ineffective managerial system, poor examination and assessment techniques and inappropriate supervision. Pre-service teacher education programs are of poor quality and directly affect the quality of education and cause its deterioration (Ahmed, 2009; Aga Khan University, 2002; Government of Pakistan, 2005 and 2002c; NEP, 2009). NEP (2009) has well captured the scenario: *"The reform of teaching quality is of the highest priority. There is a consensus amongst all stakeholders that the quality of teachers in the public sector is unsatisfactory"* (p.43).

Educational Statistics Pakistan 2008-2009 indicate that more than 90 percent teachers serving in public schools are professionally trained but unluckily the impact of training either pre-service or in-service is perceptible, neither in their teaching nor in students' achievement. Thus, it reveals poor capacity building of prospective teachers. Number of independent research reports, policy documents and Government reports, numerous researches and documents carried out by donor funded projects etc. on teacher education system in Pakistan reveals various quality related issues and breaches, which impede effectiveness of teacher education programs (Asian Development Bank, 1992; Academy for Educational Development, 2005; Barber, 2010; Government of Pakistan, 2002b; Hoodbhoy 1998).

Recommendations

Results of the study explored that there are certain areas concerning teacher education programs of B.Ed. and B.Ed. (Honors) that need to be focused in order to elevate its effectiveness and quality. On the basis of the findings of the study, it is recommended that:

1. Qualitative measures may be incorporated in order to make institutional environment of more innocuous, nonviolent, learning friendly and conducive where rules and requirements regarding program are catered adequately.
2. There is a need to make practical work more varied and extensive instead of traditional teaching practice.
3. Teacher educators to assess the performance of prospective teachers may practice alternative assessment techniques. Moreover, assessment of prospective teachers should be skill based and performance oriented.
4. Features of teacher education program like development of professional skills, use of ICT, incorporation of upcoming educational trends may be incorporated more extensively in B.Ed. (Honors) program.
5. Time allocation for the B.Ed. may be reconsidered.
6. Provision of required physical resources for public sector.
7. Pedagogical competencies of human resources/teacher educators may be updated according to the timely requirements through extensive in-service programs.
8. Teacher educators may use varied and diverse teaching strategies like group activities, problem solving, inquiry based, ICT based, micro teaching strategy along with traditional instructional methods like lecture, demonstration etc.
9. Professional skills like pedagogical skills, managerial skills, assessment and evaluation, diversity dealing, guidance and counseling, curriculum alignment, students' character building commitment towards job, innovation and creativity may be imparted to prospective teachers.

10. Teacher education institutions and relevant apex bodies may work in collaboration in order to improve quality of teacher education programs according to contemporary needs.
11. Extensive research studies need to be carried out, in order to determine problems and quality threatening discrepancies related to B.Ed. and B.Ed. (Honors) programs and how these can be weeded out so that the quality of these programs can be ensured.
12. Teacher education institutions of public sector needs to incorporate qualitative measure concerning curriculum, teaching strategies, practical work and assessment techniques in order to elevate the quality of the program. Moreover, appreciative features of teacher education programs with respect to skill learning, use of ICT, merging upcoming educational trends and adequate planning also needs to be incorporated.
13. Teacher education institutions of private sector may focus on the improvement of professional competencies of human resources, adequate incentives may be provided to them for encouragement and varied assessment techniques may be encouraged to be used by teacher educators. Additionally every institutions may strive individually and collectively to raise the quality of teacher education programs.
14. Quality assuring indicators and global requirements of education system of present century may be identified and incorporated while planning teacher education programs so that future teachers can successfully deal with professional challenges.

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Factors Contributing in the Resolution of Social Conflicts and Perceptions of Female Secondary School Teachers

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Abstract

Human life is full of differences, discords, disagreements, clashes and tiffs which lead to social conflicts and destroy peace of the society. These social conflicts needed to be resolved. The current study was conducted to analyze the perception of female secondary schools' teachers about the factors that contributing in the social conflict resolution. The study was aimed to make the female teachers sensitized about the social conflicts resolution and to identify the factors that lead to social conflicts resolution. The study was conducted in district Mardan one of the central districts of Khyber Pakhtunkhwa. Sample of 150 government secondary schools teachers for girls was randomly selected from the total population of 1018 working teachers in district Mardan. A Questionnaire was used for data collection and the collected data were analyzed through percentages and chi-square. The study revealed factors that contributing in the resolution of social conflicts. On the basis of the findings it was recommended that the educators should foster the knowledge, practical skills and attitudes for the social conflicts resolution. It should be the part of the formal education system and be started as separate subject or integrated approach should be applied. Reading material i.e. magazines, journals, booklets, newspapers containing articles on social issues and its resolution should be provided for the guidance of educators. Conducting of dialogues and debates, arrangement of workshops for teachers, students, parents and administrators and instructional courses/training to enrich the educators in the conflicts resolution skills was also recommended.

Keywords: Social Conflicts, Factors, Resolution, Teachers

Introduction

Conflicts are the by-products of one's perceptions. Mughal and Khan (2013) described that conflicts are spurt out of relation among the individuals. Individual behavior is responsible for the eruption of conflict. It also arises from the organizational setup and as well as from underlying structural organization based-factors. Conflict may be defined as a situation of falling-out, chaos and confusion or antagonism. When two or more than two parties or individuals are engaged in protracted fight, struggle or quarrels with each other is called conflict. According to Namande (2008), "things like egoistic trends, racism based beliefs, intolerance, disputation, strive for substantial things, exertion for identification, ignorance, dignity, and fear are the causes of conflicts. He adds that anything that generates disappointment or discontent can swell up the conflicts among individuals". Conflicts are the natural result of multiplicity in beliefs and values, dissimilarity in attitudes and gap in perceptions that contend social, economic and political interests among human beings, different ethnic and social groups (Rashid, 2005). Ayoko, Hartel, and Callan (2002), state that when there is disagreements or differences of opinions, needs and desires between the individuals or group of individuals and are apparent and exhibit from their behavior is called conflict.

De Janasz, *et al* (2006) stated that conflict is a reality of life in association. Conflict is not concrete or substantial thing rather it arises of the perceptions of individuals. It takes a concrete form when reasoning, threatening and combating are involved. It is the people that are unable to handle it and get through it effectively. If conflict is managed effectively then it can be constructive. If not, it will be destructive in all social settings. Durojaye (2010), under the title of "Understanding Conflict and War" categorized into four areas i.e. conflicts related to resources, psychological requirements or needs, conflicts over values and conflicts over insufficient or defective information. According to Vahabi (2009) social conflict is started for a common cause by group of social setup. It can be divided into two domains. One is that which caused by a voluntary exchange framework like market type conflict. The other is the social conflict caused by a social problem common in society; in such a conflict the people are having mutual interests. What does a social conflict cast? It brought inconveniences and threats to the society. It disturbed peace of the

society. As Zeleza, (2008) holds that conflicts put severe threats to human safety, peace, tranquility and solidarity. They give threat and hindrance to social and economic development. They make institutions and organizations destabilized, crack the social integrity and many other disasters and misfortunes like expatriation, and dislodgment occur.

Conflicts Resolution

Conflicts resolution means to comprehend the root causes, dynamics and reasons of the conflict and to apply these in the processing of peace building and peace-making. There are different point of views and perceptions about the aims, philosophy and practices of resolving of the conflicts. Recently the notion of transformation has been in discussions about the conflict resolution and indicates a concern to recuperate, extend and provide the potential in theory and practice (Bloomfield, Fischer, & Schmelzle, 2006; Fischer & Ropers, 2003; Ramsbotham, Woodhouse, & Miall, 2005). Conflicts resolution is a long term and continuing consensus or agreement that ought to be provided to the meticulous and specific needs of all those who involved in the disputes. There are some specific and fundamental things that play crucial role in the resolution of social conflicts. Factors like patience, open-mindedness, compassion, self-control, responsibility, observance of honesty and responsibility are helpful in the conflicts resolution process. Observance of equality, compassion, sincere attitude, empathy, admiration, gratitude, reliability, esteem, determination and fair play are among the other factors that helps in the resolving of social conflicts. Wallensteen (2002) stated that conflicts resolution is to make efforts to remove the inappropriateness or solve the inaptness of the conflict. In this process the opponent parties agreed upon the existence of each other's. A durable solution to the problem is chalked out in astounding manners.

Conflicts resolution concentrates in the worthy values, which are there in the views and thoughts of others. They cherish everybody with their due regards in strata. They observe the democratic approaches and weighs the intrusion of everybody in dynamic world. They honor the principal of equality and garlands the steps toward non-violence. Conflicts resolution is a dynamic process in which the core targets are to cope, to manage and to on floor Herculean strategies, which nourish the other three concepts. They assert the dictum that “No conflict, No conflict

resolution”. So, Conflicts resolution points to all concern steps and stares that remove the instigator of conflict and ensures lasting situation to all the involved. Weaver (2003) is of the opinion that effort to solve a dispute or conflict is called the process of conflict resolution. For the success of the resolution process, it is necessary that the needs and interests of all the parties should be realized on equal footing. So, that each party feels satisfied of the outcome of the results.

Conflicts Resolution Processes

A conflict resolution is seems to be a process and technique, which facilitates peaceful ending of disputes in the shape of discourse or ideologies (Olayinka, et al, 2015). Datzberger (2014) claimed that a conflict resolution is the procedure or phase of change in national international level in horizons of politics, economy, institutions, personal and groups. It is the multisided process of development and ranged from family to international level. Social conflict resolution can seem as a technique and process that makes possible the peaceful end of the disputes and discords (Haq & Dar, 2015). All conflicts needed to be resolved. A conflict resolution is the orientation approach of each person to strangle the conflicts with specified manner, which is more deductive. All manners are the outcome of different behaviors. This process demands two major approaches. The objective and the relationships of both parties, that testifies, which objective is crucial for the individual, goal and relationships. All confirm the familiar style (Scott, 2005).

- a. *Avoidance*: The inexpressive state of one’s position is avoidance. In such circumstances a person over sights conflict and follows the dictum “I lose- you lose”.
- b. *Accommodation*: The state in which relation highlighted, but the goal is at the bottom. In this flux, the person votes for compromise. This paradigm is known as “I lose- you win”.
- c. *Competition*: Conflict resolution is always result oriented. The believer of this procedure assumes that one is wrong and the other is right. It is the spontaneous principle of one win and other loses.
- d. *Solution*: Finalization is the crucial factor that enhances the monitoring of relationships of both parties. They always struggle to ensure the encouraging results of the solution for both parties. It is neutral in nature, which asserts the success of both groups (UNDPKO, 2008).

Role of Schools and Academies

According to Olayinka, et al. (2015) society is suffering from protracted disputes and conflicts in the form of religious, ethnic conflicts and education may encourage and play positive role by integrating these various cultures and contribute in conflicts resolution process. Role of the educational institution is of high demanding for social conflicts resolution. Education is a key tool for socialization in society. The factors that leads to social conflict resolution is directly or indirectly associated to the education system. According to PBEA (2012) Consolidated Report; the report presented to the Secretary General by the General Assembly Security Council regarding peacemaking after the dispute (2009) stated that the role of education in peace is of great worth. Education creates the sense of confidence toward the onslaught of conflicts. It can reduce the disparity or injustice among the local communities affected by the conflict, and that it can promote attitudes, enhance beliefs and create values that promote peace. Simultaneously, it contributes to great extent to dispute. If it is implement with no partiality in the resolution of dispute. So education role in lasting peace has been tremendously recognized.

According to Coleman, and Fisher-yoshida (2004), the university of Columbia has in a global centre, which is meant for research and training in conflict resolution i.e. ICCCR. The programs of this university is brought into practice and function by the school level master trainer and make the concepts related to conflicts resolution, the part of curricula. The teaching methods touch the area and aspect of cooperation, and contentions are resolved in a positive way of discussion. These trainers kill the notion of competition among the students and create the sense of cooperation. According to Bhaskaran, (2003) the involvement of academics in the field of conflict studies and resolution are multidimensional subjects of studies. Extensive acknowledgment and the use of a multi-dimensional method and approaches to conflicts resolution strategies recognized academics one of the key players in the process of handling the dispute. Examples and experiences set forth in the history and the development at the present time may encourage profound investigation in the field of conflicts resolution at various levels. Investigation of a range of practices and explore novel substitutes in this area may identify clearly the role of academics in the future.

How to Resolve Conflicts (Skills)

Conflict resolution skills are basically the tactics to solve it through the application of discussion, thinking and joint efforts in perspective of conflicting situation. It has the potential to settle the conflict in smooth style. There are the technical devices helpful in ravishing the conflict. It lays the following assumptions (Bodine & Crawford, 1998; Deutsch, 1993; Jones, 2004; Raider, Coleman, & Gerson, 2000).

- a) Acknowledge the fact and figures that where there is life, there will be conflicts
- b) To be the master of detecting the conflicts and chalking out durable frame work for its solution
- c) To pay weight-age to the other party and launch a program in this dimensions
- d) Paying due concentration to demands and desires
- e) To channelize the vocation of emotion in non-violent and non-fiery way
- f) Accepting a conflict as a mutual problem and to smash it with joint truces and dialogues by involving the third party
- g) Challenging a mind map is vivification for progressive solution (Bar-Tal & Rosen, 2009).

Conceptual Framework

Living in peace is the dream of every human being, families, communities and nations. Every one strives for peace according to his/her peculiar and best approach. Conflict is prevailing everywhere and it is an unavoidable and undeniable phenomena of human life. Resolution to conflict becomes indispensable to bring peace in the disturbed society. Among the different tools for conflict resolution, education is one of the most effective changing behavioral tools that can transfer the social conflicts into durable peace. Educators should be aware of the importance of the social conflicts resolution and the factors that leads to social conflicts resolution. Teachers and principals have to play their constructive role in social conflicts resolution and to bring peace and harmony to the society.

Statement of the Problem

Peace is the most vital concern of the mankind, which ought to be achieved. Thus, social conflicts must be resolved to build peaceful society. This study was conducted to analyze the perceptions of female

government secondary schools' teachers about the factors that contribute in the resolution of social conflicts and to make them sensitize about the social conflicts resolution and to enable them to work for the promotion of peace in society.

Significance of the Problem

Social conflicts are the burning phenomena of the age; they not only destroy the domestic peace but have far-reaching effect on the life of humanity. Apart from the personal life, culture, economy, politics and even religion are in the grasp of the issue. Social conflicts are commonly observed among the society especially in third world countries. Indeed, social conflicts are great problems faced by human beings. This study is of great worth not only for educators but for the society as whole because of the universality of the problem. It is beneficial for the whole society and one cannot restrict it to the particular area or field of life. The current study under investigation has explored various factors that contribute to social conflict resolution.

Objectives of the Study

The study was based on the following objectives:

1. To make aware / sensitize the female educators about the social conflicts resolution.
2. To identify the factors that lead to social conflicts resolution.

Method and Procedure

The study was descriptive and quantitative in nature and a self-developed structured questionnaire was used as data collection instrument to get the opinions of the respondent teachers. The study was aimed to make aware/ sensitize the educators about the social conflicts resolution and to investigate the factors that lead to social conflicts resolution and to promote peace in society. All the 10696 female secondary /higher secondary schools' teachers of Khyber Pakhtunkhwa constituted the population of the research study. There were total numbers of 863 schools in which 141 were higher secondary and 722 were secondary schools. There were total numbers of 10696 female working teachers in these schools in which 7788 were serving in secondary schools and 2908 were severing in higher secondary schools (EMIS, 2015).

Table 1 shows the details of the schools for girls and working teachers in KP

S.No	Schools	No of Schools	Teachers
1	Secondary Schools for Girls	722	7788
2	Higher Secondary Schools for Girls	141	2908
3	Total	863	10696

Delimitation of the study

The study was delimited to district Mardan one of the central district of Khyber Pakhtunkhwa and thus the targeted population constituted all the government working female secondary school teachers for girls in district Mardan. In district Mardan total number of secondary and higher secondary school for girls were 84. There were 67 secondary and 17 higher secondary schools for girls. In these schools there were total numbers of 1018 working teachers in which 719 teachers were working in secondary and 299 in higher secondary schools for girls (EMIS, 2015).

Sample

As the targeted population for the study were the female working teachers in government secondary and higher secondary schools for girls in district Mardan. According to the Annual Statistics of Government Schools issued by Elementary and Secondary Education Department Khyber Pakhtunkhwa, there were total number of 1018 female working secondary school teachers in total 84 schools in district Mardan (EMIS, 2015). Multistage random sampling technique was used for the study. In first stage, 30 schools for girls out of 84 schools were randomly selected and then from each school five female teachers who teach to the secondary classes were selected as respondents of the study. Thus sample of 150 female teachers working in government girls secondary/higher secondary schools was randomly drawn for filling the questionnaires to get their opinions about the phenomena.

Table 2 shows details of secondary/ higher schools for girls and working teachers in KP and district Mardan.

S.No	Schools	No of Schools		Teachers	
		KPK	Mardan	KPK	Mardan
1	Secondary Schools for Girls	722	67	7788	719
2	Higher Secondary Schools for Girls	141	17	2908	299
3	Total	863	84	10696	1018

Validity and Reliability

Before, distribution of the instruments, these were properly validated through experts in the relevant field. Reliability determines how consistently a measurement of skill or knowledge yields similar results under varying conditions. If a measure has high reliability, it yields consistent results. So, apart from validity, reliability of the questionnaire was confirmed through Cronbach Alpha reliability and found to be 0.855. The average internal consistency reliability analysis for each subscale of the questionnaire is given as under:

Table 3 shows the Average Reliability Analysis (Cronbach's Alpha) of the Questionnaire

Subscales of the Questionnaire	Items Number	Cronbach's Alpha
Structural Factors	13	0.843
Behavioral /Values Factors	14	0.867
Mean	27	0.855

Data Collection and Analysis Instrument

Questionnaire was used as data collection instrument. The questionnaire was dichotomous in nature and there were two options i.e. agreed and disagreed and the respondents have to check one of the options. The questionnaire was close-ended having two sections i.e. structural and behavioral/values. For analysis of data collected through questionnaire, percentages and inferential statistics i.e. chi-square were used. As said by Schreiber and Self (2011), Chi-square is a first-class

induction to non-parametric analysis. Hence the collected data was tabulated and analyzed through Chi-square, which is considered a suitable statistical tool that is extensively used for the analysis of nominal data (Gay, 2000). For the chi-square the SPSS (Statistical Package for Social Sciences) version 16 was used.

Data Analysis and Results

The collected data was analyzed through percentages and inferential statistics chi-square through SPSS (Statistical Package for Social Sciences) version 16. When the calculated chi-square value was found greater than the tabulated value ($\chi^2= 3.841$) at 0.05 level of significance, the statement was fail to reject when it is found to be less than tabulated value and vice versa. Tables show the analysis of the data.

Analysis of the structural factors

Table 4 shows the analysis of the responses of the female teacher about the factors that are related to the structure and getting help in conflict resolution.

