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Faculty of Social Sciences

National University of Modern Languages
(NUML) Islamabad, Pakistan

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Message from the Patron in Chief

There is a growing awareness of global approaches in almost all fields of life particularly when the whole world under the sway of a democratic way of life and this way of social governance has reached almost a level of unanimity and popularity. The field of social sciences is also being considered in the same global perspective. At the epistemic level all social sciences provide knowledge about all the human activities at the individual and at the collective level. The journal of social sciences research therefore needs to extend the narrow boundaries of various disciplines and encourage contributions from all disciplines and should set a tradition of breaking the old tradition of strict specialization which restricts readership and is not at all conductive to producing a knowledge economy direly needed for our democratic living.

Message from the Senior Advisor

The journal of social sciences research has now come of age and has become sure-footed to treat towards the arena of warring camps arguing about the significance of ontological considerations in the field of social sciences. The scholars and researchers are now out-stripping the set limits of epistemology and ontology. A merge of the two seems to be more rewarding and more attractive. Epistemology has an age-old tradition of there to move towards a higher level of positivistic objective reality outside the mind. The question of ontological nexus of epistemology seems to be genuinely felt. We need to realize that our cognitive opinions or views in researches are not only in our minds but do correspond with the reality outside. Our new perspective should be two-pronged covering both the reality within and reality without. In other words we need to encompass both the "thing as it appears" to be "as the thing is".

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Woes That Plague the Future Demographic Dividends of Pakistan

Muhammad Aftab Alam
Macquarie University, NSW, Sydney, Australia

Dr. Nadeem Talib
HOD Management Sciences Department
National University of Modern Languages, Islamabad, Pakistan

Omar Khalid Bhatti
Iqra University, Islamabad, Pakistan

Abstract:

The demographic structure plays a significant role in economic growth and development of a country. The statistics of Crude Birth Rate (CBR), Crude Death Rate (CDR) and Infant Mortality Rate (IMR) in Pakistan reveals that it is in the state of demographic transition. The expected influx of working age population provides a window of golden opportunity for economic growth. On the other hand, a dawdling response from administration manifests in the shape of unemployment, skill deficiency, and extremism. Let alone the underlying opportunities, weak policies and mishandling of future demographic structure may lead to untenable ferocity, crimes, and national instability.

Key Words: demographic transition; dividend; economy; institutions.

Introduction

The population structure, i.e., demographics of a country plays a major role in its economic development. Demographics such as age, race, gender, local, employment, etc. has much to do with the country's social, environmental and economic future (O'Neill, Balk, Brickman, & Ezra, 2001), and is vital in defining its public policy. As the population gradually develops from mostly rural agrarian to an urban industrial society, the country experiences a demographic transition (Pakistan Economic Survey, 2006-07). During this period, both the birth rate and death rate falls, thereby decreasing the child age dependency ratio, which increases the per capita income owing to a massive influx of working age population (Nayab, 2007). Such situation of population structure generates a surplus termed as "Demographic Dividend" (Nayab, 2007) owing to a skilled workforce and well-functioning labor market (Koch, 2016; Morris, 2015). It provides an opportunity for rapid economic growth and development. Effective public policies for managing such favorable age distribution can produce a great deal of economic development. During such period, labor supply, savings, and human capital become three main elements that shape the social & economic development of a country. The labor supply increases sharply, and their appropriate education makes them productive (Ross, 2004). Due to lower fertility rate in the period, families become small in sizes, and women have fewer responsibilities of childcare. They have more time and better opportunity for education and training and join the labor market (Ross, 2004). Majority of people belong to working age group; therefore, reduction in children and old-age population results in lower dependency ratio, higher economic output and hence more savings (Lee, Mason & Miller, 2000; Ross. 2004). Higher savings of household make them capable of investing money to earn profits. These domestic investments contribute in accelerating economic activities in the economy, which increases output and economic growth of a country. Nevertheless, the demographic dividend has a limited period. When the workforce gets older, they are not replaced due to lower fertility rates, the dependency ratio again starts to rise, and the window of demographic opportunity closes (Ross, 2004).

It is speculated that by 2030, about 156.1 to 175 million Pakistan's populations will fall in the working age group (Ahmad, 2001; UN, 2003), and the number of potential workers will reach 189.4 to 221 million by 2050 (Nayab, 2007; UN, 2003). The median age will be 33 to 34.7 years by 2050 (Pakistan Economic Survey, 2010; UN, 2011). Lower fertility rate during this period, i.e., 2.0 (UN, 2003), will improve the maternal health and provides an opportunity to join the working class. The declining trend in total dependency will stop after 2045, and the total dependency will be 44.5%. Whereby, it will again start increasing due to aging working class over 65 years.

Getting benefits from the above alluded demographic transition would entail active policies aimed at providing education and training, working opportunities and employment, and health facilities (Ahmad, 2001). Human resource development (HRD) plays an important role in the demographic transition. Thus, proper planning and efficient policy making are vital for the socio-economic and demographic development. Literature (e.g., Ahmad, 2001; Pakistan Economic Survey, 2016; Sandilah & Yasin, 2011; Planning Commission of Pakistan, 2011) indicates a promising population structure that Pakistan must capitalize. An enormous human capital can become the source of economic development for the country. However, lack of adequate policies and mishandling of imminent youth influx can upsurge the demand multi fold for basic life necessities, i.e., health, education, employment, etc. Unavailability of underlying needs, particularly, job opportunities can push the population towards criminal practices, violence, extremism, and can become a threat to the society as a whole. This study examines the demographic structure (birth rates, death rates, and fertility rates) of Pakistan. It uses secondary data provided by the United Nations Department of Economic and Social Affair, Pakistan economic survey (Pakistan Economic Survey, 2007; 2010) and CIA's World Fact book (2010) from 1950, and projected data till 2100. It seeks to determine the demographic transition and its underlying dividends for Pakistan, and elucidates the associated challenges and proffers recommendations for inclusive policy implications to handle the challenges.

Literature and Estimates

Growth and development are closely related (Sandilah & Yasin, 2011). In the absence of inclusive growth, an enduring improvement in the living standard of people is not practicable (Naqvi, 2012). Based on the demographic trend illustrated below, the literature confirms some favorable growth opportunities for Pakistan in the future.

Crude Birth Rate

Crude Birth Rate (CBR) is the number of live births per 1000 people in a year, which indicates the natural growth rate of population. According to the available data, there was an increasing trend in CBR till the year 1965. It was at its maximum, i.e., 43.5 during five years 1960-1965 in Pakistan (Planning Commission of Pakistan, 2011). After 1965 the declining trend started, and the CBR was continuously recorded flat as compared to its preceding year. Between 1998 and 2009, the Crude Birth Rate (CBR) declined sharply by 20.32% (Pakistan Economic Survey, 2010). From 2005 to 2010, the CBR was 28.1 (Planning Commission of Pakistan, 2011), which accounts for about 35.4% decrease than it was in 1965.

In the latest survey, CBR improved from 27.5 in 2011 to 27.2 in 2012 (Pakistan Economic Survey, 2012). Figure 1 shows the available data as well as the projected data till the year 2100 in different variants. If we assume the medium variant CDR data, we can find that during the five years period of 2025-2030, there will be 19.6 live births per 1000 people. While from 2045 through 2050 the trend will improve to 14.3 and in the period of 2095-2100 the trend will further improve to 10.3 births per 1000 people. The declining trend has economic and social benefits to Pakistan. Fewer births mean a better health of mothers as well as their child (USAID, 2012). In such situation, parents have more savings. They will have more money to spend on their child health and education. Moreover, a healthier mother will have energy and time to work and earn for better life.
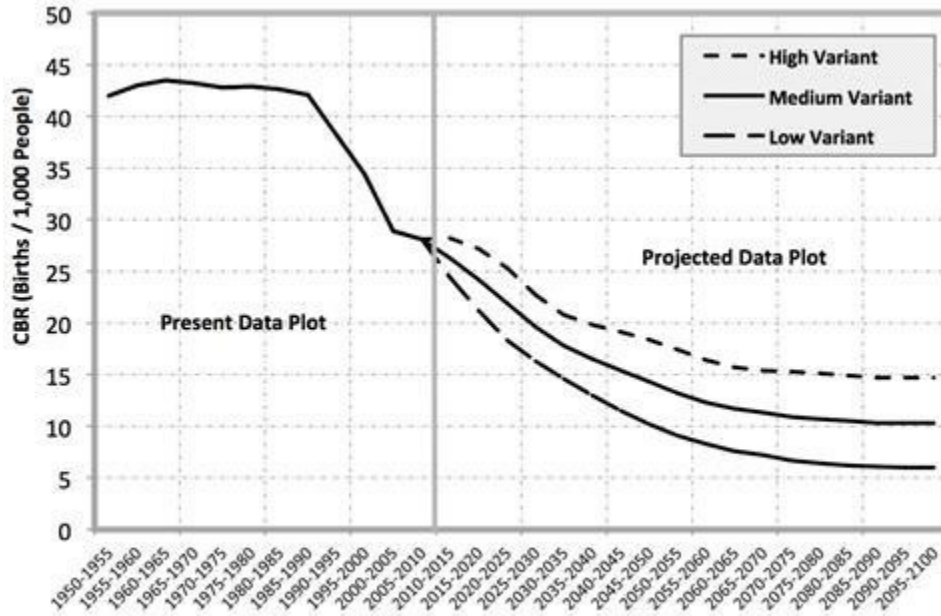
Figure 1. Crude Birth Rate in Pakistan (Births per 1,000 People), 1950 – 2100

Crude Death Rate

Crude Death Rate (CDR) is the number of deaths per 1000 people in a year. Crude Death Rate (CDR) indicates the natural decrease rate in the population.

According to the available data, Pakistan is experiencing declining trend in CDR since its independence in 1947. Between 1950 and 1955, the CDR was 23.8, which means that roughly 23 to 24 people died per 1000 people in Pakistan (Population Division, 2011). Since 1950, there has been a continuous decline in CDR. During 2005 to 2010, the CDR was 7.7 (Planning Commission of Pakistan, 2011), and there is about 67.6% decline in CDR since 1950. In the latest survey, CDR improved from 7.3 in 2011 to 7.2 in 2012 (Pakistan Economic Survey, 2012). The projected CDR data for Pakistan up-to-the year 2100 in different variants by the United Nations Department of Economics and Social Affairs is presented in Figure 2.

Projected statistics show CDR trends from 1950 to 2100. If we assume the medium variant CDR data, it is evident that during the five years period 2025-2030, the CDR will be 6.7, which is the lowest rate until 2011. After this time the CDR will start increasing, and during 2045-2050 it will be 8.0, which show 19.4% increase from 2025-2030. Later, during the period 2095-2100, the trend shows further increase, i.e., 14.4 death per 1000 people. The declining trend in CDR has economic and social implications to Pakistan. Fewer deaths mean good health in the society, and a healthy person can actively participate in the economic growth. Moreover, a healthy person can earn and save more than a non-healthy person because a considerable portion of a non-healthy person's earnings goes to medical and health care. After 2030, the CDR will rise as the older population increases.

Infant Mortality Rate

Infant Mortality Rate (IMR) is the number of deaths in the first year of 1000 live births. It plays a significant role in the natural growth rate of population. According to the available data, there is a declining trend in IMR since the emergence of Pakistan. During the period 1950-1955, the IMR was 176.6. From 2005-2010, the IMR further increased to 70.9 infant deaths in the first year of 1000 birth in Pakistan (Planning Commission of Pakistan, 2011). From 1950-2010 there is 59.8% decrease in IMR. In the latest survey, IMR improved from 70.5 in 2011 to 69 in 2012 (Pakistan Economic Survey, 2012). The projected IMR data up-to-the year 2100 is provided in Figure 3. If we assume the medium variant for IMR data, we can find that the rate of infant deaths will improve by 65.7 showing 67.8% decline in the IMR from the period of 1950-1955. The rate will further enhance in the coming years, i.e., in 2020-2025 the IMR will become 53.7, in 2045-2050 the IMR will be 41.7 showing 36.5% decline in IMR trend from the period of 2010-2015. The declining trend in IMR will continue.
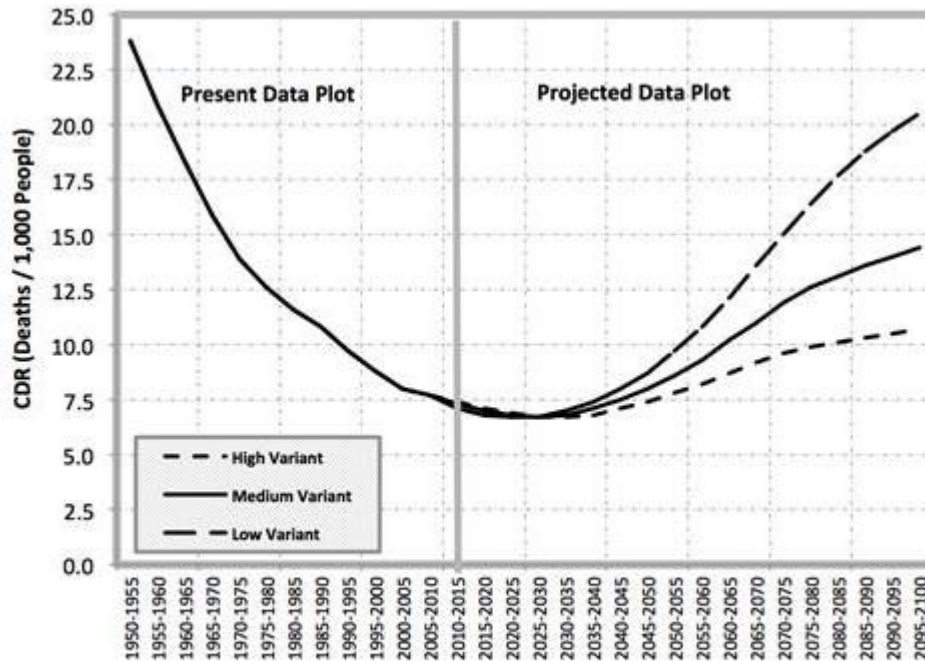
Figure 2. Crude Death Rate in Pakistan (Deaths per 1,000 People), 1950 – 2100
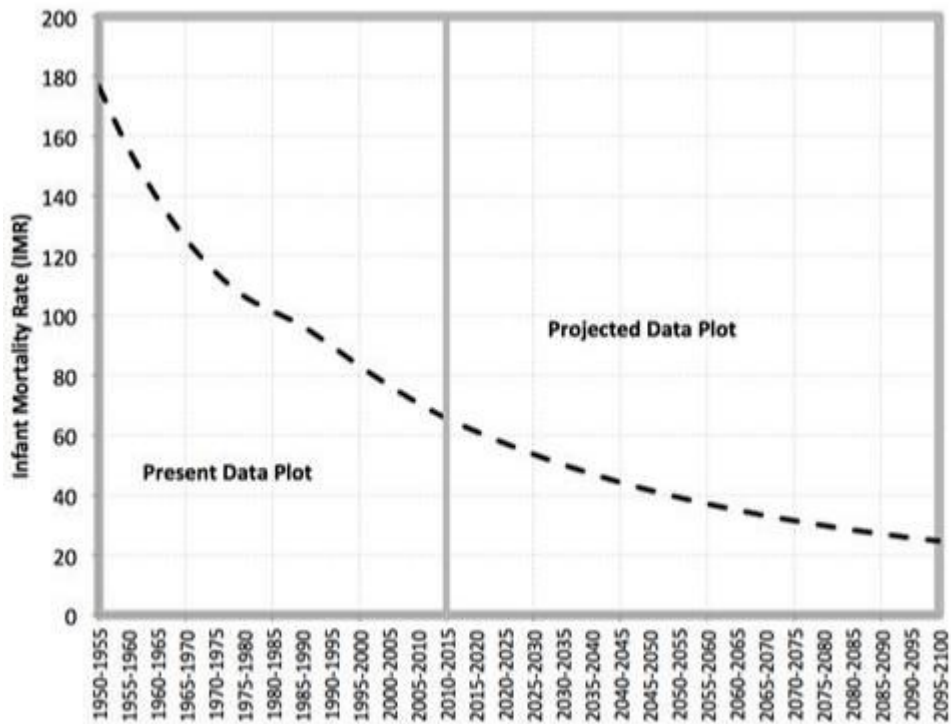
Figure 3. Infant Mortality Rate (Infant Deaths per 1,000 people), 1950 – 2100

Dependents and Working-age Population

In 1950, nearly 20,406 thousand people were in the working age (15-64 years), while the total dependency was 84.9% and continuously improved to the year 1960 where 25,356 thousand people were in the working age group and dependency ratio reduced to 81%. After the year 1960, the dependency ratio started increasing (83.4% in 1965) and continued till 1990 where the total dependency ratio was 90.5%. After that, the rate started falling again and was recorded 65.8% in 2010 (Planning Commission of Pakistan, 2011). The present and projected data of dependents and working age groups estimated by the United Nations Department of Economic and Social Affairs is exhibited in Figure 5. Based on this data it is speculated that by 2030 Pakistan's 175 million populations will fall in the working age group (Ahmad, 2001), whereas according to the United Nations' median variant data, this figure will be 156.1 million. It is also speculated that the potential workers will reach to 221 million by 2050 (Nayab, 2007), the UN median variant data forecasts 189.4 million in 2050. The declining trend in total dependency will stop in 2045 where the total dependency will be around 44.5%. Whereby it will start to increase again, and in 2050, the total dependency ratio will be 45.1%. The primary cause of this increase will be that the working age population would cross the age of 64 years and will fall in the old dependent group, i.e., 65+. In 2080, the total dependency will be about 56.4%, and in 2100 it will be 65.2%. Figure 5 shows the trend of dependents and working for age population in Pakistan for both present and projected data from 1950 to 2100.

The dependency ratio has future economic and social implications for Pakistan. The dependent population consumes more than they produce, so they are stressful for the economy, and exerts a multidimensional pressure. The growing working age population spends more on the health, education and other needs of the dependents and so little margin is left to devote to the productive activities in the country (Nayab, 2007). Thus the higher dependency ratio has a crucial role in the economic and social development.
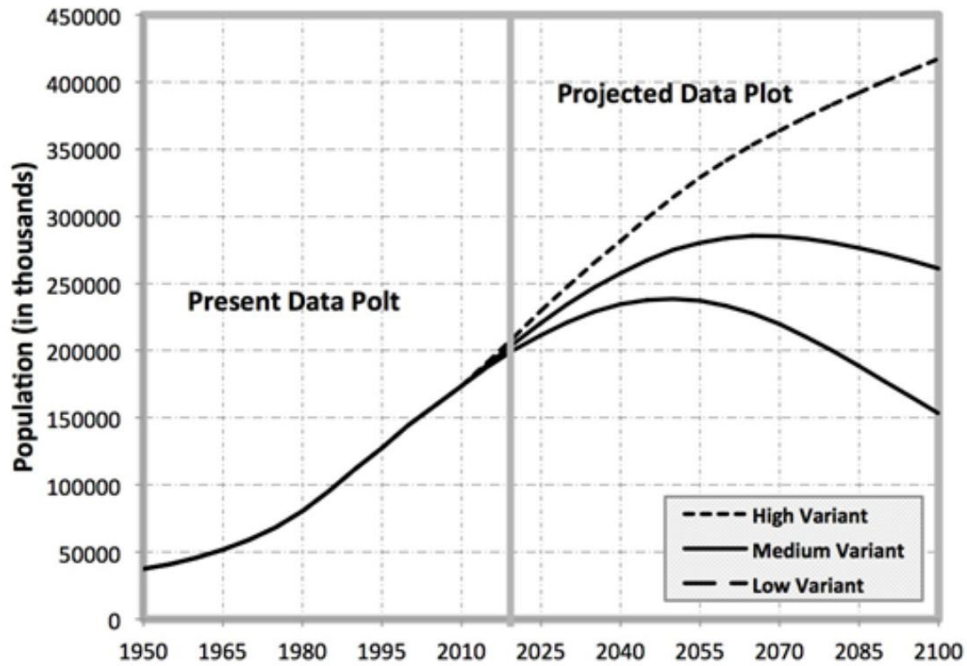
Figure 4. Population of Pakistan (in thousands), 1950 – 2100
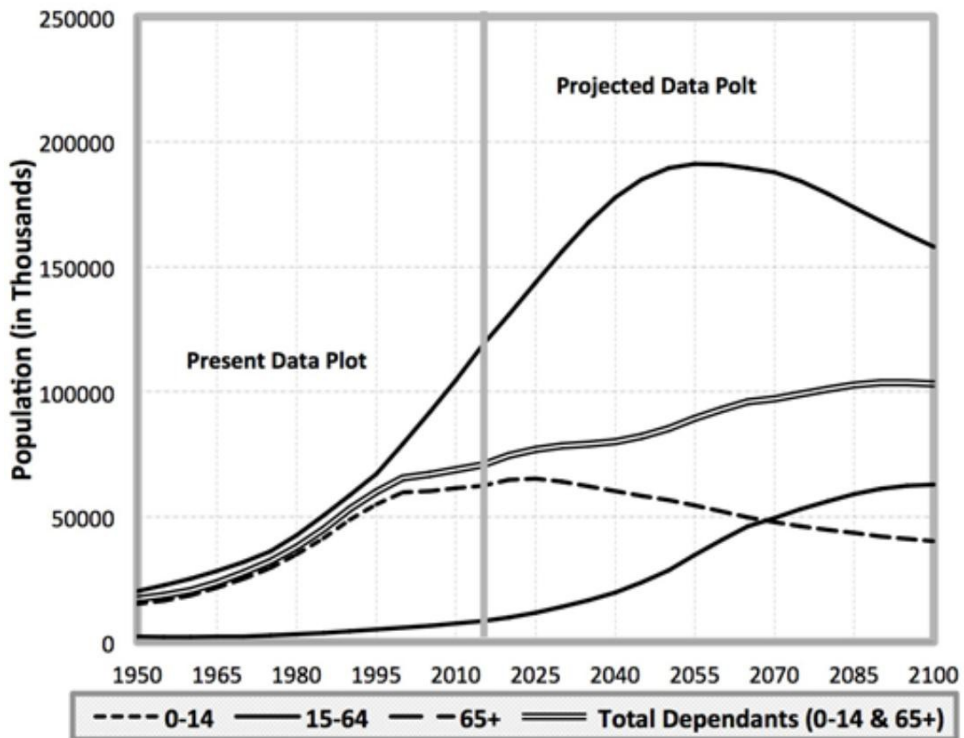
Figure 5. Population of Pakistan (Age Groups of 0-14, 15-64 & 65+), 1950–2100

To better understand the population structure of Pakistan, the age-sex trends represented by the "Population Pyramids" with the 5-years differential for the years 1950, 2010, 2050 and 2100are provided in Figure 6. The gray horizontal bars show the working age population (i.e., 15-64 years of age). The black horizontal bars on the top and at the bottom cumulatively indicate the total dependents. The black horizontal bars at the bottom represent the young age-dependent population whereas the black horizontal bars on the top of the pyramids show the old age-dependent population (i.e., 65+ years of age).
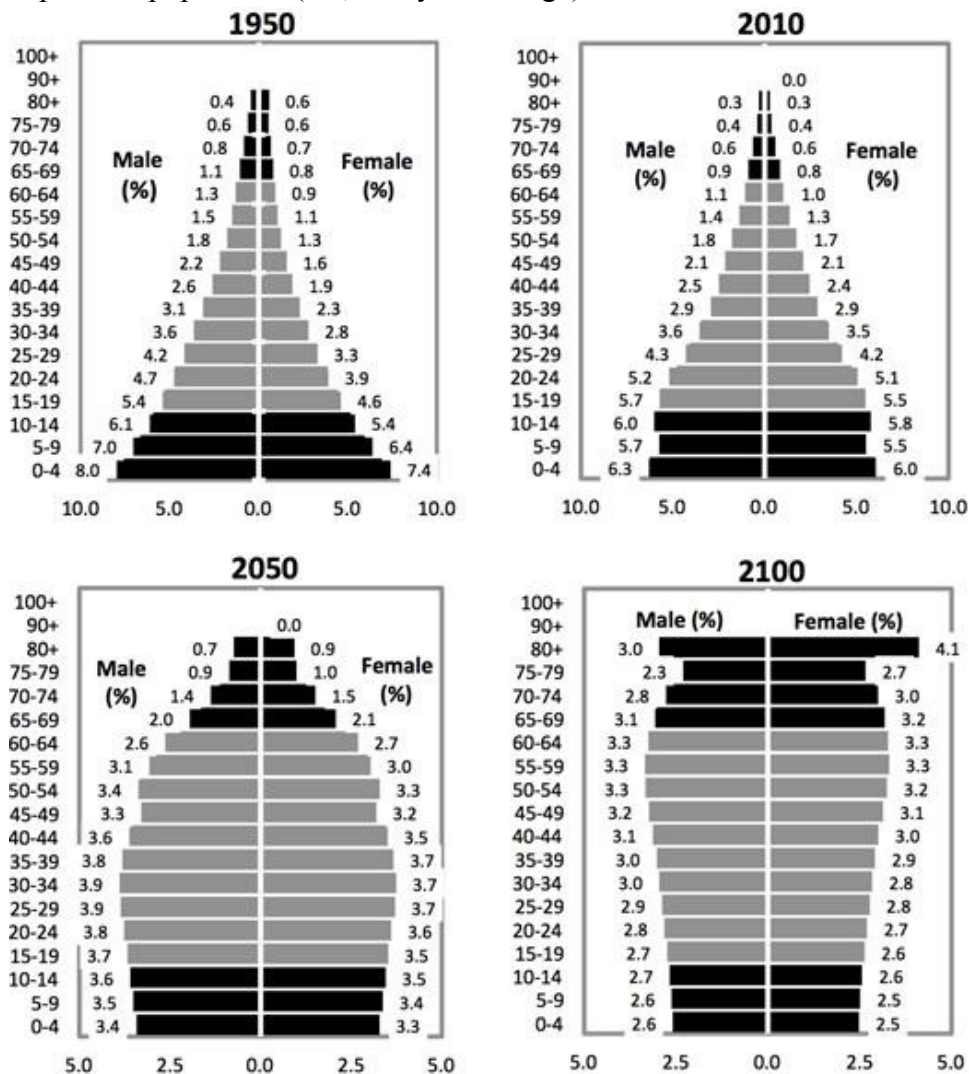
Figure 6. Population Pyramid of Pakistan

Median Age

The median age in 1950 was 19.8 years, in 1980 it was 18.3 years, and in 2010 it was estimated 21.7 years (Planning Commission of Pakistan, 2011). The present and projected data of median age estimated by the United Nations Department of Economic and Social Affairs are shown in Figure 7. It is projected that the average age will be 33 years (medium variant) by 2050 (Pakistan Economic Survey, 2010). While according to projections of United Nations Department of Economic and Social Affairs, the median age will be 34.7 years.