S.#	Statements	Structural Factors				χ^2	P
		Agreed	%age	Disagreed	%age		
1	Conflicts begin in mind, resolved in mind	131	87.33%	19	12.66%	83.627	.000
2	Comprehensive process requires training	124	82.67%	26	17.33%	64.027	.000*
3	Understanding the nature of the conflict	127	84.67%	23	15.33%	72.107	.000*
4	Negotiation soften conflicts	140	93.33%	10	6.67%	112.667	.000*
5	Seeking of mutual agreement on the issues	127	84.67%	23	15.33%	72.107	.000*
6	Observance of law	137	91.33%	13	8.67%	102.507	.000*
7	Political stability	133	88.67%	17	11.33%	119.707	.000*
8	Reconciliatory policy	127	84.67%	23	15.33%	72.107	.000*

9	Human rights preservation	126	84.00%	24	16.00%	69.360	.000*
10	Analytical thinking needed	103	68.67%	47	31.33%	20.907	.000*
11	Dispensation of justice	135	90.00%	15	10.00%	96.000	.000*
12	Economic stability	97	64.67%	53	35.33%	12.907	.000*
13	Quality Education	123	82.00%	27	18.00%	99.227	.000*

*Significant level: 0.05 DF: 1

Table value: 3.841

Table 4 indicates that the calculated chi-square value in each case was found to be greater than the tabulated value (3.841) at 0.05 levels of significance at the degree of freedom 1. So, each and every statement was found to be significant and was supported. The percentages also clarify the results. It was revealed that social conflicts begin in the mind of individual and it should be resolved in the mind of individual. The table indicates that social conflict resolution is comprehensive social process that requires proper training and it requires understanding of the very nature of the social conflicts. For social conflict resolution individual has to seek mutual agreement on the issues. It was find out that reconciliation (reconciliatory policy) and negotiations also helpful in social conflicts resolution process. It was revealed that factors like observance of law, political stability and preservation of human rights are helpful in social conflicts resolution process. It was found out that social conflicts resolution needed analytical thinking to solve the conflict. It was also found out that dispensation of justice, economic stability in the country and quality education is the factors that contribute in social conflicts resolution.

Analysis of the behavioral /values factors

Table 5 shows the analysis of the responses of the female teacher about the factors that are related to the behavioral / values and getting help in conflict resolution.

Behavioral / Values Factors							
S.#	Statements	Agreed	%age	Disagreed	%age	X²	P
1	Compassion	131	87.33%	19	12.66%	83.627	.000*
2	Adaptation of cooperative behavior	139	92.67%	11	7.33%	109.227	.000*
3	Control on the emotions	137	91.33%	13	9.67%	102.507	.000*
4	Compromising attitudes	131	87.33%	19	12.66%	83.627	.000*
5	Self awareness	128	85.33%	22	14.67%	74.907	.000*
6	Positive attitude	135	90.00%	15	10.00%	96.000	.000*
7	Understanding the nature of the conflict	142	94.67%	8	5.33%	119.707	.000*
8	Tolerance	140	93.33%	10	6.67%	112.667	.000*
9	Cooperation	142	94.67%	8	5.33%	119.707	.000*
10	Acceptance in the society	128	85.33%	22	14.67%	74.907	.000*
11	Honest relationship	140	93.33%	10	6.67%	112.667	.000*
12	Justice	143	95.33%	7	4.67%	123.307	.000*
13	Paying respect to the feelings of others	122	81.33%	28	18.67%	58.907	.000*
14	Religious leaders role	84	56.00%	66	44.00%	2.160	.142
Significant level: 0.05		DF: 1		Table value: 3.841			

On the bases of the calculated values it was found that in each of the case except the one statement, the calculated chi-square value was found to be greater than the tabulated value (3.841) at 0.05 levels of significance (degree of freedom: 1) and supported. In one of the case the calculated value was found to be less than the table value and was not supported. The percentages also clarify the results. It reveals that there were factors that related to the behavior/values of the individual that are helpful in social conflicts resolution process. These were compassion, adaptation of cooperative behavior, control on emotions and self-awareness. Tolerance among the individuals, cooperation, and acceptance in the society, honest relationship, justice and paying respect to the feelings of others are the factors that help in reducing the social conflicts in society. It also revealed that religious leaders are not playing their due role in social conflicts resolution as they should be. Religious leaders are needed to play their constructive role in social conflicts resolution process.

Discussion and Conclusion

Conflict is a natural phenomenon and occurs in every one life. It has for reaching effects on the lives of human beings individually and collectively as well and disturbs the peace of the society. Everyone, who strives for peace and wants to get rid of the conflicting situation, has to understand the phenomenon of social conflicts and the factors that leads to conflicts resolution. The current study revealed some factors that are helpful in the resolution of the social conflicts. It stamped that social conflict resolution is a comprehensive process and it needed proper training and skills to bring to end the dispute or conflict as stated by Jones (2003) there are skills that should be learned to transformed the social conflicts. As social conflict resolution can seem as a technique and process that make possible the peaceful end of the disputes and discords (Haq & Dar, 2015). The study affirmed that for conflict resolution the nature and dynamics of the conflict is needed to be understand, Albert (2005) possessed the same opinion. So, it can be concluded that each and every conflict had its own unique context of origination and have to be dealt and solved viewing and keeping that specific condition in mind.

The respondents were opined that for resolution of the social conflict seeking of mutual agreement on the dispute is necessary and conflict will be resolved when relations of the disputants are improved, as viewed by Lederach (1995). The study found out that negotiation is one of the tools that soften the conflicting situation. According to the current study there are some behavioral factors that are helpful in the resolution of the social conflicts. Cooperative behavior, compassion, compromising attitudes, self-awareness, control of emotions, and non-violent behavior of the citizen are among the factors that lead to resolving the conflicts and peace-building. Most of the respondents agreed that characteristics like acceptance in society, honest relations, observance of justice, and respect for others, tolerances, cooperative attitudes among the people and institutions and specially observance of human rights are the factors that are very helpful in the resolving of the social conflicts. All these factors are directly or indirectly related to education. According to Harris and Morrison (2003), it seems that since the last two decades, conflict resolution education has been getting impetus as an educational movement. Conflict resolution education is now a part of the curriculum

of many educational institutions. It teaches and provides skills to the learners about how to handle conflicts constructively and productively. So, it is necessary to make arrangement for social conflict resolution in educational academies.

Recommendations

In the light of the findings, the following recommendation were made:

- **Revision of curriculum:** Social conflicts resolution should be the convincing component of the future educational policy or such other changes in the policy. Social conflict education should be the part of the formal education system and curricula at secondary level. It should be started as separate subject at secondary stage of learning, if not possible due to the burden of subjects or other shortage of resources than integrated approach should be applied, especially in social sciences subjects the main beliefs and doctrine of the phenomena should be included. Handbooks for social conflicts resolution should be prepared, which encompass guiding principle for an integrated approach to education.
- **Reading materials:** The government should provide reading material that helped in the resolution of social conflicts. Text books should be provided to schools to make the teachers and students sensitize about the social conflicts and its resolution. Other reading material such as monthly and weekly or periodical magazines and journal should be provided to schools to make the educators aware about the phenomenon. Booklets, Newspaper and other such reading material containing articles on social issues and its resolution should be provided for guidance of educators.
- **Educators training:** It was recommended that educators should foster the knowledge, practical skills and attitudes for the social conflicts resolution. Government should take steps to provide training to the educators and inculcate skill and techniques that are helpful in conflicts resolution and peace building. Conflicts resolution should be the part formal teaching and instructional courses and training i.e. CT, PTC, B.Ed. and M.Ed. to enrich the educators in the conflicts resolution skills. Apart from the formal training and courses, other refresher courses and special courses should be arranged to enhance and improve the knowledge and skills of the educators about the phenomena.

- **Workshops:** Conducting and arrangement of workshops, seminars and symposia for teachers, students, parents and administrators was also recommended to recognize the importance of social conflicts resolution program.
- **Co-curriculum activities:** Conducting of dialogues and debates and other such activities among the students should be arranged to socialize the students. Education department should conduct activities that promote and enhance the students' abilities through these programs that help in the resolution of conflicts such the skills of mediation, cooperation, communication, and negotiation.
- **Role of media:** Media in all its form i.e. electronic and print can play a potent and important role in the conflict resolution program. It should create an environment that should be conducive and positive for the promotion of culture of peace and can positively cooperate in the social conflicts resolution program.

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Relationship between Emotional Intelligence and Academic Stress of University Students

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Abstract

The study was designed to explore the relationship between emotional intelligence and academic stress. The objectives of the study were to explore the emotional intelligence level of private and public sector university students and to explore the relationship of emotional intelligence and students' academic stress in the context of Private and Public Sector University. Data was collected by using two research instruments. For the measurement of emotional intelligence 44 items questionnaire was used, it has seven sub-scales as named as: Motivation, Self-awareness, Self-regulation, Interpersonal Relationship, Empathy, Social Skills and Self Control. For the measurement of students' stress, a 37 items questionnaire was used and has 7 sub-scales named as Academic Stress, Self-Inflicted Stress, Test Stress, Time Management Stress, Peers Stress, Social Life Stress and Study Group Stress. A stratified random sample of 504 students was gathered of them 252 respondents were male whereas 252 were female respondents studying at 12 public and private sector universities. Data was analyzed by using statistical techniques such as mean, SD, correlation, t-test and analysis of variance. The results indicated that students differ in terms of emotional intelligence as well as academic stress. Results showed that male university students experience higher level of emotional intelligence than academic stress, while female university students have higher level of academic stress than EI. Students of public sector universities have higher emotional intelligence, whereas private sector university students have high level of academic stress than emotional intelligence.

Keywords: General Adaptability Syndrome (GAS), Academic Stress (AS), Emotional Intelligence (EI), Emotional Quotient (EQ), Life Change Unit (LCU), Stress Management (SM).

Introduction

Emotional intelligence is the key determinant of academic success in today's highly stressed environment for learners at every level of education. The potential to identify and understand one's own and others' emotions is termed as emotional intelligence. It is the ability to understand the feelings and spell out the emotions. Adler (2015) stated that emotions are important part of an individuals' personality through which one can recognize the pattern of social interaction in a successful manner. Learning of emotional intelligence skills is important in the teaching learning process because it helps learners to handle situation effectively. Emotional intelligence focuses on social skills, self-awareness, empathy, self-regulation, self-management, interpersonal relationship and teamwork. People with high emotional intelligence are creative and successful.

Barrett (2015) described that emotional intelligence refers to regulate and identify emotions. It exhibits aptitude to manage emotions and harness emotions. Harness emotions refer to express and control impulse, but to understand, respond and interpret others' emotions is also essential. People with high emotional intelligence may visualize, understand and realize things effectively as compared to others. Individuals with such competencies are known to be constructive, dynamic, successful and innovative. Goleman introduced mixed model of emotional intelligence. EI focuses on self-management, self-awareness, social-awareness and relationship management. Self-management is concerned with controlling one's emotions and adapting to circumstances, which is not constant in nature. Self-awareness is the ability to aware one's own emotions and recognizes feelings of other individuals.

Walkins (2014) introduced that emotional intelligence is a shade, it covers a wide range of skills and abilities, which individual's possess such as intrapersonal relationship, anticipated general and professional skills. Furthermore, personal growth of human being is underlying the control over emotions as to identify emotions, embody emotions to facilitate thoughts, conceive emotions and to regulate emotions; it is the capacity to control emotions in ourselves and our relationships.

Baker (2013) pointed out that university students face several new demands i.e. social, interpersonal and academic during their study, which can be stressful for them. The immediate challenges, which students face are sudden decisions imposed by parents irrespective to their likeness or

dis-likeliness. Stress affects students' academic performance and motivation level, while they can reduce stress it through social support of the family, friends and community. Cooper (2012) indicated that mostly students work part time to meet their expenses, which cause stress in their daily life. These daily stressors are of such magnitude that they cause chronic problems. Physiologically stress has harmful effects on the health of students as immune system is affected and chronic diseases are started. Neurotic and psychotic problems in students are caused by psychological stress.

Barkley (2012) mentioned that students in academic environment may experience academic pressure, unrealistic ambitions, high expectations and competitiveness, which are common sources of stress and anxiety. Academic stress is prevailing due to technological advancement; students become stressed when mentally and physically in a demanding situation. Financial hardships are also vital in creating distress in some learners, in order to meet the expenditure some students are working part-time. As a result they are involved in professional life and ignore their studies.

Leeper (2011) suggested that mostly emotions are primarily inspiring forces, they are processes which arouse, sustain, and direct the activity. He viewed that emotions are the organized response to an event that has internal or external outcome. Emotions differs as human beings across diverse cultures have discrimination in thought, language, customs and social life patterns. Ciarrochi (2010) stated that emotional intelligence is positively linked with self-control, empathy, motivation, life satisfaction and openness to feelings. Emotional intelligence is conceptualized as a set of competencies and social skills which predict positive outcomes in any field of life. Students can be successful in academics if they acquire the skills of emotional intelligence, which manifest in attributes as motivation, teamwork and commitment.

Mayer (2010) mentioned the overall dimensions of emotional intelligence such as using emotions, perceiving emotions, understanding and managing emotions. According to Mayer (2010) the lower level of emotional intelligence may appears to the involvement in authoritarian behaviour and victimization in bullying. Social interaction among peers leads to anxiety, violence and offensive behaviour. Moreover, emotional intelligence is the ability to monitor feelings and emotions, differentiate between feelings and emotions, and apply this information to conduct

thoughts and activities. Emotional intelligence is having competences to cope and manage stress.

Fisher (2010) found that poor academic performance leads to stress, depression and anxiety among university students. Academic stress affects the students' behavioral and cognitive processes of life. It has been observed that students, who belong to lower class are more stressed than students belong to upper class. Despite all the factors of stress manifest itself negatively in the academic performance, the future of students mostly depends on their higher level of academic performance. Academic strain and pressure can lead to nervous breakdowns, panic attacks, burnouts, and depression.

Significance of the Study

Present study is significant because it will help teachers, students, researchers and university administration to understand the psychological state of the male and female university students. Significance of the study is multifaceted as it would be a great help for higher education institutions in promotion of quality education for effective learning. Study is also significant for university teachers so that they may develop pedagogies to manage higher emotions and stress in students. University administration can promote emotional intelligence and stress coping strategies in learners through providing effective learning culture so that university students can become successful future professionals.

Statement of the Problem

The problem of the study was to explore the relationship of emotional intelligence and academic stress of private and public university students.

Objectives of the Study

The main objectives of the study were:

1. To assess the differences in the existing levels of emotional intelligence and academic stress of the private and the public university students.
2. To explore the relationship of emotional intelligence and stress in the context of private and public university students.

3. To explore gender difference among students in academic stress and emotional intelligence at university level.

Hypotheses

1. Students of public sector universities would not have higher level of emotional intelligence as compared to students of private sector universities.
2. There is no relationship between students' academic stress & emotional intelligence.
3. Male university students would not have higher emotional intelligence than female.
4. There is no difference in the academic stress of male and female university students.

Research Methodology

Present study was quantitative in nature and data was collected from the respective private and public sector universities. Respondents were informed about the rationale of study and requested to take part in the research. They were assured that confidentiality of the information would be kept off record and requested to provide valid information related to the study.

Population

The target population included all public and private university students studying at Master, M Phil and Ph.D. level programs. It was not convenient for the researcher to gather data from all population due to lack of resources and time available to research, therefore, 6 private and 6 public sector universities, i.e. Quaid-ie-Azam University, Islamic International University, Allama Iqbal Open University, Pir Mehr Ali Shah Arid Agriculture University, Fatima Jinnah Women University, National University of Modern languages Islamabad, Iqra University, Preston University, Foundation University, Bahria University, Capital University of Science and Technology (CUST) and Riphah International University located in Rawalpindi and Islamabad were selected to gather data. In this research, stratified random sampling technique was used to gather data from respondents. The population was categorized into two strata as public and private sector universities. From both strata 504

university students were taken as a sample. The sample of 252 female and 252 male students were gathered from each stratum.

Research Instruments

For the measurement of emotional intelligence and students' academic stress two questionnaires were used i.e., Emotional Intelligence Questionnaire and Students Stress Questionnaire. The Emotional Intelligence Questionnaire (EIQ) was developed by using Goleman's Mixed Model components as base of EIQ. It was 44 items questionnaire, which consisted of 27 affirmative and 17 pessimistic items. For categories, Likert five-point scale was used. This questionnaire has seven sub-scales, which are empathy, teamwork, interpersonal relations, self-awareness, motivation, social skills and self-control.

Students Stress Questionnaire (SSQ) was based on Selye's General Adaptability Syndrome Model, and consisted 37 items including 17 affirmative and 20 pessimistic statements. Questionnaire has seven sub-scales, Test Stress, Studying Group Stress, Peer Stress, Time Management Stress, Self Inflicted Stress, Social Life Stress and Academic Stress.

Data Analysis

Present study was the systematic empirical investigation in nature, collected data was statistically analyzed with various statistical techniques such as mean, SD, items total correlations, inter-scale correlations, and analysis of variance. Reliability of Emotional Intelligence Questionnaire was determined through split half reliability method by dividing test into two parts such as 1st half and 2nd half. The split half reliability of emotional intelligence questionnaire and students' academic stress questionnaire in first half was .81 and in 2nd half it was 0.78.

Results

The research was quantitative in nature, therefore, data analysis was carried out by various statistical analyses such as reliability of students on emotional intelligence questionnaire was calculated on sample of 504 university students. For measurement split half reliability method was used.

Objective: To assess the differences in the existing levels of emotional intelligence and academic stress of the private and the public university students.

Hypothesis: Students of public sector universities would not have higher level of emotional intelligence as compared to students of private sector universities.

Table 1

T-Test on variable Sector (Private/Public) of Emotional Intelligence Questionnaire

S.No	Emotional Intelligence	M	SD	t	Sig Level
1	Private Sector	160.21	17.79	2.84	0.041
2	Public Sector	168.06	18.27		

Table 1 indicates the respondents mean score on emotional intelligence questionnaire. From the table, it appear that public sector university students have higher score on emotional intelligence questionnaire than students of private university. Value of t is indicating a significant difference between both groups.

Table 2

T-Test on variable Sector (Private/Public) of Students Academic Stress Questionnaire

S.No	Emotional Intelligence	M	SD	T	Sig Level
1	Private Sector	162.16	12.20	2.89	0.042
2	Public Sector	154.94	16.20		

Table 2 indicates that private sector students have higher mean score on academic stress. From this table it is clear that there is significant difference exist among these variables. The result shows that private

university students experience higher level of stress as compared to public sector university students.

Objective: To explore the relationship of emotional intelligence and academic stress in the context of private and public university students.

Hypothesis: There is no relationship between students' academic stress & emotional intelligence.

There is negative relationship between two variables such as emotional intelligence and students' academic stress of -.45.

Objective: To explore gender difference among students in emotional intelligence at university level.

Hypothesis: Male university students would not have higher emotional intelligence than female.

Table 3

T-Test on Variable Gender of Emotional Intelligence Questionnaire (N=504)

S.No	Emotional Intelligence	M	SD	t	Sig Level
1	Male	176.59	16.60	3.89	<.001
2	Female	169.86	14.18		

Table 3 shows the gender wise difference of students' scores on emotional intelligence questionnaire. Table describes that male students have higher mean scores as compared to female students. Results indicate that male university students have higher level of emotional intelligence as compared to female university students.

Objective: To explore gender difference among students in academic stress at university level.

Hypothesis: There is no difference in the academic stress of male and female university students.

Table 4

T-Test on Variable Gender of Students Academic Stress Questionnaire (N=504)

S.No	Students Academic Stress	M	SD	T	Sig Level
1	Male	135	14		
				3.99	<.001
2	Female	142	13.60		

Table 4 describes the gender wise difference of students' scores on stress questionnaire. The table shows that female respondents have achieved higher mean scores as compared to male respondents. The result indicates that female university students have higher academic stress than male university students. Results also show a significant difference between the scores of male and female on the context of academic stress.

Findings

Findings of the study showed that lower level of emotional intelligence lead towards higher level of academic stress by university students. Results demonstrate that public university students experience higher mean scores on emotional intelligence than students of private university.

Moreover, respondents of private university have experienced maximum level of academic stress as compared to public sector university students. Further results showed that male university students have higher emotional intelligence level than female university students. Hence, gender wise difference of students' scores on academic stress indicates that female university students have higher academic stress than male university students. Overall results show that there is negative relationship between emotional intelligence and students' academic stress.

Discussion

Present study investigated impact of emotional intelligence on students stress at university level. It is concluded that emotional intelligence and students stress are negatively correlated, so there is an inverse relationship found between these two constructs. Private university students have higher academic stress as compared to students of public sector universities. It is also concluded that there is significant correlation in demographic factors: age, wage, education and sex for measuring emotional intelligence level and stress among university students. Results revealed that boys achieved greater emotional intelligence when compared with girls. Furthermore, women had maximum students stress than male university students. Moreover, respondents of high class had practiced greater emotional intelligence while working class have higher level of students stress, while older students have maximum leveled "EI" in contrast to younger respondents. To achieve objectives of the research study valid instruments were applied on target population. Data was analyzed by using different statistical techniques, findings of the study matched with the Goldman mixed ability model of EI and Selye's GAS model, while results support the hypotheses. Present study is insightful in understanding the impact of emotional intelligence on students stress at university level.

Recommendations

In the field of Educational Psychology, students' behaviour has multifaceted importance. Our education system revolves around teaching-learning process among them students are focal point in academic studies. Following recommendations were made:

1. Students' knowledge should be updated through provision of different training workshops, forum, symposium and brainstorming session.
2. Teaching and learning process should be effective for students emotional intelligence development and teachers may give students choices or ask students about their opinions, sometime teachers ask students to teach the class through presentation method.
3. To create a sense of responsibility in the youth, variety of programs, seminars and conferences should be held in the institutes, which focus on students emotional development.

4. Students should be trained to cope stress so that they can control strain as well as manage emotions as result they may have a sense of academic achievement and feel self-confident instead of distress.
5. To promote quality education among students focus should be on positive classroom climate around proactive and interactive teachers' students' interaction, which will eventually result higher academic achievement.
6. Students' support service should be developed to address the issues related with diversity. Teachers may also instruct to create a prejudice free class room culture, which can ensure respect to all students.
7. To promote communication abilities and interaction among students group activities should be preferred and teaching strategies should be reformed to attain desirable moral qualities in students by promoting moral values, integrity and improve relationships.
8. To develop collaborative skills in students cooperative learning activities should be enhanced, this will help students to work with each member of class irrespective of friends only.
9. To inculcate positive thinking among students it is necessary to promote self-control, empathy, interpersonal relationship, social skills, teamwork and psychological wellbeing.

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The Role of Brand Recall, Brand Recognition and Price Consciousness in Understanding Actual Purchase

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Abstract

For making actual purchase in any category, the literature suggests that brand awareness plays a vital role. Whereas in existing literature the conceptual properties of brand awareness were less tapped in finding their impact on actual purchase. Therefore, the current study examined the impact of the two properties of brand awareness, i.e., brand recall and brand recognition on actual purchase of the consumers also testing the moderating effect of price consciousness in the relationship between brand recognition and actual purchase. Majority of the respondents for the study were female shoppers at the retail stores as they are the consumers as well as they play an active role in home budgets. Two separate studies were conducted, i.e., for brand recognition and brand recall, and the survey used 175 responses (125 for brand recognition and 50 for brand recall). The results revealed that brand recall and brand recognition have a positive relation to actual purchase. No moderating effect of price consciousness was found. The paper not only adds to the knowledge but is also important for managers in developing their strategies for the right fit between the brand recall and brand recognition being equally important for the actual purchase.

Keywords: Brand Recall, Brand Recognition, Actual Purchase, Price Consciousness, Lawn Brands in Pakistan.

Introduction

The consumer today is aware and knowledgeable, thus it has become more complicated for the managers to understand the purchase behaviors of consumers. The goal of every business is to get consumer purchase their goods/services and develop long term profitable relations with the business. Marketers are trying to achieve this goal by communications, however, only by remembering any advertisement or any other communication does not necessarily lead to purchase (Srull, 1983). There are many other factors, such as brand awareness (Lin, Lin & Ryan, 2014), brand image and brand knowledge lead to actual purchase (Schiffman et al., 2010; Yazdanparast, Joseph, & Muniz, 2016). The purchase decision is a stepwise decision starting from initial awareness to information search, evaluation, selection and reaching ultimately to brand loyalty (Court et al., 2009; Powell et al., 2010).

In order to know position and importance of a brand in the minds of target consumers, it is imperative for managers to understand how well the consumer is aware of the brand. *Brand awareness* is the extent to which the consumer is aware of the brand and plays an important role in the decision-making process (Gustafson & Chabot, 2007; Lin et al., 2014). The more the consumer is aware of the brand, the more likely it is that the brand is purchased. This awareness has two conceptual properties embedded in it; brand recall and brand recognition (Rossiter, 2014; Rossiter & Percy, 1987). Marketers always focus to regularly evoke brand recall and embed brand recognition associations in consumer's mind.

Brand recall refers to how well a consumer recalls a brand when given a certain situation (Prashar et al., 2012). Brand recall is the reproduction of some targeted item/brand for which consumer has pre-knowledge or experience (Bagozzi & Sailk, 1983). Recall can be *aided or unaided*. When a consumer is given a brand name, and in the form of advertisement, it indicates to aided recall, when an unbranded advertisement is given to the consumer to know the name of the brand, it refers to unaided recall. The dual-process theory claims that brand recognition is a sub process of brand recall (Anderson & Bower, 1972).

Brand recognition is how quickly a consumer recognizes and discriminates the brand when any of its elements is shown, e.g., logo, slogan (Keller, 1993). Recognition is when the consumer is given a full concept of the actual advertisement to see if it is viewed before by the consumer. People choose mostly the things that are familiar to them

(Behe, Huddleston, Hall, Khachatryan & Campbell, 2017; Coates et al., 2006; Hoyer & Brown, 1990; McDonald & Sharp, 2000). As per the recognition heuristic proposed by Goldstein and Gigerenzer (2002), while choosing an answer in a situation where the correct answer is not known, people choose the one which they recognize. Both are techniques to test the memory of the consumers for measuring the level of awareness he/she has for the brand or the product; where recall is indirect while recognition is a direct technique (Plessis, 2005).

Many consumers are price conscious today, and they go for comparisons whether they are getting good quality against price or not. *Price consciousness* is the degree to which a consumer gives attention to paying only a low price (Linchtensien et al., 1993). Marketers try to instill in consumer perception that certain brand has greater value for reasonable price or lower than competitors so that consumer's chances of purchase can be increased (Biswas & Blair, 1991; Campbell, Dipietro & Remar, 2014; Grewal et al., 1998; Urbany et al., 1988) and his brand recognition in different situations/occasions can be enhanced.

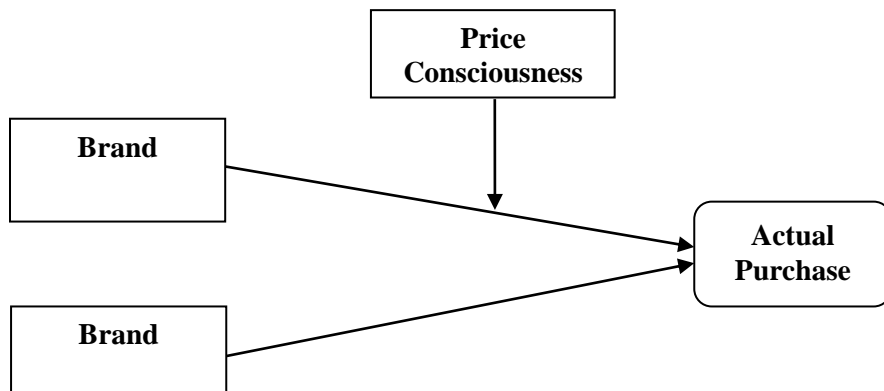


Figure 1

The Conceptual Model

It is evident that brand purchase is influenced by how quickly the consumer recognizes the brand and how strong it is the part of his/her consideration set. Brand awareness has been mostly gauged by either brand recognition or brand recall (Dotson, Fan, Feit, Oldham & Yeh, 2017), which is unable to give a complete and comprehensive picture of

the consumer mind (Barreda, Bilgihan, Nusair & Okumus, 2015). Further, it is also observed that consumer's purchase decision is influenced by his/her level or price consciousness. This is what Huang and Sarrigollu (2011) also mentioned that price promotions promote awareness. Therefore, it would be interesting to investigate whether price consciousness consumers make more purchase after they recall and recognize the brand matching with their preferences. This study attempts to fulfill the gap by investigating the individual impact of brand recognition and brand recall on actual purchase and also by measuring the moderation of price consciousness with respect to brand recognition. The conceptual framework of the study is shown in Figure 1. The subsequent sections, reveal the background knowledge, methodology, analysis, findings, and discussion.

Literature Review

Actual purchase is basically the purchasing of goods for personal consumption of the consumer – the final stage in the decision-making process and can be different from the purchase intention. Consumers make an actual purchase after going through the three-step purchase process: input, process, and output. This process is influenced by marketing efforts as well as the social and cultural environment of the consumer. Not only the awareness and the knowledge created by advertisement and other marketing efforts, but the image of the brand in the social environment also plays a significant role in this decision-making process, which ultimately leads to the product purchased (Schiffman et al., 2010). Per the consumer funnel (Court et al., 2009; Powell et al., 2011), actual purchase is a step in the consumer decision-making journey starting at initial awareness, information search, evaluation of the alternatives, actual purchase and lastly building loyalty for the brand. The customer's intention to buy the product depends on the value and benefits that the customer perceives to get from the product (Zeithaml, 1988). Many factors lead the consumers to the step where they actually purchase the product, and one of the factors is the satisfaction of the consumer with the product/brand from the previous purchase. The level of satisfaction will thus decide the position of the brand in the consideration set of the consumer for next buying decision.

Brand recall is the mental reproduction of some target item experienced or learned earlier (Bagozzi & Salk 1983). It is defined by Prashar et al., (2012) as “the extent to which consumers remember advertising and other messages that have been sent about a brand. It is a

type of brand awareness where the consumer recognizes or identifies a brand, using information from memory.” Brand recall is the customer’s ability to recall a brand when some cues related to the brand is given, requiring that consumers correctly generate the brand from memory (Baumann, Hammin & Chong, 2015; Keller, 1993). The importance of memory cannot be ignored when we think about recalling a brand as memory factors help in retrieving the brand and also the other competing brands and thus making a consideration set for the consumer to make the final purchase (Nedungadi, 1990). For well-known brands, Aaker (1996) proposed that brand recall and top-of-mind awareness can be more significant and meaningful. Operationally, when a cue is provided, and the respondent retrieves the target item from the memory that is a brand recall.

Keller (1993) defines *brand recognition* as consumer’s ability to discriminate the brand as having seen or heard before. Brand recognition is to confirm prior exposure to the brand when the brand is given a cue. According to the “strength theory” or “threshold theory” (Kintsch, 1970), the recognition requires a lower level of strength of memory than it does for the recall. Different studies have shown that people usually choose things that are familiar to them (Coates et al., 2006; Hoyer & Brown, 1990; McDonald & Sharp, 2000) also in the cases where they have only seen the things but are not aware of them (Bornstein, 1989 & Zajonc, 1968). As per the recognition heuristic (Goldstein & Gigerenzer, 2002), choosing an answer in a situation where the correct answer is not known people will choose the option that they recognize from a previous experience over the unrecognized option (Barreda, Bilgihan, Nusair & Okumus, 2015). The people believe that the recognized option is more secure. Brand image, an equally important component of building brand equity, is explained by Lin (2009) as the consumer’s perception of the brand through the prior product experience plus the information, i.e., through recognition of the brand. According to Aaker (1996) recognition is believed to be more important for the new or niche brands.

Price consciousness is “the degree to which the consumer focuses exclusively on paying a low price” (Linchtensien et al., 1993, p. 235). Price can be viewed in two different ways; positively (eagerness to spend) and negatively (reluctant to spend). When price plays a positive role, the consumer spends more to get high quality or to give the impression of high status to others (Lichtenstein et al., 1988, 1993; McGowan & Sternquist, 1998). The experienced shoppers do not consider price as a quality cue as they can judge the quality by directly experiencing the product (Rao & Monroe, 1988). On the other hand, an inexperienced

shopper relies more on high reference prices and purchase discounts (Grewal et al., 1998; Yadav & Seiders, 1998). Price is not only used to judge the quality of the product but also to know the monetary sacrifice associated with the purchase of products (Leszinski & Marn, 1997; Monroe, 1990). Due to recent economic times, customers have become more price conscious and are likely to get best deals for themselves (Grewal et al., 2012). Price conscious consumers tend to engage in price comparisons more than the less price conscious consumers (Alford & Biswas, 2002).

Brand Recall and Actual Purchase

Brand recall is based on the information that is stored in the memory of the consumer that the consumer can retrieve when the cue is given. The brand that can create image and personality rightly in the minds of the consumer has a better chance of revoking recall, and for various categories, brand recall is enough for generating sales. It has been long before confirmed a study by Wilson (1981) that higher the brand in the memory of the consumer there is a greater chance of it being considered for purchase and then actually purchased. In the modern world, customers highly depend on their recall ability when making a purchase decision due to the lack of time available to absorb the other marketing efforts (e.g., advertising on television, etc.) of the marketer (Prashar et al., 2012). When the choice for purchase has to be made at home, then recall the level of learning is important as the choices are not physically present (Bettman, 1979). According to Nedugandi (1990) brand consideration is very important for brand retrieval. The brand retrieval refers to the ability of the consumer to recall the brand from the memory to be included in the consideration set for making a purchase decision. The brands that are recalled easily are favorably evaluated by the consumer (Labroo & Lee, 2006), and therefore have a high chance of being purchased. The increase in the brand awareness leads to better recall of the brand at the point of purchase, so the companies should concentrate on increasing their brand awareness (Shabbir et al., 2009). When the consumer can recall the brand while making a purchase decision, it is called brand recall without priming (Huang & Sarigollu, 2011). Similarly, consumers prefer to purchase those brands, which portray higher recall due to the sponsorship of the events (Biscaia, Correia, Rosado, Ross & Maroco, 2013; Biscaia, Correia, Ross & Rosado, 2014). The consumers with high brand recall are more inclined to purchase the brand (Lu, Chang & Chang, 2014; Ndlela & Chuchu, 2016). It is assumed that under brand recall, consumers go through the

purchase decision process before they make the purchase. Thus, it leads to the hypothesis:

H₁: High brand recall positively affects the actual purchase.

Brand Recognition and Actual Purchase

Knowledge about the brand refers to the ability of the consumers to recall the information from memory at the time of purchase. According to Portor and Claycomb (1997), “a well-recognized brand leads to repeat purchases.” In case of consumer products, customers rely on recognition when making preferential decisions (Lin, 2013; Thomas and Williams, 2013). When the customers have to decide between the brands, they will prefer the brand that they have recognized rather than a brand that is unfamiliar to them. Bettman (1979) says that if the purchase decision is to be made at the time of purchase, then recognition level of learning is enough as the options are available for examination at the retail outlet this is mostly in the case of low-involvement products. Thomas and Williams (2013) found that recognition is more than just a cue that affects preferential choice; contrary to some previous studies like Newell and shanks (2004) showing that other cues can have a significant effect on inferential choice instead of recognition. Recognition is an emotional task and relates to the right hemisphere of the brain; the right hemisphere of the brain refers to the emotional thinking (Krugman, 1977). Neuroscience believes that human emotions are irrational for good decision making. However, Lehrer (2009) states that emotions are very important for the decision-making process. According to him, “a brain that can’t feel can’t make up its mind.” Therefore, the importance of the events that make the consumers aware of the different brands and the situations around them play a critical role in the actual purchase decision made by the consumers. Hauser (2011) concluded that recognition is an important factor in making a decision, but it is usually one of the cues that are considered when the purchase decision is made. In some situations, when the customer does not know about the brand before going to the store, shelf-visibility of the brand may lead to purchasing behavior, i.e., brand recognition (Huang & Sarrigollu, 2011). The consumers who possess strong brand recognition hold strong tendency to purchase the brand (Biscaia et al., 2013, 2014; Lu et al., 2014) and purchase behavior (Ndlela & Chuchu, 2016). Based on above arguments following hypothesis is proposed:

H₂: High brand recognition positively affects the actual purchase.

Price promotions are another way for creating awareness for the brand. Huang and Sarrigollu (2011) found that price promotion encourages the consumers to purchase the brand which they would not have purchased at full price. They found that price promotion creates awareness. Price promotion is a way to show consumers of greater value for lower prices, thus making them price conscious. More price consciousness of a consumer may interact with the brand recognition such that if the consumers are price conscious, it may affect the purchase decision when the brand is recognized, thus proposing the final hypothesis:

H₃: The relationship between brand recognition and actual purchase is moderated by price consciousness.

Methodology

Two separate mall intercept surveys were carried out; one is brand recall study and the other is brand recognition study. Cross-sectional data is collected from the actual customers of the products in the shopping malls without manipulating the environment. Three large retail stores were randomly selected out of the 30 retail stores in Lahore. The sampled stores (research sites) have a significant high number of customers flow daily from every walk of life. The data was collected in about three weeks. The walk-in customers, willing to participate in the survey were briefed about the study. The questionnaire was handed over to them at the billing counter after they have paid their bill and were given appropriate time to fill it on their own. From the mall intercept survey techniques, 200 responses were collected out of which 175 responses were usable for the two studies. The actual sample for brand recall study is 50, and that for brand recognition study is 125.

Two separate questionnaires (duly translated in the national language of Pakistan, i.e., Urdu) are designed. In order to ensure understanding of the instrument, a pilot study was conducted from fifteen respondents at a local retail outlet, and there seemed no ambiguity in the items. Using product category as the cue, the brand recall questionnaire covers information about demographics and measures for brand recall, price consciousness, and actual purchase. Similarly, the brand recognition questionnaire includes a measure of brand recognition, and everything else was same. However, three identical questionnaires were prepared for three unique brands (*Gul-Ahmed*, *Firdous Collection*, and *Al-Karam*). Thus, respondents completed the survey keeping in mind the specific brand. We

measured *brand recall* following Nicholls and Roslow (1999). The respondents were asked to name any four brands that come to their minds regarding the unstitched clothing brands in Pakistan. The score allocated to the first recalled brand was 4, and that of the last recalled brand was 1. For each of the brand, we calculated an accumulated score.

Brand recognition was measured using five items (Yoo & Donthu, 1999). The sample items are, 'I can recognize brand X among other competing brands', and 'I am aware of brand X'. All items are measured on six-point scale with 1=Never, 2 = Almost Never, 3=Sometimes, 4=Often, 5=Very Often and 6=Always. *Actual purchase* is operationalized by a single item, 'List down the brands that you have purchased previously in the order of the amount spent (starting from highest to lowest).' The score allocated to the highest purchased brand was 3, and that of the last lowest purchased brand was 1. For each of the brand, we calculated an accumulated score. *Price consciousness* was measured through five items (Kinney et al., 2012). The same items are, 'I check the prices even for inexpensive items before buying' and 'low price is an important consideration in my purchases.' Like brand recognition, all items are measured on a six-point scale with 1=Never through 6=Always.

Analysis and Results

Of the 175 participants, 97% were female; about 44% were married. In the recognition study (n=125), about 44% were employed, about 37% are students, and the remaining were home makers. Whereas, in the recall study (n=50), about 63 % fall in the student category. Most of the respondents in both studies (about 54% for the recognition study and about 77% for the recall study) fall in the age bracket of 20-29 years.