Total Fertility Rate

The fertility rate may be defined as the average number of children that a woman can give birth in her productive career (Pakistan Economic Survey, 2012). A country's fertility is said to be high if total TFR is 5.0 or greater. Statistics show that TFR in Pakistan is declining continuously since last few decades.
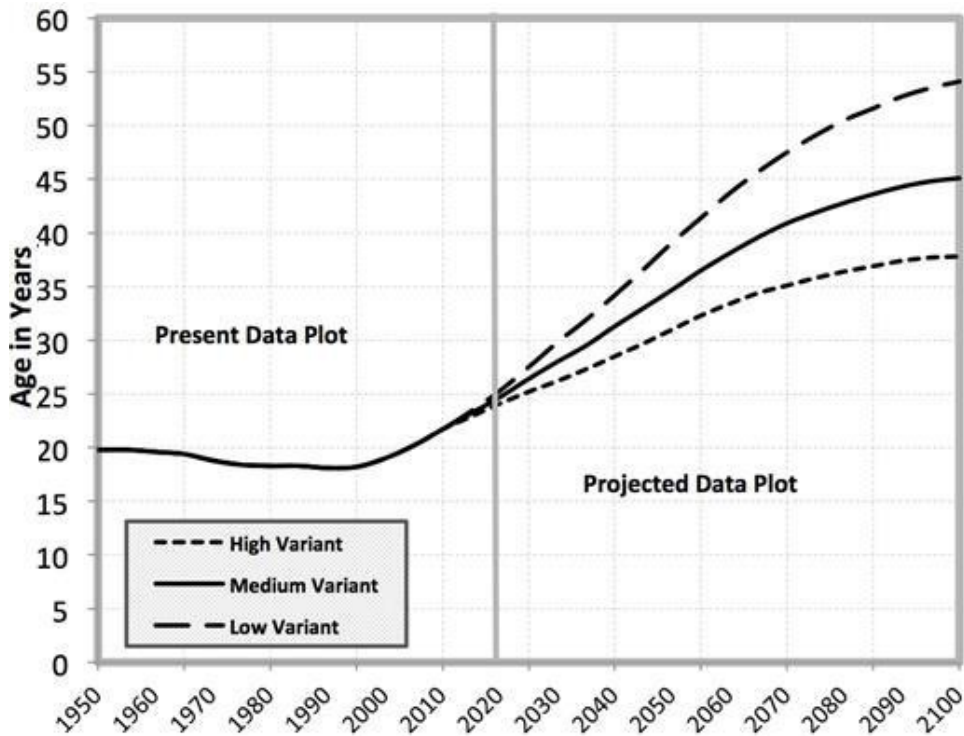
Figure 7. Median Age in Pakistan, 1950 – 2100

Statistics show that during the period 1950 to 1955, the TFR was 6.6, which declined to 3.7 during the period 2005 to 2010 (Planning Commission of Pakistan, 2011). It is about 43.9% downward trend since 1950. In the latest survey, TFR further reduced from 3.5 in 2011 to 3.4 in 2012 (Pakistan Economic Survey, 2012). It is speculated that by 2050 the TFR will fall to 2.0 (UN, 2003). The future TFR trend indicated by the United Nations Department of Economics and Social Affairs for Pakistan can be witnessed in Figure 8. If we assume medium variant TFR data, it says that during the period 2025 to 2030, the TFR will be 2.4, which shows 35.1% decrease from the period 2005 to 2010. During the period 2045 to 2050, the TFR will be 1.9, which shows 20.8% increase from 2025-2030. It will further decrease to 1.8 children per woman from 2080 to 2085, whereby it shows a little increase of 5.5% during the period 2095 to 2100.
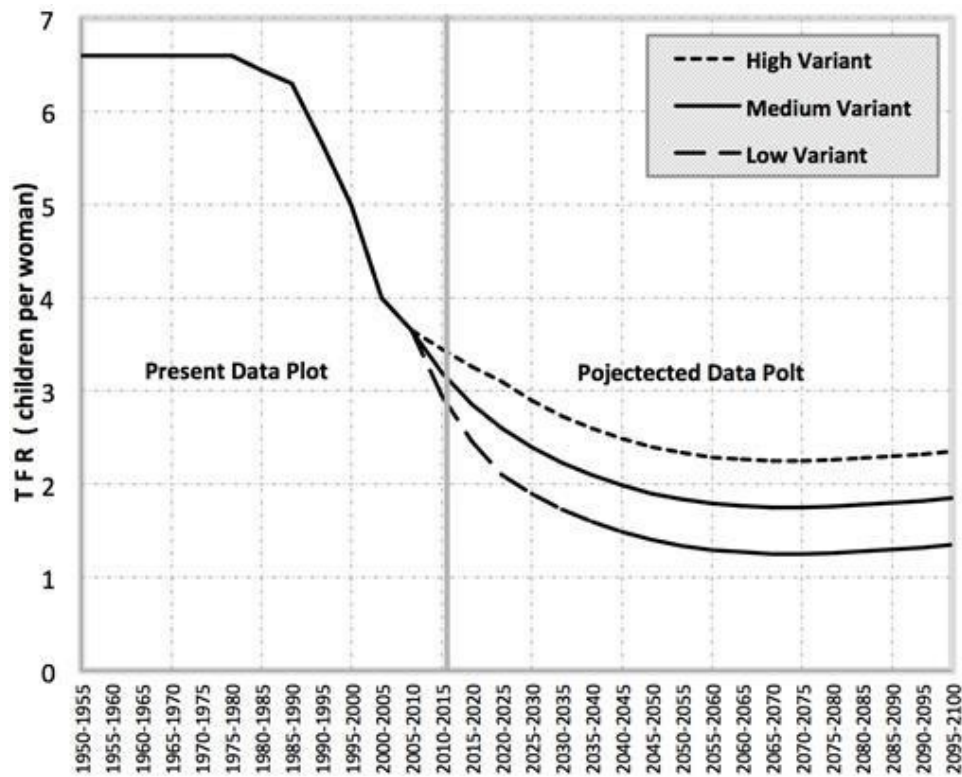
Figure 8. Total Fertility Rate (TFR), 1950 – 2100

The declining trend in total fertility rate has economic and social benefits to the country. Lower trend in childbirth improves the maternal health. A mother will have more time for her few children. They will also have a chance to work, earn and save extra money; spend more on the health, education and other needs for the better development of their children.

Discussion

This paper underscores that currently, Pakistan is not well positioned to reap the benefits of future demographic dividends. Several issues need to be addressed; mainly three areas need particular attention: a) Skill deficiency; b) Development of soft institutions; and c) Extremism. First, it should be clear that demographic dividend is not inevitable but has to be earned, and second, it has a limited time (up till 2045), of which about 15 years have already elapsed (USAID, 2012). The good news is that Pakistan has golden prospects to capitalize on the upcoming demographic dividends, but it needs prompt formulation of effective strategies and serious implementation immediately (Bloom et al., 2001). The Holy Grail of long-term economic growth will not come by itself. It would require a promising response from policy makers. The government must redefine development strategies that prepare a new social contract based on justice by synergizing political, economic, and social forces (Naqvi, 2012).

Skill Deficiency

Skill scarcity is a tremendous challenge in the present globalized world (Koch, 2016). A workforce that fulfills the existing skill demands is an important component of a properly functioning labor market (Morris, 2015). It appears to be a major issue in Pakistan, both concerning number, and their lagging economic performance that is blamed on them. Notwithstanding anecdotal evidence that these deficiencies hurt the economy, less attention has been devoted to this aspect. The recent figures show that Pakistan has a labor force of 61.04 million but 3.62 million are jobless. Increasing number of younger people entering the working-age group can backfire if they do not form part of the labor-force thereby defying the very idea of a demographic dividend. Nevertheless, if they

become economically active, the state must be positioned to offer them remunerative employment opportunities according to their skills (Bloom et al., 2001). Skill deficiency crisis is imminent. Pakistan is currently just at the turning point; it needs a 'people-strategy.' Strack (2014), argued that to benefit from the forthcoming demographic transition the people-strategy should comprise four parts: a) Forecasting demand and supply for different skills and jobs, because workforce planning is going to be more vital than financial planning; b) Attracting great people comprising women, young generation and retirees; c) Educating and up-skilling them to cater for the upcoming challenge of skill deficiency; d) Retaining the best people by a relationship culture.

USAID (2012) indicated that training and education are essential for developing and improving the human resource productivity. But, this may not be possible merely by increasing the school enrollment. It would entail some serious interventions for revisiting the educational priorities, developing skills to meet the local and global market demands, and quality measurement. Similarly, the labor force productivity and participation rates would need significant improvement. Integrating vocational training and quality education with the market needs, and creating employment through the expansion of newer industries in services and manufacturing can achieve it. Moreover, capitalizing on international agricultural innovations can readily engage a massive number of workers, which will enter the labor force (USAID, 2012).

Soft Institutions

The role of Government in institution building is vital because full benefits that are offered by demographic transition cannot be realized until and unless the government accepts its role. The government must facilitate (freedom) developing soft institutions that aid social development and economic growth by improved education, public health, and the rule of law. The importance of soft institutions and why they outperform hard infrastructure in attaining economic growth has been elucidated widely (North, 1990; Fukuyama, 2000; Fung et al., 2005; Rodríguez-Pose, 2013). Without such institutions, economic activity cannot take place. This would

also entail flattening structural and social constrictions that discriminate against women. Whether working or not, women were found to be multiple time poorer than men (Najam-us-Saqib & Arif, 2012). Strategies are needed to engage women and girls to benefit from the underlying economic opportunities as means of improving their living standard and that of their families. Sound educational policies can bring out knowledgeable and skilled workers. Literature has emphasized how critical it is to analyze growth from the socio-economic view of education attainment, human development and income inequalities (Ahmad, 2011). With its archaic educational system, Pakistan is faced with a daunting challenge of training and educating the increasing population for the future technology-based economic scenario. The policy makers should acknowledge and address the challenge of developing institutions that foster health care, education, skill training and the rule of law. Global innovative approaches to knowledge building, vocational training, education and social entrepreneurship need to commence timely to overcome the socio-structural restraints that are holding Pakistan back. The absence of some state planned system of social security; the untrained and uneducated aging population could become a huge burden on the society (Bloom et al., 2001).

Extremism and Unemployment

Running through several assumptions concerning the role of labor markets, and particularly, unemployment in causing violence is the inspiration for the 'economic approach' advocated by Becker (1974) and others including Hirshleifer (1985). Why is unemployment linked to violence? There is a widespread belief that youth unemployment is the leading cause of extremism, insurgency and civil war (Concotta, 2003; Cramer, 2011; Heinsohn et al., 2003; Urdal, 2004). This idea is commonly linked with the 'youth bulge,' and the age-structure of demography in developing countries (Cramer, 2011). Employment's statistics of Pakistan are worrisome. The unemployment rate in Pakistan is 14% in the year 2010 that shows 89.19% increase as compared to the last year, whereas, internationally the acceptable limit is up to 6%. Prior surveys indicated that in a population of about 18.9 million, the total labor force was about 57.24 million and labor force participation rate was 32.83%. Between 2008 and 2009, unemployment

was 5.5%, which increased to 5.6% from 2009 through 2010 and again jumped to 6% in 2011-2012 (USAID, 2012). Some economists claim that actual unemployment is much higher than the official figures, i.e., open unemployment (Zulfiquar & Chaudhary, 2007). The present state is even more alarming. It is also speculated that the potential workers will reach to 221 million by 2050 (Nayab, 2007). It can lead to unaffordable challenges to the country. The unemployment facts and figures are not favorable to the futures demographic structure. It is expected that the unemployment can increase further as the population in the working age increases further and further that can lead to violence and extremism.

There is no single factor that can be held responsible for the existent economic crisis in Pakistan, but the ineffective policies of repeatedly changing governments, corruption, misallocated and underutilized resources mingled with authority's failure to combat extremism have meltdown Pakistan's economy since past few decade (Iqbal & Lodhi, 2014).

Conclusion

The dynamics of demographic structure of Pakistan proves that the country is in the state of demographic transition. The influx of working age population is increasing and will last up to 2050. During that interval, the dependency ratio will decrease, and working age population will grow. Savings and disposable income will also increase as dependency ratio will decline. It means that Pakistan has a window of golden opportunity to improve its economic growth and enter into the path of economic development and sustainability. On the other hand, the country is facing many challenges in its economy. Unemployment is increasing rapidly, and statistics show that it will increase further in the future because of the massive influx of working age population and will result in the forgone output and lower GDP. Growing population will have a sharp demand for jobs and basic needs, i.e., health, education, etc. Lack of effective policy environment and mishandling of needy population may push them in violence, criminal, and illegal practices. The law and order issues may increase that is threatening to the national security and poses a challenge to the policy makers.

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A Study of English Language Teachers' Reading Skills Activities and their Alignment with the Curriculum Objectives

Dr. Hazrat Umar
Assistant Professor
Department of English, Faculty of Languages
National University of Modern Languages, Islamabad, Pakistan

Abstract

This study explored the alignment between the English Language Teachers' teaching practices in terms of reading skills activities and the learning objectives set by the National Curriculum Wing of the Federal Government of Pakistan at the higher secondary level in the Federal Educational Institutions in Islamabad. The correspondence between the teaching activities and the objectives of the course is an important part of effective pedagogy, and it plays an instrumental role in achieving the objectives set for reading skills. The researcher used the mixed method approach in this research. The research instruments used to collect data were the teacher questionnaire, student questionnaire, and classroom observation sheet. The sample consisted of 400 Intermediate students, 100 English language teachers, and 30 classroom observations of the English language teachers were also included. After analyzing the data it was found that the teaching practices of English language teachers do not adequately align with the objectives set for reading skills by the National Curriculum Wing of the Federal Government of Pakistan at the higher secondary level. As a result, the teaching practices of English language teachers are partially effective as they do not meet the objectives adequately. It is recommended that the textbooks be evaluated, and the teachers be given training in order to familiarize them with different new activities concerning reading skills.

Keywords: reading skills, alignment, pedagogy, comprehension, Federal Government of Pakistan, higher secondary level.

Introduction

Instructional alignment of teaching practices with the intended learning outcomes is an important attribute of effective teaching, but little is known as to what extent the English language teachers' teaching practices align with the intended learning outcomes set for reading skills at the Higher Secondary School Certificate level in Pakistan. This research explores the alignment of English language teachers' teaching practices with the intended learning outcomes of the reading skills at the Higher Secondary School Certificate level in Islamabad.

The National Curriculum Wing of the Federal Government of Pakistan has set certain reading skills objectives (intended learning outcomes), for example, to understand temporal meaning of words used by a writer, differentiate between facts and opinions in a text, and infer the implied meaning /message in a text, for students to achieve at the Intermediate (HSSC) level (Jatoi, 2002). These objectives may be achieved effectively through aligning the teaching activities with them. Further, the Curriculum Wing has recommended the activities in order for English language teachers to meet the curriculum objectives and the students to achieve the curriculum goals. According to Kuhn and Rundle-Thiele (2009) the alignment of the educational resources (assessment, instructional process) with the curriculum (goals and objectives) is extremely desirable. Therefore, this research focuses on the alignment of the reading skills activities with the objectives.

Reading skills are the most important skills as they are the fundamental resource for learning English in Pakistan. Since the other skills are relatively less focused and/or taught through rote learning (Siddiqui, 2007) they play an instrumental role in learning English. According to Grabe and Stoller (2002) "reading in L2 settings continues to take on increasing importance" (p. xiv). Similarly, students do not have adequate exposure to English outside the classroom as Urdu or other regional languages are used for communication. In such scenario reading skills gain a growing significance and as a result of their immense significance reading skills have become an important area of research in Pakistan. Further, since the research on reading skills does not agree on one view regarding the most effective

method of teaching L2 reading, it is desirable that teachers start small scale research studies "on different aspects of reading that can strengthen the connection between research assertions and effective teaching practices" (Grabe & Stoller, 2002, p. xv).

Objective of the study

The objective of this research is
1. To evaluate the alignment between the reading skills activities and the objectives set by the National Curriculum Wing of the Federal Government of Pakistan.

Research question

1. How far are the instructional activities of English language teachers aligned with reading skills objectives set by the National Curriculum Wing of the Federal Government of Pakistan at the Higher Secondary level in Federal Government Educational Institutions in Islamabad?

Literature Review

Reading skills are the most fundamental skills in the current English language teaching scenario in Pakistan as it is the only literacy skill which is majorly focused in ELT classrooms. It is a very critical skill helping learners' general comprehension of the language they are learning. It strengthens the brain by keeping it stimulated which in turn enhances the readers' creativity (The Importance of Teaching Reading Skills, 2014). This is why that most language courses taught today focus on reading skills and "being able to read and understand a text in a foreign language is the first and most important goal of such courses" (Ciobanu, 2006, p. 29). However, the way it is taught needs to be researched. A new *Languages Strategy* suggested in the UK shows that there should be a commitment to bringing about changes in teaching languages and it should be made more flexible (DfES, 2000).

Grabe is of the view that "schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations" are the areas which should remain prominent in research on reading skills (1991, p. 375). Nassaji (2003) conducted a research on higher-lower levels processing in ESL reading comprehensions at advanced level and found that lower-level processing played a significant role and that their role should not be ignored in teaching reading skills even at high advanced level.

Reading is a complex phenomenon as it involves different factors which need to be taken into account when planning an instructional plan. The different factors as outlined by Grabe and Stoller (2002) are purposes of reading, processes required for fluent reading, components of reading, and models of reading. The purposes of reading include scanning, skimming, learning from text, integrating information, reading to write, reading to analyze a text, and general understanding. The processes include "a rapid process", "an efficient process", "an interactive process". The components of reading include lower level components (lexical access, syntactic parsing, and semantic proposition formation) and higher level components which include understanding the text, interpreting the situation, using background information, inferencing and processing (Grabe & Stoller, 2002).

Dhanapala and Yamada (2015) conducted their research on EFL learners of different proficiency levels in regard to:

i.   vocabulary,
ii.   Inferencing,
iii. Text structure and organization,
iv.   Identifying the main idea (skimming) and summarizing abilities, and
v.   Helping information of the L2 text.

They found that all these component variables had a high correlation with Reading Comprehension Test (RCT) scores. Further "identifying specific information and drawing inferences contributed greatly to the distinction of three proficiency levels" (p. 25).

Vocabulary plays an important role in reading comprehension. In order for readers to read independently and comprehend a reading passage almost 98-99% vocabulary knowledge of the running words in a text is needed (Nation, 2001). Nation is of the view that "there should be one or two unknown words in every 100 words, roughly one in every 5-10 lines of text" (p. 264). This shows the importance of vocabulary knowledge in developing reading performance. A direct relationship between reading achievement and vocabulary knowledge has been identified. According to Qian (2002) there is a fairly high correlation between vocabulary and reading comprehension assessment. Vocabulary size is "the strongest predictor" in reading comprehension (Schmitt, 2014, p. 939). It added an extra 8% to the reading comprehension scores (Qian, 2002). Reading comprehension could be enhanced by focusing instructions on vocabulary growth, utilizing background knowledge, structures of the language, "and direct instructions about comprehension strategies such as summarizing, predicting, and monitoring" (Snow, Burns, & Griffin, 1998).

Identifying the main idea in the text is important for developing reading skills of language learners. The learners need to have a large size of vocabulary and effective strategies to understand and process the reading passage to have a good reading comprehension (Grabe, 2009 as cited in Dhanapala & Yamada 2015). This can help the learners and readers to look for the relevant information and avoid the unnecessary details. Once the relevance of a reading material is identified, it can either be studied in detail or discarded. Dhanapala and Yamada (2015) are of the view that "Understanding the main idea in the text helps the reader draw conclusions, evaluate, and critically interpret the content of the text" (p. 28). Similarly, inferencing is also a good indicator of language proficiency. Learners with higher proficiency in second language had better inferencing skills which is supported by Shimizu's (2005) finding that "learners of higher L2 proficiency

inferred more frequently than the learners of lower L2 proficiency" (p. ii).

It is very important to align teaching practices with intended learning outcomes. The different constituents of teaching and learning support each other if they are properly aligned. According to Hermida (2009) "In aligned teaching, there is maximum consistency throughout the system and each component supports the other". When the teaching activities align with the intended outcomes, the students' progress enhances and the objectives are met. Biggs (1999) is of the view that academic standards may be achieved if the objectives become "more a function of students' activities." According to Biggs (1999) this happens when there is a correspondence among the components, i.e. the objectives are designed according to students' needs and teaching practices encourage students to perform such tasks that focus on achieving the "understandings" that we want from students.

Reading skills are important skills since "the ability to teach English L2 reading impacts all post-secondary learning in Pakistan" (Muhammad, 2012, p. 1403). Different studies have been conducted in regard to reading skills in Pakistan, however, these studies are inadequate and do not give a clear picture of reading skills pedagogy. For example, according to Muhammad (2011), "It is unfortunate that L2 reading instruction and research have been given little or no explicit attention" (as cited in Muhammad, 2012, p.1405). In his study, Shah (2013) found that reading comprehension was a challenging issue in Pakistan. His study focused on Reciprocal Teaching Research (RTA), which was found useful since the students showed reasonable progress in their reading skills after the completion of the study. In another study, the reading habits of ESL learners were investigated in L1 and L2. The study did not find significant differences in the reading habits of the learners (Ansari, Panhwar, & Umrani, 2016). In their 2014 report on the barriers to reading in Pakistan, Epstein and Chamberland found that there is no research "currently available that examines the effectiveness of the variety of approaches" (p. 3), which are employed in different reading projects. The reviewed literature shows that much research is needed in regard to reading skills in

Pakistan. This study examined the alignment between the objectives set by the National Curriculum Wing of the Federal Government and the instructional practices.

Research Methodology

This research is predominantly quantitative in nature. The researcher used questionnaires both for teachers and students. The target items of the questionnaires focused on activities which are recommended by the National Curriculum Wing of the Federal Government of Pakistan to achieve the reading objectives. The questionnaires were developed in the light of the reviewed literature, objectives set by the Curricular Wing of the Federal Government of Pakistan and activities recommended for the achievement of these objectives. Further, classroom observations were conducted in order to consolidate the results. The research instruments were piloted and tested in the field. The total sample for this study was 400 English language students and 100 teachers teaching English. Thirty classroom observations were included in this study. The questionnaires were retrieved from 361 (90.25%) students and 71 (71%) teachers. Twenty nine classroom observations (96.7%) were conducted. The sample was selected from the Federal Government Educational Institutions in Islamabad using random sampling technique.

Data Analysis

The data were analyzed using SPSS 17, Excel, and MStat software. Chi-square goodness of fit test and z-test for proportion for a single population were used to measure the differences among the responses of the participants and alignment between the objectives set by the Curriculum Wing of the Federal Directorate and teaching activities of the English language teachers. The significance level was kept 0.05 for the two tests.

Students' responses about the reading skills activities of their English language teachers

The percentages of data collected from students regarding reading skills activities are displayed in the Table 1. Five point Likert scales of frequency are used. The data are analyzed using Chi-square goodness of fit test and z-test for proportion.

Table 1: Results of students' responses about activities on reading skills

A	B	C	D	E	F	G	H
Item No	Item statement	Never	Seldom	Sometimes	Often	Very often	Total percent
1	Results of students' responses about teachers' asking pre-reading questions	12.5	64.8	2.2	17.2	3.3	100
2	Results of students' responses about teachers' recapitulation of lessons	14.4	14.1	18.3	24.4	28.8	100
3	Results of students' responses about activities on skimming a text in the class	19.7	47.1	13.6	17.2	2.5	100
4	Results of students' responses about activities on scanning a text in the class	25.6	46.7	10.6	15.8	1.4	100
5	Results of students' responses about teachers' teaching vocabulary with the help of different activities	30.3	17.2	19.2	15.3	18.1	100
6	Results of students' responses about activities on multiple choice questions	28.8	43.5	14.4	12.7	0.6	100
7	Results of students' responses about reading comprehension exercises	23.8	19.4	23	22.7	11.1	100
8	Results of students' responses about teachers' giving students exercises about translation from Urdu into English and vice versa	17.5	20.2	15.2	26.6	20.5	100
9	Results of students' responses about ordering the jumbled sentences logically	54.6	19.2	15.6	5	5.6	100

The Table 1 shows the percentages of students' responses about reading skills activities done by their English teachers in the classrooms. The Serial No. of the target items are given in column A of the Table 1. Column B shows the target item statements. Columns C, D, E, F, and G show the different categories with their respective percentages of the responses, whereas the total percentages are displayed in column H of the Table 1.

Table 2: Inferential statistical results about reading skills activities from the student questionnaire

A	I	J	K	L
Item No	Chi Square value	Chi square p-value	Z-test value	Z-test p-value
1	107.504	0.000	-12.4	0.000
2	66.55	0.000	9.033	0.000
3	40.56	0.000	-6.76	0.000
4	71.11	0.000	-9.41	0.000
5	0.9	0.343	-	-
6	71.8	0.000	-9.47	0.000
7	6.65	0.009	2.6	0.004
8	21.94	0.000	4.83	0.000
9	81.45	0.000	-10.26	0.000

The Table 2 shows the results of the inferential statistics. Column I of the Table 2 shows Chi-square values and column J of the Table 2 shows Chi-square p-values of the different items; column K shows Z-test values and column L shows Z-test p-values of the different statements. The Chi-square values, Chi-square p-values, Z-test values and Z-test p-values of the serial Nos. 1, 2, 3 …9 of the Tables 2 are the values of serial Nos. 1, 2, 3 … 9 of Table 1. The results of students' responses are also displayed in the bar graph in Figure 1 for a better visual display.

The p-value of the Chi-square test of the item 1 of the student questionnaire shows that the results are significant (p = 0.000). The z-test of proportion was employed in order to know whether the proportion of the positive responses is equal to 50% of the population. Its z-value -12.4 and its p-value 0.000 show that the positive responses are significantly fewer. Similarly, the chi-square p-values and the z-test for proportion p-values of the items 3, 4, 6, 9, and 10 indicate that the positive responses are significantly fewer than the negative responses, which show that current teaching activities do not align with the objectives.
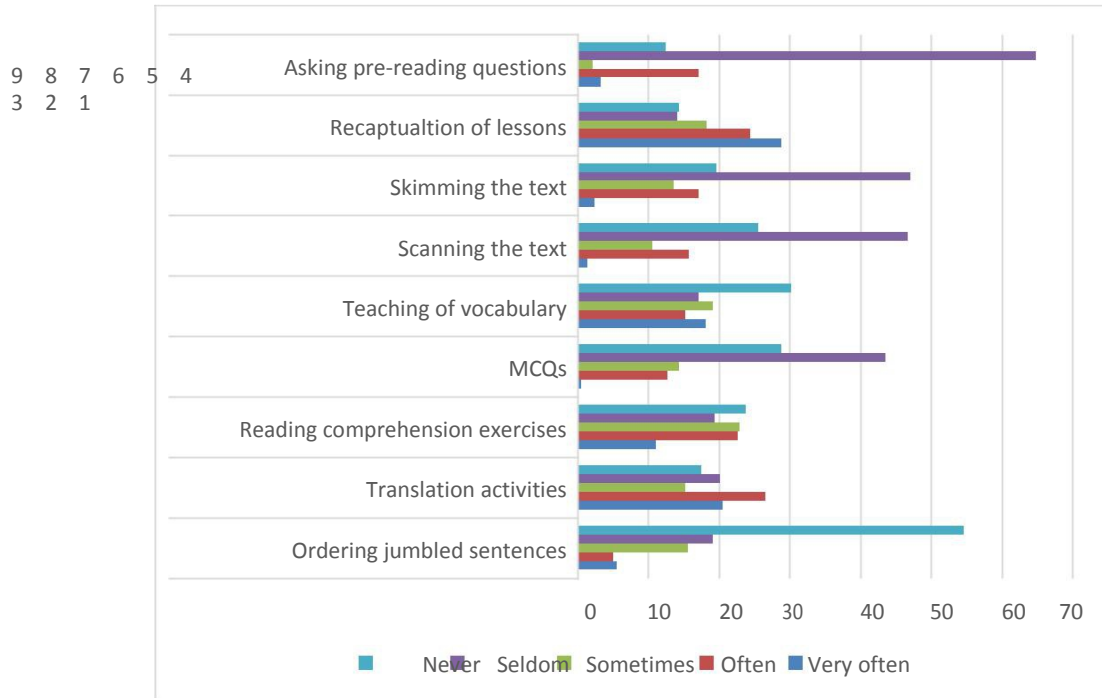
Figure 1: Results of students' responses about activities on reading skills

The chi-square p-value (= 0.000) of the item 2 of the questionnaire for students shows that the positive responses are significantly different from the negative responses. The z-test value 9.033 and its p-value 0.000 show that the positive responses are significantly more than the negative responses. Similarly, the chi-square value 0.9 and its corresponding p-value 0.343 are insignificant, which show that the positive responses are not different than the negative responses. Also, the chi-square p-values and the p-values of the z-test for proportion of the items 7, and 8 indicate that the positive responses are significantly more than the negative responses, which show that current teaching activities align with the objectives.

Responses from the questionnaire for teachers

The percentages of the responses obtained through the teacher questionnaire are given in Table 3 using five point Likert scales of frequency. The data are analyzed using Chi-square goodness of fit test and z-test for proportion. The interpretation of the results is shown using the p-values of the tests.

Table 3: Results of teachers' responses about activities on reading skills

A	B	C	D	E	F	G	H
Item No	Item statement	Never	Seldom	Sometimes	Often	Very often	Total percent
1	Teachers' responses about asking pre-reading questions	3.8	6.3	10.1	34.2	45.6	100
2	Teachers' responses about recapitulation of lessons	1.3	1.3	12.7	35.4	49.4	100
3	Teachers' responses about activities on skimming a text in the class	2.5	7.6	17.7	43	29.1	100
4	Teachers' responses about activities on scanning a text in the class	2.5	5.1	31.6	26.6	34.2	100
5	Teachers' responses about teaching vocabulary with the help of different activities	7.6	10.1	34.2	32.9	15.2	100
6	Teachers' responses about giving students activities on multiple choice questions	2.5	6.3	22.8	40.5	27.8	100
7	Teachers' responses about reading comprehension exercises	7.6	1.3	10.1	26.6	54.4	100
8	Teachers' responses about giving students exercises regarding translation from Urdu into English and vice versa	2.6	10.3	11.5	48.7	26.9	100
9	Teachers' responses about ordering jumbled sentences logically	24.4	23.1	34.6	14.1	3.8	100

The Table 3 shows the percentages of English language teachers' responses about reading skills activities which they do in their classrooms. The Serial Nos. of the target items are given in column A of the Table 3. The target item statements are given in column B of the Table 3. Columns C, D, E, F, and G show the different categories (Never, Seldom, Sometime, Often, and Very often) with their respective percentages of the responses, whereas the total percentages are displayed in column H of the Table 3.

The Table 4 shows the results of the inferential statistics. Column I of the Table 4 shows Chi-square values and column J of the Table 4 shows Chi-square p-values of the different items; column K shows Z-test values and column L shows Z-test p-values of the items. The Chi-square values, Chi-square p-values, Z-test values and Z-test p-values of the serial Nos. 1, 2, 3 … 9 of the Table 4 are the values of serial Nos. 1, 2, 3 … 9 of Table 3. The results of teachers' responses from the teacher questionnaire are also displayed on bar graph in Figure 2.

Table 4: Inferential statistical results about reading skills activities from the teacher questionnaire

A	I	J	K	L
Item No	Chi Square value	Chi square p-value	Z-test value	Z-test p-value
1	50.24	0.000	11.75	0.000
2	71.2	0.000	26.86	0.000
3	50.24	0.000	11.75	0.000
4	56.8	0.000	14.2	0.000
5	32.9	0.000	7.5	0.000
6	53.48	0.000	12.87	0.000
7	53.48	0.000	12.87	0.000
8	43.13	0.000	9.82	0.000
9	0.2	0.65	-	-
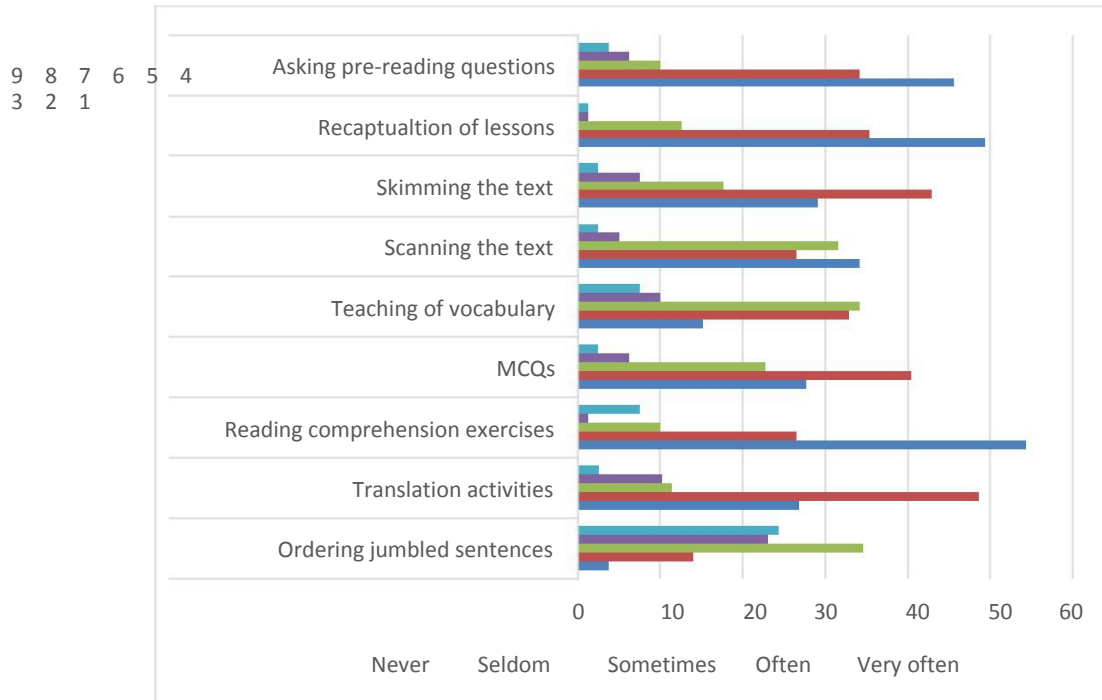
Figure 2: Results of teachers' responses about activities on reading skills

The chi-square p-values of the items 1, 2, 3 …9 of the teacher questionnaire show that the positive responses are significantly different from the negative responses. The z-test values and corresponding p-values

of the items 1, 2, 3 …9 show that the positive responses are significantly more than the negative responses. Similarly, the chi-square values and their corresponding p-values of the items 9 and 10 show that the results are insignificant, which means that the positive responses are not different than the negative responses. Also, the chi-square p-values and the p-values of the z-test for proportion of the items 7, and 8 indicate that the positive responses are significantly more than the negative responses, which show that the current teaching activities are in correspondence with the objectives set by the Curriculum Wing of the Federal Government of Pakistan.

Results of the open ended questions of the teacher questionnaire, student questionnaire, and observation sheet

The research instruments had both closed-ended and open-ended questions. The responses obtained through the open-ended questions are given as below:

The student questionnaire

Students have not talked about reading skills in response to the open ended question 1 of the student questionnaire. The open-ended question 1 was about the qualities of the teachers that students liked. However, in the second open-ended question, which was about students' suggestions as to how teaching practices might be improved, the students suggested that all the four language skills should be focused. They also suggested that vocabulary, which is one of the essential components for developing reading skills and language learning, should be taught. Another important point reported by a small percent of students (1.7%) is that English language teachers should tell their students the objectives of the lessons. It is an important aspect of English language teaching practices, which seems to be missing in their teaching practices.

The teacher questionnaire

The results of the teacher questionnaire show that 60% of the teachers use GTM though other methods such as communicative approach and direct method have also been reported by teachers teaching English at

matriculation level. Further, 52% of the subjects reported that they focused on reading skills. It was reported that 23% of the teachers focused on reading skills in preparing their lesson plans.

The observation sheet

The results obtained through observation sheets regarding these activities are:

i. 58.6% of the English language teachers did activities on reading during their teaching. This is the largest percentage of activities the teachers did in their classes.
ii. 6.9% paraphrased poems and told the meaning of difficult words.
iii. 3.4% were observed doing activities on picture description, ordering jumbled sentences, skimming and scanning each.

Findings and Discussion

The results obtained from the student questionnaire and observation sheet demonstrate that the teaching practices of English language teachers concerning reading skills are not aligned with the objectives adequately. However, the results of the teacher questionnaire are positive, which means that their teaching practices are aligned with the objectives. Small wonder that there is a discrepancy in the results of teachers' and students' responses. The discrepancy may be interpreted that the teachers may have given an idealistic representation of their teaching practices and the students seem to have given a realistic account of their learning experiences. Wubbels, Levy and Brekelmans (1992) also found a significant divide in teachers' and students' opinions of the reality and the ideals. The correspondence between instructional practices and the objectives is an important part of effective pedagogy and the objectives related to reading skills can be achieved if teachers focus on these objectives and relate their teaching practices to these objectives. If there is a dichotomy between teaching practices and the intended learning outcomes, the objectives cannot be achieved. A small percent of students have even asked in the open ended question 2 of the teacher questionnaire that they do not know about the objectives of the lessons and have suggested that their teachers should tell them the objectives.

Results of the students' responses from the questionnaire and those from the observation sheet about pre-reading questions show that teachers do not do pre-reading tasks. Pre-reading activities help warm up students and build on their prior knowledge in the English language classrooms. However, the English language teachers recapitulate the lessons as indicated by the results of the teacher and student questionnaires. However, the results of the observation sheet do not give any indication of teachers' reviewing the lessons. Reviews play an important role in learning a language. Lessons may be reviewed at different intervals such as after the lesson during the same class or the next day or maybe two or three days later. According to Keeley (2011) reviews are necessary for retaining information in the memory and the best time is that the content taught should be reviewed in a day or two days after it has been delivered.

The results of the student questionnaire and observations show that a significantly lower number of teachers do activities on skimming and scanning in teaching reading skills. However, the results of the teacher questionnaire are positive. Skimming and scanning are the objectives set by the National Curriculum Wing of the Federal Government of Pakistan. They are important reading skills to be developed by students, but the English language teachers do not use these recommended strategies in teaching reading skills. According to Beale (2013) skimming and scanning are two important techniques used for speeding up reading skills and avoiding wasting of time. These strategies are not always used in the classrooms, but they are helpful in getting information from the contents quickly.

Vocabulary is an important component of language, and it provides "a foundation for successful reading comprehension" (Ricketts, Sperring, & Nation, 2015). The results obtained from the research instruments show that teachers teach vocabulary and give exercises concerning reading comprehension. Activities on reading comprehension play an important role in language learning and enhance "the pleasure and effectiveness of reading" (Miami University, 2010). Similarly, the results show that teachers give students exercises about translation from Urdu into English and vice versa. Translation from English into Urdu and vice versa is one of the objectives set by the national curriculum wing, however, too much

dependency on translation may not be very useful for learning a language for communication purposes.

MCQs are an important testing strategy for testing reading comprehension. They can measure a "wide range of higher-order thinking skills" and can cover much of the contents (Weimer, 2015). Results of students' responses about activities on multiple choice questions and the observation sheet demonstrate that teachers do not practice multiple choice questions in the classrooms. However, the results obtained from the teacher questionnaire demonstrate that teachers' responses are positive. It is one of the recommended activities for measuring reading ability. The negative responses imply that the English language teachers do not measure students' progress in reading skills in the classrooms.

Similarly, the results of students' responses and observation show that teachers do not give exercise regarding jumbled sentences. The arrangement may be inter-sentential or intra-sentential. According to Carlisle (1983) jumbled sentences provide readers syntactic exercises, which make readers aware of the relationship between structure and meaning. They practice the words or the sentences until they arrive at something meaningful. This is ultimately helpful in developing their language ability.

Conclusion

It can be concluded from the results that the objectives set by the National Curriculum Wing of the Federal Government of Pakistan are addressed inadequately. The teachers recapitulate the previous lessons, which is an important aspect of effective pedagogy. Similarly, teachers teach English language vocabulary, which is an important component of language and mastering of which is helpful in successful reading comprehension. Similarly, questions based on reading passages are practiced in the classrooms and passages and sentences are translated from English into Urdu and vice versa. However, some more activities are needed in English classrooms in order to meet the objectives. For example, English language teachers do not capitalize on students' prior knowledge as they do not give pre-reading activities and do not ask pre-reading questions in their classrooms

It is necessary for a better understanding of reading to warm up students before the lesson starts and align the practices with the recommended teaching activities. Similarly, skimming and scanning activities are not conducted, which suggests that students are not prepared for speed-reading and important skills are ignored. Further, multiple choice questions, which is an important measurement strategy for testing reading comprehension are not practiced. In the same way, the development of students' logical thinking skills is not addressed as jumbled sentences are not practiced, which help learners to associate structures with meaning in a logical manner thereby developing their reading skills. The results imply that English language teachers' teaching practices do not adequately align with the activities recommended by the National Curriculum Wing and that the objectives may not be adequately met.

Recommendations

1. Pre-reading questions activate the background knowledge, which has an important role in learning a language. Haque (2010) is of the view that activation of prior knowledge before reading the contents is a useful strategy for better reading comprehension and it can be done through pre-reading activities. It is, therefore, recommended that teachers should build up on students' prior knowledge through pre-reading activities. This is important for warming up students and developing their reading skills, which ultimately results in better English learning.

2. Activities on skimming and scanning are important for speed reading and time saving, but they are not done in the classrooms. It is, therefore, recommended that activities on skimming and scanning be done in the classrooms.

3. The English language teachers should do activities on multiple choice questions, which is an important strategy for measuring students' reading ability.

4. It is recommended that teachers should do activities with students on jumbled sentences in order to enable them to associate structures with meanings, which is important for developing reading comprehension and language learning.

5. It is recommended for researchers to examine the textbooks in terms of the objectives set by the National Curriculum Wing of the Federal Government as it is important that the objectives should be addressed in the textbooks also.

6. It is recommended that the English language teachers should be given proper training and professional development courses in order to improve their knowledge of the contents and hone their pedagogical skills.

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Students' Preferences to Deal Examination Stress: Religious, Social and Medical Perspectives Analysis

Nasreen Akhter
Assistant Professor
Department of Education
The Islamia University of Bahawalpur

Abstract

This study was conducted to evaluate students' preferences to deal the examination stress and explore most preferred stress releasing tactics applied by the students. This was a survey study based on data from 458 Muslim students from five universities of Punjab in Pakistan. Data was collected using a questionnaire on four-point Likert scale. Validity of tool was determined through expert opinion method. Reliability of tool was estimated calculating Cronbach's Alpha value that was 0.784. Results represented that students most prefer religious coping strategies and social treatment skills on psychological, excursion and medical treatments to get rid from examination stress. Most common examination stress releasing treatments among students were; performing prayers, reciting Holy Quran, looking after grandparents, studying religious books, focusing on important tasks and working hard to achieve targets, controlling disappointment feelings and becoming social. Results also indicated students' less interest in coping techniques of drinking water, seeking hobbies, watching television, playing games, using medicine, taking long sleep and consulting psychiatrists to reduce examination stress. On the whole, this study has found significant and positive but weak relationship between examination stress and stress coping strategies.

Key Words: Examination stress, Stress coping strategies, Religiosity, Societal treatment, Psychological treatment.

Introduction

Stress refers to a circumstance in which an individual can't make do with risky issues and over stack undertakings and therefore, needs to confront physical and mental hyper stress. Experts from different regions consider stress as a disorder of modern society that affects communication and behavior of individuals. According to Motavasselian, Saghebi and Nademi (2016), it is a common health issue.

Sarafino and Smith (2014) view that stress is a physiological response towards external and internal desires. It is physiological response against an evident danger besides a condition of trepidation incitement and nervousness attribute which can prompt sadness and tension. Sayiner (2006) explains that stress influences the brain, body, and behavior from various perspectives, and everybody encounters stress in an unexpected way. According to AbdAleati, Zaharim and Mydin (2016), severe stress affects daily life of individuals and also have influence on students' studies.

Students often feel stress during examinations. Irritability, agitation and failure to relax are symptoms of stress. Sense of loneliness or disconnection appears during the examination. (Thawabieh & Qaisy, 2012). Examination stress happens when students feel an expanded sense of panic or nervousness in the days, weeks or months prior a mid or after an evaluation or test or the like. This might be a school examination, course work or even a test of their abilities at a side interest. Examination stress is most as often as possible brief when it is done and it lessens when students understand that they are free from study for a couple of months (Tyagi & Gahtori, 2015). Signs and indications of stress can be brought on by mental and restorative issues. In case students encountering any of the notice indications of stress, it's important to see a specialist for an assessment (Malik, 2015).

Researchers have described their findings about reasons of examination stress. Numerous students feel influenced in light of desires of relatives or educators (Verenikina, 2003). Moreover, budgetary issues (Trockel, Barnes & Egget, 2000); lack of preparation and planning of

students for examinations (Mayya & Rao, 2004); students' will of competition with the peers (Paul, Elam & Verhulst, 2007); students' failure to handle educational pressure due to selection of a difficult course that mismatch to their abilities (Ondercin, 2012) and high expectations of parents about best scores of their children in school examination (O'Sullivan, Gibney, Guerin, Staunton, & Kalaitzake, 2015) are leading reasons to take stress of examinations.

Parents and teachers can play vital role in managing stress of their children. One of the best things parents can do if their child is encountering stress of examinations is to attempt to be as strong and tolerant as could be expected under the circumstances (Chen, Wong, Ran, & Gilson, 2009). Parents can help children to lessen the examination stress by helping them to build up convincing study and learning habits. Bartlett and Dean (1998) have stressed parents to promote healthy sleeping and eating habits, keep away children from late night TV watching, develop habit of drinking loads of water and take healthy food to cope with the stress situations. Dyrbye, Thomas and Shanafelt (2006) have suggested promoting habit of exercise, going out for a walk and music listening in children to cope the stress.

Review of previous studies about coping strategies among students to face stressful situations identifies that students adopt numerous styles in different situations. Studies show significant relationship between religion and depression and anxiety symptoms (AbdAleati, Zaharim & Mydin, 2016). Hanefar, Sa'ari, and Siraj (2016) say, spiritual intelligence shows ways for being free from difficulties. Khan, Watson and Chen (2016) reported that positive religious coping has exhibited negative relationship with depressed and stressful situations. Harold and Koeing (2012) concluded that social factors, spiritual beliefs and practices are commonly used by psychiatric patients to cope with illness and other stressful life changes.

Statement of the Problems

Examination stress is a part of students' life. Literature has described different ways to cope the stress. By analyzing the stress releasing strategies, studies have pointed out different spiritual, social, medical, psychological and excursion related tactics to cope stressful situations. In common, it is a human nature that they adopt strategies that are fruitful to overcome the problematic situations. Therefore, in the present study, researcher was interested to search the preferences of students to deal examination stress and analyze relationship between stress and stress controlling strategies adopted by students. In this study, students' preferences to control stress in perspectives of religious, social, psychological, medical and excursion related techniques and relationship between each type of tactic and students stress level was targeted to explore.

Objectives of the Study

This study was carried out to achieve following objectives:
1. To find out students' preferences to cope the examination stress.
2. To explore most preferred stress releasing tactics opted by students.
3. To analyze relationship between examination stress and stress releasing/coping strategies of students

Research Questions of the Study

Keeping in view the objectives of study, following objectives were framed:
1. What are students' preferences to cope the examination stress?
2. Which type of tactics students most prefer to release their stress?
3. Does relationship exist between examination stress scores and stress releasing/coping strategies scores of students?

Significance of the Study

This study is important to analyze religious, psychological, social and health education related content and coping styles to overcome stressful situations common among students. Results of this study are helpful for educationists to analyze and find out the utilization of content

they deliver in teaching. Therefore, this study will help educationists to improve teaching and curriculum improvements to improve behavior modification process of students.

Methodology

This study was descriptive in nature. Study required data from those who had ever faced examination stress in life. Therefore, university level students were defined as population of this study. It was assumed that all students feel stress during examinations. As, university students had appeared in series of examinations during their past life. It was assumed that data of this study could be provided best by university level students to explore the answers of questions under investigation.

Research tool of the Study

Tool of the study was a self-developed questionnaire on four-point Likert scale. It had six subsections namely:

1. Stress measurement scale (27 items)
2. Religious/ spiritual related training's utilization scale (6 items)
3. Social education related training's utilization scale (5 items)
4. Excursion education related training's utilization scale (5 items)
5. Psychological education related training's utilization scale (5 items)
6. Medical education related training's utilization scale (7 items)

Content validity and face validity of tool was determined by four experts. Team of experts had expertise related to the fields of psychology, education and religious education. After validating research tool following the experts' opinion method, it was pilot tested on a sample of 30 students. Evaluation of pilot testing data identified that respondents had no problem regarding any item of the tool. Item analysis of the scale identified that all items were properly answered by respondents. Therefore, the tool was finalized.

Reliability of tool

Reliability of tool was calculated through Cronbach's Alpha method. Statistics showed that tool was good in calculating stress level (r=0.784) and coping styles of students to overcome stress (r= 0.676). Overall reliability of tool (r=0.749) indicated that items of tool were good in connection to internal consistency of the tool.

Sampling process

Data of study was collected from a sample of Master's level students of various departments from five public sector universities in Punjab. At sampling stage, five universities were selected randomly. Then 70 students from pure sciences related departments and 70 from social sciences related departments were randomly chosen from available students in the departments of all five selected universities. Therefore, 700 (70+70=140*5) students were taken as sample of the study.

Data collection

Researcher distributed questionnaire to sample and requested them to answer items after careful reading. They were given confidence that their identity and institutional affiliation will not be published anywhere in the report. From 700 copies of questionnaire, only 458 completely filled copies were received back.

Data analysis

Data of the study was analyzed using SPSS on computer. Stress score of each student was calculated adding total score of each student regarding 27 items of stress measurement scale that was first section of the questionnaire. Moreover, spiritual, social, excursion, psychological and medical training related stress releasing score were calculated adding the total scores of items of each group. Then, mean score, standard deviation and Pearson Correlation statistics were applied on data to find out the results of study.

Results of the Study

Keeping in view research questions of the study, results have given in three sections; student's preferences to cope the examination stress, most preferred type of tactics to cope stress and relationship between stress scores and students' tactics of control examination stress.

Students' preferences to cope the examination stress.

In this study, preferences of students to cope examination stress were studied with references of five areas such as; religious, social, excursion, psychological and medical treatments. Therefore, results related to each section have given in table 1 to 5. Interpretation about each table has given before the tables.

Preferences of students to control stress through religious/ spiritual tactics

Table 1 indicates students' spirituality related techniques to overcome the stressful situations during examinations. Data of students on four-point Likert scale indicates that mean score of five statements was above than 2.50. This highlights students' trend to apply their knowledge regarding religion and practices to treat their stress. Analysis of data indicates that students prefer to say prayers (M= 3.2293). They recite Holy Quran (M=3.2249) and request parents to say prayers to Allah for their success in examinations. Besides these, students prefer to look after their grandparents (M=2.7074) and study Holy Quran and other religious books. A less number of students reported that they drink excessive amount of water to get rid from stress (M= 2.336) because they read in religious books to drink excessive water to reduce stress. Analysis of correlation between students' stress releasing spiritual strategies scores and stress scores indicates a significant and positive but weak correlation (r=.390, P = 0.000). This explores that students cope spirituality as more as their stress level increases.