The Recall Study-Results

Brand recall score and actual purchase score is calculated to convert the categorical variables in the numeric form. The recall of brand names is measured by asking the participants to list four brands by thinking of the unstitched, locally manufactured clothing. The data transformation enabled us to rank all brands on the basis of brand recall. We allotted 4 points for the first recalled brand, 3 points for the second, 2 points for the third and 1 point for the last recalled brands. The same procedure is followed for data transformation of the responses on the item pertaining to actual purchase. The brand recall and actual purchase scores are calculated by an independent judge to minimize the chance of any discrepancies.

Table 1

Top Ten Brands Recalled and Actually Purchased

Brand Name	Brand Recall		Actual Purchase	
	Score	Rank	Score	Rank
Gul-Ahmad	136	1	141	1
Nishat Linen	57	2	45	2
Sana Safina	45	3	42	3
Al-Karam	31	4	27	5
Bareeze	25	5	23	7
Wardha	25	6	36	4
Kayseria	21	7	21	9
Firdous	20	8	23	8
Mausammery	17	9	25	6
Asim Jofa	14	10		
Khaadi			11	10

After calculating the brand recall, the top four brands recalled are Gul-Ahmad, Nishat Linen, Sana Safinaz and Al-Karam. A list of the top ten brands recalled is given in Table 1. In the top ten brands recalled, the 80% of the recall is in the top three brands and 24% in the next six brands. It means that top three brands are recalled more than thrice the other brands combined. Table 4.1 also shows the top ten brands actually purchased. The top three brands actually purchased are same as the top three brands recalled in the same order and they represent 76% of the brands actually purchased. The next six brands are also the same, but there is a minor difference in order. They make up 26% of the brands actually purchased. The only difference is the last brand on the list.

If we compare the list of top ten expensive brands with the brands actually purchased, we can note that only three of the expensive brands (Gul-Ahmed, Nishat Linen, and Sana Safinaz) are actually being purchased. Just to mention here that other expensive brands recalled in order of recall score were: Al_Karam, Bareeze, Wardha, Kayseria, Firdous, Mausammery, Asim Jofa, and Khaadi. Even a brand recall for the expensive brands is not being translated into an actual purchase. This may be due to price consciousness of the occasional purchase of these brands on special events or may be the shares of expensive brands is relatively less in overall purchase or participants attempted to build impression.

The Recognition Study-Results

Bi-variate correlation (Table 2) show that there is a positive and significant correlation between brand recognition and actual purchase (coefficient = 0.332, $p < 0.01$), which is as per our hypothesized expectation and therefore leads to an initial support for H_2 . This may also be noted from the table that price consciousness also correlates with actual purchase (coefficient = 0.199, $p < 0.05$). The formal education (in years) does not significantly correlate with any of the study variables. Similarly, brand recognition is not associated with the price consciousness of the customers.

Table 2

Bi-variate Correlation among Numeric Variables

Variables	Edu	BR	PC	AP
Education	1			
Brand Recognition	-0.016	1		
Price consciousness	-0.07	0.137	1	
Actual Purchase	0.158	0.332**	0.199*	1

* $P < 0.05$, ** $P < 0.01$

Hypothesis Testing

We have observed in the recall study that the top three brands recalled (Table 1) are exactly the same brands that are being actually purchased. Even the *rank order* for the three brands is same concerning their scores. Similarly, the next six brands recalled are also the brands being actually purchased with some minor differences in the rank order. Overall, we may infer that there is a strong relationship between brand recall and actual purchase. The similarity in the rank orders of the brand names recalled and the brands actually purchased, and the highly significant and an extremely strong correlation coefficient (almost close to 1) provides *strong support for H_1* .

Table 3

Linear Regression Models for Actual Purchase

	Model 1	Model 2	Model 3
<i>Constant</i>	1.080	0.679	-0.325
<i>Independent</i>			
Brand Recognition	0.332**	0.307**	0.643

<i>Moderator</i>		
Price consciousness	0.146 [^]	0.434
<i>Two Way Intersection</i>		
BR X PC		-0.485

[^] P < 0.10; * P < 0.05; ** P < 0.01

The linear regression Model 1 for actual purchase (Table 3) demonstrates the significance of brand recognition for predicting actual purchase (coefficient = 0.332, p < 0.01). In Model 2, price consciousness is also added along with brand recognition to predict the actual purchase. The results show that brand recognition is still significantly predicting actual purchases (coefficient = 0.307, p < 0.01). Thus, H2 is *supported*.

Table 4
Binary Logistic Regression Models for Actual Purchase

	Model 1	Model 2	Model 3
<i>Constant</i>	-2.476	-3.608	-5.671
<i>Independent</i>			
Brand Recognition (BR)	0.578**	0.511*	1.083
<i>Moderator</i>			
Price Consciousness (PC)		0.366 [^]	0.879
<i>Two Way Intersection</i>			
BR X PC			-0.141

[^] P < 0.10; * P < 0.05; ** P < 0.01

The score of the actual purchase for the brands is an ordinal variable; therefore, the simple linear regression model may have distorted our results. In order to get a clear picture, the actual purchase variable is transformed into high and low categories. The brands ranked at number 1 and 2 may be considered as high purchase brands while the brands ranked 3 are considered as low purchase brand. Now, the dependent variable becomes a dichotomous categorical variable. In this situation, binary logistic regression is more suitable. In the Model 1 (Table 4) the standardized beta (coefficient = 0.578, p < 0.01) is even more high than standardized beta for the linear regression. Same is the case with the Model 2. Thus, there is *strong support for H2*.

Moderation of Price Consciousness

For testing the moderating effect of price consciousness, an interaction term (brand recognition X price consciousness) is also regressed linearly on actual purchase (Model 3, Table 3). The standardized coefficient of the interaction term is not significant. Therefore, there is no moderation of price consciousness in the relationship between brand recognition and actual purchase. Similar results are observed for testing the interaction term with binary regression analysis (Mode3, Table 4). Even though price consciousness has a direct impact ($p = < 0.10$) on actual purchase in both type of regression analysis (Model 2 in Table 3 and Table 4), it has no moderating role in the relationship between brand recognition and actual purchase. Overall, we conclude that our H_3 is *not supported*.

Price Consciousness and Expensive Brands

The recall study shows that there exists a role of price consciousness in the recall of the brand names. Majority of the participants (64%) in the recall study belonged to the low price conscious category. All the expensive brands (10) that have been recalled during the study have been mentioned by the low price conscious consumers. On the other hand, the high price conscious consumers only mentioned a little less than one-third of the total expensive brands. In the low price, conscious category, about 26% of the consumers recalled the expensive brands while in the high price conscious category about 19% of the consumers could recall the expensive brands.

The results of the recall study and the recognition study can be summarized concerning the results of the proposed hypotheses. The study shows support for the relationship between brand recall and actual purchase, i.e., H_1 is supported. Similar results are obtained for the H_2 . Conversely, there was no support for the H_3 . Although there was no hypothesis formulated for testing the role of price consciousness in the brand recall and actual purchase relationship; a positive impact of price consciousness on the actual purchase of the consumers has been observed.

Findings and Conclusions

We empirically tested the impact of brand recall and brand recognition on the actual purchase decision of the consumer. We also tested the moderating effect of price consciousness in the relation between brand recognition and actual purchase. The respondents were the buyers of the product, and primary data were collected using a self-administered

questionnaire. Two separate studies, referred here as the recall study and the recognition study were carried out for apparel industry (the unstitched lawn category) of Pakistan, which represents low-involvement product category. The results of each of the study are discussed as under.

For *the recall study*, we found two main results. *Firstly*, the study finds that there exists a strong and positive relationship between brand awareness and actual purchase in consumers. These findings are consistent with the previous research, which states that there exists a strong relationship between the brand recall and the purchase intention of the brand. That is higher the brand in the memory of the consumer there is a greater chance of being considered and actually purchased (Wilson, 1981). The most recalled brands are also the most purchased brands. We also find support for the notion that brand awareness increases the market performance of the brand (Huang & Sarigollu, 2011).

Secondly, the previous research has found that sometimes consumers rate high price as a sign of better quality, thus forming a positive relationship with the price (Kinney et al., 2012). Our results are congruent with the previous results because the low price conscious consumers have recalled the expensive brands and purchased them also. Low price conscious consumers are not supposed to be worried about the price of a brand. Whereas, high price conscious consumer may have the feeling that some of the brands are beyond his/her reach. Therefore, high price conscious people stop storing expensive brands in their minds and thus could not recall these expensive brands accordingly. The difference in social class and their social influences may be a reason.

For *the brand recognition study*, there are two main results. *Firstly*, there is a strong and positive relationship between brand recognition and the actual purchase. Three different questionnaires were administered to test the impact of brand recognition on actual purchase for the three leading Lawn brands in the Pakistan's Apparel industry. The results for all the three brands were similar and revealed that high brand recognition resulted in more purchase of the product. The results were in support of the previous findings that in case of consumer goods, customers tend to rely on recognition (Thomas & Williams, 2013). The results revealed that out of three most popular Lawn brands, one brand, i.e., Gul-Ahmad was the most purchased brand although the level of recognition was also high for the other two brands.

Secondly, price consciousness has no moderating effect on the relationship between brand recognition and actual purchase of the consumer. We found a direct impact of price consciousness on actual price exist, however, this is relatively less in value and significance than brand recognition. None the less both brand recognition and price consciousness can predict actual purchases directly. Yet the interaction term of the two is not significant in predicting actual purchases. These results are in support to the findings that, the information generated from the price ranges does not interfere with the effects of brand recognition (Thomas & Williams, 2011).

The current study contributes in several ways. *Firstly*, to the best of our knowledge, the current study tests both the components of brand awareness, that is, brand recall and brand recognition, separately which has been non-existent in the previous literature. *Secondly*, this is a pioneer study conducted in Pakistan on measuring the impact of brand recall and brand recognition on the actual purchase of the consumers and the moderating role of price consciousness in the apparel industry (unstitched Lawn brands). *Thirdly*, the study has helped us in deriving the list of most recalled lawn brand in Pakistan. Also, top ten expensive lawn brands in the market were recognized from the results. *Fourthly*, the two different questionnaires were designed to measure the brand recall and recognition separately, and three separate questionnaires were used to measure the recognition for each brand separately. Furthermore, the translation of the questionnaire in the local language (Urdu) was done for the convenience of the consumer and better understanding of the questions asked. *Finally*, the study has helped in gaining insights on the role of brand awareness on the purchase decisions of the consumer in the developing country like Pakistan.

Limitations and Future Directions

The respondents are mostly females falling in the age-group of 20-30, and may not be very price conscious. The responses may have been affected by social desirability biases and the impression management motives, thereby not providing the real picture. The data was collected from only one city and therefore lack generalization for the whole country. Future study can include a more diversified sample in term of gender, age grouping and respondents from multiple cities. Brand equity plays a strong role in actual purchase decisions and it's gauging actual purchase must also be checked. The moderation of only price consciousness is checked,

whereas, many other variables such as social class, brand loyalty may be playing a moderating role and offers an area for further research.

Conclusion

The focus of the marketer in today's world is not just selling the product but to make a long-term relationship with the customer. The organizations aim to make the customer knowledgeable about the products and services provided by them and convincing the consumer to buy their product. The importance of promotion efforts of the marketers cannot be ignored in this context. The main purpose of promotion and advertising is to make the customer recognize their brand/product immediately and give it top position in their consideration set by having a strong recall ultimately leading them towards the product purchase. The awareness of the brands reflected through brand recall and recognition have a strong positive impact on the actual purchase made by the consumer.

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Relationship of Loneliness and Psychological Well-being among University Hostels Students: Moderating Role of Self-esteem

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Abstract

The primary goal of the present study was to examine the moderating role of self-esteem in relationship between psychological well-being and loneliness among university hostels students. The sample (N = 330) was drawn conveniently from university hostel students. The age range of the sample was 18 to 30 years. Psychological Well-being Scale by Carl Ryff (1995) Rosenberg self-esteem (Rosenberg, 1965) and Loneliness scale of University of California and Loss Angles loneliness scale were used to measure psychological well-being, self-esteem and loneliness respectively. Pearson correlation analysis was used to find the relationship among study variable. Simple linear regression showed that loneliness was a significant negative predictor of psychological well-being. Moderation analysis demonstrated significant moderating role of self-esteem in relationship between loneliness and psychological well-being. Independent sample t-test revealed that women students significantly have higher level of loneliness whereas men students showed significantly higher level of self-esteem and psychological well-being.

Keywords: Self-esteem, psychological well-being, loneliness, hosted /boarding students

Introduction

Many previous studies point out that younger adult are most inclined towards loneliness (Lauder, Mummery & Sharkey, 2006; Roux & Connors, 2001). According to Seepersad (2005), loneliness is particularly prevalent among younger adults in age of 18 to 25. Groenewald (1998) asserts that number of young people's experience loneliness as result of

disintegrating political systems, failed leadership, the high incidence of child abuse, rape, sexual molestation and many others like that. But no one focused on the hostel students. So, the current study tries to find out the effect of loneliness on psychological wellbeing among university hostel students with moderating role of self-esteem among hostel student with reference to gender. Because after completing high school, students have to leave home and childhood peers for higher studies.

A student is a learner who attends educational institute for learning purpose. In Pakistan, the education is categorized into different levels: Primary, secondary, higher secondary school and higher education (Graduate and Post Graduate). For higher education level, the age of the student is almost 18 plus for graduate and near about 25 for posts graduate. Today, mostly student have become hostalized for getting higher education. As there is a lack of higher education facility in their living area or student competes in good rank universities, which are distant from their home.

Hostel life era is a period of change of social environment for a student as s/he has needed to adjust her/himself from social home life to independent hostel life. In this change of living style and also during hostel adjustment a student is faced with ultimatums and snags that may lob him into predicaments, confusion, and blemish. Those students who live in hostels, they must have to deal and adjust with mostly strange peoples at novel place that may cause feeling of alone or forlorn.

Literature Review

According to pervious literature there are different theories of loneliness. But one of most popular theory, which explains loneliness is cognitive discrepancy theory of loneliness. According to this theory, loneliness is discrepancy between one's own desired and achieved level of desired social relation (either in quantitative or qualitative). Moreover, loneliness is related to subjective mental state and this is also deficient in social network in the sign of feeling of loneliness (Peplau & Perlman, 1982).

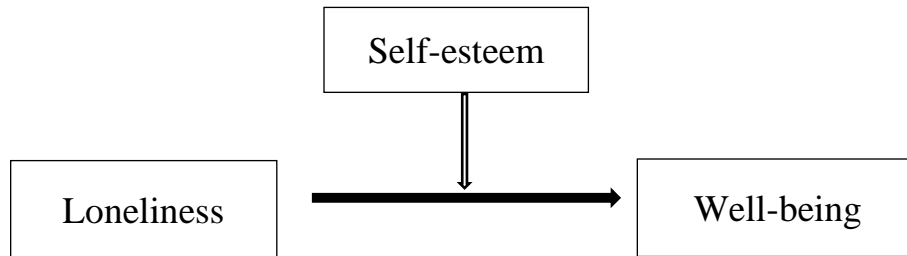
The psychological well-being is known as positive experience and psychological functioning (Ryan & Deci, 2001). According to Corsano, Majorano, and Champretavy (2006) an individual who have high score on psychological well-being promotes social relationship. Whereas, in lonely people show more adverse feelings and less affirmative during social

interaction as propose by Hawkley et al. (2003). Recent study of Shaheen, Jahan and Shaheen (2014) showed that loneliness have impact on wellbeing among students. So, in the present research scenario of changing social structures, social values, globalization, and industrialization, feeling of loneliness may become a serious problem among university hostel students, which can impact to their psychological well-being. Now, it can be assumed that those students who are high on loneliness cannot make mate easily or their relation with mates lack cohesiveness. Thus we purpose:

Hypothesis 1: Loneliness will be negative predictor of Psychological well-being.

The ethological perspective suggests that self-esteem is an adaptation that has evolved for the purpose of maintaining dominance in relationship (Barkow, 1980). This shows that individuals who have low score on self-esteem show little dominancy in their relation. So, researcher proposes as:

Hypothesis 2: Self-esteem will be moderator of relationship between loneliness and psychological well-being.



All hostel living students are not identical in dealing with strange mates, culture and socialization. Students also show difference in making and maintaining relation with new people in new environmental and geographic circumstances. Considering these differences among them will help in the effort to understand the individual's potential differences relevant to their gender. Topical investigations on gender differences in psychological well-being have yielded inconsistent findings, which highlight the necessity to investigate more to make refined the impact of gender on psychological well-being (Roothman et al., 2003; Ryff & Singer, 1998). Literature gives us also inconsistent findings relevant to self-esteem. Some researches claims that distressingly low self-esteem among women than men (Pipher, 1994), some show no significant

differences between males and females (Brage, Meredith & Woodward, 1993). Gender differences in loneliness have been examined widely. Unfortunately, the findings are ambiguous at best. Several studies have found no significant gender differences (Berg & Peplau, 1982), others have shown that men were lonelier than women (Avery, 1982). Borys and Perlman (1985) found differentiated results of gender differences in loneliness using different measures.

When loneliness was measured using the direct self-labeling measurement (e.g., “do you often feel lonely?”), females reported higher level of loneliness, but males were lonelier when the UCLA Loneliness Scale was used. As Lau and Gruen (1992) suggested, this may be because “the negative connotations and social consequences of being lonely may inhibit people from admitting that they are lonely, and this may be more so for men” (p. 188).

Social psychologists have given much attention to reflected appraisals, self-perceptions and social comparisons as sources of information about the self. The notion that the male self is rooted in instrumental action whereas the female self is rooted in relationships has become almost commonplace (Gilligan 1982; Lyons 1983; McGwire, 1984).

The world seems to be becoming more egalitarian in terms of gender association than past generations – departing from the outmoded division of labor in which men are seemed to be answerable for financial expenditure while women stay home and take care of family members (Coltrane, 2000). Peoples in present days are no longer limited to the outmoded roles determined by their gender and contribute in both spares as workers and family members in countries. This study examines if the difference in social structures, specifically, the gender climate in a society, make difference in the psychological well-being of man and women across countries. These changes, either at individual- or macro level have been occurring in many societies, gradually or rapidly. Although gender gaps in many aspects still exist, studies have recognized that people in the United States are more gender equal and support egalitarian ideas as compared to many other countries (Batalova & Cohen, 2002; Treas & Widmer, 2000).

The higher levels of female labor force participation and educational attainment among women during the past decade accelerated the changes. Gender discrimination in individual relationship and societal system still exist in most societies and cultures. Even in most egalitarian

countries, domestic responsibility such as household chores and child care are primarily assigned to women (Batalova & Cohen, 2002). Although gender gaps in many aspects still exist, studies have documented that people in the United States are more gender equal and support egalitarian ideas as compared to many other countries (Batalova & Cohen, 2002; Treas & Widmer, 2000).

Pervious study showed the gender differences on self-esteem (Kling et al., 1999). In Pakistani culture as a university student, women students have no exposure of external environment as men students. So, they have no positive experience of dealing with strange peoples as compared to men. When women have to live at novel place with strange people as a mate then this may leads to feeling of loneliness. These feeling of loneliness of women have an impact on self-esteem and psychological well-being.

Hypothesis 3: Women will have high scores on loneliness where as men are likely to be high scores on Self-esteem.

Hypothesis 4: Men hostel students are likely to be high on psychological well-being as compared to women hostel students.

Method

Sample. The convenient sample of the present study ($N = 330$) comprised of University of Sargodha students. The sample comprised male students ($n_1 = 127$) and female students ($n_2 = 123$). Age range of the participants were 18 to 30 years ($M = 20.567$, $SD = 1.006$).