Table 1: Spiritual training and examination stress

S. No	Stress Releasing Strategies	M	SD	SCM	SD SS	r	P
1	I offer prayers for mental satisfaction and reduce the stress	3.229	.749				
2	I recite the Holly Book Quran to get relief from stress	3.225	.877				
3	I ask my parents to pray for me	3.139	.869				
4	I try to overcome the examination stress by involving myself in looking after of my elder parents	2.707	1.184				
5	I get relieved by studying religious books (Quran, Hadith, Fiqa, Tafseer Quran etc.)	2.694	1.229				
6	I drink excessive amount of water to reduce the examination stress because it is my religious belief/ according to teachings of Islam	2.336	1.227				
	Total	17.332	3.0321	75.135	10.706	.309**	.000

Note: M= mean score; SD= standard deviation; SCM= Mean of stress score; SDSS= Standard deviation of stress score; r= Correlation; P= Sig. (2 tailed) 0.01 level of significance

Preferences of students to control stress through social tactics

Society is a source of teaching different behaviors to students on the basis of observations and experiences. Socialization demands a person to have a relationship with others. Family, friends, relatives and even people living around a person teach different things and provide different observations to people in tackling problems. Table 2 indicates students' social training related techniques to overcome the stressful situations during examinations. According to data, students mostly try to control disappointments regarding results (M= 2.976). They try to take help from senior students (M= 2.917), utilize others' experiences by sharing others' techniques to face stressful situations (2.825), seek suggestions from friends and relatives (M= 2.635) and share worries with others (M=2.596). Analysis of correlation between students' social training stress releasing strategies scores and stress scores indicates a significant and positive but poor relationship (r=0.238, p= 0.000). This explores that students cope social skills to overcome their stress as much as their stress level increases.

Table 2: Social training and examination stress

S. No	Stress Releasing Strategies	M	SD	SCM	SD SS	r	P
1	I release my stress by trying to control on disappointment regarding the result	2.976	1.147				
2	I reduce the stress by taking the help from senior students	2.917	1.150				
3	I use the experiences of others students to overcome with examination stress	2.825	1.185				
4	I seek for suggestions from relatives and friends to reduce the examination stress	2.635	1.245				
5	I talk with other people and share the worry with them	2.596	1.259				
	Total	13.949	3.218	75.13	10.706	.238**	.000

Note: M= mean score; SD= standard deviation; SCM= Mean of stress score; SDSS= Standard deviation of stress score; r= Correlation; P= Sig. (2 tailed) 0.01 level of significance

Preferences of students to control stress through excursion

The environment where a person is brought up teaches him a lot to deal the stressful situations. A person extracts his own meanings to define ways to deal difficult situations of life. Excursion is considered as a source of relief. Psychologists also refer patients to take part in enjoy full activities, feel pleasure, avoid stressful events by participating the activities that give happy feelings to patients. Therefore, some excursion and enjoyment related activities were represented in a block of items in the tool of the study. Table 3 indicates students' excursion related techniques to overcome the examination stress. According to data reported by respondents, majority of students have a preference to control stress of examinations by involving them in excursion activities (M=2.585). A less number of students try to reduce stress by seeking hobbies to release stress (M= 2.367), watching television (M= 2.310), playing games (M= 2.179) and watching movies (M= 2.0437). Although analysis of scores indicates students' less involvement in excursion activities in stressful situations but, analysis of correlation between students' excursion related stress releasing strategies scores and stress score indicates a significant and positive but poor relationship (r= 0.211, p= 0.000).

Table 3: Excursion related training and examination stress

S. No	Stress Releasing Strategies	M	SD	SCM	SD SS	r	P
1	I actively involve myself in variety of recreational activities to reduce the stress the level	2.585	1.256				
2	I seek for hobbies to release the examination stress	2.367	1.250				
3	I watch the television to get rid of examination stress -	2.310	1.142				
4	I play different games to reduce the examination stress	2.1790	1.157				
5	I watch movies to relax myself	2.0437	.978				
	Total	11.485	3.649	75.135	10.706	.211**	.00

Note: M= mean score; SD= standard deviation; SCM= Mean of stress score; SDSS= Standard deviation of stress score; r= Correlation; P= Sig. (2 tailed) 0.01 level of significance

Preferences of students to control stress through psychological treatment related training

Psychological training of a person is also a role of education. Educators observe students' problems and play their role as psychologist to train students in dealing the stressful situations. Psychological training aspect is a part of teacher training courses in Pakistan. Good institutions are also stressed to appoint psychologists in schools to help and train students in treating minute psychological problems of students.

Table 4 indicates students' psychological training related techniques to overcome the stressful situations in examinations. According to data, students prefer to control stress of examinations by working hard (M= 3.207), focusing on important things for their life (M= 3.031), changing themselves by self-effort (M=2.950), adopting numerous solutions to get rid of stress (M=2.943), and ignoring the stressful conditions (M=2.605) by conscious efforts. Analysis of correlation between students psychological training stress releasing strategies scores and stress score indicates a significant and positive but poor correlation (r= 0.225, p= 0.000). This explores that students cope psychological techniques to reduce stress as much as their stress level increases.

Table 4: Psychological training and examination stress

S. No	Stress Releasing Strategies	M	SD	SCM	SD SS	r	P
1	I do hard work in study for getting relief from examination stress	3.207	.846				
2	I try to change my mind and rediscover what the important thing is in my life	3.031	1.046				
3	I change something about myself to deal with the stress	2.950	1.138				
4	I try to come up with different solutions of reducing the examination stress	2.943	1.159				
5	I don't take the stress seriously	2.605	1.253				
	Total	14.736	2.777	75.135	10.706	.225**	.000

Note: M= mean score; SD= standard deviation; SCM= Mean of stress score; SDSS= Standard deviation of stress score; r= Correlation; P= Sig. (2 tailed) 0.01 level of significance

Preferences of students to control stress through medical treatment related knowledge

Educational process teaches students to adopt health care strategies. Health Care remedies help students to overcome stress and chose right treatments for the diseases suffered. Health education is also part of curriculum contents at school level. Table 5 indicates students' techniques to overcome the stressful situations during examinations by applying their knowledge related to medical and health care remedies. Data indicates that mean score of only first statement was above than 2.50. This highlights students' trend to sit at silent place to face stressing situations. Data further exhibits that a less number of students prefer to take rest (M= 2.467), sleep for long hours (M= 2.068), take medicine (M=2.026) and consult psychiatrist (M= 2.018). Some students use sleeping pills (M= 1.983) and over eat the meals (M= 1.932). This explores that students utilize less medical remedies and, analysis of correlation between students' stress releasing strategies scores and stress score indicates a significant and positive but poor relationship (r=0.092, p= 0.049).

Table 5: Medical related tactics and examination stress

S. No	Stress Releasing Strategies	M	SD	SCM	SD SS	r	P
1	I try to sit in silent place to relax my mind	2.996	1.016				
2	I take some rest to minimize the examination stress	2.467	1.239				
3	I sleep for long hours to get rid of stress	2.068	.980				
4	I take medicine to overcome the examination stress	2.026	.904				
5	I go to psychiatrist for the consultation of my stress about examination	2.018	.924				
6	I take sleeping pills for the treatment of examination stress	1.983	.829				
7	I get rid to examination stress by over eating	1.932	.987				
	Total	15.489	3.598	75.135	10.706	.092*	.049

Note: M= mean score; SD= standard deviation; SCM= Mean of stress score; SDSS= Standard deviation of stress score; r= Correlation; P= Sig. (2 tailed) 0.01 level of significance

Most preferred type of tactics to cope stress

Table 6 shows results regarding level of stress and adoption of stress releasing tactics with reference to their tactics regarding religious, medical, psychological, social and excursion related training. In response to research question 2 "*Which type of tactics students most prefer to get rid of examination stress*" data indicates that highest correlation score ($r = 0.390$, p= 0.000) is related to religious tactics. Social tactics related score ($r = 0.238$, P= 0.000) is on 2nd in rank. Psychological tactics related score ($r =$

0.225, P=0.000) is on 3rd in rank. Excursion tactics related score ($r = 0.211$, P= 0.000) is on 4rth in rank. Score related to medical tactics ($r = 0.092$, P= 0.049) is on last in rank. This explores that student most prefer the utilization of their religious knowledge/ tactics and gives least importance to medical treatments. This also hints utmost affiliation of students to religion and effectiveness of teaching the religion related contents in courses.

Table 6: Summary of correlation between level of stress releasing adoption by students and level of stress

S. No	Stress Releasing Tactics	SCM	SDSS	SRTM	SD	r	P
1	Religious Tactics	75.135	10.706	17.332	3.032	.309**	.000
2	Social Tactics			13.949	3.218	.238**	.000
3	Psychological Tactics			14.736	2.777	.225**	.000
4	Excursion Tactics			11.485	3.649	.211**	.000
5	Medical Tactics			15.489	3.598	.092*	.049

Note= SCM= Stress score mean; SDSS= Standard deviation of stress score; SRTM= Stress releasing tactics' Mean score; SD= Std. Deviation; r= correlation between stress score and stress releasing techniques' score; P= Sig. 2 tailed; ** shows correlation is significant at 0.01 level; * Shows correlation is significant at 0.05 levels.

Relationship between examination stress and stress releasing tactics

In response to evaluation about relationship between examination stress scores and stress releasing strategies (with reference to research question 3 of the study), data of table 7 exhibits that value of correlation between stress score of group and score of stress releasing tactics exists (r=0.362, p= 0.00). But analysis of value of correlation (*r*) indicates that relationship is not strong because value of r is less than 0.50. This hints that examination stress cannot be removed by adopting stress releasing tactics but can be reduced.

Table 7: Relationship between examination stress scores and stress releasing strategies of students

SSC	SCM	SDSS	SSRT	SRTM	SD	R	P
34412	75.135	10.706	33430	72.991	9.470	.362**	0.00

Note=SSC= Sum of stress score; SCM= Stress score mean; SDSS= Standard deviation of stress score; SSRT= Sum of stress releasing tactics scores; SRTMT= Stress releasing tactics' Mean score; SD= Std. Deviation of SRTM; r= correlation between stress score and stress releasing techniques' score; P= Sig. (2 tailed); ** shows correlation is significant at 0.01 level

Conclusion and Discussion

Results of this study have explored trends of spirituality and socialization among students. Results indicate that trend to say prayers, recite Holy Quran, looking after parents and pray to Allah are common dominating behaviors among students to cope/ get relief from examination stress. This highlights signs of spirituality among students. Moreover, a positive relationship between examination stress and religious coping among Muslim students has found. This result has similarity with the results of study reported by AbdAleati, Zaharim and Mydin (2016). They concluded that religious belief and rules influence the followers' life and health care. Most of past literature in this area reported that there is significant connection between religious beliefs and practices and mental health.

Analysis of students' behavior about socialization skills to cope examination stress indicates that students try to get relief by adopting different socialization techniques. They do efforts to ignore their worries and avoid themselves from disappointments. They share worries with their senior students, friends and relatives and try to get their suggestions. This indicates that students give priority to apply their socialization skills. Smith, Smoll, Frank, Ptacek and John (1990) also reported that they found social support coping skill to influence stress conditions.

Analysis of students' behavior about the application of psychological and medical treatments (psychological and medical coping skills) explores that students rely to work hard, try to focus on important things for them, do efforts to change their mind, apply multiple solutions, try to ignore stressful conditions and like to sit at silent places. Results give indication towards weak trends among students to take rest and sleep, use of medicine, consultancy of psychiatrists, use of sleeping pills and avoidance of over eating in tension due to examinations.

On the whole, this study signifies strong coping of social, psychological and religious treatments by the students. According to Smith, Smoll, Frank, Ptacek and John (1990), Social support and psychological

coping skills are statistically independent psychosocial resources and they operate in a conjunctive manner to influence stress conditions. Results of the study indicate that students are less concerned in recreational and medical treatments to deal examination stress situations. In connection to a target of study to explore the relationship between examination stress score and students' remedies to control stress, researcher has found that although significant relationship exists between all type of stress controlling strategies and stress scores but weak relationship has found. This signifies that students' stress controlling is not easy. Therefore, a further study on same topic may be conducted at large scale.

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Perception of Adolescents, their Teachers and Parents about Adolescents' Socialization and Attitude towards Learning

Urusa Ansari
PhD Scholar (Education)
National University of Modern Languages (NUML)

Abstract

The aim of the study was to explore the similarities and differences in the perceptions of adolescents their teachers and parents regarding adolescents' socialization and attitude towards learning. Main objectives of the study were to determine gender wise difference in determining students' competence in relation with their socialization and attitude towards learning, to compare the differences and similarities in socialization and attitude towards learning of the students studying in private sector with those of studying in public sector. For present study population include students studying in O/A levels and Matric/ Intermediate classes in the private and public sectors schools of Rawalpindi and Islamabad; school teachers and parents of adolescents. A random sample of 300 students (male & female); 200 teachers; 200 parents was collected. Three separate research questionnaires namely SSPSAL; TPSSAL and PPCSAL were used and psychometric properties of these questionnaires were determined on the samples. The data was analyzed by using Statistical Software for Social Sciences (SPSS- V 21.0). The results support the hypotheses that there is a significant difference in the perception of adolescents, their teachers and parents regarding adolescents' socialization and attitude towards learning. Gender wise difference were also seen in the perception of adolescents studying in private and public sector schools. There is a need to bridge the communication gap between the adolescents and their adults especially parents. Parents may understand the generation gap and deal with their children accordingly.

Keywords: Adolescents, private sector schools, public sector schools, socialization and attitude towards learning.

Introduction

Regardless of the gender, teenagers and youngsters go through a numerous genetic and mental changes during this period which affect their emotive constancy. The research indicates that teenage years are at the peak stage of nerve-wracking situations (Colman 1978).

There are disparities in the ubiquity of teenagers' storm and stress which they reveal in their behavior. These dissimilarities stem from individual differences and the cultural upbringings to which they belong. The researcher being an educational psychologist aims to explore different phenomena evolving in domains of psychological behavior of the adolescents. There is no doubt that our future is reliant on this new generation and youths today are the nation builders of future. Regrettably, the teens are experiencing stress and blizzard due to the challenges, frustrations, and anger and because of various other reasons, such as media influence, relationship with peers, family members, and close friends, academic problems. Teens are also suffering due to their complex relation with parents and teachers. The focus of the study was on four major components of socialization and attitude towards learning each.

Socialization: positivity; confidence; self-concept and organized.

Attitude towards Learning: responsibility, behavior, diligence and decision making.

In a broad spectrum, there is a presence of gender differences in the attitudes towards learning. In general, male and female students are capable of achieving any set of goals and targets, but there are few elements which enhance or diminish their capability. Female students are considered to be more competent and focused on their studies because normally, they have less influence on the outside world. Due to the cultural norms of Pakistan, most female adults are bound to their homes, this eventually, gives them the opportunity to pay more attention towards their studies. On the other hand, it is not the case with male adult students. Male adults have the plentiful influence of outside world. They are involved in sports, games, and other physical activities which thwart their attention towards studies.

Teachers as well as parents, both recognize this fact that above-mentioned attributes are the chief whys and wherefores that male students are less focused on their education as compared to their female counterparts. But surprisingly, both male and female students do not comprehend this fact.

Furthermore, the decision-making ability of the youngsters is also of great concern to researchers. The part of the brain termed prefrontal lobe which is accountable for constructing decision instigate to function and develop by the age of 15–20 years. Henceforth, they are at times, not capable of ascertaining a broad range of risks, anticipate the magnitudes, and conciliation on the choices. Moreover, a great deal research has been done about the issues of youths in the western and Pakistan ambiance. However, in our cultural perspective, no research work was found that unswervingly highlights the social and institutional factors that shake socialization of schoolchildren learning in private and public sector schools. Experiential data is still needed to uncover many factors that impact adolescents 'socialization and attitude towards learning.

The problem under investigation was to determine the difference in the perception of adolescents, their teachers and parents about adolescents' socialization and attitude towards learning. It further aimed to investigate the gender wise difference in determining students' competence in relation with their socialization and attitude towards learning and to compare the differences in socialization and attitude towards learning of the students studying in private sector with those of studying in public sector.

Research Objectives
The objectives of the research were as follows:
1. To determine gender wise difference in determining students' competence in relation with their socialization and attitude towards learning.
2. To compare the differences and similarities in socialization and attitude towards learning of the students studying in private sector with those of studying in public sector.

Research Hypotheses

The hypotheses of the study were as follows:

1. There is a significant difference in the perception of adolescents and their parents in comparing male socialization with female socialization.

2. There is a significant difference in the perception of adolescents and their parents in comparing the attitude of learning of male and female students.

3. There is a significant difference in the perception of adolescents, their teachers and parents in comparing the socialization of adolescents studying in private sector schools with the socialization of adolescents studying in public sector schools.

4. There is a significant difference in the perception of adolescents, their teachers and parents in comparing the attitude of learning of adolescents studying in private sector schools with the attitude of learning of adolescents studying in public sector schools.

Significance of the Study

The study is significant due to the in depth insight of the researcher to find out the perceptions of adolescents, their teachers and parents. The results of the study show that there is a remarkable difference in the perceptions of adolescents, their teachers and parents. The study focuses on adolescents' socialization, behavior and inclination towards attaining knowledge in a formal set up. As it is the 21stcentury and the students interact with new technologies, technical devices and applications every day, which not only keep them updated with the world around but also broaden up their horizon. The way they come across and deal with a variety of challenges in life is somewhat different of the people of the previous generation.

In every culture, there are a multiple challenges for the teenagers. These challenges could be due to physical maturation, puberty, delinquency and lower grades, parental negligence and lack of attention. As a result the adolescents experience lower self- confidence, self-esteem, multiple educational problems, drug abuse and smoking that can hinder them from reaching their full potential. There is not only a need to make

this generation aware of the risks but also provide them guidance and counseling to improve their health and well- being so that they could cope up with these psychological and physiological changes effectively. There are multiple factors that impact adolescents' social, psychological development in their lives, resulting in obvious behavioral changes in socialization and attitude towards learning.

Literature Review

Adolescence has been regarded as the most difficult period and a strained stage of development (Hall, 1904; Freud, 1958). Adolescence refers to a period of storm and stress (G.S hall, 1904). This age represents that the teens are moving towards maturity, enabling themselves to make future plans and choices of their life style. They are more conscious of their personality and the inspiration of their role models is at its peak. At the same time they are affected by the factors like stress, attention disorder, psychological pressures and conflicts. Researchers of all times have regarded the adolescent period as the most difficult one of the human development process (Eccles, 2004; Lowenthal, Thurnher, & Chiriboga, 1975).

The present study focuses on the triangle of student, parent and teacher relationship. This relationship is also known as the primary and secondary socialization of an individual. The responses from students, teachers and parents reveal that how much teachers and parents take interest in their students /children and how much the adolescents value their adults.

Socialization occupies the procedure in which the child learns the habits of a society he/she is living inside. It refers to the method by which an individual learns to function in the society and adjust to the surroundings. It is called the change over time in reply to one's surroundings. A child gets familiar with the culture, standards, and morals of this culture; regulate himself/herself according to the surroundings so that he/she could nurture inside it. He/she adopts the characteristics and rules of behavior through socialization procedure. The child's primary socialization depends upon the environment and practices of the family. "Behavior is learned from the environment through observation" (Bandura, 1977). He was of the opinion

that humans have the ability to actively process the information and they know the consequences of their behavior. There are numeral situations that could influence a teenager's socialization process. Parents are a source of primary socialization of a child. The association with the parents include a great deal in their childhood. As the adolescents feel pressure between limitations forced by the parents and their requirement for independency, parents too in some cases have blended emotions. They do need their youngsters to be autonomous yet they feel terrified of giving them self-rule. These pressures frequently result in family clashes yet the child rearing styles affect it. There are clashes in view of number of issues beginning from every day routine matters to family auto out and the selection of companions (B.K. Barbara, 1994). Personality development and academic performance is affected by the quality of the teacher – child relationship (Cadima, Leal, and Burchinal, 2010; Davidson, Gest, and Welsh, 2010; Wu, Hughes, and Kwok, 2010).

A great deal similar to Sigmund Freud, Erikson understood that character builds up in a sequence of phases. One of the major basics of Erikson's psychosocial stage theory is the growth of 7 ego identity. Erikson's theory is concerned with becoming capable in a field of life. If the phase is handled healthy, the individual will feel a sense of mastery, which is occasionally referred to as ego potency or ego superiority. If the phase is handled badly, the individual will appear with a sense of insufficiency (Erikson, 1978).

Freud resembled it to military troops in which soldiers can't advance without battlefield. Individuals also can't move on to next stages without resolving conflict of the particular stage. Frustration is the result when the need of an individual of any stage is not met adequately (Freud, 1958).

Monge (1973), in his study revealed that boys showed greater consistency in self- concept as compared to the females. Bardwick (1971), gave the reason for females having less positive self- image then that of boys because of the females feel devalued in comparison with males in America. While on the other hand, Silverman, et al (1970), had discussed

in his study that both male and female adolescents used same favorable adjectives in describing themselves.

Adolescents think in their own ways and consider themselves always right, hence keep arguing with their adults on petty issues trying to convince them on their own point of view (Elkind, 1967).

Methodology

The research was based on survey method. A well designed and extremely planned questionnaires were the main source of gathering quantitative main data in a consistent way. The collected data was then analyzed and found internally consistent and logical for analysis. In order to conduct the present study the researcher had devised three questionnaires for three different sample groups, including students learning in Matric/Intermediate, O' /A' levels, their teachers and parents residing in Rawalpindi and Islamabad.

The population of the study were the students enrolled in Matric/Intermediate and O/A levels in public and private sector schools and colleges of Rawalpindi and Islamabad in the academic year 2013 – 14. The teachers teaching in public and private sector schools and colleges (See list of public and private schools/colleges at appendix – 2). The third group was the parents of adolescents residing in Rawalpindi and Islamabad. A random sample of 300 students (male & female) from 10 public and 10 private sector schools out of the population of 200000 students studying in Matric/ Intermediate classes and in O/A levels from Rawalpindi and Islamabad). A number of 200 teachers of Matric/Intermediate and O/A levels from the population of 10000 teachers working in 10 public and 10 private sector schools in Rawalpindi and Islamabad (see appendix – 2). The third group was of 200 parents of adolescents out of the population of all parents of adolescents living in Rawalpindi and Islamabad.

Three separate research questionnaires namely SSPSAL; TPSSAL and PPCSAL were used. In order to determine the effectiveness of the items of all the three questionnaires, data was analyzed through SPSS. Cronbach's alpha coefficient and items total correlations were determined. For the

measurement of the self-perception of the adolescents (students) about their socialization and attitude towards learning an indigenous inventory known as SSPSAL was developed. SSPSAL contained 74 items and after deleting the items which were found redundant in items total correlations, it was reduced to 66 items. In order to measure teachers' perception about the socialization and attitude towards learning of their students the inventory TPSSAL had 157 items which were then reduced to 137. The instrument to measure parents' perception of their child's socialization and attitude towards learning PPCSAL was developed having 131 items which was finalized on 116 items after the pilot testing. The items total correlations on all the three questionnaires was done to find out the redundant items.

The validity of the research instrument was tested prior to data collection. Content validity of this apparatus was determined by evaluating each and every item with the objectives and hypotheses of the study. In order to ensure the validity; the instrument was presented prior to the psychologists and specialists of the field. In the light of comments and proposals of these specialists; refinement and inclusion of assured items were completed.

Table No. 1:
Alpha Reliability Coefficient of SSPSAL; TPSSAL and PPCSAL on the perception of adolescents, their teachers and parents about adolescents' socialization and attitude towards learning

Research Instrument	No. of Items	Alpha Coefficient
SSPSAL	66	.707**
TPSSAL	137	.688**
PPCSAL	116	.686**

Table 1 presents alpha coefficient of research instruments of SSPSAL; TPSSAL and PPCSAL on the perception of adolescents, their teachers and parents about adolescents' socialization and attitude towards learning. It shows that the reliability of the three scales used in the research was .707,
.688 and .686 respectively. It means these scales can be used in the future researches.

In order to test the hypotheses of the study and to find the difference among the perceptions of students, teachers and the parents regarding the adolescents' socialization and attitude towards learning various statistical analysis were carried out such as Mean, Standard deviation and t – test.

Hypothesis No. 1

There is a significant difference in the perception of adolescents and their parents regarding the socialization of male and female adolescents.

Table No.2: Adolescents' Perception on the Comparison of Socialization of Male and Female Students

Subscales	Male (N=110) Mean	SD	Female (N=190) Mean	SD
Positivity	14.70	3.63	15.58	3.29
Confidence	11.05	2.55	11.47	2.72
Self – respect	15.75	4.87	17.33	5.15
Organized	7.09	2.24	7.82	1.90
Total Socialization	**48.59**	**13.29**	**52.20**	**13.06**

Table 2 presents the adolescents' perception on the comparison of socialization of male and female students. The mean score on female socialization (M = 52.20) at standard deviation (SD = 13.06) is higher than the mean score of male socialization (M = 48.59) at standard deviation (SD = 13.29). According to adolescents' perception female students are more socialized than male students.

Table No. 3: t - test on Adolescents' Perception on the Comparison of the Socialization of Male and Female Students

Variable	n	Mean	t	df	p
Male	110	48.59	2.35	298	.000
Female	190	52.20			

$*p<0.05**p<0.01$

Table 3 gives the t – test on adolescents' perception on the comparison of the socialization of male and female students. The t – value (2.35) is highly significant at p<.01.

Table No. 4: Parents' Perception on the Comparison of the Socialization of Male and Female Students

Subscales	Male (N=110) Mean	SD	Female (N=190) Mean	SD
Positivity	32.55	2.87	32.75	3.50
Confidence	35.73	2.51	34.22	4.92
Self – respect	18.64	1.09	18.18	2.43
Organized	30.00	3.44	30.74	3.32
Total Socialization	116.92	9.91	115.89	14.17

Table 4 presents the parents' perception on the comparison of socialization of male and female students. The mean score on male socialization (M = 116.92) at standard deviation (SD = 9.91) is higher than the mean score of female socialization (M = 48.59) at standard deviation (SD). According to adolescents' perception female students are more socialized than male students.

Table No.5: t- test on Parents' Perception on the Comparison of the Socialization of male and Female Students

Variable	n	Mean	t	df	p
Male	110	116.9	1.39	298	.000
Female	190	115.8			

*p<0.05**p<0.01

Table 5 gives the t – test on parents' perception on the comparison of the socialization of male and female students. The t – value (1.39) is highly significant at p<.01.

Hypothesis No. 2

There is a significant difference in the perception of adolescents and their parents regarding male and female students' attitude towards learning.

Table No. 6: Adolescents' Perception on the Comparison of the Attitude of Learning of Male and Female Students

Subscales	Male (N=110) Mean	SD	Female (N=190) Mean	SD
Responsibility	15.13	3.88	16.44	2.78
Behavior	17.33	3.88	16.44	2.78
Diligence	12.97	3.36	15.01	2.81
Decision Making	8.31	3.79	8.96	3.68
Total Attitude of Learning	53.74	14.91	56.94	12.05

Table 6 presents the adolescents' perception on the comparison of attitude of learning of male and female students. The mean score on female attitude towards learning (M = 56.94) at standard deviation (SD = 12.05) is higher than the mean score of male socialization (M = 53.74) at standard deviation (SD = 14.91). According to adolescents' perception attitude towards learning of female students' is better than male students.

Table No. 7: t- test on Adolescents' Perception on the Comparison of the attitude of Learning of Male and Female

Variable	n	Mean	t	df	p
Male	110	53.74	1.19	298	.000
Female	190	56.94			

*p<0.05**p<0.01

Table 7 gives the t – test on adolescents' perception on the comparison of the attitude towards learning of male and female students. The t – value (1.19) is highly significant at p<.01.

Table No.8: Parents' Perception on the Comparison on the Attitude of learning of Male and Female Students

Subscales	Male (N=110) Mean	SD	Female (N=190) Mean	SD
Responsibility	28.18	3.35	27.15	3.09
Behavior	47.82	1.79	46.48	4.48
Diligence	28.30	2.62	27.06	2.85
Decision Making	25.73	2.80	27.57	4.23
Total Attitude towards Learning	130.03	10.56	128.26	14.65

Table 8 presents the parents' perception on the comparison of attitude of learning of male and female students. The mean score on male attitude towards learning (M = 130.03) at standard deviation (SD = 10.56) is higher than the mean score of female socialization (M = 128.26) at standard deviation (SD = 14.65). According to parents' perception of the attitude towards learning of male students' is better than female students.

Table No.9: t – test on Parents' Perception on the Comparison of Attitude towards Learning of Male and Female Students

Variable	n	Mean	t	df	p
Male	110	130.50	1.22	298	.000
Female	190	128.26			

*p<0.05**p<0.01

Table 9 gives the t – test on parents' perception on the comparison of the attitude towards learning of male and female students. The t – value (1.22) is highly significant at p<.01.

Hypothesis No. 3

There is a significant difference in the perception of adolescents, their teachers and parents in comparing the socialization of adolescents studying in private and public sector schools.

Table No. 10: Adolescents' Perception on the Comparison of Socialization of Students Studying in Private and Public Sector Schools

Subscales	Private (N=118) Mean	SD	Public (N=182) Mean	SD
Positivity	15.23	3.71	15.27	3.26
Confidence	15.50	4.73	17.57	5.18
Self – respect	15.50	4.73	17.57	5.18
Organized	7.58	2.12	7.53	2.02
Total Socialization	53.81	15.29	57.94	15.64

Table 10 presents the adolescents' perception on the comparison of socialization of students studying in private and public sector schools. The mean score on students studying in public sector schools (M = 57.94) at standard deviation (SD = 15.64) is higher than the mean score of students studying in private sector schools (M = 53.81) at standard deviation (SD = 15.29). According to adolescents' perception the socialization of students studying in public sector schools is better than those studying in private sector schools.

Table No.11: t – test on Adolescents' Perception on the Comparison of Socialization of the Students Studying in Private and Public Sector Schools

Variable	n	Mean	t	df	p
Private	118	53.81	1.44	298	.000
Public	182	57.94			

*p<0.05**p<0.01

Table 11 gives the t – test on adolescents' perception on the comparison of the socialization of students studying in private and public sector schools. The t – value (1.44) is highly significant at p<.01.

Table No. 12: Teachers' Perception on the Comparison of the Socialization of the Students Studying in Private and Public Sector Schools

Subscales	Private (N=118) Mean	SD	Public (N=182) Mean	SD
Positivity	12.98	2.90	13.27	3.67
Confidence	25.48	4.18	25.19	3.29
Self – respect	12.35	2.13	13.00	2.41
Organized	26.83	5.51	26.92	5.03
Total Socialization	77.64	14.72	78.38	14.40

Table 12 presents the teachers' perception on the comparison of socialization of students studying in private and public sector schools. The mean score on students studying in public sector schools (M = 78.38) at standard deviation (SD = 14.40) is higher than the mean score of students studying in private sector schools (M = 77.64) at standard deviation (SD = 14.72).According to teachers' perception of the socialization of students studying in public sector schools is better than those studying in private sector schools.

Table No. 13: t– test on Teachers' Perception on the Comparison of Socialization of the Students Studying in Private and Public Sector Schools

Variable	n	Mean	t	df	p
Private	118	77.64	2.19	298	.000
Public	182	78.38			

*p<0.05**p<0.01

Table 13 gives the t – test on teachers' perception on the comparison of the socialization of students studying in private and public sector schools. The t – value (2.19) is highly significant at p<.01.

Table No. 14: Parents' Perception on the Comparison of Socialization of the Students Studying in Private and Public Sector Schools

Subscales	Private (N=150) Mean	SD	Public (N=50) Mean	SD
Positivity	33.07	3.86	31.72	1.13
Confidence	33.99	5.06	35.60	3.36
Self – respect	18.87	2.35	16.32	0.47
Organized	30.29	3.63	31.76	1.84
Total Socialization	116.22	14.90	115.40	6.8

Table 14 presents the parents' perception on the comparison of socialization of students studying in private and public sector schools. The mean score on students studying in private sector schools (M = 116.21) at standard deviation (SD = 14.90) is higher than the mean score of students studying in public sector schools (M = 115.40) at standard deviation (SD = 6.80). According to parents' perception of the socialization of students studying in private sector schools is better than those studying in public sector schools.

Table No. 15: t – test on Parents' Perception on the Comparison of Socialization of the Students Studying in Private and Public Sector Schools

Variable	n	Mean	t	df	p
Private	118	116.2	1.54	298	.000
Public	182	115.40			

*p<0.05**p<0.01

Table 15 gives the t – test on parents' perception on the comparison of the socialization of students studying in private and public sector schools. The t – value (1.54) is highly significant at p<.01.

Hypothesis No. 4

There is a significant difference in the perception of adolescents, their teachers and parents in comparing the attitude of learning of adolescents studying in private and public sector schools.

Table No. 16: Adolescents' Perception on the Comparison of Attitude towards Learning of Students Studying in Private and Public Sector Schools

Subscales	Private (N=118) Mean	SD	Public (N=182) Mean	SD
Responsibility	16.54	2.69	15.58	3.07
Behavior	16.88	3.91	19.81	4.51
Diligence	14.91	2.89	13.85	3.28
Decision making	7.71	3.36	9.38	3.81
Total Attitude Towards Learning	56.04	12.8	58.62	14.67

Table 16 presents the adolescents' perception on the comparison of attitude towards learning of students studying in private and public sector schools. The mean scores on students studying in public sector schools are higher on the categories responsibility (M= 16.54; SD = 269) and diligence (M= 14.91; SD= 2.89) whereas, the total mean score of adolescents studying in public sector schools (M = 58.62) at standard deviation (SD = 14.67) is higher than the mean score of students studying in private sector schools (M = 56.04) at standard deviation (SD = 14.67).

Table No. 17: t – test on Adolescents' Perception on the Comparison of Attitude towards Learning of the Students Studying in Private and Public Sector Schools

Variable	n	Mean	t	df	p
Private	118	56.04	1.59	298	.000
Public	182	58.62			

*p<0.05**p<0.01

Table 17 gives the t – test on adolescents' perception on the comparison of the attitude towards learning of students studying in private and public sector schools. The t – value (1.59) is highly significant at p<.01.

Table No. 18: Teachers' Perception on the comparison of Attitude towards Learning of the Students Studying in Private and Public Sector Schools

Subscales	Private (N=118) Mean	SD	Public (N=182) Mean	SD
Responsibility	36.42	6.65	36.40	5.53
Behavior	44.42	7.71	44.85	5.92
Diligence	36.56	6.77	36.38	6.89
Decision making	30.60	4.61	29.69	4.95
Total Attitude towards Learning	148.00	25.74	147.32	23.29

Table 18 presents the teachers' perception on the comparison of attitude towards learning of students studying in private and public sector schools. The mean score on students studying in private sector schools (M = 148.00) at standard deviation (SD = 25.74) is higher than the mean score of students studying in public sector schools (M = 147.32) at standard deviation (SD = 23.29) According to teachers' perception of the attitude towards learning of students studying in private sector schools is better than those studying in public sector schools.

Table No. 19: t – test on Teachers' Perception on the Comparison of attitude towards Learning of the Students Studying in Private and Public sector Schools

Variable	n	Mean	t	df	p
Private	118	148.0	1.23	298	.000
Public	182	147.32			

*p<0.05**p<0.01

Table 19 gives the t – test on teachers' perception on the comparison of the attitude towards learning of students studying in private and public sector schools. The t – value (1.23) is highly significant at p<.01.

Table No. 20: Parents' Perception on the Comparison of Attitude towards Learning of the Students Studying in Private and Public Sector Schools

Subscales	Private (N=118) Mean	SD	Public (N=182) Mean	SD
Responsibility	33.07	3.86	31.72	1.13
Behavior	33.99	5.06	35.60	3.36
Diligence	18.87	2.35	16.32	0.47
Decision making	30.29	3.63	31.76	1.84
Total Attitude towards Learning	116.21	12.7	115.40	2.00

Table 20 presents the adolescents' perception on the comparison of attitude towards learning of students studying in private and public sector schools. The mean score on students studying in private sector schools (M = 116.21) at standard deviation (SD = 12.79) is higher than the mean score of students studying in public sector schools (M = 115.40) at standard deviation (SD = 2.00). According to parents' perception of the attitude towards learning of students studying in private sector schools is better than those studying in public sector schools. Though the mean score on the categories responsibility (M = 33.07; SD = 3.86) and diligence (M = 18.87; SD = 2.35) were higher of adolescents studying in public schools.

Table No. 21: t – test on Parents' Perception on the Comparison of Attitude towards Learning of the Students Studying in Private and Public Sector Schools

Variable	n	Mean	t	df	p
Private	118	116.21	1.56	298	.000
Public	182	115.40			

*p<0.05**p<0.01

Table 21 gives the t – test on parents' perception on the comparison of the attitude towards learning of students studying in private and public sector schools. The t – value (1.56) is highly significant at p<.01.

Discussion

It was articulated that the adolescents see things in the greater part of the circumstances in their own particular point of view which vary from the perception of their teachers and parents. Whatever the variable is; the force of its effect is distinctive in the perspectives of adolescents, their teachers and parents.

The study identified the difference in the perceptions of adolescents, their teachers and parents. Like, for instance in adolescent's judgment the female adolescents are more socialized and are better in their attitude towards learning than male adolescents yet as indicated by the parents the male adolescents are better in socialization and attitude towards learning.

Essentially, as per the adolescents, adolescents of public sector schools are better in socialization and their attitude towards learning is additionally better to those studying in private sector schools. Though, parents absolutely repudiate them. In their recognition the adolescents of private area schools are more socialized and they have a superior disposition towards learning than the students of public sector schools. May be the purpose behind parents being slanted towards their children considering in private sector schools could be the gigantic measure of educational cost expense they pay. That is the reason they may believe that private schools are conferring excellent education. At the point when the mean and standard deviation on the adolescents' perception on the comparison of attitude towards learning of students studying in private and public sector schools was computed. The outcomes revealed that as per the adolescents' discernment the mean scores on students studying in public sector schools were higher on the categories responsibility and diligence whereas, the total mean score of adolescents studying in public sector schools was higher than the mean score of students studying in private sector schools. Though the mean score of adolescents studying in private sector schools were higher on the categories

behavior and decision making. According to adolescents' perception of the attitude towards learning of students studying in public sector schools is better than those studying in private sector schools.

It was concluded that in teachers' perception the adolescents studying in public sector schools are better in socialization. Whereas, the attitude towards learning of adolescents studying in private sector schools is better than the adolescents studying in public sector schools.

It is obligatory for adults to equip today's youth with the art of healthier living by providing them opportunities to stay self- motivated in this ever changing and dynamic world. It is the responsibility of the institutions to promote effective learning environment. This study would help the teachers to learn to understand the individual differences and the individual needs of their students. It may be significant for the teachers to help them understand their each student better and to realize the gaps in their teaching methodologies. The study may be significant for the institutions to improve their culture and design the activities in the best interest of the students. The results of the study would not only help the adolescents understand themselves but also what their teachers and parents think about them and what do they expect from them. Students would be able to understand that which action will elicit which effect in course of their lives. For the parents it would be helpful to understand the generation gap between them and their children. They would understand to look at the situations from their child's perspective also and would improve their relationship with their children which is indeed the need of the time.

Recommendations

1. The study could be done to investigate which of the factors have a positive or negative impact on adolescents' socialization and approach towards learning.
2. Research may be done from all over the country.
3. The present study was quantitative in the environment; further researches could be done qualitatively to get enhanced imminent.

4. There is a need to bridge the communication gap between the adolescents and their adults especially the parents.

5. Adolescents may try to breach the barrier between them and their adults.

6. There were only four categories of socialization and attitude towards learning. These scales could have some more categories to get the clear picture.

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Causes and Impact of Work Stress on Teacher's Performance in Urban Primary Schools

Dr. Alia Ayub
Assistant Professor, Department of Education
Sardar Bahdar Khan Women University, Quetta

Dr. Muhammad Athar Hussain
Assistnat Professor,
Early Childhood and Elementary Teacher Education Department,
Allama Iqbal Open Uiverisyt, Islamabad

Nazia Ghulamullah
M. Phil. Scholar, Sardar Bahadar Khan Women University, Quetta

Abstract

The present study aims to identify the factors causing work stress among primary school teachers. The objectives were to ascertain the impact of work stress on the teachers' performance. Research questions were: what factors create the work stress in the primary school teachers, how does work stress affect the teachers' performance and how can the work stress be reduced/eliminated to improve the work performance of the teachers? The sample for this research study were 200 teachers, engaging in teaching at primary level in primary schools of Quetta city. Data were collected through self-developed survey questionnaire and focus group discussion were conducted to find out the teachers' perceptions about work stress' reasons, impact and strategies to reduce/eliminate the work stress. Results of the study revealed that teachers were facing work stress because of students' indisciplinary attitudes, managing a variety of activities along with teaching, no freedom of choices for teaching in classrooms, etc. The work stress had impact on their concentration in teaching, weakened the memory power, affected the student-teacher relationship, lowered the motivations and enthusiasm in teaching. It suggested that administrators of the schools should value the teachers' ideas in managing different school tasks which may lead to reduce work stress.

***Keywords:** Work stress, Teacher performance, Motivation, Primary school teaching.*

Introduction

Without education, it is impossible to bring prosperity and improve development of a country (Mukarram & Jan, 2016). The major goal of education is to equip the students with new, tacit, knowledge, skills, cultures, behaviors, attitudes, and innovative ways of solving problems in daily routine life. Education aimed at strengthen the economy with human resource that is capable of converting the other resources efficiently, into the high value output for producing quality life.

It is common observation that after making a lot of efforts and executing different educational policies and developing educational reforms for improving education system in Pakistan, the results of education are not fruitful. Most of the educational reforms were made by considering the teaching pedagogies and curriculum. Teachers' pedagogical skills enhance the achievement level of the students (Usman et al. 2011). A lot of factors affect the efficiency of teaching process. Teachers are the most important figure in communicating and transferring the knowledge to the students. The Teachers play effective role in developing the learner's personality and skills. Educational institutions are the places which provide a platform for the students where they can learn and strongest their characters and personalities by socialization. In the educational institutions, they acquire the skills to become the productive members of the society (Qadeer, 2011). The teaching profession is very respectful but the social and psychological pressures have burdened the teachers enough which affect the performance of the teachers badly as well as the mental and physical health of the teachers. Teaching in its nature is highly stressful. If teachers' stress is unresolved, it may affect their mental, emotional, and physical health, which may negatively affect the effectiveness of teaching-learning process. When teachers' work stress impaired the efficiency of the educational process (Ali et al., 2013). The effectiveness and quality of the education system depends upon the competencies, efficiency, effectiveness, and devotion of the teachers (Ekundayo and Kolawole, 2013). Teachers are assigned administrative task too, alongside the teaching tasks. Teachers' responsibilities require a lot of energy and willpower to handle the classroom activities along with their other social, administrative and personal affairs (Bano, 2014). Teachers work stress

may result in physical and mental risks. It is very important to consider the employment and stress performance (Ali and Imamuddin, 2014). As teachers' work stress may be one cause of failure of eduction system in providing the quality education. This study was conducted to examine the impact of work stress on teachers'performance. This study was conducted at primary level, as the students of this age need more attention by the teachers, so the results of this study will support the policy makers and administrators to assign the tasks to the teachers which may not affect the teaching – learning process. The results of this study will also be helpful for the teachers, students and parents, as all these stakeholders are involved in providing/acquiring the information and knowledge.

Objectives of the Study

This research study focused on the following objectives:

- To identify the factors causing work stress among primary school teachers.
- To ascertain the impact of work stress on the primary school teacher's performance.
- To explore the ways to overcome the work stress.

Research Questions

Following research questions were designed to address the issue:

- What are the factors that create work stress among primary school teachers?
- How does work stress affect primary school teachers' performance?
- How can work stress be reduced /eliminated to improve the work performance of teachers?

Literature Review

Stress becomes a serious problem for many workers in many organizations. Stress has appeared as a common issue in academic process in educational institutions. Educationists do hard activities in providing quality education (Yusuf et al., 2015). With the start of international

schools, the competitive environment is creating challenges and dissatisfaction among the teachers (Kaur and Sharma, 2015). Stress is distinct the same as the cognitive and physical reaction to the responsive situation. It takes place due to incorrect positioning of an individual's capabilities with the organization's requirements. Stress is defined as a state where one encounters a chance related to what he aspires and for which the result is expected to be unsettled and critical. Severe stress can have an unpleasant effect on the lives of employees, which can lead to reduced effectiveness, less, and Increase in non-appearance in office (Ali and Imamuddin, 2014).

Work Stress

Work stress is a condition in which the person feels unpleasant emotional experience regarding his/her job which diverts his/her attention from the job responsibilities. Work stress researchers agree that in many organizations stress is a serious problem An Individual's adaptive response to a situation that is perceived as challenging or threatening to the person's wellbeing (Wu. S et al. 2006). Work stress is identified as a state in which some uniqueness of the workplace is considered rooting depressed mental or physical health. Work stress a risky, expressive and corporal response that happen when a load of working is inconsistent with the resources and necessities of the employee (Bano and Sadia, 2014). National institute of occupational safety health has more specifically defined work-related stress, as harmful, physical and emotional responses that occur when the requirements of the job do not match the capability resources or needs of the workers.

Teachers' Work at Schools

Overview of a Teacher's Responsibilities Primarily the role and responsibility of a teacher are multitasked in the present day school system. This was altogether different just a few years ago. With the change in the type of teaching culture and added managerial responsibilities for teachers include planning and executing instructional lessons, assessing students based on specific objectives derived from a set curriculum, and communicating with parents (Hanif, 2016). Teacher's performance involves the effectiveness of

the teacher in view students, communication skills, syllabus coverage and classroom management performance results, attendance, professionalism, decision making and interpersonal skills. All the professions take their roots and nourishment from the said profession as teaching is always marked as a major profession of the whole world. To construct the personality of the student's Teachers play a significant role. A research study of Debruyne (2001) validates that a teacher feels more stress when he or she has to take a class with extra strength or when he have to work extra hours in an unpleasant work environment. Teachers are not able to achieve the expected high levels of performance leading to ineffective education and delays in national and global development, unfortunately, previous studies indicate that teachers are usually under work-related stress. (Ruotsalainen and Marine, 2008). Several factors has been recognized related with teachers work stress and anxiety. The most essential of these components are a wide range of workout inside the school environment, the absence of expert acknowledgment, discipline issues in the classroom, administration, absence of support, workload, time pressure, the absence of advantage and reward (Antoniou et al., 2013).

Consequences of Work Stress

Eres and Atanasosk (2011) argued that the causes of occupational stress include perceived a loss of job, and security, sitting for long periods of time or heavy lifting, lack of safety, the complexity of repetitiveness and lack of autonomy in the job. In addition, occupational stress is caused by lack of resources and equipment; work schedules (such as working late or overtime and organizational climate are considered as contributors to employees stress. Occupational stress often shows high dissatisfaction among the employees, job mobility, burnout, poor work performance and less effective interpersonal relations at work, similarly that interventions like identifying or determining the signs of stress.

Consequences of Teachers' Work Stress

A teacher has to take on his responsibilities in the following capacities: Lesson planning and teaching, Accountability for student performance, Classroom management and discipline, Supervisory role,

extracurricular activity conducting and monitoring (Schwarzer and Hallum, 2008). Unfortunately, previous studies indicate that teachers are usually under work-related stress hence not able to achieve the expected high levels of performance leading to ineffective education and delays in national and global development (Wangui et al., 2016).

How to Overcome Work Stress

Stress is additionally connected with "Needs" and "resources". Needs are the desires, circumstances, and conditions in the association while resources concern to the material utilized as a part of taking care of needs. The level of stress minimizes when resources are satisfactory to take care of demand. Stress was drawn closer in four distinctive ways, incentive or outer force compel following up on the living being, Response or changes in the physiological capacities, External drive and resistance restricted to it and wide-ranging wonder incorporating all these (Ali et al., 2013).

Method

This study was conducted by using mixed method approach. A sample of 200 teachers were selected through simple random sampling technique from 20 public sector primary schools in Quetta city. 20 schools were also selected through simple random sampling technique. Quantitative data was collected through a survey questionnaire, developed on 5-point Likert scale, to answer the questions:

   i)   What are the factors that create work stress among primary school teachers?
   ii)   How does the work stress affect primary school teachers' performance?

The teachers' work stress was measured on the following parameters:

- Stress because of students' attitude towards learning
- Stress because of extra work load
- Stress because of staff relationship
- Stress because of institutions' Policies
- Impacts of work stress on teacher's performance

Qualitative data was collected through 'Focus Group Discussion'.

A focus group discussion with teachers was conducted to explore the strategies to overcome the teachers' work stress.

Analysis of the data
Data was analyzed in following phases
- Descriptive analysis of the demographic characters of the teachers
- Inferential analysis to analyse the respondents 'views on the basis of their demographic characters through independent sample t – test and one way ANOVA.

Results and Findings

A descriptive analysis of the demographic characters was done by obtaining frequencies and percentage. Results are presented in the form of graphs:
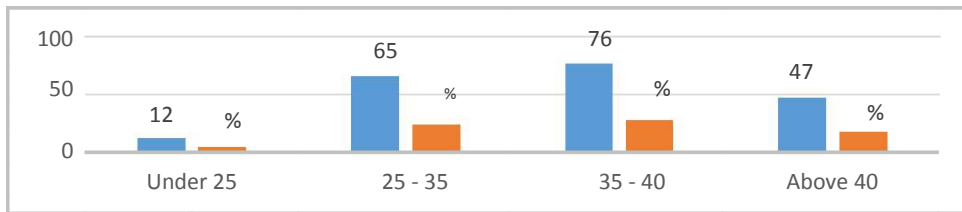
Figure 1. Age of the Respondents

Figure 1 shows that the majority of the respondents were between the age group from 35 – 40 (27.4%), the 2nd highest %age were between the age group, 25 – 30 (23.5%), then age group from above 40 (17%) and least representation were from the age group under 25, just 4.3%.
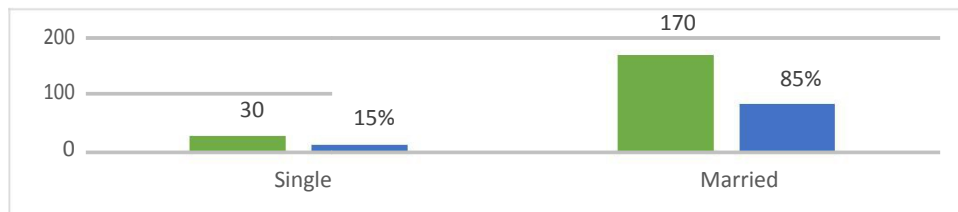
Figure 2. Marital Status of the Respondents

Figure 2 highlights that the sample comprises 170 married teachers (85%) and single teachers were little in number 30 (15%).
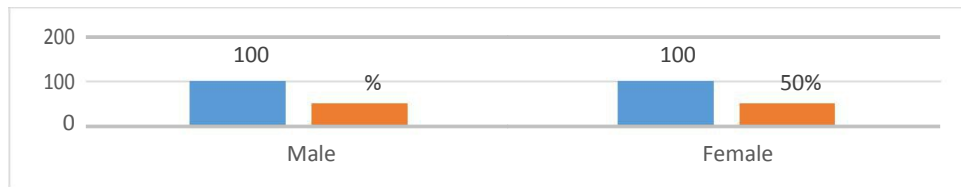
Figure 3. Gender of the Respondents

Figure3 indicates that there were equal number of male and female teachers, 100 (50%) females and 100 (50%) females.
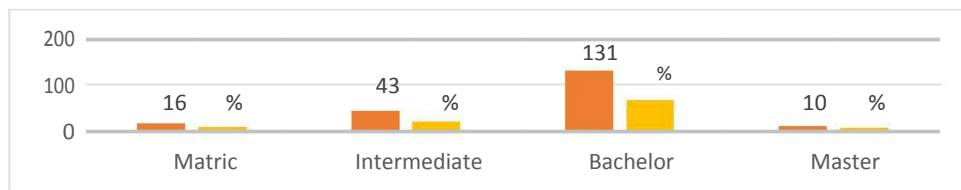
Figure 4. Highest General Qualification of the Respondents

Figure 4 shows that largest number of teachers with Bachelor qualification 131 (65%), Intermediate 43 (21.5%), Master 10 (5%) and least number of teachers with Matric 16 (8%).
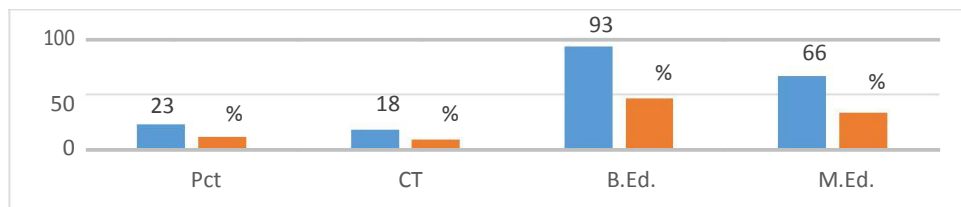
Figure 5. Highest Professional Qualification of the Respondents

Figure 5 shows that highest professional qualification with B.Ed. 93 (46.5%), with M.Ed. 66 (33%), with Pct. 23 (11.5%), with CT 18 (9%).
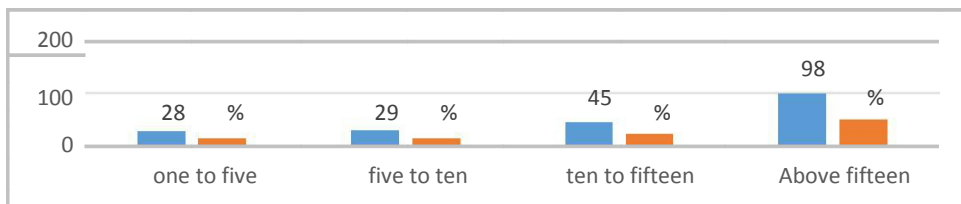
Figure 6. Experience of the Respondents

Figure 6 indicates that the large number of sample have experience more than 98 (49%), the teachers with experience from 10 – 15 were 45 (22.5%), experience from 5 – 10 were 29 (14.5%) and less number of junior teachers with experience from 1 – 5 were 28 (14%).