Instruments. Self-report measures that provided best operationalization of the study variables according the theoretical background were used in the study. Instruments included in the present study were not having any cross-cultural validation problems. It was also considered that these selected instruments were having good psychometric properties. The details of these instruments are as follows:

Rosenberg's Self-esteem Scale. Self-esteem was measured through Rosenberg's self-esteem scale developed by Rosenberg (1965). Instrument is consisted on 10 items and had 4-point likert scale. Five items (3, 5, 8, 9 and 10) of the scale are reversed measured. The score rang of the scale is 10 to 40.

University of California and los angles loneliness scale. Loneliness was measured through UCLA's loneliness scale (Russell,

1996) generated by University of California and Los Angeles. Instrument is consisted on 20 items and has 4-point Likert scale. Nine items (1, 5, 6, 9, 10, 15, 16, 19 and 20) of the scale are reversed measured. The score range of the scale is 20 to 80. Coefficient of reliability α of the original scale ranges from 0.89 to 0.94 and one year's test-retest reliability of the scale is 0.73.

Ryff's Psychological Well-being Scale. Psychological well-being was measured through Ryff's psychological well-being scale generated by Carl Ryff (1995). Instrument is highly standardized through a number of researches. Instrument has 54 items and six subscales; each subscale is consisted on 9 items.

Procedure. For data collection, participants were addressed about the objectives and compulsory information about the study. They were given trust through informed consent that their data will be only used for research purpose for their privacy and confidentiality. A questionnaire booklet was provided to the participants, in which demographic information were asked. The participants filled the questionnaire booklet. After the data collection from each participant of the study was appreciated and thanked for their cooperation in the study according to the APA code of ethics.

Results

The obtained data were subjected to statistical analysis through SPSS 21. Descriptive statistics and alpha coefficient of reliability were reckoned for each of the scales. Pearson product moment correlation, simple linear regression and hierarchical regression analysis were undertaken for testing the proposed hypothesis of the present study. The results are depicted in Table 1 to 5.

Table 1

Psychometric Properties of Loneliness, Self-esteem and Psychological Well-being (N = 330)

Variables	N	M	SD	α	Range		Sk ^a	Ku ^b
					Actual	Potential		
Loneliness	33	51.6	15.8	.8	20-80	28-79	-	-
	0	2	0	1			0.09	1.27
Self-esteem	33	25.4	8.96	.84	10-40	11-40	0.06	-
	0	4						1.51
Psychological Well-Being	33	27.7	12.2	.76	54-324	54-300	.32	-
	0	0	2					1.44

^a Standard error of skewness = .134 ^b Standard error of kurtosis = .268

Table 1 shows psychometric properties of study variables. The reliability analysis indicates that the reliability coefficient of all scale and their subscale were up to the marks i.e., all of them were greater than the benchmark of 0.70. Values of kurtosis and skewness were also in the acceptable range indicating normal distribution of variables of the present study, which justify the choice of parametric tests for hypothesis testing.

Table 2

Zero order co-relation of Loneliness, Self-esteem and Psychological Well-being (N=330)

Variables	1.	2.	3.
Loneliness	-	-.78*	-.73*
Self-Esteem	-	-	.69*
Psychological Well-Being	-	-	-

*p<.001

Table 2 shows Pearson co-relation among study variables. The findings indicate that loneliness have negative co-relation with self-esteem and psychological well-being.

Table 3

Regression analysis of Loneliness, Self-esteem and Psychological Well-being (N= 330)

Predictors	<i>R</i>	<i>R</i> ²	β	<i>B</i>	<i>SE</i>
Step-I	.57*	.43*			
Self-esteem			.66*	.89	.06
Step-II	.45*	.41*			
Self-esteem			.19*	.26	.05
Loneliness			-.70*	-.54	.03
Step-III	.66*	.55*			
Self-esteem			.96*	1.30	.16
Loneliness			-.05*	-.03	.08
Self-esteem X Loneliness			-.63*	-.02	.01

***p* < .001, **p* < .05

Table 3 depicts self-esteem as a significant moderating variable between loneliness and psychological well-being. Hierarchical regression analysis was used for determining its moderating role. Regression analysis was performed in three steps and all three models of this analysis are significant. In first model $\{\Delta R^2 = .43, \Delta F (1, 328) = 240.26, p < .001\}$ self-esteem was positively predicting psychological well-being ($\beta = .66, t = 15.50, p < .001$) and it indicates 43 % variance in psychological well-being that could be attributed to self-esteem. In second model self-esteem was entered, this model was overall significant $\{R^2 = .71, F (2, 327) = 312.57, p < .001\}$ in which self-esteem ($\beta = .19, t = 4.91, p < .001$) and loneliness ($\beta = -.70, t = -17.68, p < .001$) both predicted psychological well-being. This model added significantly in the explained variance of anxiety $\{\Delta R^2 = .72, \Delta F (1, 327) = 312.57, p < .01\}$. The third model was final model of investigation in which product of self-esteem and loneliness was entered for testing the moderated influence of self-esteem in relationship between loneliness and psychological well-being. The overall model was significant $\{R^2 = .75, F (3, 326) = 44.40, p < .001\}$ and shows significant interactive effect of self-esteem and loneliness and psychological well-being ($\beta = -.63, t = -6.66, p < .01$). This interactive effect added 75 % variance in psychological well-being $\{\Delta R^2 = .75, \Delta F (1, 326) = 44.40, p < .001\}$. This moderation is plotted in Figure 1:

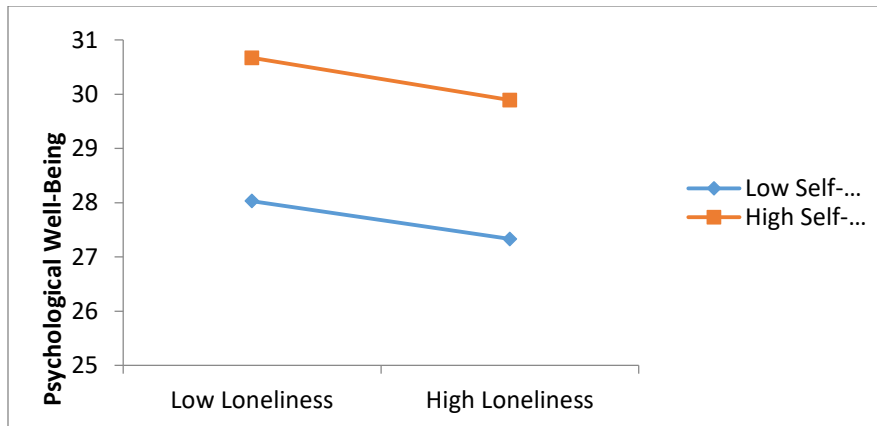


Figure 1

Self-esteem strengthens the negative relationship between relation loneliness and psychological well-being.

Figure 1 is showing the moderating role of self-esteem in relation with loneliness and psychological well-being. Self-esteem strengthens the negative relationship between loneliness and psychological well-being. Increased loneliness in people with high levels of self-esteem makes their well-being low. However, for individuals who are lower on self-esteem and loneliness are seem to have high psychological well-being.

Table 4

Mean and standard deviation and t-value for man and women among Loneliness, Self-esteem and Psychological Well-being (N = 330)

Variables	Men (n = 127)		Women (n = 123)		t(328)	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Loneliness	22.51	1.66	13.21	2.00	39.85	<.001	8.84	9.77	5.06
Self-Esteem	5.46	1.54	11.87	1.71	-31.60	<.001	-6.81	-6.00	3.93
Psychologica l Well-Being	47.71	3.65	65.31	4.01	-36.25	<.001	-18.54	-16.64	4.59

Table 4 shows mean, standard deviation, and *t*-values of men and women students on various variables of the present study. Results indicate significant mean differences of male and female on happiness, aggression and loneliness.

Discussion

The present study aimed to assess the moderating role of self-esteem in relationship of psychological well-being and loneliness. Findings of present study provide empirical support for the entire proposed hypothesis.

Results of the study demonstrated the hypothesized prediction of psychological wellbeing by loneliness. As first hypothesis stated that loneliness will be negative predictor of psychological wellbeing, results in table 4 perfectly support the hypothesis 1. As pervious researches show that an individual who have high score on psychological well-being promotes social relationship (Corsano, Majorano, & Champretavy, 2006). Whereas lonely people shows more adverse feelings and less affirmative during social interaction as propose by Hawkley et al. (2003). It means that the students who have less psychological well-being are passive in making quality of relations. In accordance study of Shaheen, Jahan, and Shaheen (2014) supporting the results of current study that loneliness has a negative impact on psychological wellbeing of students.

Hypothesis 2 was also supported in by the current study result that self-esteem has a significant moderating role in relationship of loneliness and psychological wellbeing. Results in table 5 reveled that model was significant and shows significant interactive effect of self-esteem and loneliness on psychological well-being. The result of moderation plot shows that self-esteem strengthens the negative relationship between loneliness and psychological well-being (see fig. 1). Self-esteem helps to motivate people to achieve their goals-high self-esteem leading to coping in situations and low self-esteem leading to avoidance (Leary, 1999). When a person avoids in making relations it feels lonely which further affect the psychological well-being.

Hypothesis 3 and 4 was accordingly supported by the current study that women will have high scores on loneliness where as men are likely to be high on Self-esteem and psychological well-being (see Table 2). Women feel lonelier in hostels because they have less exposure of outer world as men have. Moreover, they are also not good in making new relationship with strange people at novel place like hostel.

As mentioned above that psychological well-being is affected by loneliness. It means when women are high on loneliness then their psychological well-being will be affected. This shows that when women are high on loneliness then they must be low on positive construct like psychological well-being and loneliness.

Our findings are supported by the pervious researches that were conducted on current study variables. Our result of loneliness is supported by Borys and Perlman (1985). They found that gender differences in loneliness by using different measures of loneliness. Current study findings on self-esteem were by supported by (Kling et al., 1999). This study showed the gender differences on self-esteem. Some researches claim that distressingly low self-esteem among women than men (e.g. Pipher, 1994).

Conclusion

Overall the study has demonstrated that the self-esteem play moderating role in relationship between psychological well-being and loneliness. The study has provided evidence for sex difference in loneliness, Psychological well-being and self-esteem and suggested a more vulnerable status of women students towards loneliness living in hostels whereas men students showed significantly higher inclination towards self-esteem and psychological well-being.

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The Impact of Corporate Governance on Earnings Management: Empirical Evidence from Pakistan

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Abstract

To achieve their objective, firms may mask their true picture of financial position. Moreover, firms' management may also be interested in hiding their private benefits of control, which is referred to Earnings Management (EM). They do so in order to avoid litigation from stakeholders due to non-performance. The extant literature offers solutions to this problem. For example, managements' interests need to be aligned with those of shareholders for undertaking profitable investment projects. Moreover, an efficient investor protection (IP) system also works as a controlling mechanism for such activities. Such regulatory and IP systems are called Corporate Governance (CG) that act as an important monitoring tool to mitigate the practices of EM. This study analyzing a panel data sample of 144 firms listed on Pakistan Stock Exchange (PSX) for the period 2007-16 through random effect model, the results suggests that such practices of EM can be lowered through a strong CG system. The results conclude that a strong monitoring system helps develop investors' confidence on the Capital Markets (CM) ultimately leading to strong economy.

Key Words: Corporate Governance; Corporate Governance Index; Earnings Management.

Introduction

Corporate scandals such as Enron, WorldCom, Parmalat, and Xerox in the late 20th and early 21st centuries again emphasized on the financial reporting quality of firms (Gul & Tsui, 2001). Such scandals led researchers to conclude that the disclosed firm financial information (FFI) needs to be accurate and reliable. Firms may disclose such FFI that may not reflect the true and economic value of the firm. Thus, management may indulge in masking the true picture of the financial performance of the firm or may hide their private benefits of control through such activities. The extant literature concludes that such activities lead to expropriation of the investors' funds resulting in an imbalance in the financial system resulting in corporate collapses (Habbash, 2010). Khan (2016) reports that EM practices in the world's capital markets (CM) shook the investors' confidence. However, these collapses not only affected the developed countries but also had a strong influence on the developing economies. For example, the Asian Financial Crisis (AFC) that started in 1997, many investors lost their investments in these Asian economies. Johnson et al. (2000) report that these economies were not only weak in their macroeconomic indicators but a major cause of the AFC was their weak regulatory system. Thus, in order to restore the confidence of the investors, different countries revisited their regulatory environment to protect their investors. Hence, Pakistan started its code of corporate governance in 2002. Other international aid agencies such as *OECD* and World Bank also helped in the strengthening of the regulatory environment in the developing economies (OECD, 1999).

Prior literature reports that the revised regulatory systems enhance the financial reporting quality. Firms started following a set of the finest rules and regulation to provide the best quality of FFIs to their stakeholders. For example, La Porta et al. (1997) report that a strong IP (hereinafter will be used as a synonym to CG) system not only regulate the CM of a country but also help understand improve the quality of FFI. Moreover, Bartov (2001) reports that strong IP system helps improve the quality of FFI through timely disclosure. Thus, a strong IP system and a detailed disclosure of FFIs help reduce the EM practices.

Since Pakistan is a Common Law country but possesses the characteristics of Code Law countries where CM are weak and IP is low. Pakistani firms have a strong concentrated ownership that may compel the managers to take such investment projects that are only beneficial to these owners. Since a weak IP system may weaken the disclosure of FFIs and

giving managers the opportunity to manipulate the firm performance, thus an investigation to the level of EM practices in a weak IP system requires attention. Therefore, this paper empirically investigates the effect of IP systems on the EM practices of firms listed on PSX. The objective of this paper is to examine the impact of CG on the EM practices of companies listed on PSX for the period 2007-16.

Taking a sample of 144 firms from PSX for the period 2007-16, the panel-data techniques are used. The study controls for operating cash flow, leverage, capital expenditure and size of the firm. The results reveal that the association of CG and EM is negative and significant and hence implies that CG improves accounting quality by lowering EM practices. These results are in line with the extant literature on the association of CG and accounting quality. Corporate governance improves disclosures of FFIs through following accounting standards and other regulatory environment and thus reducing information asymmetry thus investors make informed decisions on these FFIs.

Review of Literature

Corporate governance (CG) and Earnings Management (EM) received much attention in recent years from academicians and regulators (Uadiale, 2012). This attention from researchers and regulators is due to the failure of large businesses around the world. Studies conclude that manipulation in the accounting information is one of the major causes of such accounting scandals. Thus, investors objected to the weak CG systems of not only these firms but also about these regions and reported an inefficient monitoring mechanism. For example, Johnson et al. (2000) report that one of the main reasons of the AFC was the inefficient CG system of these countries that not only led to AFC but also shattered the confidence of local and international investors.

Others report that these failures were either the result of accounting manipulation or due to the ineffective mechanisms of CG (Khalil, 2010). Such scandals led to an emphasis on the revision of CG system. These studies suggest that a more stringent CG system needs to be implemented to reduce the discretion of the management. For example, Bartov et al. (2001) report that revising and fine-tuning the accounting standards would not work without the implementation of rules and regulations. Such revision in the regulatory environment would lead to low levels of manipulation of earnings (Luez et al., 2003). They study 31 countries for EM and IP and find that countries with strong IP show low EM. The

premise is that strong CG system improves the FFI and enhances the monitoring system. Thus, management to avoid costly litigation abstains from manipulation of FFI (Bhattacharya et al., 2003). The results of these studies conclude that if CG is weak then management manipulates FFI for their own benefits (Alghamdi, 2012; Dechow, et al. 1996; Healy, 1985; Basiruddin, 2011).

CG is used as a safeguard against manipulation of accounting numbers, which is defined as;

“Structure whereby managers at the organization apex are controlled through the board of directors, its associated structures, executive initiative, and other schemes of monitoring and bonding” (Donaldson, 1990, p.376).

Countries started revising their codes of CG and other relevant institutional arrangements in the wake of financial collapses such as Enron. Pakistan also followed suite and enacted code of CG in 2002. The premise behind the revision of these regulatory changes is to reduce the discretion of the management in reporting financial information and disclosures (Johnson et al., 2000). Managers in weak regulatory system do not report the actual performance rather they play with the accounting information (Luez et al., 2003).

The extant literature studies the association of EM with CG and report inconclusive results. For example, Ikechukwu (2013) examines the relationship of EM and CG practices in Nigeria. He reports that the internal mechanisms of concentrated ownership and smaller boards do not reduce EM. However, the external CG mechanism curtails EM practices. However, Epps and Ismail (2008) study EM and CG for US and find that smaller boards reduce EM. Others report negative results for EM and CG (Iraya, Mwangi, & Muchoki, 2015). The premise is that since CG helps improve the financial reporting quality reducing information asymmetry between the insiders and outsiders (Tanjung, Sucherly, Sutisna & Sudarsono, 2015).

Another strand of research investigates the association of CG with discretionary accruals for Bangladesh firms (Shamimul, Zabid & Rashidah, 2014). They report that dispersed ownership negatively affects EM since dispersed ownership elect independent directors that result in a strong monitoring system and thus managers avoid EM. Likewise, Patrick, Paulinus and Nympha (2015) examine the CG and EM in Nigerian listed firms during 2011-2014. The analysis show that CG negatively affects

the EM. Mulyadi and Anwar (2014) conclude that the impact of CG on EM is negative and significant.

Others report that sometimes instead of reducing or eliminating EM, CG encourages management to engage in such activities. For example, Tangjitprom (2013) finds that CG practices and EM are positively associated. They argue that though we report a positive association of EM with CG, the main role of CG is curtailing the management discretion of reporting earnings that does not portray the actual performance of the firm. They also report that not only CG is important but strong and efficient accounting standards are also important to avoid EM practices. Similar results of positive association of EM with board size, and board composition, are reported by Azzoz and Khamees (2015). However, duality of CEO, audit committee composition and activities are negatively related with EM.

Other studies argue that the existence of strong CG mechanisms in a firm can lead to improvements in professional conduct in business transactions limiting the opportunities for earnings manipulation (Clarke, 2007; Leventis & Dimitropoulos, 2012; Karamanou & Vafeas, 2005). In addition, Xiaoqi (2013) reports that EM practices are restricted through various factors such as quality of earnings as well as better disclosure of information becomes possible through implementations of good governance system.

The investigation of the association of CG and EM practices for Pakistan lacks research. However, some researchers have tried to investigate this association, but report contradictory results. For example, Kamran and Shah (2014) investigate the effect of CG and ownership concentration on EM. Their results show that EM increased in firms where directors and their family or relatives hold ownership. Their results also reveal no effect of CEO duality, audit firm size, board size and influence of ownership concentrations on EM. Shah et al. (2009) also study EM and CG for Pakistani listed firms. They report a positive relationship of these variables with EM. On the other hand, Latif and Abdullah (2015) study the association of EM with CG. Their results are also inconclusive. For example, they find that audit committee independence negatively affects EM while institutional shareholding and duality of CEO are positively related with EM.

Summing up, all these studies have used and mostly relied on using the standard proxies of CG such as board size, composition of the board,

number of independent directors in the board, audit committee, external and internal auditors. Moreover, these studies have used different companies and have used different time-periods and report contradictory results for this association. None of the studies used a comprehensive set of variables such as a CGI. The current study proposes to use a CGI that was initially developed by Javid and Iqbal (2010) but was used to investigate its effect on firm performance.

We believe that this index covers a whole range of different dimensions of an efficient CG system that are combined to measure a comprehensive score based on these three sub-indices. Moreover, the above reported studies have used different proxies for EM specifically many of them based their measurement on modified Jones model. Kothari et al. (2005) report that majority of these models have misspecification problems. This study uses a more recent model developed by Kothari et al. (2005) that takes care of the misspecification problems. In addition to this, the study is based on a more recent data set and CG system of PSX. Furthermore, the code of CG was also revised in 2012 that presents a stricter regulatory system of Pakistan. Summing up, this study investigates the association of EM practices with CG for Pakistani firms for the period 2007-16.

Research Methodology

This section presents the methods and methodology of the paper. It is reported that the population of this study includes all the non-financial firms listed on (PSX). The study period is from 2007 to 2016. This study period is selected since some of the data variables were not reported in the financial reports prior to 2007.

Sample and Sampling Technique

As stated above, the study uses data from all non-financial firms from PSX for the period 2007-16. The study uses panel data and is secondary in nature. A company is included in the sample if the data for that firm is available for the entire period of the study. Since the data prior to 2007 for some of the variables are not available, therefore the study is limited to the use of time-period from 2007-16. Once the bar for company inclusion in the sample is laid down, the sample size of the study is limited to only 144 companies. One of the reasons of the comparatively low number of companies is that annual reports of many companies are neither available on their respective websites nor with Securities and Exchange

Commission of Pakistan. However, since the time-period consists of 10 years, the total firm-year observations becomes 1440. The data for all variables is hand collected from the annual reports of the companies, which are downloaded from the companies' websites and Open Doors website. The CGI proposed by Javid and Iqbal (2010) is followed.

Data Analysis

The study uses univariate analysis and multivariate analysis techniques. Univariate analysis consists of descriptive statistics while multivariate analysis refers to correlational and regression analysis.

Panel Data Analysis Approaches

The data used in this research is panel in nature. Hence, used the approaches of panel data. Asteriou and Hall (2007) demonstrate that there are three different approaches of panel data estimations as; common, fixed and random effects methods.

Common Constant Method

Common constant or pooled OLS estimation method is based on the assumption that there are no differences among the data metrics of the cross-sectional dimension. However, this method of estimation having more restrictions. Therefore, fixed and random effects methods of estimations take into account (Asteriou & Hall, 2007).

The Fixed Effects Model

Greene (2000) for panel data use fixed and random effect approaches. Fixed model assumes that in regression model individual constant is group specific constant. However, to make a decision of model selection between common constant method and fixed effect method apply the F-test. If the F value is significant then pooled OLS applications are invalid for the model (Gujarati, 2003).

Random Effect Method

Greene (2000) random effect is the generalized least square approach, assume that individual constant is group specific disturbance.

Hausman Test

Asteriou and Hall (2007) report that to make choice between fixed and random effect model use Hausman (1978) test. Small value of

Hausman statistics decide to use random effect model instead of fixed effect model.

Regression Analysis

The study investigates the association of CGI with EM and control variables. Thus, the proposed model is.

$$EM_{it} = \beta_0 + \beta_1CG_{it} + \beta_2S_{it} + \beta_3Lev_{it} + \beta_4ROA_{it} + \beta_5CFO_{it} + \beta_6CE_{it} + \varepsilon_{it} \quad (1)$$

where EM is earnings management of firm i at time t; CG is the combined score of corporate governance index; S_{it} is Size of firm i at time t; Lev_{it} is leverage of firm i at time t; ROA_{it} is Return on Assets of firm i at time t; OCF_{it} is ratio of operating cash flow to total assets of firm i at time t; CE_{it} is Capital Expenditure of firm i at time t and ε_{it} is error term of firm i at time t.

Measurement of Variables

Earnings Management

The extant literature proposes different measurement techniques for EM. However, studies show that the proposed EM techniques has problem such as discretionary accruals of Jones Models and return on assets are positively and significantly associated (Dechow et al., 1995; Kasznik, 1999). Similarly, others such as Barth et al. (2001) and Dechow et al. (1995) demonstrate that due to correlation of normal accruals and firm past performance, a misspecification is experienced. Thus, a new model is developed that consists of an intercept and uses lag of return on assets to solve the problem of misspecification (Kothari et al., 2005), which is used in this study.

$$TA_{it} = \beta_0(1/A_{lag}) + \beta_1(\Delta R_{it} - \Delta AR_{it})/A_{lag} + \beta_2(PPE_{it}/A_{lag}) + \beta_3(ROA_{lag}) + \varepsilon_{it}$$

where TA_{it} is total accruals of firm i at time t; A_{lag} is lag of total assets; ΔR_{it} is the change of Revenue of firm i at time t; ΔAR_{it} is the change of Account receivable of firm i at time t; PPE_{it} is the property, plant and equipment of firm i at time t; ROA_{lag} is lag of return on assets, and ε_{it} is error term of firm i at time t.

Corporate Governance Index

The CGI used in this study is adopted from the study of Javid and Iqbal (2010) who developed this index for non-financial firms listed on PSX. They develop the index using three different dimension of governance i.e., The Board of Directors (BoD), Ownership & Shareholdings (O&S) and Transparency, Disclosure, and auditing (Disc). They argue that these sub categories of the governance system comprehensively cover most of the fair disclosure determinants. For example, BoD covers the monitoring aspect of the firm’s management; O&S refers to the shareholding and stake-holding aspect of the firm while Disc covers the financial reporting quality. This index is a combined score from the above three referred sub-indices that takes the score of 100 being the highest; 80 being the 75th percentile while 50 being partially observed otherwise takes the value of 0. Detailed description of CGI is given in Appendix A.

Control Variables

A number of control variables such as firm size measured as log of total assets (Llukani, 2013; Xiaoqi, 2013), leverage proxied by total debt over total assets (Cohen & Zarowin, 2010; Xiaoqi, 2013), CE taken as total capital expenditure over total assets (Conyon & He, 2011), RoA measure as net income over total assets (Cohen & Zarowin, 2010; Habbash, 2010), and operating cash flow (OCF) operating cash flows over total assets (Almasarwah, 2015; Habbash 2010) are used.

Results

It is reported that the study variables are not normally distributed. Moreover, correlational analysis reveal what is presumed in the study i.e. EM has a negative and statistically significant relation with CGI.

Descriptive Statistics of the Study

Table 1 *Descriptive Statistics*

Variables	Mean	Median	St. Dev	Minimum	Maximum
EM	-0.018	-0.012	0.841	-1.799	1.893
CG	78.114	78.571	7.812	57.143	100
LEV	0.551	0.559	0.222	0.007	0.999
Size	6.842	6.786	0.629	5.336	8.392
CE	0.708	0.716	0.335	0.000	1.476

ROA	0.063	0.057	0.112	-0.539	0.297
OCF	0.088	0.066	0.133	-0.193	0.39

Table 1 reports descriptive statistics summary of the study. It is reported EM does not have much variation across firms. For example, the mean and median values of the EM are almost similar suggesting that firms follow a similar pattern in reporting. It is reported EM does not have much variation across firms, suggesting that firms follow a similar pattern in reporting. Similarly, the code of CG is a mandatory requirement for each company listed on the PSX, thus a similar pattern is also visible in the summary statistics of the CGI variable. The variation reported for the CGI variable as shown by the standard deviation is because of the vast difference in the minimum and maximum values of the CGI. Furthermore, the adoption of this revised code of CG of Pakistan (2012) became mandatory for each company listed on PSX. The control variables summary statistics are similar in nature.

Correlations Results

Table 2 *Correlation Analysis*

	EM	CG	CE	LEV	ROA	OCF	Size
EM	1						
CG	-0.049	1					
CE	-0.175	-0.038	1				
LEV	0.065	0.025	0.265	1			
ROA	-0.071	0.082	-0.213	-0.483	1		
OCF	-0.034	0.034	0.037	-0.24	0.534	1	
Size	0.219	0.046	-0.217	0.037	0.049	-0.03	1

It is reported that EM is negatively associated with CGI. These findings suggest that due to good CG system, the activities of EM are reduced in listed firms in Pakistan. Thus, companies score high on the CGI as compared to the earlier years. CG code reduces EM and firms report a true economic picture. A theoretically expected result in the presumed directions are also evident for all the control variables.

Regression Analysis

Test for the OLS assumptions such as normality, autocorrelation and multi-collinearity, find that OLS is not a suitable regression technique for testing the relation of EM and CGI. OLS assumptions are reported in Appendix-B. Thus, this study analyzes the association of EM and CGI on panel data technique. Additionally, we test for the panel data techniques and find that random effect model (REM) is the suitable technique.

Table 3 *Random Effect Results of Corporate Governance and Earnings Management*

Dependent Variables: EM			
Variables	Coefficient	z-statistic	p-value
Constant	-1.033	-2.65	0.008
CG	-0.006	-2.09	0.036*
LEV	0.262	1.99	0.046*
CE	-0.451	-5.72	0.000**
ROA	-0.009	-3.44	0.001**
OCF	-0.743	-4.03	0.000**
Size	0.2498746	5.83	0.000**
Adj R-Square	0.0916		
Prob (F-statistic)	0.0000		

* $p < .05$. ** $p < .01$ show the significant level of variables at 5% and 1% respectively.

Table 3 shows that EM is negatively associated with CG as proxied by CGI. This result is significant with a p-value ≤ 0.05 . These results suggest that CG acts as a monitoring tool to reduce the manipulation of the accounting information. These findings are in line with the stewardship theory that managers' act as agents of the principals and they take such decision, which are in line with the overall strategy of the firm. Others suggest that since CG reduces the problems that arise due to agency theory and that it assures that managers act on behalf of the shareholders, thus a strong CG system reduces the reporting discretion of the manager in reporting earnings.

Thus in summary, CG mechanism strengthens the monitoring base of the firms through BoD, ensures the efficient disclosure and accountability CG system and thus leads to low levels of earnings manipulation. Pakistan also have some form of concentrated ownership as well as some form of regulations exist, thus in the views of Shleifer and Vishney (1998), Pakistan must portray low levels of earnings management (Luez et al., 2003). These results are consistent with prior studies of (Amertha, Ulupui & Putri, 2014; Epps & Ismail, 2008; Habbash, 2010).

The results of control variables are also in line with the expected directions such as leverage is positively and significantly associated with EM since high leverage firms may engage in more manipulation of earnings as they need to show that such firms are making more profits. CE is negatively with EM and that this relation is significant. An increase in CE indicates that firms are expanding, which is a signal for the market. Similar results are reported for other control variables such as OCF negatively and significantly affect EM since OCF indicates that firms are generating enough cash.

Conclusion

We investigate the association of EM with CGI using a panel data from PSX for the period 2007-16 for 144 firms, the RE model results reveal that CG negatively affects the EM practices of Pakistani firms. These results suggest that Pakistan CM presents a strong CG system for its investors. Moreover, this strong CG system also ensures that financial reporting is in accordance with the adopted financial reporting standards and that Pakistani firms follow the same disclosure levels of accounting information. This financial reporting system not only improve the quality of financial information but also provide a conducive environment to its shareholders increasing their confidence and thus leads to more informed decisions.

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What is the Fit View Point of Human Aspects in Organization? A Qualitative Analysis

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Abstract

The study depicts the 'the fit viewpoint' as strongly supported in strategic human resource management. Based on qualitative research design, multiple fit view points as proposed by various researchers are analyzed and then a final conceptual frame work was developed. Schuler 1995, Becker 2010, Shaw 2008 & Samnani 2013 & alike has been qualitatively reviewed and the proposed recommendations were incorporated in the research design. Additionally, both Vertical and Horizontal Fit Analysis (VHFA) have been carried out. Furthermore, structured interviews through face-to-face, telephone & emails were carried out. The findings of the study show that two important contextual factors; firm size and industry have greater significance. Similarly high level of HRM decision and strategy formulated by the top management has higher significance in developing the fit view point. Our findings propose that the incongruence of Human Resource practices can yield contradictory signals for employees; which further escorts reduced motivation and commitment, which eventually is a business failure. Furthermore, our investigation unveils the negative consequences for organizations that isolate best practices from adequate consideration of fit. We conclude with a discussion of theoretical and practical implications.

Keywords: strategic HR, Organizational fit, HR practices, HRM functions

Introduction

Sufficient literature and theories are present on the notion that business strategy and Human Resource Management function should be in congruence to each other and that Human Resource Management practices should be congruent with one another; considering contextual and environmental factors (Jackson & Schular, 1997). Nevertheless, Human Resource Management faces numerous challenges of which unified Human Resource Management strategy has been under-looked and under researched area in many organizations (Beckers & Huselid, 2006; Pfeffer, 1998). Three dominant modes of theorizing were designed (Delery and Doty, 1996).

Delery and Doty (1996) stated three perspectives in Strategic Human Resource Management 1) Universalistic theory, 2) Contingency theory, and 3) Configurational theory. Strategic Human Resource Management research was dominated by the aforementioned three theories for long (Lepak & Shaw, 2008). The contingency theory is being aligned with the fit viewpoint. The fit viewpoint advocates making Human Resource Management strategy congruent with the business strategy along with aligned Human Resource Management practices.

Literature has been critically reviewed and a theoretical framework has been formulated. Then, focus was shifted on the Strategic Human Resource Management perspective in one of the Pakistan education institution i.e. a services based organization. Furthermore, we conduct an extensive assessment of vertical and horizontal forms of fit and discuss their connection/ link with employee behaviors.

Rational of the Study

As various higher education institutions performed purely in various aspects, one of the major reasons is the poor fit of HR. the study intended to highlight this gap and to pool those talented and motivated candidate who can fit in the system in order to let the organization function at their optimum level. No doubt it cannot be perfected in its real sense but the gap of mis-match between human resource and the system can be reduced by refining the process of recruitment and selection and promotions.

Objectives of the Study

The main objective of the study is to highlight the issues currently existing in the human Resource departments in most of the universities. The objective is also to select the best screening process which should be more accurate and should be more efficient and less time consuming.

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- To identify the existing and potential pit falls in recruitment process
 - To identify problem related interviews
 - To find out the screening process of the universities.
 - To propose a fit view point of human aspects based on theoretical frame work.

Literature Review

Relatively, there are two challenges that lead the obstruction for HRM. There exists a delineation of SHRM from Human resource Management i.e. strategic human resource management is hardly differentiated from the conventional HRM (M. W. Wright & McMahan, 1992).

Likewise, It is Huselid (2011, p. 310) who emphasized that one of the principal overarching issues facing the field is ‘how can we design and implement HR systems to execute strategy and create wealth?’ This continuing subject of concern may be a product of earlier concerns in SHRM research, namely that (1) HR professionals and researchers struggle with the methodology of both assessing the HRM strategy with the business strategy and achieving alignment between HRM functions (Pfeffer, 1998) and (2) the integration of HR functions at high levels (i.e., strategic) has been a significant challenge (M. W. Wright & McMahan, 1992).

The second related discord is the HRM being a cost center as per the business leaders view (Becker & Huselid, 2006) and a “surveillance mechanism,” which has resulted in a lack of importance conceded to it by senior management.

Main Outlooks on Theorizing SHRM

Theorizing SHRM, there are three modes of theorizing SHRM. First, the universalistic theory approach which is also called as best practices approach (Osterman, 1994; Pfeffer, 1994&1995). This theory proposes that few major HRM practices, like training and skill development, allowance, and promotion from within the firm, are to be directed to improved firm performance regardless of the context in which the organization is embedded. Some researchers have further suggested that universal practices do subsist (Dewettinck & Remue, 2011).

The second mode of theorizing is the configurational theory of SHRM. This theory suggests that certain bundles of HR practices may produce alignment within these configurations (Delery & Doty, 1996) and yield superior outcomes (Lepak & Shaw, 2008). Indeed, a few researchers have found empirical support for the configurational theory of HRM (e.g., Messersmith & Guthrie, 2010; Subramony, 2009).

The third approach is the contingency theory. The contingency theory posits that there should be alignment between HRM practices and other internal and external aspects of the organization, particularly with the business strategy (Delery & Doty, 1996; Lepak & Shaw, 2008). Hence, the context is central to this theory (Martin-Alcazar et al., 2005). Theoretically, this perspective of SHRM is particularly appealing (Michie & Sheehan, 2005).

In this paper contingency approach of theorizing Strategic Human Resource Management is used as fit viewpoint, by extending this theory to focus on two major forms of fit (vertical and horizontal), hence, assessing the influence of contextual factors.

The ‘Fit Viewpoint’

Cappelli & Neumark (2001) explained “best practices” are associated with increased labor cost. Indeed, minimum selection and training practices may be appropriate to produce products in mass quantities if the organization targets cost minimization and low prices.

However, flexibility should not be reduced as consistency between various components, entails the ability to respond effectively to the environment (P.M.Wright & Snell. 1998). Certainly, fit and flexibility are both independent and needed (P. M. Wright & Snell, 1998). Moreover, P. M. Wright and Snell (1998) suggest that flexibility is prerequisite and necessity for the organization to endorse fit. Numerous studies established that HR flexibility acts as a mediating variable between firm performance

and HR practices (Bhattacharya, Gibson & Doty, 2005). Hence, it is worth mentioning that promoting the fit viewpoint does not mean restricting flexibility in this research paper.

The fit View of Recruitment & selection

In any organization the recruitment and selection of the candidates is very important and critical process in human resource (Vianen, Dalhoeven & De Pater, 2011).

The fit View of Training & development

Apparently, a rigorous recruitment and hiring process sends the employees a signal that the organization is selective and invests a significant amount of time on employees. It was prevailed that the lack of training and development opportunities sent a conflicting message. Employees joining with motivation are left under-motivated due to less career development. On the one hand, the firm may have viewed extensive recruitment and hiring practices as a substitute for training and development (Lepak & Shaw, 2008).

The fit View of Performance management

While the performance review process allows employees to voice concerns in a formal setting and allows them to express their own developmental interests, which may suggest the attempt to adopt a best practice (see Pfeffer, 1995), the broader context surrounding the performance appraisal is also important and has often been understudied (Levy & Williams, 2004). Hence, high performers are identified through their performance reviews, but no extrinsic rewards follow. Moreover, while positive feedback and reinforcement is important, if high performance is not followed by extrinsic rewards, over a period of time this can become de-motivating (Levy & Williams, 2004).

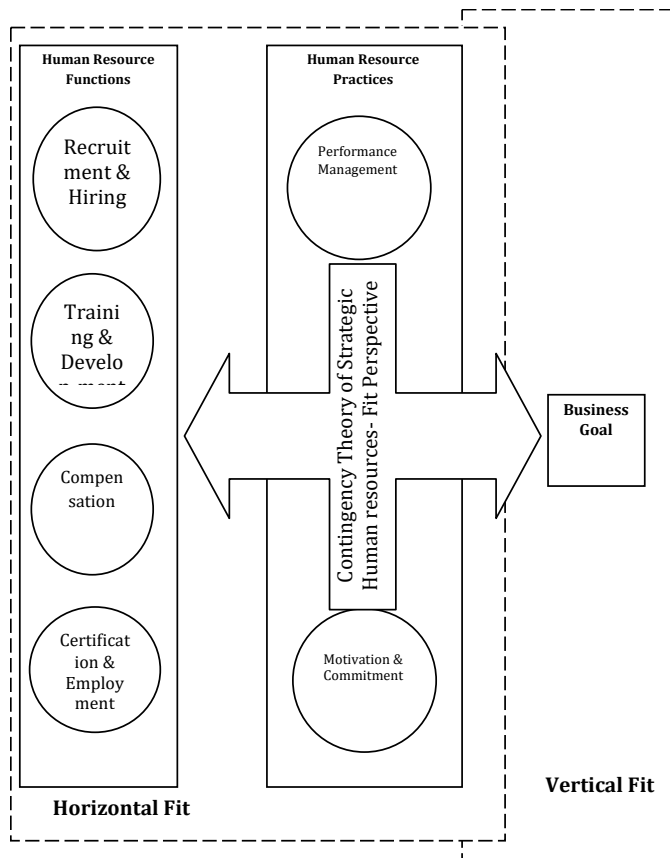
The fit View of Compensation

A new way to encourage and motivate employees to enhance their performance is compensation and fringe benefits (Artz, 2010). When a firm is growing and its production level increases, top management compensate its workers with bonuses and rewards which lowers job turnover, reduces absentees, workers get more involve in their work and give more energy for the betterment of firm (Dorantes & Mach, 2003). The compensations packages include commissions, allowances, tips, bonuses, and additional salary on New Year, piece rates and others.