At 2nd step of data analysis an inferential analysis was conducted to analyze the respondents' views regarding, stress because of the students' attitude towards learning, stress because of extra work load, stress because of staff relationship, stress because of institutions' Policies and impacts of work stress on teacher's performance on the basis of their demographic characters through independent sample t – test and one way ANOVA. Results were tabulated as under:

Table 1: Respondents' views regarding stress because of students' attitude towards learning

		Sum of Squares	df	Mean Squares	F	Sig.
Age	Between Groups	12.32	2	6.151	1.872	0.157
	Within Groups	647.293	197	3.286		
	Total	659.595	199			
G. Qualification	Between Groups	16.531	3	5.51	1.679	0.173
	Within Groups	643.064	196	3.281		
	Total	659.595	199			
P. Qualification	Between Groups	16.729	3	5.576	1.7	0.168
	Within Groups	642.866	196	3.28		
	Total	659.595	199			
Experience	Between Groups	18.321	3	6.107	1.867	0.137
	Within Groups	641.274	196	3.272		
	Total	659.595	199			

Table 1 points towards that there was statistically significant difference at p<.05 level in factor student's attitude towards Learning in relation to age responses scores for the 04 general age groups {F (2,197) =1.872, P=.157}, there was statically significant difference at p<.05 {F (3,196) =1.79, P=.173}, there is statically significant difference at p<.05 level {F (3,196) =1.700, P=.168}, there is statically significant difference at p<.05 level {F (3,196) =1.867 P=.137}.

Table 2: Respondents views regarding stress because of extra work load

		Sum of Squares	df	Mean Squares	F	Sig.
Age	Between Groups	15.266	3	5.089	0.615	0.606
	Within Groups	1622.889	196	8.28		
	Total	1638.155	199			
G. Qualification	Between Groups	4.963	3	1.654	0.199	0.897
	Within Groups	1633.192	196	8.333		
	Total	1638.155	199			
P. Qualification	Between Groups	20.597	3	6.866	0.832	0.478
	Within Groups	1617.558	196	8.253		
	Total	1638.155	199			
Experience	Between Groups	49.249	3	16.416	2.025	0.112
	Within Groups	1588.906	196	8.107		
	Total	1638.155	199			

Table 2 shows that there is no statically significant difference at $p<.05$ level {F (3,196) = .615, P=.606}, there is no statically significant difference at $p<.05$ level {F (3,196) =.199, P=.897}, there is statistically significant difference at $p<.05$ level {F (3,196) =..832, P=.478} and also there is statically significant difference at $p<.05$ level {F (3,196) =2.025, P=.112}.

Table 3: Stress because of staff relationship

		Sum of Squares	df	Mean Squares	F	Sig.
Age	Between Groups	4.968	3	1.656	0.766	0.515
	Within Groups	423.907	196	2.163		
	Total	428.875	199			
G. Qualification	Between Groups	1.473	3	0.491	0.225	0.879
	Within Groups	427.402	196	2.181		
	Total	428.875	199			
P. Qualification	Between Groups	6.004	3	2.001	0.928	0.428
	Within Groups	422.871	196	2.158		
	Total	428.875	199			
Experience	Between Groups	4.305	3	1.435	0.662	0.576
	Within Groups	424.57	196	2.166		
	Total	428.875	199			

Table 3 shows that there is statically significant difference at p<.05 level in factor, Stress because of staff relationship age wise distribution scores for the 04 group {F (3,196) .766, P=.515} there is no statically significant difference at p<.05 level {F (3,196).225 P=.879} there is statically significant difference at p<.05 level {F (3,196) =.928 P=.428} and also there is statically significant difference at p <.05 level {F (3,196) = .662 P=.576}.

Table 4: Stress because of institutions' Policies

		Sum of Squares	df	Mean Squares	F	Sig.
Age	Between Groups	3.617	3	1.206	0.555	0.645
	Within Groups	425.903	196	2.173		
	Total	429.52	199			
G. Qualification	Between Groups	4.876	3	1.625	0.75	0.523
	Within Groups	424.644	196	2.167		
	Total	429.52	199			
P. Qualification	Between Groups	2.427	3	0.809	0.371	0.774
	Within Groups	427.093	196	2.178		
	Total	429.52	199			
Experience	Between Groups	2.695	3	2.695	0.413	0.774
	Within Groups	426.825	196	2.178		
	Total	429.52	199			

Table 4 shows that there is no statically significant difference at p<.05 level in factor, Stress because of institutions' Policies age wise distribution scores for the 04 group {F (3,196) =.555 P=.645}, there is statically significant difference at p<.05 level {F (3,196) =.750, P = .523} there is no statically significant difference at p<.05 level {F (3,196) =.750, P = .523} and also there is no statically significant difference at p <.05 level {F (3,196) =.413, P = .744}.

Table 5: Impacts of work stress on teacher's performance

			Sum of Squares	df	Mean Squares	F	Sig.
Age	Between Groups		35.826	3	11.942	4.512	0.004
	Within Groups		518.794	196	2.647		
	Total		554.62	199			
G. Qualification	Between Groups		14.08	3	4.695	1.702	0.168
	Within Groups		540.53	196	2.758		
	Total		554.62	199			
P. Qualification	Between Groups		5.003	3	1.668	0.595	0.619
	Within Groups		549.617	196	2.804		
	Total		554.62	199			
Experience	Between Groups		7.21	3	2.403	0.861	0.463
	Within Groups		547.41	196	2.793		
	Total		554.62	199			

Table 5 shows that there is statically significant difference at $p<.05$ level in factor, Impacts of work stress on teacher's performance, age wise distribution scores for the 04 group $\{F (3,196) =.555\ P=.645\}$, there is no statically significant difference at $p<.05$ level $\{F (3,196) =1.702, P = .168\}$ there is no statically significant difference at $p<.05$ level $\{F (3,196) =.595, P = .619\}$ and also there is again no statically significant difference at $p <.05$ level $\{F (3,196) =.861, P = .463\}$.

At 3rd step of data analysis an independent sample t-test was conducted, data was presented as:

Table 6: Respondents' views regarding 'stress because of students' attitude towards learning

			Levine's Test for Equality of Variances		t-test for Equality of Means			
			F	Sig.	t	df	Sig. (2 tailed)	MD
Gender	Equal Assumed	Variances	.059	.880	-1.996	98	.047	-.5100
Marital Status	Equal Assumed	Variances	120	.431	-.342	98	.733	-.123

Table 6 shows that there is significant difference between responses female and male related to stress because of students' attitude towards

learning (MD=.5100, t (98) =-1.996, p=.047}, there is no significant difference between responses of single and married teachers (MD=-.123, t (98) =-.342., p=.733}.

Table 7: Respondents views regarding stress because of extra work load

		Levine's Test for Equality of Variances			t-test for Equality of Means			
			F	Sig.	t	df	Sig. (2 tailed)	MD
Gender	Equal Assumed	Variances	.811	.369	1.860	98	.064	.750
Marital Status	Equal Assumed	Variances	.193	.661	.272	98	.786	.154

Table 7 shows that there is significant difference between responses female and male related to stress because of extra work load (MD=.750, t (98) =1.860, p=.064}, there is no significant difference between responses of single and married teachers (MD=-.154, t (98) =.272, p=.786}.

Table 8: Stress because of staff relationship

		Levine's Test for Equality of Variances			t-test for Equality of Means			
			F	Sig.	t	df	Sig. (2 tailed)	MD
Gender	Equal Assumed	Variances	3.145	.078	.048	98	.962	.0100
Marital Status	Equal Assumed	Variances	.697	.405	-1.046	98	.297	-.303

Table 8 ascertains there is no significant difference between responses female and male related because of staff relationship (MD=.0100, t (98) =.048, p=.962}, there is significant difference between responses of single and married teachers (MD=-.303, t (98) =.-1.046, p=.297}.

Table 9: Stress because of institutions' Policies

		Levine's Test for Equality of Variances			t-test for Equality of Means			
			F	Sig.	t	df	Sig. (2 tailed)	MD
Gender	Equal Variances Assumed		1.346	.247	2.943	98	.004	-.600
Marital Status	Equal Variances Assumed		.950	.331	.484	98	.629	.1411

Table 9 reveals that there is significant difference between responses female and male related to Stress because of institutions' Policies (MD=.600, t (98) =2.943, p=.004}, there is no significant difference between responses of single and married teachers (MD=-.1411, t (98) =.484, p=.629}.

Table 10: Impacts of work stress on teacher's performance

		Levine's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2 tailed)	MD
Gender	Equal Variances Assumed	3.167	.188	-1.702	98	.077	-.400
Marital Status	Equal Variances Assumed	1.422	.235	.241	98	.241	.388

Table 10 shows that there is significant difference between responses female and male related to Impacts of work stress on teacher's performance (MD=-.400, t (98) =-1.072, p=.077}, there is significant difference between single and married responses (MD=.388, t (98) =.241, p=.241}.

Analysis of Focused Group Discussion

At 4th step qualitative data obtained through focus group discussion was analyzed by explaining the emerging themes as under:

Theme (a). Decision making

The most of the primary school teachers said that teacher should have a role in decision making because they deeply involve in teacher learning process while one teacher said "in my opinion teaching leaning is the process which involves team work, for good team work it is necessary to teachers have a right in decision making.

Theme (b). Harsh Supervision

Most of the respondent share their views that the strict behavior of the supervision cause stress, supervision should behave friendly and

appreciated, harsh supervision should be avoided so that we can feel free of tension and relax while teaching, while some teacher said that management behavior should not so polite that it my disturb the discipline of the school and not so strict which may cause stress.

Theme (c). Policy Reflection

Most of the teachers discuss institutional and educational policies should be made according to the teacher and students needs and one teacher said "in my opinion education polices should be develop after consoling the teachers' ideas".

Theme (d). Sudden Assignments

Most of the teachers responded that many extra duties or sudden assignments, lot of paper work and continuously working hours cause tiredness and stress. It is highly recommended that lessen the work load it will reduce the over tiredness. It will enhance the teacher's performance in the teaching activities and managing the class rooms.

Theme (e). Enhanced pay scale and incentives

Most of the teacher highly recommended that government should enhanced the salary of the teacher and provide incentives, which can reduce their stress and some teacher said if Govt. build houses for teacher it my finished their all tension our all problem will be solved, it will also reduce our work stress.

Theme (f). Government should develop polices on stress management

Most of the teacher told that government should develop the policies on stress management to guide and help the teachers and to establish the consoling units in schools to manage the teacher stress at their school. Some teacher said that establishing the consoling units in schools, may be very useful for them, teachers, students and even the head teachers all can take help to manage their stress and solve their problems to cope the stress and teaching learning problems.

Conclusion and Discussion

Teachers work stress was measured on 5 parameters; 4 parameters found out the causes and one parameter measured the impact of work stress on teaching performance of the teachers. The results of the study indicate that there was no significant difference in the teachers' responses regarding stress because of the students' attitude towards learning and stress because of extra work load on the basis of age, general qualification and marital status. This finding shows different trend as given by Debruyne (2001). But there were significant difference on the basis of professional qualification, gender and experience. It means that students' attitude towards learning may cause stress but experiences and professional trainings may assist to manage this stress; moreover males and females have different capabilities to manage it.

There was significant difference in the respondents' views regarding stress because of staff relationship on the basis of age, general qualification, professional qualification, marital status and experience, but no statistically significant difference on the basis of gender which means that teachers perceive differently and feel difficulty to express stress because of relationship with staff, this stress may create confusion and affect the teaching process. As there was no significant difference on the basis of gender, it means relationship really matter in creating or removing the work stress. There were no significant difference regarding stress because of institutions' Policies on the basis of age, professional qualification, marital status and experience except general qualification and gender, it means that all teachers believe that institutional policies play major role in creating or removing the work stress. There were no significant difference regarding impacts of work stress on teacher's performance on the basis of age, general qualification and experience, but there were significant difference on the basis of professional qualification, gender and marital status, it means that work stress negatively impacts the effective teaching process. Married male and females with professional qualification have different views regarding impacts of work stress.

Recommendations

It is recommended that the government may take measures for reducing the work stress of the teachers as they are the nation builders and stress-free teachers can better make students good citizens. Primary teachers deal with the basic education and it is very difficult to teach the students at primary level but the primary teachers are so neglected in our country that they were not provided with basic facilities at schools starting from low pay scales to conducive learning environment. Primary, being a critical stage for students, sets foundation, so work stress of primary school teachers may affect the overall education of the students as poor basic education affects the higher education which is built upon the basic education. Hence, it further recommended that:

- The primary school building should be well facilitated which make teaching-learning as easy process.
- The basic pay scale of the primary teachers should also be the equal to the secondary teachers. Reduction of stress regarding fulfilment of the basic needs will enhance their teaching performance.
- School principals may be given training to develop good relationship with the staff as harsh supervision harms the memory power and affects the teaching process.
- Heads may distribute the equal workload among the teachers and assign the teaching of the subjects according to the ability and interest of the teachers.
- Teachers may not be engaged in administrative task as the teaching to the youngest children is very time taking and difficult task.
- Teachers' efforts may be acknowledged by the heads. Special honorarium may be provided to the hard work teachers so that they feel honour and then each teacher try to do the best, this may result in reducing the work stress of the teachers.
- To attract the good talent towards the primary teaching, the teachers may be provided with the best retirement packages, this will also reduce the teacher's stress of future, and they will be engaged in teaching without taking any stress of their daily routine life.

- The government may establish concealing units in school for coping with teachers' stress. In these units expert psychologist may be appointed to help or support to teachers solving teaching related problems and prepare some solid policy measures for teachers stress management.
- Refresher course may be conducted once or twice in a year for stress management in primary schools.

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A Content Analysis of Gender Roles in Destructive, Physical, and Verbal Aggression in Children Television Cartoon Programs

Attia Zulfiqar
Assistant Professor
Department of Mass Communication
National University of Modern Languages, Islamabad

Abstract

This study was designed to analyze the violent role of male and female characters in children cartoon's shows telecasted by cable networks in Pakistan. A Total of 1820 violent themes were recorded in 34 hours of viewing time in 3 channels, Disney, Cartoon Network and Nickelodeon, each with 10 shows, and 5 episodes. Overall 150 episodes were analyzed to check the frequency of violence which falls into 3 subcategories including destructive violence, physical violence and verbal aggression. Verbal aggression 37% and physical aggression 37% were most frequently occurring themes with an average of 20 incidents per hour. Destructive violence 27% occurred with an average of 15 incidents per hour.

Results revealed that male characters were more aggressive in all three categories of violence as compared to female characters. Destructive violence explored the most shocking types of violence highly unsuitable for little children's shows. Vandalism, running people over, murder, shooting, using heavy weapons, tearing up dead bodies, mutilated bodies, gore, blood and war like activities were shown in a great amount in the storylines. Male characters were more active at using physical violence as a problem solving method as compared to female characters. Verbal aggression was used to show anger and frustration and it was mostly used by male characters.

Key Words: Cartoon Shows; Gender; Destructive violence; Physical Violence; Verbal Aggression

Introduction

There is an almost century long history of children television and animated films, entertaining our young viewers. From the start of the television and films a high amount of complaints against the portrayal of media violence have been a regular feature. For decades it has been alleged for instigating irreparable mental harm by exposing viewers to explicit forms and types of violence. Parents, mental health professionals, and teachers always wanted to understand the nature and impact of violence on little children (Anderson, Carnegy & Eubanks, 2013). It is of great importance to check the frequency of violent content on television because the influence of televised violence has been documented in the expression of suspicion, apprehension, violent behavior, desensitization, and frustration in the viewers (Bushman & Anderson, 2001). Research evidence strongly advocates that exposure to violent content is a strong risk factor for increased aggression in behavior and cognition leading to decreased empathy and social interaction (Ferguson, 2015).

Violent media exposure is considered a health risk and audience research advocates to counteract and reduce the amount of violence was significantly high in the favor of putting restrictions on television violence as it effects five major domains of physical, behavioral, attitudinal, mental, and emotional sides (Anderson et al., 2007;Carnagey, Anderson, & Bushman, 2007) There was a strong pressure from the conscious politicians, academia and social workers to force networks to act with social responsibility and in 1996 a v-chip became necessary for every TV set so that excessive violent programs could be blocked (Coyne et all , 2008).

Despite the pervasiveness of the new gadgets in the everyday life of a child, television is still holding a dominant position. Children still prefer to use the traditional forms of media as Kaiser Family Foundation research (2005) strengthened this common perception of media use. Per week viewing hours of a normal child are more than twenty-two and their preferred programs are cartoon shows (Rydell & Bremberg, 2006). National Television Violence Study and other numerous studies found that the ratio of violence is far greater in children's programs as compared to adult programs (Wilson et

al., 2002). Early age cartoons with repeated and frequent viewing can be a major cause relating to developmental risks. As it has been proved that televised violence is abundant in children programs so it's most likely going to harm the early age behavior and nature of a young child. It is a daunting task to check the nature and type of aggression and violence to which our kids are frequently exposed (Shiffman, 2006).

Children exposed to violence can become victims of negative effects resulting in an increase in antisocial behavior, psychological arousal, and aggressiveness in thoughts and feelings (Ostrov et al. 2006). Children who watch superhero action cartoons compared to the children that watch neutral clips were more prone to define the ending of the story in a hostile manner (Anderson & Carnagey, 2004). Aggressive methods used by the protagonist of the show try to deliver justification of the act as bad or good and this moral justification present violent acts as more glorious (Barlett et al., 2008).

Exposure to violence can reside in the memory of a child and it can create fear for unlimited time (Harrison, 1999). With the help of the adult supervision its effects and justification can be minimized. As cartoon programs are children's all-time favorite they will continue to display high level violence as it sells so it's the duty of the caretakers and parents to teach them morality that would be most appropriate in real life situations (Peter& Blumberg, 2002).

Violence's intensity can be perceived differently as there are different factors contributing to the interpretation of violence for example intense, serious and physical violence will be interpreted as more obtrusive (Gunter, 1985). A realist context that is closer to the geographical proximity or culturally familiar would be more involving. New techniques and presentation methods including fast pacing, graphic visualization and sound effects, make it more arousing and exciting. Super exciting violent content enhances the likelihood of imitation among children. Aggressive methods used by the protagonist of the show try to deliver justification of the act as bad or good and this moral justification present violent acts as more glorious (Barlett et al., 2008). Children are more likely to imitate the violence that is

presented in a humorous manner or shown in a harmless manner like fun abusing, swearing, and social aggression. Violence is equally harmful even if it's depicted for a good cause (Krcmar& Hight; 2016).

Situational factors that justify the use of violence make it more attractive. Violence used as a defensive or reactive method appears more convincing compared to violence that is internally motivated (Gunter, 1985; Potter & Ware, 1987). Violence attracts more if it is exhibited by the protagonist rather than antagonist. Bad guys smashing the good guys is a concept less approved by audience (Van der Voort, 1986; Gunter, 1985). The attraction of violence lies in the reward and getting unpunished release (Bandura, 1977; 1986).

Comic elements are considered important in deciding the level of effects on viewers and it's been supported by theory and research that comic elements might mitigate the presence of violent content in cartoon shows (King, 2000).Some studies have analyzed the perception level of adults and children relating to the elements of humor in violence. The perception of adults has been consistent as they don't consider comic violence as a serious presentation of violence. The depiction of violence in live shows is perceived more violent compared to the comedic violence in cartoon shows. There are logical reasons to believe that comic elements camouflage the severity of violence and make it look pettier and trivial (Gunter & Ang, 2000).

The basic factors involved in trivialization of humorous violence are cognitive transformation, schematic processing, priming and development processing. In cognitive transformation comic elements in cartoons are playing a vital role to minimize the seriousness of the situation. The comic touch in violence would take it far from the reality and would be perceived as a fancy theme. The more the violence is presented as fictional with a touch of comic elements the more it would be taken as a non-serious action. Personal threats or personal apprehension about violence would make it easier to associate it with reality as compared to the non-real comic violence (Potter, 2003).

There are innumerable types of violent acts present in cartoon programs and one of the more frequent is assault, an attack by hands like slapping, hitting and punching without using any kind of weapon. Although assault instances are decreased by the time in the cartoons it's still one of the most frequent forms of violence but on the other hand aggressive, nonviolent content that causes emotional harm is also incorporated in storylines so apparently it was decreased but actually it was replaced by the other forms of antisocial content. There are many differences noted between realistic and unrealistic messages of assault relating to the perpetrator and the victim. Females were the initiator of the assault twice as much as males but the situation in real life is the opposite. Very few characters were shown in pain giving the impression that this type of violence is not serious in its consequential context. The most common reasons provided for initiating assault in cartoon characters were innate evil instinct, revenge and anger. It was presented as an acceptable way to display angry emotions or as an easy way to take revenge. Anger management and other conflict resolution strategies were missing in the storylines (Klein, Shiffman, 2008).

The relationship between exposure to violence and aggressive behavior has been examined in many studies, how it affected them later in their adolescent stage, was also analyzed in a longitudinal study that predicted the likelihood of the adult aggressive attitude in both genders if they were exposed to violent content in their early age. This relation continues despite the effects of social class, parents monitoring and cognitive abilities that were controlled during the experiment. Irrespective of their social strata and gender both males and females are at the point of great risk if they have consumed a high and frequent diets of media violence in their childhood. Media violence regardless of social class can affect children equally. The psychological grounds and laws related with excitation transfer, observational learning, priming and desensitization are irreversible and universal. (Huesmann et all, 2003).

The theoretical perspective of the long term learning of violent behavior is associated with different theories. It is primarily based on three frames of social cognitive organization, cognitive schemes about the mean and hostile world, problem solving methods with an extensive usage of

violence, general belief about the acceptability of violence in everyday life. A keen observation of violence can most likely lead to adopting the same behavior (Bandura, 1977). A more coordinated acquisition of aggressive behavior is related with mental scripts deemed suitable for problem solving (Huesmann, 1988). Desensitization theory postulates that repeated exposure to extreme violence can make a person numb and indifferent towards it and emotional response to gore, blood and killing would be subdued with the passage of time and the amount of violence viewed (Moise-Titus, 1999). Violent theories are not exclusive; they all can simultaneously contribute to the providence of incentives in aggressive learning behaviors. Desensitization, excitation transfer, and priming can add aggression through simple repeated exposure to violent content (Huesmann et all, 2003).

Social aggression comprises of verbal insults, name calling, covert strategies to outcast someone from a group, social isolation, spreading rumors to demean or insult someone and to lower their self- esteem or social status (Xie ,Cairns, & Cairns, 2004). This kind of behavior demonstrated in cartoons can cause serious consequences as little children are likely to copy this behavior in their real life. It can be a problem for the victim as well, it can ultimately lead to loneliness, low self- esteem, social anxiety, and social ostracism. Researchers should focus on discovering the underlying reasons why girls are more inclined towards social aggression (Ostrov, 2008). Frequent exposure to social aggression instances in cartoons can cause future emotional problems and difficulties in maintaining social relationships (King, 2000).

Studies have confirmed that physical aggression in cartoons is mostly exhibited by male characters as a problem solving tool (Chu & McIntyre, 1995).Interestingly almost all studies based on cartoon shows have endorsed that girls display more social violence then boys and male characters performed a higher number of violent acts as compared to girls. The general model of aggression states that short term effects can take place but constant exposure to similar acts can lead to the development of a socially aggressive personality (Luther &Legg, 2010). Television can

present models of extremely direct and indirect aggressive behaviors without getting involved into physical violence (Coyen & Archer, 2004).

In Disney animated movies indirect aggression is displayed by both genders and remains unjustified by bad characters, high social class characters are more involved in social aggression as compared to low social class characters. The instances of social aggression were pretty low and usually portrayed in a manner that wouldn't induce imitation (Coyne & Whitehead, 2008). Verbal aggression in children television is more prevalent, eighteen instances of verbal aggression were observed as compared to 14 occurrences of physical aggression per hour (Wilson et al., 2002). Disney, Nick and Cartoon Network were the channels with the largest amount of verbal aggression. Eighty percent of verbal aggression was left unpunished or neutral. It was presented with the character not going to face any kind of problem due to his/ her verbal aggression and it's going to enhance the probability of learning and imitation by young viewers (Glascock, 2013).

Another form of violence children face in their everyday life is bullying. It is a form of violence that is unprovoked and intentional abuse of power initiated by one or many children to cause emotional, physical pain or distress on repeated occasions. Bullying takes many forms including threats, robbery, hitting, pushing, and spreading rumors to demean someone. This type of violence may have long and short term effects on the victim like low self-worth, depression, constant fear, and loneliness (Black &Newman, 1995).

Researchers have identified three basic reasons behind bullying and one of them is watching violence on TV, getting rewarded for showing violent behavior or getting aggressive treatments from family and society (Huesmann et all, 2003). Bullying takes place when kids play evil to terrify other kids, by doing so they induce the feelings of shame, incompetence, and a powerless demeanor. It could be verbal or physical and most likely to be carried out by males on other males and females, they generally employ verbal bullying to cause emotional pain and social isolation (Lawrence & Adams, 2006).