The fit View of Motivation and Commitment

Motivation can be explained as direction and intensity of effort (Wilson, 2005). Direction refers as needed objectives of certain effort, while intensity refers magnitude of effort. With other benefits, enhanced motivation supports performance, learning, enjoyment and determination (McCullagh, 2005).

It is the inner characteristics of an individual and cannot be altered or reduced. Situation-centered view of motivation is situational based motivation and changes according to the circumstances. In tough competition that motivation is high but in routine work motivation level is low.



The framework shows that HR functions are strategically aligned with Business Goal through contingency approach of HR practices, which gives us the strategic approach. The HR functions i.e. Recruitment and Hiring, Training and Development, Performance management, and

Certificate and employment rate are congruent to the HR practices. It is bridged through contingency theory of Strategic Human Resource Management; directly and indirectly impacts on the attainment of business goal. When HR practices are harmonious to the HR functions, then it is very likely to be fitting the strategic human resource management. Hence, the business goal is effectively achieved.

Similarly, if the HR Management does not compensate their employees based on performance or market competitive incentive packages, then the motivation level decreases which increases the turnover stakes in long run. The horizontal fit is shown in the theoretical framework in the first part- alignment between HR functions i.e. Recruitment and hiring, Training and development, compensation management, and certification; and the HR practices i.e. through Performance appraisal, motivation and commitment.

On one hand, if there is vertical fit i.e. the alignment of HR functions with the business objectives- then the business prospers. Similarly, in case of a horizontal fit i.e. the HR functions are congruent to the HR practices and prior to analyze HR strategy, there is alignment between them, then, the business objective is achieved. Where there is horizontal fit as well as the vertical fit then the business organization achieves its goals through this fit perception and grows strategically. On other hand, in case of failure to consider this fit impacts negative consequences on the organization.

Methodology

The approach followed here is of qualitative in order to dig out the fit viewpoint in organization. Indeed, the codependence of HR functions with business goal through HR practices is very effective and invaluable for the organization. *“A better understanding, through perhaps some qualitative research, of just how organizations link HR systems to strategies would be invaluable. Breakthroughs in this area likely result from direct contact with organizations”*

This qualitative study focuses on higher education institutions of Pakistan mainly universities. As it was difficult to cover all universities of Pakistan therefore, we focus on universities located in Rawalpindi & Islamabad. We randomly picked up two subject matter experts for the intensive interviews for recruitment & selection. One subject matter expert for training and development, two for performance management, two for

compensation. By focusing on private sector universities in Islamabad/Rawalpindi we picked up FOUNDATION University, PRESTON University, COMSATS University randomly based on the availability. Through using simple random sampling technique. We focused on HR officers of the universities to get the feedback through structured interviews. Through expert opinions based structured interview techniques we asked five questions related to recruitment & hiring, eight questions for training and development, five questions for performance management and five questions for compensation. The unit of analysis were the individuals (subject matter experts).

Few studies have been undertaken to examine Human Resource Management in small firms (Messersmith & Guthrie, 2010). Higher Education institutions/University are the back bone of the country which lacks its ability to offer promotional opportunities (Patel & Cardon, 2010), which further insists to pay attention to the employees motivation and commitment. HR Managers are less likely present (Cardon & Stevens, 2004), but in case of Higher Education institutions/University HR manager is present. However, as the literature advocates, HRM practices may have the potential to more strongly represent a source of sustained competitive advantage for small firms (Messersmith & Guthrie, 2010).

To ensure the credibility and inter-rated reliability is the integral part of a qualitative research. Two way perspectives were adopted to ensure credibility and inter-related reliability i.e. insider perspective and outsider perspective (Denzin & Lincoln, 1994). The insider perspective is participatory observation by the first author who has worked in Higher Education institutions/University for years which enrich direct experience with all employees (the informants), and explore issues that may have been difficult for the informants to discuss with a third party (Creswell, 1994).

Analysis & interpretation

The data has been coded by carefully reading observations taken from each of the different data-collection sources used. To provide an example of our coding practices, part of a quote from a respondent stated, "I didn't get any training; I immediately got on the work. There was no training course or training guide or orientation..."; we coded this quote as "lack of initial training once hired." Through our analysis, specific themes had emerged while unpacking the processes and were organized according

to the pre-identified HR functions (e.g., recruitment and hiring; see Jackson & Schuler, 2005). Examples of our coding process through which the themes emerged, which are second by Samnani and Singh (2013).

In our discussion that follows, we identify and discuss our themes and codes for each HR function. The themes were set through the negotiations and consensus on broader constructs of the themes, and disagreements were removed for which little nodes of data emerged. While, parent nodes were based on agreements. We removed a few HR functions that were pre-identified for which little data emerged (employee relations, work design, job analysis).

Operationalizing the Fit

The Operationalizing of the fit view is evident in the literature. There were two forms of fit were found in operationalization. Furthermore, Wood (1999) identified four types of fit as vertical, horizontal, organizational and environmental fit. Vertical fit is the congruence of HRM Strategy with the business strategy whereas horizontal fit is the congruence of individual HR Practices so that they contribute collectively to achieve firm's major goals. Similarly, organizational fit is the link between HRM System and the relevant systems like technological and industrial systems.

Business Strategy

Differentiation and cost leadership are the two generic strategies used in this paper. A differentiation strategy one in which an organization gains competitive advantage by differentiating their products or services from competitors. Contrary to differentiation, cost leadership is strategy through which an organization strives to gain competitive advantage through low costs. Another generic strategy called 'segmentation' in which firm can focus on a broad scope in a mass market either, or a narrow scope in focused market segment was also identified by Michael Porter (Porter, 1980). For either the narrow or broad scope, Porter (1985) argued that the organization would nonetheless compete based on low cost or differentiation, which is why this paper is focused on these two generic strategies.

HR Strategy

While there has been little agreement on how to conceptualize and operationalize HRM systems (Lepak & Shaw, 2008), operationalizing HR strategy in small firms is a key challenge because of underdeveloped HR practices (Kotey & Slade, 2005). Lepak and Shaw (2008) suggest that practically in an organization, capturing the HRM systems becomes challenging due to large number of probable HRM combinations. Moreover, high certification and employment rates used for capturing workforce attributes (motivation and commitment) are the identified key business goals in an organization. Indeed, organization's strategic goals and values drive and shape its HRM system (Bowen & Ostroff, 2004).

Human Resource Functions Vs. Human Resource Practices

HR practices, such as job analysis, work design, structured and unstructured interview, Delphi technique, etc are defined as specific organizational actions that are exercised to achieve specific outcome (Lepak et al., 2006). Recruitment generally starts at advertisement. An effective ad is publicized in the newspaper, on websites or other sources and candidates are attracted to apply till the resume acceptance. Selection runs from short listing through scrutiny and finally, hiring. Training and development as an ongoing HR function in the organization.

A Qualitative Analysis of Fit View Point in Educational Institutions - Vertical and Horizontal

Our analysis of fit addresses an important research gap. More specifically, Lepak et al. (2006, p. 249) assert that "a vital area of future research that is needed is to examine exactly how these practices (HR practices) work together." In our assessment of vertical and horizontal fit, we analyze both forms of fit by simultaneously describing each of the HR practices within the function and whether these practices are aligned (1) with the key business goal by eliciting important workforce attributes and (2) with one another.

Qualitative analysis of Recruitment and Hiring

There are considerable attentions focused on person-organization fit, as well as KSAs of the candidate. This recruitment strategy is time-consuming but the referral system ensures that candidates are genuinely picked with an objective that they serve the organization for long with not so competitive market packages. The rationale is to pool those talented and motivated candidates who are not economically affected nor too financially constrained to do low paid yet enthusiastic job. Finally, we

found that the flexibility in the recruitment and hiring process sent positive signals to employees.

The recruitment and hiring function is aligned with the business strategy of differentiation. Thus, ensuring that the right employees are hired is critical to success, as poor certification and employment rates can result in client dissatisfaction. With a focus on hiring motivated and committed employees, and aligning practices with a differentiation strategy, we found the recruitment practice achieves vertical fit.

Questions that were asked in interview and their answers are as follows:

1. How much time do you spend on defining job roles?

Answer: It takes about ten to fifteen minutes, talking to the employees regarding their job description and expected role to perform. (- Respondent)

2. How do you conduct the resume' screening session?

Answer: At the moment, we don't. The analysis of the specific requirements for a job is conducted in-house by the higher management. (- Respondent)

3. What types of interview do you conduct?

Answer: We usually receive resumes from various people seeking an employment opportunity with us, as per our need, we call them in for an interview with the vice chancellor. On the basis of their interviews and review of their documents, the decision is made. (- Respondent)

4. Does your recruitment include telephone interview or e- interview?

Answer: Yes we, do. The HR manager does the screening. (- Respondent)

5. Do you carry out one on one interview or panel interview with the higher management and specialists?

Answer: The interview is conducted by one on one meeting with the Vice chancellor. In some cases, the members from the board of governance are also present during the interview. (- Respondent)

Qualitative analysis of Training and Development

There are three specific HR practices that we coded under the training and development function: “lack of initial training once hired,” “little orientation,” and “lack of ongoing training and development for career growth and development opportunities.” This led us to identify the theme of “lack of developmental opportunities.” The initial training in this organization includes some technical training to learn the software application systems and partial background training on some of the other functions performed. This training lasts between four and eight hours, while doing their job.

However, we found that its strongly felt the amount of training was insufficient. For example, the participant observation shows a response as:

I didn't really get training; I was just put on the job. There was no training plan or training manual or orientation. (—Respondent)

This negatively affected the organization, as employees noted that caseloads given up by exiting employees prolonged, and may have even reduced, certification completion rates and employment rates. Given its small size, Higher Education institutions/University had limited opportunities available for employees to develop their skill sets; this compounded the “lack of training” problem for its existing employees.

Questions that are asked in interview are stated below:

Question: Do you undertake orientation session?

Answer: Orientation is conducted before the new hire is placed on the position which begins from the introduction of the organization, its background, mission and vision, other employees he/she would be working with and the assigned task is described. (-Respondent)

Question: Proper structured orientation or little informal orientation?

Answer: Semi – formal Orientation. (- Respondent)

Question: Do you give initial training to the employees once hired? (Faculty + mgt + staff)

Answer: Yes, they are trained by their senior co – workers who have experienced the same assignments before for a period of three months and then allowed to work on their own. This adds to their confidence and helps them get strongly integrated within the organization. (-Respondent)

Question: Are there sufficient ongoing training sessions for career growth and development opportunities for the employees?

Answer: Yes, there are to a very minimum level right now as we are a newly established organization, in its growing up years. Yet, we fully realize the significance of developmental opportunities for helping employees grow in their skill sets and develop a commitment to the organization. (- Respondent)

Finally, we found that the de-motivation experienced conflicted with the need for employees to achieve high certification and employment rates, the key business goal.

Therefore, we found no horizontal fit between the multifaceted hiring process and lack of developmental opportunities. Moreover, there was no vertical fit between the training practices and eliciting motivation and commitment to provide a differentiated service that would lead to strong certification and employment rates.

Question: Do you undertake orientation session?

Answer: No, at the moment we don't. The new hire is just generally taken around, introduced to everyone and the tasks he/she would be performing is described again informally.

Question: Proper structured orientation or little informal orientation?

Answer: Informal Orientation.

Question: Do you give initial training to the employees once hired?
(Faculty + mgt + staff)

Answer: Yes, they are trained by their senior co – workers who have experienced the same assignments before.

Question: Are there sufficient ongoing training sessions for career growth and development opportunities for the employees?

Answer: Yes, there are to a very minimum level right now as we are a newly established organization, in its growing up years.

Qualitative analysis of Performance Management

Under performance management, a theme that emerged from the coding was “extensive performance appraisals.” We coded several

practices, including “long performance appraisals,” “developmental for some,” and “allows the voicing of concerns and developmental interests.” Through discussions with employees, we became aware that performance appraisals had evolved over the past two years at Higher Education institutions/University from a short meeting with one’s direct supervisor to standardized formal reviews, including discussion on development, goal setting, and succession planning which leads to de-motivation of a high performer. For instance, notes taken stated:

I feel they don't value my work by paying me so low Even though I perform so well, I am fed up, I felt like ignored. A raise should be offered to me given that I am doing so good. (—Respondent)

Interestingly, this latter quote suggests that the lack of incentives influenced performance, by leading her to focus on the “bare minimum.” In an organization in which work is designed in a basic way, minimum performance may be sufficient because of the simple tasks performed. At Higher Education institutions/University, however, the complex tasks and business goal suggest that quality is critical to success. Furthermore, it is important for employees to buy into the performance appraisal system and perceive that it provides them with voice. As Morris et al. (2009, p. 976) suggest, conflicting messages through “a lack of shared direction may make potentially useful HR practices from other parts of the firm look much like ‘flavors of the month’ or ‘here comes another one’ types of practice.” While extensive performance appraisals demonstrate some degree of fit with providing a differentiated service, we found that the de-motivation that arises when employees realize no rewards for their performance failed to elicit the workforce attributes required (motivation and commitment). As one employee discussed, the effects can paradoxically lead in the opposite direction:

I feel frustrated, unhappy, and underappreciated. There's no monetary reward for the work done. (—Respondent)

In relation to horizontal fit, the results were also mixed. There was horizontal fit between a multifaceted hiring process and extensive performance appraisals. However, a lack of developmental opportunities offered by the organization meant that employees needed to develop their skills further on their own and at their own expense.

Question: Do you conduct performance appraisal formally?

Answer: Yes, it is conducted for the faculty by handing in questionnaires to students, for the staff members it is still done informally.

Question: Is performance appraisal integral part of your HR functions?

Answer: It indeed is. We believe that adopting performance appraisal practices not only help the organization to conduct a regular evaluation of the employees but also greatly supports in adopting the employee reward behavior.

Question: Is it too long or short?

Answer: Right now it is not properly structured.

Question: Do you make it for all or is it for certain category of employees?

Answer: It is basically supposed to be for everyone. Right now, we have it in place for the faculty members.

Question: Do you pay performance based incentives or not?

Answer: Incentives that are non- financial are given such as appreciation certificates and shields to the employees.

Qualitative analysis of Compensation

Coding compensation function comprised of three subthemes: “wide pay disparities,” “high compensation rates,” and “no pay-for-performance.” This is because a few of the highest performers were young graduates and less experienced; thus, they were paid less because they did not have a lengthy salary history. This can be very de-motivating and a catalyst to leave job. For instance, an observational field note recorded during the ethnography stated:

Participant observation indicates that there has been a considerable discussion on salary disparity that why X or Y employee is making twice as much as them while performing much lower. The employees who intend to stick with the organization were often those with higher salaries; some of these employees were also not high performers. Indeed, this supports Shaw, Gupta, and Delery’s (2002) finding that wide disparities in pay are only effective when coupled with a pay-for-performance system; this supports the need for fit.

We found that combining an inequitable pay system with no rewards for high performance sent conflicting signals when compared with those transmitted through extensive recruitment and performance appraisal practices. This reduced their motivation to perform well. Thus, these conflicting signals suggest that there was a lack of fit between the practices of providing no pay-for performance and having a multifaceted hiring process and extensive performance appraisals. We summarize the fit between each HR function, employee behavior (motivation and commitment), and business strategy (certification and employment rates).

1. Do you have pay disparities?

Answer: Pay disparities are found. Some employees are being paid higher as compared to others, based on the kind of tasks they are assigned, some of them are wearing multiple hats therefore they are offered salaries accordingly.

2. Do you compensate employees at par with market compensation rates or otherwise?

Answer: I think we are paying lower than the market rate to our employees right now, again this is because of us being a new organization and not having sufficient funds keep up with the market rates.

3. Do you pay for performance or no pay for performance?

Answer: In my own personal opinion, the performance is more than what we are paying to all the employees.

4. Does your HR strategy affect the employee rates?

Answer: The HR strategy does affect the employee rates because it not only focuses on the achievement of the goals set by the organization but also keeps in view the job satisfaction of the employees in order to retain them.

5. Do you agree that a service based organization in its early stage of development need to design the HR functions smartly in congruence to the HR practices-to achieve its organizational goal-in terms of motivation and commitment of its employees?

Answer: I totally agree with this. If the employees are motivated, their performance increases, they develop an organizational citizenship behavior, a commitment to the organization, overall increasing the

productivity of the organization. Recruitment is easier as compared to retaining employees; Hence HR practices should be rigorously implemented.

The influence of contextual factors on Fit

There were two important contextual factors to consider: firm size and industry (i.e., services). First, small firms tend to have limited resources to allocate toward HRM, which may have made fit more challenging to achieve. In other words, a lack of HR personnel, structures, and processes make it difficult to assess and carefully think through HRM fit. Many of the HRM strategies tended to be developed by senior management and simply relayed to the HR administrator for execution and implementation. Consequently, high-level HRM decisions and strategy were being formulated by the top management team. It was evident that despite the new HR hire, the role of HRM, which was previously performed by general administrators, continued to operate in that manner. Moreover, the hierarchical structure was not surprising considering prior research, which indicates that small firms are much less likely to employ a full-time HR manager (Kaman, McCarthy, Gulbro, & Tucker, 2001; Kersley et al., 2006; Kotey & Slade, 2005).

Second, in services firms, employees play a particularly critical role in the firm's performance (McClellan & Collins, 2011; Sun et al., 2007). De-motivation on the part of employees and turnover may likely have affected students in being able to finish their certification and gain employment on time, which suggests potential implications for performance. In other words, each HR practice should be directed toward increasing and sustaining motivation and commitment levels in order to meet the business strategy and key business goal. Less motivation and commitment of employees in services firms, where rapport is more often needed between customers and employees, can result in poorer services provided (e.g., less customer-centric attention on helping students gain employment).

Fit Versus Flexibility

The fit perspective in SHRM does not necessarily suggest that flexibility must be constrained in order to achieve fit. However, in Higher Education institutions/University, flexibility can only play a limited role in the firm's success. In particular, rapport between students and the respondent is a critical component of success; thus, the flexibility of deploying respondents to students whose respondent quit cannot directly

substitute the rapport that had been developed over time. Moreover, HRM fit would have complemented flexibility in this firm, whereby demonstrating both strategies of fit and flexibility would be more effective than employing only one of the two strategies.

Discussion

In comparison to previous studies, by examining the fit perspective in SHRM using a case-study approach allowed us to contextualize our investigation. This qualitative study illustrates that attempts at adopting a few best practices can actually have adverse consequences for motivation and commitment when fit is not considered. Some previous researches support that that best practices research has gained empirical support in the SHRM literature (Delery & Doty, 1996; Huselid, 1995), the study demonstrates that certain best practices may send conflicting signals to employees when these practices do not fit with other concurrent and existing practices.

HRM strategy reflected the adoption of a few “best practices” while minimizing costs in other areas, motivation and commitment levels of employees were adversely affected through conflicting signals. Adverse effects of certain human resource management practices were shown in our results and were confirmed, which due to absence of fit lead to contradictory messages; ends up into de-motivation and lack of commitment in the employees. Lastly, this organization in particular was reliant on strong, long-term relationships between employees and customers; thus, low motivation and commitment becomes evident to customers.

Practical Implications

The results in this research suggest that effective HRM strategies and the accomplishment of fit are significant even in these settings. Moreover, the review of fit conducted in this paper should be helpful for management professionals and owners of small and medium-sized organizations, where HRM continues to make only slow progress (Messersmith & Guthrie, 2010). This assessment of fit exhibits for HR practitioners the systematic investigation of each of the HR functions and the iterative procedure of continuous contrast with the business strategy, HR strategy, and the other HR functions. Whether working in any firm, a similar analysis can be performed to understand the fit between each function. Also, speaking with employees who are directly subjected to the HR practices can provide invaluable information.

Conclusion

Conclusively, after in depth the qualitative analysis of the interviews it was found that there is dire need of effective orientation session as minimum level of trainings, then initial training is equally important to bring in the fit human aspect in the organization. Additionally, the initial training and ongoing career growth opportunities may bring considerable fit between organization and the employees. When it comes to performance management it was found that there is a horizontal fit between multi-faceted extensive performance appraisal and the employees related to formal appraisal, the quality of appraisal and specifically the employee's performance and its relation to incentive and performance based pay. Similarly, pay disparities and market based compensation pay can also influence the fit human aspects in the organization. The qualitative results shows that those organization offering annual raise based upon employee performance get better fit between employees and organization. The employee behavior is directly proportional to vertical and horizontal fit in organization. It was found that the lack of both fit in an organization can unfavorably manipulate employee behavior. The absence of fit created a situation that resulted in reduced commitment and motivation. This investigation has provided a non-artificial setting example of how one can assess fit by analyzing HR functions and determining its fit with the business goal, while concurrently evaluating the horizontal fit by assessing the congruence among HR practices.

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A Comparative Study of Multiple Intelligence of Science and Arts

Group Students

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Abstract

The study aimed to compare the multiple intelligence of arts and science group students in model colleges of Islamabad. The study was comparative in nature and based on quantitative research approach. The population of the study was comprised of all the students of intermediate level studying in Islamabad Model Colleges. Simple random sampling technique was applied to select a representative sample for the study. The sample consisted of 1000 students, including 558 students from science group and 442 students from arts group. Questionnaire was developed on the basis of Howard Gardner's Multiple intelligences Model to identify multiple intelligence of students. Validity of the questionnaire was ensured through expert opinions whereas, its' reliability was measured through pilot testing on 100 students (50 science and 50 arts group students). Researcher used SPSS advanced version to analyze the quantitative data and T-test was applied to compare the significant differences of arts and science group students regarding multiple intelligence. Findings indicated that comparatively students of science group had higher scores in kinesthetic Intelligence, Spatial Intelligence and Musical Intelligence. Therefore, it is recommended that audio video aids may be used to teach students of arts group to enhance visual/Spatial and musical intelligence whereas, their bodily-kinesthetic intelligence may be improved by encouraging their participation in sports and physical activities.

Keywords: Multiple intelligences, logical-mathematical intelligence, Visual-spatial intelligence, Bodily-kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence,

Introduction

Multiple Intelligence Theory was focused on the uniqueness of the human child. According to this theory each child is intelligence, however the kind and the dimension of the intelligence is different in every child (Covey, 1990). This is the beauty of the human creation that every individual on the face of earth is capable of some unique ability or skill. These multiple type of intelligence may include verbal, visual, physical, musical, logical, interpersonal and intrapersonal intelligence(Gardner, 1983).

The present study is significant in identifying the multiple intelligences that science and arts students possess. A good understanding of teacher about role of multiple intelligences in students 'learning may facilitate him to build confidence among learners, motivate them to excel and develop good personality traits among them. According to Gardner (1983) there are seven different types of intelligences. This comparative study is based on the perception of arts and science students regarding their multiple intelligences. It helps out to find various levels of intelligence comprised on students' achievements within the classroom. Gardner's theory of multiple intelligences has provided a new framework that will enhance the understanding and capabilities of every student in classroom. According to Smith (2002) each individual favors a specific style of learning and intelligence. By observing such differences in the classroom teachers can determine the best way to teach the students according to their intelligence. This information may help him to design projects and lessons which can fulfil needs of individually all students. Similarly Kolb (1984) is of the view point that individuals formulate their modes of learning in their specific styles by choosing observation or actions which ultimately give rise to four types of learning modes, diverging, assimilating, converging, and accommodating.

According to this theory intelligence can be measured by seven different ways like, Linguistic intelligence (LI) logical-mathematical intelligence (LMI), Visual-spatial intelligence (VSI), Bodily-kinesthetic intelligence (BKI) Musical intelligence (MI), Interpersonal intelligence (IPI), Intrapersonal intelligence (ITI) (Armstrong, 2007; Gardner, 1983).Howard Gardner has criticized the conservative techniques of teaching at schools and colleges by presenting his theory of multiple intelligences. This theory suggests that schools and colleges should allow more rooms to students by which they can express themselves putting equal consideration and support to those who demonstrate rewards in any

one of the eight intelligences. In addition, all students should be valued as individuals and their strong suits should be respected; instructors should provide proper and adequate learning experiences and encourage the growth of multiple intelligences (Bowell, 2004; Chen, 2007). This research was designed as a Comparative Study of Howard Gardner's Multiple Intelligences at Higher Secondary Level students of science and art group in the IMCs, Islamabad, Pakistan.

According to Gardner (1999) "linguistic intelligence allows individuals to communicate with the universe through dialect. Poets embody this sagacity over its developed structure. Learners who revel in playing for rhymes, who pun, who dependably need a story will tell who rapidly gets different languages, including sign language, at show semantic brainpower". Logical-mathematical intelligence facilitates use of abstract relations. Scientists, mathematicians and even scholars all get benefit out by this type of intelligence. Checkley (1997) defined that musical intelligence is the capability that help people to think in music, to listen musical notes, differentiate between them, memorize them, and to control them. ". Gardner (1999) describes that spatial sagacity refers to the capacity, which helps to recognize the visual reality correctly and to execute changes and relevant adjustments upon one's own initial recognitions from side to side mental symbolic representation. Gardner (1999) defines that bodily-kinesthetic intelligence allow people to use their bodily intelligence to make results or tackle issues. Athletes, dancers, surgeons, craftsman and choreographers constantly use their kinesthetic intelligence. Gardner (1999) described that interpersonal intelligence authorizes people to distinguish aggravate distinctions, something that others intents. Parents, teachers, psychologists, politicians and other people require interpersonal abilities. Gardner (1999) Says that intrapersonal actions help people to look around in relevance to their feelings.

Davis, (1991) focused on multiple intelligences theory which deals with the assortment of students' intelligence. The theory stimulates various ways of learning. Each child holds inherent competencies. Teachers needs to consider inner abilities of every child and should keep their uniqueness in focus by using divers teaching methods in order to provide them various ways of learning. Aydemir and Karali (2014) conducted a research "Study of secondary school students' multiple intelligence areas" on 7th grade students of Malatya Central District secondary schools through screening pattern. Purpose of the study was to identify dominant areas of intelligence of secondary school students on the basis of multiple intelligence theory

and to see the impact of elements that may lead to the distribution of students to particular intelligence area. Conclusions of the study revealed that distribution of students' with respect to multiple intelligences is naturalistic and significant. Low-Mid level of significant correlation is acknowledged between gender and distribution of students' areas of intelligence, family's monthly total income and educational status of father. On the contrary no significant correlation was found between mother's educational status and intelligence areas, number of siblings, place of birth and profession of parents.

Saricaoglu and Arikan (2009) carried out research "A Study Of Multiple Intelligences, Foreign Language Success And Some Selected Variables". Purpose of the study was to identify the difference between students' gender and varied types of intelligence, the relationship between certain kind of intelligence and students' achievement in grammar, writing and listening in English as a foreign language and association between parental education and varied types of students' intelligences. Sample of the study was comprised on 144 students of Preparatory class organized by Erciyes University's School of Foreign Languages. Results revealed that there was no significant differences in the varied types of intelligences. Types exist on the basis of gender except differences in linguistic intelligence which was affirmative. Negative but significant connection was found between students' achievement in scores of grammar test and spatial, bodily-kinesthetic, and intrapersonal intelligences while the significant and positive relationship was found between musical intelligence and writing. On the contrary no significant correlation was observed between students' intelligence types and parental education.

Kaya. Et.al (2007) steered research study on the topic "Comparing Multiple Intelligences Approach with Traditional Teaching on Eight Grade Students' Achievement in and Attitudes toward Science". The drive of behind this study was to explore the effects of teaching approach based on multiple intelligences (MI) on the achievement of 8th Grade students and their attitudes toward science. Pretest-posttest control group experimental design was used to carry out this study. It was explored that the MI teaching approach considerably improved achievement of 8th Grade students and their attitudes toward science as compare to traditional teaching. Deryagögebakan (2003) conducted research study "How Students' Multiple Intelligences Differ in Terms of Grade Level and Gender". The purpose behind this study was to scrutinize the multiple Intelligences of students based on their preferences and how multiple

intelligences of students vary in terms of grade level (first, third fifth and eighth) and gender. Sample consist of 321 students. Results exposed variety in students multiple intelligences in terms of various classes. For instance the students of first grade level exhibited strong preferences for linguistic intelligence, logical-mathematical intelligence, spatial intelligence and bodily kinesthetic intelligence. While most dominant intelligence preferences of the third grade students were interpersonal, logical-mathematical, spatial and linguistic intelligence whereas preferences of the fifth and eighth grade students were likely more inclined towards interpersonal intelligence, musical intelligence, bodily-kinesthetic intelligence and spatial intelligence.

A Study of Multiple Intelligence in Relating to Learning Style among Higher Secondary Students steered by S. Jeevitha and J.Vanitha (2017) discusses different types of learning styles and multiple intelligences of students. Moreover, it also explains the pedagogical methods that best compliment relevant learning traits of students. The major purpose of the study was to explore the relationship of multiple intelligences with varied learning styles among students of higher secondary schools in Coimbatore district. Sample was comprised on 300 students. Therefore, it was concluded that there was no significant correlation with the multiple intelligences and learning style.

Objective of the study

The objective of the study was to compare the multiple intelligences of science and arts groups' students of model colleges in Islamabad.

Research Question

Is there any significant difference of opinion of science and arts groups' students regarding multiple intelligences?

Hypotheses

Ho1: There is no significant difference of opinion between students of arts and science groups' regarding Linguistic intelligence.

Ho2: There is no significant difference of opinion between students of arts and science groups' regarding logical-mathematical intelligence.

Ho3: There is no significant difference of opinion between students of arts and science groups' regarding Visual-spatial intelligence.

Ho4: There is no significant difference of opinion between students of arts and science groups' regarding Bodily-kinesthetic intelligence.

Ho5: There is no significant difference of opinion between students of arts and science groups' regarding Musical intelligence.

Ho6: There is no significant difference of opinion between students of arts and science groups' regarding Intrapersonal intelligence.

Ho7: There is no significant difference of opinion between students of arts and science groups' regarding Interpersonal intelligence.

Methodology

Current study was based on comparative analysis and quantitative approach was used to carry out the study. Students of Higher Secondary level of Islamabad Model Colleges (IMCs) constituted the population for present study as Islamabad Model Colleges represent a unique stream of Institutions to offer classes from Prep to College Level. At the time of study, the enrollment of students in these Colleges is around 48,000. Among which 2000 were Arts groups and 1800 were science group students. A representative sample of 1000 students was selected for data collection by using simple random sampling technique. Among 20 targeted colleges, 50 students from each college were accessed. The research instrument was adapted and developed in the light of Multiple Intelligences Test based on Howard Gardner's MI Model. The research tool was adapted according to Pakistani cultural. The reliability of the instrument was determined through pilot testing on 50 arts and 50 science group students. By applying Cronbach Alpha reliability was found high (0.863). Whereas, validity of instrument was ensured by the opinion of subject and language experts. In the light of experts' opinion and feedback of the students, vague items were revised in order to make them understandable. The questionnaire was consisted of 44 items (5 items on Linguistic Intelligence, 10 items on Logical Mathematical Intelligence, 6 items on Bodily/kinesthetic Intelligence, 6 items on visual / Spatial Intelligence, 3 items Musical Intelligence, 4 items on Intra Personal Intelligence, 10 items on Inter Personal Intelligence). T-Test was applied to analyze the comparison between science and arts group students.

Results

Table 1 *Linguistic Intelligence mean scores of science group and arts group*

Qualification	N	Mean	S.D	t-value	Df	p-value
Science	558	16.85	3.804			
Arts	442	16.76	3.517	0.362	998	0.718

Significant t-value at 0.05 level

On the comparison, regarding Linguistic Intelligence mean scores of science group (16.85) and art group (16.76) respectively, the table depicts that difference of scores was 0.09. Moreover, t-value (0.362) was not significant. Therefore, it was concluded that there was no perceptible difference of opinion in Linguistic Intelligence of science and art group students at higher secondary level. So, null hypothesis was accepted.

Table 2

Logical Mathematical Intelligence mean scores of science group and art group

Qualification	N	Mean	S.D	t-value	Df	p-value
Science	558	38.22	7.050			
Arts	442	38.25	6.577	- 0.078	998	0.938

Significant t-value at 0.05 level

On the comparison regarding Logical Mathematical Intelligence mean scores of science group (38.22) and art group (38.25) respectively, the table illustrates that difference of scores was 0.03. Moreover, t-value (-0.078) was not significant. Therefore, it was concluded that there was no significant difference of opinion in Logical/Mathematical Intelligence of science and art group students at higher secondary level. So, null hypothesis was accepted.

Table 3

Bodily / kinesthetic Intelligence mean scores of science and art groups

Qualification	N	Mean	S.D	t-value	Df	p-value
Science	558	22.24	4.385			
.Arts	442	21.43	4.361	2.909	998	0.004

Significant t-value at 0.05 level

On the comparison regarding Bodily/kinesthetic Intelligence mean scores of science group (22.24) and art group (21.43) respectively, the table shows that difference of scores was 0.81. Moreover, t-value (2.909) was significant. Therefore, it was concluded that there was perceptible difference of opinion in Bodily/kinesthetic Intelligence of science and art group students at higher secondary level. So, null hypothesis was rejected.

Table 4

Visual/Spatial Intelligence mean scores of science group and art group

Qualification	N	Mean	S.D	t-value	Df	p-value
Science	558	22.28	4.482			
Arts	442	21.17	4.325	3.954	998	<.001

Significant t-value at 0.05 level

On the comparison regarding visual/Spatial Intelligence mean scores of science group (22.28) and art group (21.17) respectively, the table depicts that difference of scores was 1.11. Moreover, t-value (3.954) was significant. Therefore, it was concluded that there was perceptible difference of opinion in visual/Spatial Intelligence of science and art group students at higher secondary level. So, null hypothesis was rejected.

Table 5

Musical Intelligence mean scores of science group and art group

Qualification	N	Mean	S.D	t-value	Df	p-value
Science	558	10.66	3.424			
Arts	442	9.91	3.677	3.325	998	<.001

Significant t-value at 0.05 level

On the comparison regarding Musical Intelligence mean scores of science group (10.66) and art group (9.91) respectively, the table indicates that difference of scores was 0.75. Moreover, t-value (3.325) was significant. Therefore, it was concluded that there was perceptible difference of opinion in Musical Intelligence of science and art group students at higher secondary level. So, null hypothesis was rejected.

Table 6

Intrapersonal Intelligence mean scores of science group and art group

Qualification	N	Mean	S.D	t-value	Df	p-value
Science	558	15.05	3.165			
Arts	442	14.88	3.333	0.831	998	0.406

Significant t-value at 0.05 level

On the comparison regarding Intrapersonal Intelligence mean scores of science group (15.05) and art group (14.88) respectively, the table shows that difference of scores was 0.17. Moreover, t-value (0.831) was not significant. Therefore, it was concluded that there was no perceptible difference of opinion in Intrapersonal Intelligence of science and art group students at higher secondary level. So, null hypothesis was accepted.

Table 7

Interpersonal Intelligence mean scores of science group and art group

Qualification	N	Mean	S.D	t-value	Df	p-value
Science	558	41.82	5.966			
				- 0.470	998	0.639
Arts	442	42.00	6.031			

Significant t-value at 0.05 level

On the comparison regarding Interpersonal Intelligence mean scores of science group(41.82) and art group(42.00) respectively, the table illustrates that difference of scores was 0.18. Moreover, t-value (-0.470) was not significant. Therefore, it was concluded that there was no perceptible difference of opinion in Interpersonal Intelligence of science and art group students at higher secondary level. So, null hypothesis was accepted.

Discussion

The theory of multiple intelligences recognizes that although every student may not be verbally or mathematically gifted, yet he might hold proficiency in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and appraising learning in this way permits a wider number of students to effectively take part in classroom learning. This research figures out that recognition of multiple intelligences by the teachers at classroom level motivates the students and flourish their learning spirit to excel in a specific field.

It is proved from the findings of this research that there is no significant difference between the perception of science and arts students concerning Linguistic Intelligence, Mathematical Intelligence, Intrapersonal Intelligence and Interpersonal Intelligence. Therefore, null hypothesis no.1, 2, 6 and 7 were accepted on the basis of statistical analysis. Findings of previous studies in the same area revealed that teaching strategies based on multiple intelligences theory have more effect on academic achievement of students as compare to traditional method as Baer (1993) and Eysenck (1995) also found differences on multiple intelligences between science and arts group students.

Whereas, findings of this research revealed that there is significant difference between the perception of science and arts students concerning Bodily/kinesthetic Intelligence, visual/Spatial Intelligence and Musical Intelligence. The mean score of Science students is higher than students of arts group. Therefore, null hypothesis no.3, 4 and 5 were rejected on the basis of statistical analysis.

Research study by Lazarer (1999) also found difference of perception among arts and science students. Findings of his study revealed that arts students have stronger musical intelligence as compare to science students who possess a stronger bodily-kinesthetic intelligence. Likewise Kousar, (2008) conducted a study on comparison of multiple intelligence and learning styles of science and arts group at intermediated level. Findings of that study indicated that science students possess weaker musical intelligence and practice visual and kinesthetic learning style while their preferred styles of learning was auditory.

Besides above discussed hypothesis, researcher also developed research question, “Is there any significant difference of opinion of science and arts groups’ students regarding multiple intelligences?” In this connection, it was revealed that there was significant difference in arts and science group students’ opinion with respect to Bodily/Kinesthetic Intelligence, Visual/Spatial Intelligence and Musical Intelligence. Whereas, no significant difference was found in the opinion of science and arts group students with respect to Linguistic intelligence logical-mathematical intelligence, Interpersonal intelligence and Intrapersonal intelligence.

Conclusions

The present study was conducted to examine and compare the perceived seven multiple intelligences of science and arts group students, at intermediate level. The findings highlighted that similarities existed in Linguistic intelligence logical-mathematical intelligence, Interpersonal intelligence and Intrapersonal intelligence regarding the comparison of science and arts groups students. Additionally, on the basis of comparison of science and arts groups, it was further observed that there was difference regarding Bodily/Kinesthetic Intelligence, Visual/Spatial Intelligence and Musical Intelligence between science and arts group students.

Recommendations

As present study explored that comparatively students of science group showed greater Bodily/Kinesthetic Intelligence, Visual/Spatial Intelligence and Musical Intelligence therefore It is recommended that teachers may plan lessons, design projects and learning experiences for their arts students in order to enhance Bodily/kinesthetic Intelligence, Visual/Spatial Intelligence and Musical Intelligence of arts students. In this regard teachers may also use pictorial material, multimedia, musical instruments and physical activities. Teacher training may be organized to give them awareness about the factors of multiple intelligences in the classroom.

It is recommended that both groups of science and arts students possess similar perception concerning Linguistic intelligence (LI), Logical-mathematical intelligence (LMI), Intrapersonal intelligence (ITI) and Interpersonal intelligence (IPI). This observation may be used by teachers to design lessons which may engage all the students at the same time. Moreover, it is recommended to conduct further studies in same area at different age levels especially at primary level in Pakistan, because primary level is considered most crucial level for intellectual development.

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