Purpose of the Study

The basic purpose of this study was to identify the different types of violence exhibited by male and female characters. As little children love to watch cartoons so they heavily rely on media messages to acquire their basic knowledge. Children born in the times of media boom are heavily exposed to mediated messages and symbolic environments. Children accept media information at its face-value, they are modeling media acquired information without questioning its validity. Most children exposed heavily to mediated information are immensely brainwashed especially when parental supervision is missing or lacking. However the role of television in conveying gender stereotypes and sexuality is not always plausible. Research reports based on content analysis of several decades report that sexual and gender based messages and roles are usually stereotypical, idealistic or unreal, and potentially harmful and unhealthy (Greenberg, 1994; Ward, 2003).

Albert Bandura used modeling theory to make experiments with violence exposure in children and instant learning from mediated models. Children also have a limited exposure to reality so they basically rely on the symbolic environment of media to which they are exposed at as early as age 3 and onward for their initial learning. They learn about social roles and values and motives that are deemed appropriate for male and females in the boundaries of their culture and society, this is termed as gender typing. Gender based information and preferences develop at an early as age 15 to 36 months. Most children learn gender based behavior from their families but now symbolic environment and mediated messages from different sources have taken the place of early learning platforms. Acquiring gender based values and roles information is heavily based on a child's early media exposure (Rydell& Bremberg, 2006).

Objectives of the Study

- To identify the occurrences of violent themes in children cartoon programs.

To describe how gender has been represented in relation with violent themes in children cartoon programs.

Research Questions and Hypotheses

R Q 1. What are the classifications of violent themes in children cartoon shows?

R Q 2. What is the ratio of male and female characters in exhibiting violent themes?

Hypothesis 1. The ratio of female characters is higher in exhibiting verbal aggression as compared to male characters in children entertainment channels.

Hypothesis 2. The ratio of male characters is higher in exhibiting physical violence as compared to female characters in children entertainment channels.

Hypothesis 3. Male characters are more active at displaying destructive violence themes as compared to females.

Methodology

This part of the study is related with content analysis of the cartoon shows aired on Disney, Cartoon Network and Nickelodeon in Pakistan. Quantitative manifest content analysis techniques are employed to explore violent themes present in children cartoon shows. In content analysis we collect and analyze the selected text comprising of words, pictures, ideas, symbols, themes, verbal and non-verbal communicated message (Newman, 2000).

Disney, Cartoon Network and Nickelodeon were the channels selected for content analysis. These channels are available 24/7 on Pakistani cable networks all over the country. Overall 30 shows were randomly selected from Disney, Cartoon Network and Nickelodeon. A total of 150 episodes were analyzed entailing a sum of 2022 minutes that is approximately 34 hours. Each word, frame, gesture, sound and character was analyzed according to the categories defined in methodology. On average a single episode was of 13.48 minutes (n=150/2022). Violent themes were observed according to their exhibiter's gender so each occurrence was coded as male or female. The basic purpose of the study was to check gender representation in violent context regarding the content selected for analysis.

Three broad categories were identified to record violent actions in the cartoon shows which comprised of destructive violence, physical violence, and verbal aggression.

Destructive Violence

It includes a higher level of destruction like shooting, killing, war, and murder. It also contains depictions of blood, gore, mutilation, self-mutilation, suicide and severe physical torture. The violence observed includes things like crashes, explosions, annihilation of public areas, flames, as well as using weapons usually seen in wars. Use of weapons, knives, guns, tanks, explosions, accidents, vandalism, poisoning crashes, fires, kidnapping, electrocution, and any kind of explosive objects, either in shape of actual or implied weapons usage was recorded under this category of violence.

Physical violence

Physical violence has been identified in children media through a number of researches. Physical violence is related with actions taken to harm someone physically (Coyne & Archer, 2004; Strasburger et al., 2009). It includes all types of physical violence like Hitting, punching, kicking, pushing, shoving, kidnapping, fighting, drowning, slapping, punching, throwing objects, pulling hair, twisting body parts, and restraining.

Verbal / Social Aggression

Indirect aggression is explained as a part of social aggression and it includes actions and words that are meant to harm someone emotionally (Strasburger et al., 2009).This study operationalizes it as threats, verbal insults, bullying, making fun of someone, humiliating, rolling one's eyes, yelling, blackmailing ,gossiping, ignoring someone , damaging relationships, causing emotional harm, lowering one's self- esteem, damaging someone's reputation and passing insulting remarks as well as asking someone to leave the room, and cruel remarks on one's appearance (Coyne & Archer, 2004).

Data Analysis

A Total of 1820 violent themes were recorded in 34 hours of viewing time in 3 channels Disney, Cartoon Network and Nickelodeon, each with 10 shows, and 5 episodes. Overall 150 episodes were analyzed to check the frequency of violence which falls into 3 subcategories including destructive violence, physical violence and verbal aggression. Table number 1.1 illustrates the summary findings of violent themes according to the frequency per hour (n=34 hours) and per episode (n=150) in children cartoon shows.

R Q 1. What are the classifications of violent themes in children cartoon shows?

Table No 1.1 Total Violence in Cartoon Shows

	Destructive Violence	Physical Violence	Verbal Aggression
N	150	150	150
Time	34 hrs	34 hrs	34 hrs
Mean	3.36	4.24	4.35
Total %	27.66%	36.97%	37.26%
Sum	504	637	679
Per Hour	14.82	18.73	19.97

Verbal aggression at 37% (n=679/1820) is the most frequently occurring theme in all the violent incidents with an average of 4 incidents per episode (n=150) and 20 frequencies per hour (n=34 hours). Physical violence is another highest occurring category at 37% (n= 637/1820) with an average of 4 incidents per episode (n=150) and 19 frequencies per hour (n=34 hours) followed by destructive violence being the third most common theme at 27 %(n= 504/1820) with an average of 3 incidents per episode (n=150) and15 frequencies per hour (n=34 hours).

R Q 2. What is the ratio of male and female characters in exhibiting violent themes?

Table No 1.2 Gender and Violence in Cartoon Shows

	Gender	Verbal Aggression	Destructive Violence	Physical Violence
Male	Time	34 Hrs.	34 Hrs.	34 Hrs.
	Mean	2.42	2.67	2.99
	Sum	363	400	449
	% of Total Sum	53.5%	79.4%	70.5%
	Per hr	10.67	11.76	13.20
Female	Mean	2.11	.69	1.25
	Sum	316	104	188
	% of Total Sum	46.5%	20.6%	29.5%
	Per hr	9.29	3.05	5.52
Total	Mean	4.53	3.36	4.24
	Sum	679	504	637
	Total%	37.26%	27.66%	36.97%
	Per Hour	19.97	14.82	18.73

Table no 1.2 shows the total frequencies of violence and its different categories performed by males and female characters. Overall male characters exhibited higher level of violence in all categories of violence. Verbal aggression frequencies by male shows a higher number of occurrences at 53% (m= 363/ 679) with an average of 2 incidents per episode (n=150) and 11 incidents per hour (n=34 Hours) as compared to females at 46% (316/679) with an average of 2 incidents per episode (n=150) and 9 incidents per hour. It also illustrates that overall destructive violence occurred at the highest level, that being 20 incidents per hour (n=34) and 4 incidents per episode (n=150) followed by physical violence (637/ 1820) being almost 19 incidents per hour (n=34 hours). Destructive violence occurred 15 times per hour (n=34 hours) with an average of 3 occurrences per episode (n=150).

Comparison of Destructive, Physical and Verbal Aggression Findings between Males and Females in Cartoon Shows

Hypothesis 1. The ratio of female characters is higher in exhibiting verbal aggression as compared to male characters in children entertainment channels.

Table No 1.3 Verbal Aggression and Gender

Gender	N	Mean	Sum	% Sum	Time/ 34 Hrs.
Male	150	2.42	363	53.5%	10.67
Female	150	2.11	316	46.5%	9.29
Total	300	4.53	679	100%	19.97

Table 1.3 displays verbal aggressions' descriptive result scores for males and females. Overall 679 incidents of verbal aggression took place in 150 episodes in 34 hours at the average of 20 incidents per hour and 4 occurrences per episode. Verbal aggression frequencies by males show a slightly higher number of occurrences at 53% (m= 363/ 679) with an average of 2.42 incidents per episode (n=150) and 10 incidents per hour (n=34 Hours) as compared to females at 46 % (316/679) with an average of 2 incidents per episode (n=150) and 9 incidents per hour. To check the statistical difference between males and females on verbal aggression scores an independent sample t test was used to analyze the data scores.

Table No 1.4 Difference in Verbal Aggression Between Males and Female

Variables	N	Mean	Std. Dev	t	df	Sig
Male	150	2.42	2.836	.914	298	.362
Female	150	2.11	3.098			

An independent sample t test was applied to compare the verbal aggression scores for males and females. There was no significant difference between scores for males (M= 2.42, SD= 2.836) and females (M= 2.11, SD=3.098; t (298) =.914, p= .362. The magnitude of the differences in the means (mean difference=, .313, 95% *CI:* .988 to .988) was not observed.

The results of t test explain that there is no statistically significant difference at an alpha level of .05 and the null hypothesis is rejected that states that the ratio of female characters is not higher in exhibiting verbal aggression as compared to male characters in children entertainment channels. Male and female characters preformed at equal levels of verbal aggression in cartoon shows.

Hypothesis 2. The Ratio of Male Characters is higher in exhibiting physical violence As Compared To Female Characters in Children Entertainment Channels.

Table No 1.5 Physical Violence and Gender

Gender	N	Mean	Sum	% Sum	Time/ 34 Hrs.
Male	150	2.99	449	70.5%	13.20
Female	150	1.25	188	29.5%	5.52
Total	300	4.24	637	100%	18.73

Table 1.5 shows physical violence's descriptive result scores for males and females. Over all 637 incidents of verbal aggression took place in 150 episodes in 34 hours at the average of 4 incidents per episode and 19 occurrences per hour. Physical Violence frequencies by male show a higher number of occurrences at 70 % (m= 449/ 637) with an average of 3 incidents per episode (n=150) and 13 incidents per hour (n=34 Hours) as compared to females at 29 % (316/679) with an average of a single incident per episode (n=150) and 5 incidents per hour. To check the statistical difference between males and females on verbal aggression score an independent sample t test was used to analyze the data score.

Table No 1.6 Difference in Physical Violence Between Males and Females

Variables	N	Mean	Std. Dev	t	df	Sig
Male	150	2.99	5.366	3.432	298	.001
Female	150	1.25	3.122			

An independent sample t test was applied to compare the physical violence scores for males and females. There was a significant difference between scores for males (M= 2.99, SD= 5.366) and females (M= 1.25, SD=3.122; t (298) =3.432, p= .000. The magnitude of the differences in the means (mean difference=, .1.740, 95% *CI:* 2.738 to 2.739) was very large (eta squared = .037).

Hypothesis 3. Males are more active at displaying destructive violence than females.

Table No 1.7 Destructive Violence and Gender

Gender	N	Mean	Sum	% Sum	Time/ 34 Hrs.
Male	150	2.67	400	79.4%	11.76
Female	150	.69	104	27.66%	3.05
Total	300	3.36	504	100%	14.82

Table 1.7 shows the descriptive results of destructive violence score for males and females. Overall 504 incidents of destructive violence took place in 150 episodes in 34 hours at the average of 15 incidents per hour and 3 occurrences per episode. Destructive violence's frequencies by males show a higher number of occurrences at 79% (m= 400/ 504) with an average of 2.67 incidents per episode (n=150) and 12 incidents per hour (n=34 Hours) as compared to females at 27% (104/504) with an average of .69 incidents per episode (n=150) and 3 incidents per hour. To check the statistical differences between males and females on destructive violence score an independent sample t test was used to analyze the data scores.

Table No 1.8 Difference in Destructive Violence Between Males and Female

Variables	N	Mean	Std. Dev	t	df	Sig
Male	150	2.67	4.958	4.456	298	.000
Female	150	.69	2.198			

An independent sample t test was applied to compare the scores of destructive violence for males and females. There was a significant difference between scores for males (M= 2.67, SD= 4.958) and females (M= .69, SD=2.198; t (298) =4.456, *p*= .000. The magnitude of the differences in the mean (mean difference=, .1.973, 95% *CI:* 2.845 to 2.846) was very large (eta squared = .035).

Discussion and Conclusion

Violence is the most frequently occurring theme in children cartoon shows and almost all programs contained either destructive, physical or verbal violence in their storyline. There is a high amount of violence in children shows and almost 77% of programs are saturated with it (Anderson & Carnagey 2004). These results endorsed the previous studies done on violence in children cartoon shows (Rydell & Bremberg, 2006; Shiffman, 2006; Wilson et al., 2002; Ostrov et al. 2006). There's no doubt that programs produced for children contain the highest amount of violence as compared to shows produced for general public. The role of gender was as per expectation and 80% of the violent occurrences were because of male characters, with only 20 % by female in the category of destructive violence. The nature of the destructive violence was shockingly unsuitable for children shows and a high number of explosions, gun shots and murder were shown. Violent and destructive themes were portrayed as problem solving methods with a high level of destructive violence used. Laser guns, swords and warlike activities were shown destroying enemies. Mutilated and stabbed bodies along with physical fights were a large part of the shows. Verbal aggression was used in the forms of constant threats, yelling and grinding teeth to show anger.

Violence used as a defensive or reactive method appears more convincing as compared to violence that is internally motivated (Gunter, 1985; Potter & Ware, 1987). Violence is more attractive if exhibited by the protagonist rather than the antagonist. Bad guys smashing good guys is a concept less approved by audience (Van der Voort, 1985; Gunter, 1985). Making funny faces at victims and laughing to ridicule them was commonplace. Extreme levels of violence are presented in such a way that

children would never be able to understand the damaging results on the victims. The attraction of violence lies in the reward and getting unpunished release (Bandura, 1977; 1986). Firing, shooting, speeding cars, chasing criminals, explosions, car crashes and vandalism are also abundant in cartoon shows. The most common type of destructive violence is the use of deadly weapons for random acts of murder.

Several studies have discovered that children who are exposed to intense types of televised violence are more likely to adopt aggressive measures towards other children as problem solving methods (Huesmann, Moise-Titus, Podolski, & Eron, 2003). Children who accept violence as a normal problem solving method will be more tolerant of receiving violence without questioning its practice (Walker & Morley, 1991; Friedrich &Stein, 1973).

Vandalism is a theme that is supposed not to be present in children shows but a higher level of destructive vandalism was observed in many shows and it was mostly used in a fancy manner that diffused its dangerous nature. The most common reasons provided for initiating assaults in cartoon characters, were innate evil instincts, revenge and anger. It was presented as an acceptable way to display heated emotions or as an easy way to take revenge. Anger management and other conflict resolution strategies were missing in a lot of the storylines (Klein, Shiffman, 2008).

Male characters at 70% were the most active in using physical violence to settle conflicts and issues. Only 30 % of females used physical violence in children cartoon shows to resolve issues. The most common type of physical violence was hitting and fighting. Punching and squeezing body parts to inflict pain were also used. Physical aggression was used to hurt people and the most frequently used method was to punch someone in the stomach. Characters used physical violence almost as a normal routine activity, kicking, throwing, punching and hitting was used to fix many problems. Although instances of assault have decreased over time in cartoons, still it's one of the most frequent forms of violence (Klein, Shiffman, 2008).

Bullying takes many forms including threats, robbery, hitting, pushing, and spreading rumors to demean someone. This type of violence may have long and short term effects on the victim like low self-worth, depression, constant fear, and loneliness (Black &Newman, 1995). Bullying is another frequently occurring type of social aggression as it is a kind of holy ritual in schools carried out by cruel boys and girls. Irrespective of their gender, anger, insults, bullying, yelling and screaming were not easily differentiable between males or females as both genders were performing these evils equally in cartoon shows. Threats were also used to show social aggression. Indirect aggression has been a main theme in all children cartoon shows and it shows little children how to manipulate their friends with intrigue and rumors, but it doesn't show that it can ruin relationships and destroy trust within the circle of friends (Otrove, 2006). Relational aggression is also observed and many characters use it to become friends with other group of rivals. Relational aggression is used to gain personal benefits such as making other friends jealous. Social exclusion, threats and dirty nonverbal gestures like rolling one's eyes, sarcastic tones and making faces were also used to show evil intentions.

Interestingly almost all studies based on cartoon shows have endorsed that girls display more social violence then boys and male characters perform a higher number of physically violent acts as compared to girls (Luther &Legg, 2010). The previous research results support the facts that girls are more active at using verbal aggression as compared to males because physically they are not very strong, this research has different results as males were observed as more socially aggressive in showing their anger and hatred towards other people. A high amount of physical violence was observed in cartoon shows. Overall 679 incidents of verbal aggression were observed with a frequency of 20 incidents per hour. Male characters at 53% were more involved in verbal aggression as compared to females at 46% who were less aggressive.

Verbal aggression and abuse dominated the storylines as most of the time frustration anger and annoyance was vented through yelling, screaming and shouting. Males and females were equally engaged in verbal aggression and some characters like Truffles, the wife of Daal Mung was constantly

shown in a bad temper. Instead of talking normal she is always screaming, shouting, and yelling without any obvious reasons. She displayed the worst kind of verbal and physical aggression in the 'Girlfriend' episode and threw ravaging kinds of tantrums to show her frustration.

Male characters in cartoon shows used yelling screaming bullying and threats often to show their anger but female characters used relational aggression and displayed a greater amount of actions such as passing mean remarks, making faces, indirect insults and social exclusion to show their resentment. In general this study produced different results and verbal aggression was observed more in male characters as compared to the female characters. Studies have proved that viewing direct or indirect aggression could result in subsequent verbal aggression (Kirsh &Olczak, 2002).

To conclude it can say all types of violence are abundant in children's cartoon shows. Violence has been present in children cartoon shows from the very start of their production but this study has explored the deadly and mature nature of violence in the selected data. One of the strangest theme was cannibalism, the owner of a shop makes pies with human organs and in another episode the same idea was exhibited and the characters ate live humans. The most terrifying kind of self-harm and self-torture was shown in cartoon shows. Vandalism, running people over, murder, shooting, using heavy weapons, tearing up dead bodies, mutilated bodies, gore, blood and war like activities were shown in a great amount in the storylines.

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Total Quality Management: A Frame Work for
Higher Education Institution

Dr.Shamsa Aziz (Associate Professor)
International Islamic University, Islamabad

Dr.Munazza Mahmood (Assistant Professor)
International Islamic University, Islamabad

Ms. Sadia Bano
International Islamic University, Islamabad

Abstract

This paper proposed a Total Quality Management frame work for Higher Education Institutions (HEIs). The study was based on the selected TQM principles (leadership, customer's focus, continuous improvement and team work) and process-based system approach. Besides proposing a Frame work study also aimed at finding the current practices of HEIs for quality improvement, using TQM principles and hurdles faced by HEIs. Research participants included three experts, four Directors QEC and 2 Deputy Directors QEC of Public and Private Sector Universities of Rawalpindi and Islamabad. Data were collected through semi-structured interviews and document analysis. Findings revealed that selected TQM principles are being used by HEIs to improve the quality of institutions. Leadership and customers' focus play a significant role in achieving quality of HEIs. The study find out that "research" is the center of attention in the overall activities of quality improvement of HEIs. The main hurdles faced by the HEIs while implementing the TQM principles are the "mindset" and "ownership". People lack ownership of Quality approach and show resistance towards change. Study concluded with the recommendations that leadership's commitment and customer's focus can drive the people to accept the change so these two components of TQM should take in to consideration to ensure total quality throughout HEIs.

Key words: TQM, HEIs, Leadership, Customers Focus, Team Work, Continuous Improvement

Introduction

In this growing and challenging world Higher Educational Institutions (HEIs) play a vital role in the prosperity and development of the nation. In the developing countries quality of future generation depends on the quality of HEIs that directly and indirectly influence the progress of the nation. Higher education is the source of supplying the most important human resource which is a crucial part for functioning of any institution as in management, planning, designing, implementing, teaching and research (Mishra, 2006). HEIs have the main responsibility to prepare the individuals with advance knowledge and skills to take professional positions (Rao, 2003). Pakistan like other developing nation is passing through a challenging phase for enhancing and bringing quality in HEIs even the number of universities for few decades is not encouraging (Batool and Qureshi, 2007).Pakistani higher educational culture is unique in the sense that quality enhancement focus is a recent factor and is most challenging. Higher Education Commission (HEC) is responsible in Pakistan for establishment of Quality Assurance department; its main concern is to maintain the quality within the HEIs (Batool and Qureshi, 2007).

As HEIs play a vital role in all aspects of life and in national development, the quality of HEIs is very demanding. TQM is the major element to ensure quality of the HEIs. According to Pushpa (2016) the global competition and higher demand of quality education constrain HEIs to adapt and implement TQM principles, practice and methods to ensure the quality. TQM principles are necessary to apply for the overall educational quality improvement (Thapa, 2011). TQM helps HEIs to move towards excellence in achievement of educational goals and helps in promoting team work, quality culture, and continuous improvement that lead towards success of the HEIs (Pushpa, 2016). According to recent World Bank study about 210 countries reported that the higher education is the source that helps in enhancing the quality of the manpower (As cites in Singal, Garg & Gupta, 2016). So quality of higher education leads to the overall improvement of all aspects of life.

This paper will help HEIs to move towards continuous quality improvement by using TQM principle in Pakistan. Through theoretical study, experts' opinion and top management interviews, study explores quality improvement processes of HEIs by using principles of TQM and ensures TQM principles' applicability in Pakistani context and proposed a TQM frame work that will help the HEIs to enhance their quality. Previous researchers have been done on TQM but this study focused at exploring the quality enhancement procedures of HEIs using qualitative or descriptive technique proposed TQM Frame Work. As previous researches show that in the area of quality management system in Pakistan mostly quantitative researches have been done. Khan (2010), Shah (2013), Asif, Awan, Khan and Ahmad (2013) used quantitative research method to study the quality management aspect in HEIs of Pakistan. The current study through the literature review finds out the need to have an in-depth study in this area so study will fill the gap and will help to provide an in-depth knowledge to the existing literature about quality management system at HEIs Pakistan.

Related literature

TQM is a general management philosophy. Quality movement in all over the world started from the quality enhancement projects at manufacturing companies and then later on spread in other fields like banking, government education, and health (Ali, & Shastri, 2010). According to Dahlgaard, Karistensen and Kanji (1998) TQM comprises of three terms and define as: Quality "continuously satisfy customers' expectation", Total Quality-"to achieve quality at low cost", Total Quality Management-"to achieve total quality through every bodies participation". Rao (2003) defines "total" in TQM as the involvement of every aspects by everybody within the organization for continuous improvement of that organization. The concept of "quality" in TQM is not clear as the meaning and interpretation of definition of quality get vary from person to person. Juran and Gryna (1988) define Quality as "fitness for purpose". Crosby (1979) defines Quality as "conformance to requirement" or "zero defects".

The historical evolution of TQM has categorized in four stages by Dahlgaard, Karistensen and Kanji, (1998) as: Quality Inspection (QI), Quality Control (QC), Quality Assurance (QA) and Total Quality

Management (TQM).The major Gurus of TQM are W. Edwards Deming, joseph Juran, Philip B. Corsby, Karuru Ishikawa and Genichi Tanguchi (Mishra, 2006). Their work plays a vital role in understanding concept of quality, its impact on organization for quality improvement. Deming gives 14 points regarding quality and his main focus start and end with customers and he defines quality as, to make the customer satisfy, and exceed his expectation, not only meeting it (Zhihai, 1997). Joseph Juran give 10 steps for quality improvement and his focus was on "fitness for purpose" and on teamwork, as according to him quality improvement secret lies only in the teamwork (Mishra, 2006). Crosby formulated 14 steps for quality improvement and there found two popular statements whenever go through with Crosby's work i-e "quality is Free" and" Zero defects" (Dahlgaard, Karistensen and Kanji, 1998).

Implementation of TQM in educational aspect is very beneficial not only for academic but also for the administrative purpose (Khan, 2010). TQM aims at binding the human resources with the physical in such a way that continuously maximizes the quality of the organization. Quality improvement process is long term process. It takes place differently at different places as according to (Dew and Nearing, 2005) there no one right way for universities to embark a journey towards continuous improvement. So we cannot specify one way to improve quality of higher education institution, but TQM principles can be taken as a whole for totality of quality in all aspects of the organization. According to Singal, Garg & Gupta (2016) when the principles of TQM are implemented in HEIs only then these institutions are able to make the human resource more competent, committed, professionally sound and devoted team that enhance quality of the future generation of nation. The implementation of TQM principles are one of the more effective factor for enhancing the quality of HEIs. Dahlgaard, Karistensen and Kanji, (1998) characterized TQM by following
5 principles:
1. Leadership or management's commitment.
2. Focus on the customer and employ.
3. Continuous improvement.
4. Everybody's participation.
5. Focus on facts

Arora (1998) highlights the following principles of TQM:

1. Customer's focus.
2. Fact based decisions
3. Continuous improvement
4. Strong leadership
5. Education and training
6. Quality corporate culture
7. Team Work
8. Total employ involvement

The major principles TQM that play a major role in quality improvement at HEIs are leadership, customer's focus, team work and continuous improvement. TQM helps HEIs to move towards excellence in achievement of educational goals and helps in promoting team work, quality culture, and continuous improvement that lead towards success of the HEIs (Pushpa, 2016). The whole study was capsulated around the 4 principle of TQM.

Leadership

In the context of TQM leadership is define as vision driver or vision provider (Rao, 2003). Top management responsibility for ensuring quality begins with formulating the quality goals and policy. Goals and policies should be clear to the employ in the firm as only then they would be able to identify and achieved the quality goals (Dahlgaard, Karistensen and Kanji, 1998).

Customer's Focus

Customers are defined as anyone who receives product or services i-e they are external and internal to the organization (Rao, 2003). He further explains that customers are primary (who directly receives the services), secondary (those who invest or sponsor like parents) and tertiary customers (less direct but crucial stake holding in education such as government, society as a whole).

Continuous Improvement

TQM is management process. Japanese uses word "kaizen" for continuous improvement and can easily be translated as step-by-step improvement (Rao, 2003). Continuous improvement is the important aspect to recognize as however we improve, the competitors around are continuously improving making quality more challenging and demand of customer's increase. So a continuous development is necessary for quality assurance (Arora, 1998).

Team Work

The quality of a "group" refers as a "team". For effective team work clear interpersonal relation between the team member and clarity about the task is essential (Rao, 2003). Effective team can lead to achieve quality of TQM.

Principles of TQM
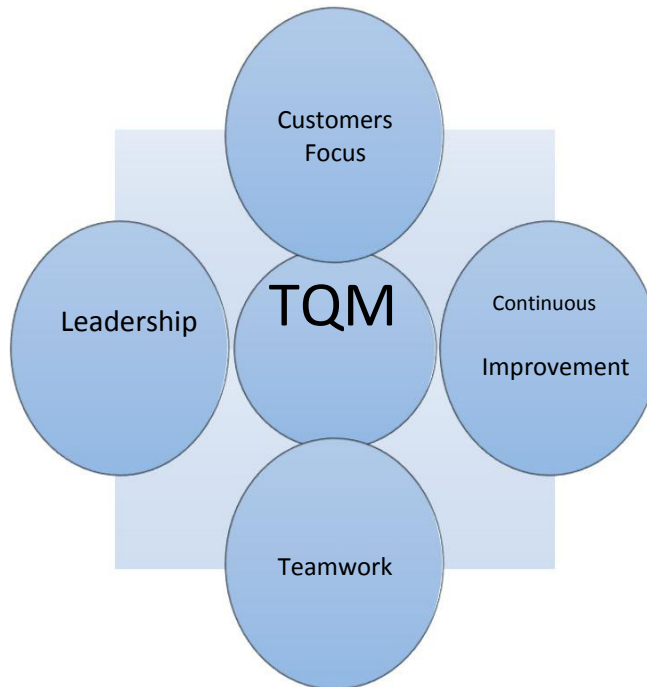
Objectives of the study

The study aimed at:
1. Investigating the major TQM principles being practiced at HEIs.
2. Analysing the quality improvement processes being used by TQM principles.
3. Exploring the major hurdles faced by HEIs while implementing TQM principles.
4. Proposing a TQM implementation frame work.

Research questions

Based on the objectives of the study following research questions pined the whole study:
1. What are the major principles of TQM being implementing at HEIs?
2. What are the current best practices of HEIs for quality improvement?
3. What are the hurdles being faced by HEIs while implementing TQM principles for quality improvement?

Significance of Study

The study is significant from two prospective, the theoretical as well as empirical prospective and contributes to the existing knowledge. At theoretical level the study originally attempted to develop a Frame Work based on process-based system approach which is achieved by drawing information from literature review on the related area and empirically gathered data from interviews of representatives of QECs of public and private sector universities. From empirical aspect the study is important as it is the first in-depth study in twin cities related to TQM principles according to researcher best knowledge as researcher investigated the TQM principles in different aspects. Moreover the study is significant as it proposed process-based TQM frame work that will helps HELs in improving quality of institutes by implementing the TQM principles.

Delimitation

The study was delimited to Rawalpindi and Islamabad Public and Private Sector Universities. As the higher education institutions are included only from twin cities. Moreover study was delimited the four principles of TQM i-e Leadership, Team work, and Customer's focus and Continuous improvement. There are number of practices and activities at HEIs for quality improvement, but this study only took the core activities of HEIs like teaching, learning, evaluation and research.

Methodology

The study was descriptive in nature. Semi structured interviews were conducted to collect the primary data. For secondary data books, research journals were used. Data were analyzed by thematic analysis.

The rationale behind selecting the semi-structured interview technique for collecting the data was that the study was descriptive in nature and it demands a detail description. To dig out the in-depth information and knowledge about TQM principles semi-structured interviews were selected. The interview questions were developed by the researchers based on the research objectives. The preliminary interview guide was then forwarded to the senior academicians who were the part of quality management system and experts who had an experience in the quality management area in HEIs for opinion. A pilot test was conducted in 2 HEIs to confirm that the interview questions are clear or ambiguous.

Population

The population of the study included QECs of Public and Private Sector Universities of Rawalpindi and Islamabad. Directors, Deputy Directors of QECs of universities and experts of monitoring and evaluation were the targeted population of the study.

Sample

Total numbers of respondents were seven. (4 Directors, 2 Deputy Directors and 3 Experts). Directors and Deputy Directors of QEC PMAS ARID Agriculture University and National University of Modern languages, Directors QEC of International Islamic University and Fast University and 3 experts having more than 10 years of experience in monitoring and evaluation were taken as a sample from the population.

Data Analysis and Interpretation

By the detail interviews variety of opinions were gathered and interpreted by thematic analysis. Themes were generated on the basis of the data collected. Data were transcribed and then generate themes. The four major themes were the selected principles of TQM.

Thematic analysis is supported by document analysis and for document analysis Higher Education Commission (HEC) manual and British Standard (BSI) is studied in detail.

Leadership

Leadership is found to be very crucial aspect of quality enhancement as the entire respondent highlighted the importance of leadership in quality enhancement process. The entire respondent ensured that leadership plays a major role in quality improvement of HEIs. According to one interviewee "quality attainment" is a time taking process, and only an effective leadership makes it possible to attain, and it provide base line to improve all other aspects. He further quoted that "it is the leader who tells how to shape the quality culture of an organization, only an innovative and being desire to be different makes the leader effective that impact positively on the quality of the whole organization. "It is the responsibility of the top management to develop a quality policy: that is suitable, communicate able within organization, providing basic framework for establishing and reviewing quality objectives (BSI 2008). BSI further highlighted that top management is responsibility to determine and encounter customers' need and requirement and ensure customers' satisfaction. One highly placed professional stated the

importance of leadership and said "Leadership plays a vital role and this element is the supreme priority of our university's policy, while few of the members of the Top Management's communication barrier leads towards serious problem."

Leadership is the second principle of Quality Assurance Agency (QAA) at HEC outlined by Batool and Qureshi (2007). According to them this principle is applicable for successful functioning of Quality Assurance System at institutions. All of the respondents were of the view that leadership is a crucial aspect and is being practiced at HEIs.

Customer's focus

One of the interviewee straight forwardly denies that their institution doesn't focus on this principle of TQM. According to him "I can't address individual student's interest for offering any new program". Six of the interviewees said that customers' focus is a working principle within their institution and according to them "customers are our most priority". They were of the view that customer's interests or market demand is definitely important and for their institution customers are the main center of attention. Three of the interviewee also added that quality of institution can also be assessed by increasing number of its customer as quality attracts maximum customers.

According to the one of the interviewee while offering any new program the Board of Faculty included industrialist experts who give opinions and suggestions about the desired and most currently demanding subject areas. In this way they give most priority to the customers. Another interviewee was also of the same opinion that programs should be according to the market value or customer's demand so the output of the institute will be fruit full. Experts gave the suggestion that "takes the customer's interest first or creates such quality of programs that develop interest in the customers". One highly placed professional having an experience of monitoring and evaluation for more than 30 year, gave a suggestion that feedback of the customers can be very fruitful to take goal oriented decision for quality attainment.

"The focus on customer" is the top most principle out of the nine principles of Quality Assurance outlined in the HEC manual (Batool and Qureshi, 2007).In the principle it further stated that the prime importance should be given to the student's need, society demand and labor market.

To measure the performance of the quality management system of the institution, the organizations have to monitor customer's perceptions and requirements that either the expectations of customers are achieved or not (BSI, 2008).

Team work

One highly placed professional said, "Subordinates are top management's eyes and ears, without a team no work progress can be ensured".

One of the interviewee shared an experience that the mission and vision of their QEC is updated recently and it is done by the collaboration of the entire team involved in quality assuring process. To make the team effective and efficient they are proving extra incentives to their quality enhancement team. According to another interviewee, "mindset" of the staff within organization, changes to some extent from the previous few years because of the HEC requirements. According to the experts view quality can be achieved only by the collaboration of top to down management, only Top management can't ensure total quality approach as "total quality is the process of engagement of every member in every aspect of the organization". Therefore team work is essential for enhancing quality. According to an expert "the task distribution according to abilities and subordinate's self-recognition play a key role for quality team work of institution".

Continuous improvement using TQM principles

Almost the entire respondents claimed that their institutes are undergoing continuous improvement. Most of the improvement, the interviewee explained is from the area of input, process and output. Five of the respondent gave example of online assessment which was previously

done manually. The technique is named as Virtual Environment Learning (VLE). The areas of improvement highlighted by respondent are of the tangibles, intangibles resources and outputs. Most of the interviewee gave views about infrastructure, new programs showing continuous improvement of the institute. The experts were of the opinion that quality enhancement process is a dynamic process and continuity is an essential ingredient of the continuous improvement principle therefore improvement is never ending process.

The quality policy, management review and quality objectives are the main stream lines that an organization should use for continual improvement of the quality management systems the organization should continuously improve the effectiveness of the quality management system (BSI, 2008).

Continuous improvement is one of the important principles of Quality Assurance Agency at HEC as it promises the commitment to response to the changing global needs in the quality of higher education system (Batool and Qureshi, 2007).

Hurdles faced by the institutions while implementing TQM principles

Five interviewee out of seven said that the "mindset" of the people of our community is the major hurdle while implementing TQM principles. One of the interviewee said, "People resist in adapting or adopting the new techniques of self-assessment within the organization, which is the main barrier of implementing TQM principles as quality is not possible without the willingness of change". He further said "there is a lack of ownership for quality implementation; people want to be in traditional way". One of the interviewee said that beside the "mindset" of the people other community problems also impact and create hurdles for TQM implementation as nepotism, corruption, lack of commitment toward profession. He further said there is lack of coordination between educational levels of our country. At primary to secondary student's assessment is mostly on knowledge base but at higher they are expected to be involved practically. There found a gap between the levels of education and Total Quality is not possible with weak

bases as he said "with the week foundation, building can never be expected to made strong by mere polishing the structure."

One interviewee said, "I never found any difficulty while implementing TQM principles" by giving this statement he further did not justify his opinion when probed. Experts gave suggestion that to overcome the hurdles faced by the institution top management should follow\strategic planning approach. One of the experts gave suggestion to follow "ADCAR" model to bring a systematic change within institution.

TQM Frame Work

TQM Frame Work: Based on Process Based System Approach
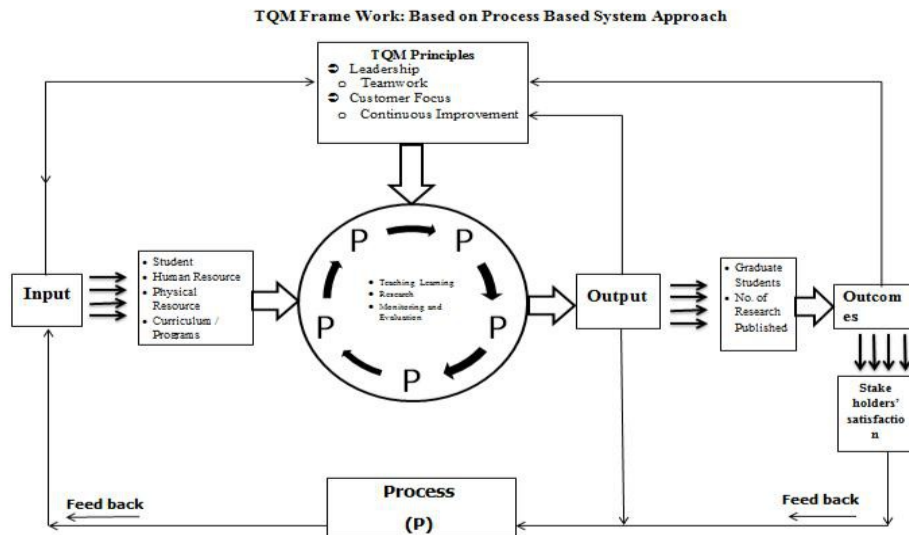
Brief description of TQM framework

The left hand side column in the frame work represents the input of the education system of HEIs which were identified during interviews of the respondents. It comprises of physical and human resources within the HEIs and the curriculum and programs offered by the institutes. The circle cycle in the middle of the frame work is the process of the entire system of HEIs. The core activities like teaching learning process, research oriented approaches and tasks and monitoring and evaluation of the entire system of HEIs takes place here. The circular arrows show the continuity of the process. Monitoring and evaluation includes formative and summative

evaluation and customer's and stakeholder's evaluation. The column at the right hand side in the frame work represents the HEIs process's output. It includes number of researches published by the HEIs and number of graduates produced per year. At the extreme right side in the frame work is the outcomes of the entire system that is the satisfaction of the stake holders.

The rectangle at the top in the frame work is the functional aspect of the frame work comprises of TQM principles (leadership, customer's focus, continuous improvement and team work) that have relationship with the entire system i-e with the input, process output and outcomes. Based on the feedback data from input, output and outcomes the TQM principles are used by the Top management for the continuous improvement of the process of HEIs. The reverse arrows from outcomes, output and process towards input give feed back to the input about the entire system. The TQM principles affect the process of HEIs that will keep the institute towards continuous improvement and attain quality in all aspect of the institutes. HEIs can ensure the maximum quality attainment by using this TQM framework at their institutes.

Findings

Following were the findings of the study:
1. The study find out that customers focus, leadership, teamwork and continuous improvement are the major principle being practiced at HEIs.
2. Leadership, customers' focus and continuous improvement are the most practicing principles in the institutions.
3. TQM principles are being used for the quality improvement at the HEIs.
4. HEIs faced many hurdles while implementing TQM principles.
5. The major hurdles faced by HEIs while implementing TQM principles are lack of ownership, mind-set of people and resistance to change for continuous improvement.

Discussion

The main concern of the present study was to find out practically implementing TQM principles in HEIs for the quality enhancement of the HEI and to find the hurdles while implementing these principles. After the completion of the study it was find out that TQM plays a significant role in quality improvement at HEIs and it provide a mean to attain quality. As according to Singal, Gupta, & Garg (2016) TQM allows the institutions to achieve the real meaning of quality, TQM is the mean of attaining quality. The four selected principles are being practiced in HEIs for quality improvement. Among the four principles: leadership, customer focus and continuous improvement are the major principles practicing at HEIs. In the previous most recent research, Psomas and Antony(2017) highlighted that leadership and top management commitment and student's focus are the major elements that is mostly adopted by the HEIs along with the process management and continuous improvement. According to Sahney (2016) the basic concept of quality lies in "customer's satisfaction" and in educational institutions quality means not only to determine customer's needs but exceeding customers' expectations leading to customer's satisfaction. The findings of the current study are inconsistent with such findings that "customers are the prime focus". The major hurdle is the mindset and ownership of the quality improvement concept by majority of the people. The present study is in consistence with the previous researches as according to Pushpa (2016) TQM will have an excellent impact on the overall growth and quality enhancement of higher educational institution but there exist a résistance in the institutional change. According to Ali and Shastari (2010) there found an inertia to change in HEIs because of the traditional characteristics of the institutions therefore TQM practicality is small.

Conclusion

According to the thematic analysis of the data it is find out that the key principles of TQM i-e leadership, teamwork, continuous improvement and customer's focus are practiced in HEIs, as majority of respondent claimed that they are following these TQM principles. Furthermore results show that the principles of TQM are key aspects for quality improvement

of HEIs. Finding shows that the research oriented work are now the focus of all HEIs that is an aspect of determining the quality of the HELs. One of the Universities among the population did not elaborate the TQM principles in any aspects of their quality improvement practices showing that they are not actually following these principles.

Hurdles faced by the institutions are mindset and ownership of the people for quality improvement.

Recommendations

Following are the recommendations of the study for future researcher:

1. Research may be done for the implementation of the proposed frame work
2. Further study may be conducted taking all the principles of TQM as this study was limited to four principles.
3. Study can be done taking all other activities other than the core activities of HEIs.

Other key recommendations for stakeholders:

1. To overcome the hurdles and to ensure quality of education leadership's commitment and team work plays a key role so universities may take step in selecting the competent leaders to keep the subordinate towards continuous improvement.
2. The current best practices of TQM for quality improvement implementing by any institution may be shared with the other universities so that sharing will affect the innovation of such practices
3. Customer's focus and need analysis for the satisfaction of customer's may take into consideration by the universities for quality improvement.

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Study of Western and Islamic Feminism: A Comparative Analysis

Dr. Hafiz Muhammad Khalid Shafi
Assistant professor - Islamic Studies - IBA Sakkar

Dr. Noor Hayat Khan
Assistant professor-Islamic Studies- NUML, Islamabad

Mr. Abdul Rehman
IBA Sakkar

ABSTRACT

Ideology of Feminism and Islam though seemingly at the end points of a rope yet converge at the agenda that a weaker sex is and should be given equal rights if not more. Women's sex, identity and recognition are the main points that both the parties support and advocate for. Quran if taken as true and final word of God comprises all the rightly guided practices that a true and sincere feminist wants in her life. It then becomes on her if she takes it peacefully or ignores and bypasses and seeks more than a male for herself. As far the theology is concerned feminists' tendencies are appearing illogical before the concept of God in Islam. A believing woman is liable to consider the duties that are naturally put on her and object that which is cruelly and unjustly put.

Keywords*:* Feminism, recognition, socialist, criticism, equality.

Introduction

Feminism is not a new concept, it is a century old. A socialist, Charles Fourier (1772-1837) first coined and introduced it. The later coming socialist, Friedrich Angels (1820-1895), introduced a taboo-like concept of Marxist feminism, whose proposition was abolition of the family. Angels wrote a complete book named Der Ursprung der Family (The Origen of the Family) on his agenda (Engels, 1902). His unnatural idea of feminism was complete abolition of family, whereby uniform integration of men and women into the labour force and to make a communal child raising. Although many feminist today do not follow Marxist concept of abolition strictly, there are still certain rigid activist believing that men exploit labour of women through housework. Another twentieth century famous feminist, Simon de Beauvior (1908-1986), believed that one's gender is matter of choice and in this regard biology itself is also degrading a female(Beauvior, 2014). She even had dramatic concept that since man is free from the process of reproduction, femininity itself is an obstacle to be truly a human. The later generation when critically analysed it, concluded that her philosophy could not be included in the frame of feminism. They then not only rejected her for disparaging female but also criticized on her beliefs. In this way we end up finding the actual concept of feminism (Waith, 1991). According to some protestors, there are certain demands of the activists, such as recognition in the politics, freedom of sexual relationship (including homosexuality) and relaxation of child care responsibility, equal labour work and equal choice of work type (Legenhausen, 2016). There are four popular types of feminism (www.Study.com, n.d.). The first and most seemingly impractical is Radical Feminism which believes in complete elimination of concept of gender. It suggests creating such a technology which can grow babies out of a woman's body. Second type is called Socialist Feminism which demands equal rights economically that is equal treatment in terms of labour wages. Third is Cultural Feminism which can be said to be favourable for society because it points out that our society is encouraging masculine behaviour which is normally a cause of aggressiveness and competitiveness. If it would be a feminine behaviour, people will live with more love and harmony. The fourth and final is Liberal Feminism. It advocates for equal opportunities and rights

for both the sexes. Equal in all aspects/situations, no more no less. It relaxes males by putting equal burdens in terms of child custody and house expenses which mean a woman will also contribute in house expenditure and bear child expenses.

Considering all the types of it, religion Islam supports feminism on many grounds if natural laws are not challenged. For examples, according to law of nature, a baby is to be born in a womb and a weaker sex should not be burdened equally. It does not put equal burden on women. It, on one hand relaxes woman in responsibilities, it gives key of the custody and hold to the man on the other hand. Islam justly says, "They are equal but not identical". Since the biology differs, the work type differs too.

وَلَهُنَّ مِثْلُ الَّذِى عَلَيْهِنَّ بِالْمَعْرُوفِ وَلِلرِّجَالِ عَلَيْهِنَّ دَرَجَةٌ وَاللّٰهُ عَزِيزٌ حَكِيمٌ

And they have rights similar to those against them (men) in a just manner, and the men are a degree above them (women), and Allah is Mighty and Wise. (Al-Quran, 2:228)

Rigid Feminism

There are certain activists who propose extremely impractical and rather uncomfortable ideas for both male and female to be adapted in society. Among their most disturbing concepts are abolition of family, freedom of choosing own gender, unrestrained sexual choices and putting equal burden on woman and man (Engels, 1902). Now if we analyse each of them, one by one, we can nullify them as per the human nature. As far the abolition of family is concerned an educated person can understand that a person is more relaxed in and supported by the family life, and that if children are nurtured in child-care-centres, they cannot get mother's love and breast feed which is vital for a child's growth(Kramer, 2002). Choice of gender is not natural and while choosing own gender means losing the capability of bearing children. Imagine if all women are transgendered then the reproduction will stop and population won't grow further. Similarly, homosexuality cannot produce a child. Unrestrained sex means a woman having sex with more than one man which science tells us is very dangerous for that woman and also for the men involved (Fethers, 2000). HIV and HPV are the diseases which are results of

homosexuality, and anal sex. Another problem with this situation is that if a woman bear a child and there are more than one males involved, it is difficult to identify who the father is. Profounder of feminism is going against the females when she says that both the sexes should be encumbered equally. We know scientifically and socially that women are weaker sexes and cannot work equal to men. It is cruel to ask a weaker sex to work equally.

Muslim Feminism

Muslim Feminism is different from the original one. It can be called as a refined form of it. Where it encourages all due rights of a woman in society, it rejects all unnatural tendencies of human. Like freedom of homophile. Islamic side of it uplifts the status and even in some situations women surpass men. Allah reminds us mother's value in this way:

> *We have enjoined upon man care for his parents. His mother carried him in weakness upon weakness and his weaning is in two years. Be grateful to Me and to your parents, for to Me is the final destination.* (Al-Qur'an, 31:14)

A Muslim is well aware that his/her mother's status is three times greater than that of the father's. An incident is worth quoting here. A man came to Allah's apostle and asked 4 times who was more entitled to be treated best, the man was replied thrice the same as "your mother"(Bukhari, Hadith5626).

The higher calibre of a woman was also declared when prophet said that the father will be as close to him in heaven as are two fingers if he would nurture, nourish, and do well to his three daughters (Dawud, Hadith5147).

The first wife of the last Prophet Muhammad (PBUH) Khadija, was a wealthy business woman, and prophet once had been her agent to Syria where he earned double profit for her. Women in the ancient time of Islam used to do trade. In the time of caliph Umar (R.A.) a lady named Asma bint Mahzama was a merchant of scent. Islamic traditions indicate that trade was and is allowed for women. (Umri, 1990)

From one occasion we come to know that even the prophet himself used to get advice from his spouses. It was a time of Treaty of Hudaibiya when prophet wanted His followers to proceed and shave off their heads, He was saddened to see companions not following his command. He came to his wife Umme Salma (R.A) sad and consulted her about the situation. His wife advised him to do actions himself first and let them follow him.

Women's equality to men is mentioned in Quran and their deeds are rewarded equally in Surah Ahzab.

(وَأَنَّ الْمُسْلِمِينَ وَالْمُسْلِمَاتِ وَالْمُومِنِينَ وَالْمُؤْمِنَاتِ وَالْقَانِتِينَ وَالْقَانِتَاتِ .... ﴾

Indeed, the Muslim men and Muslim women, the believing men and believing women, the obedient men and obedient women…. (Al-Quran, 33:35)

In another surah it clarifies more as:

(مَنْ عَمِلَ صَالِحاً مِّن ذَكَرٍ أُو أُنثَى وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهُ حَيَوةً طَيِّبَةً﴾

Whoever does righteousness, whether male or female, while he is a believer - We will surely cause him to live a good life. (Al-Quran, 16:97)

In another ayah again considering women as equal member of society:

(يَأَيُّهَا النَّبِيُّ إِذَا جَاءَكَ الْمُؤْمِنَاتُ يُبَايِعْنَكَ عَلَى أَن لَّا يُشْرِكْنَ بِاللهِ شَيْئاً وَّلَا يَسْرِقْنَ وَلَا يَزْنِينَ وَلَا يَقْتُلْنَ أَوْلَدَهُنَّ وَلَا يَأْتِينَ بِبُهْتَانٍ يَّفْتَرِينَهُ بَيْنَ أَيْدِيهِنَّ وَأَرْجُلِهِنَّ وَلَا يَعْصِينَكَ فِى مَعْرُوفٍ فَبَايِعْهُنَّ وَاسْتَغْفِرْ لَهُنَّ اللهَ إِنَّ اللهَ غَفُورٌ رَّحِيمٌ﴾

O Prophet! when believing women come to thee, taking the oath of allegiance at thy hands that they will not associate anyone with Allah, and that they will not steal, and will not commit adultery, nor kill their children, not bring forth a scandalous charge with they themselves have deliberately forged, nor disobey thee in what is right, then accept their allegiance and ask Allah to forgive them. Verily Allah is most forgiving. (Al-Quran, 33:35)

Quran's one ayah vibrantly denounces men's contemptuous manner with their women be they wives or daughters. It states:

﴿وَإِذَا بُشِّرَ أَحَدُهُمْ بِالْأُنْثَى ظَلَّ وَجْهُهُ مُسْوَدًّا وَهُوَكَظِيمٌ يَتَوَارَى مِنَ الْقَوْمِ مِنْ سُوءِ مَابُشِّرَبِهِ أَيُمْسِكُهُ عَلَى هُونٍ أَمْ يَدُسُّهُ فِى التُّرَابِ أَلَا سَاءَ مَايَحْكُمُونَ﴾

And when to one of them is conveyed the tidings of the birth of a female, his face darkens while he suppresses his inward grief. He hides himself from the people because of the bad news he has had: 'shall he keep it in spite of disgrace or bury it in the dust?' Verily evil is that which they judge. (Al-Quran, 16:58-59)

Islam is the only religion which advocates the right of property in the wealth of inheritance. The Holy Quran says:

﴿ لِلرِّجَالِ نَصِيبٌ مِّمَّا تَرَكَ الْوَالِدَانِ وَالْأَقْرَبُونَ وَلِلنِّسَاءِ نَصِيبٌ مِّمَّا تَرَكَ الْوَالِدَانِ وَالْأَقْرَبُونَ مِمَّا قَلَّ مِنْهُ أَوْكَثُرَ نَصِيبًا مَّفْرُوضًا﴾

For men is a share of what which parents and near relations leave; and for women is a share of that which parents and near relations leave, whether it be little or much a determined share. (Al-Quran, 4:7)

﴿ لِلرِّجَالِ نَصِيبٌ مِّمَّا اكْتَسَبُوا وَلِلنِّسَاءِ نَصِيبٌ مِّمَّا اكْتَسَبْنَ﴾

Men shall have share of that which they have earned and women shall have share of that which they have earned.(Al-Quran, 4:32)

They both have the same status, equality in the eyes of God. And in the life after death, both have the same conditions for heaven. As Quran writes:

﴿وَمَنْ يَعْمَلْ مِنَ الصَّالِحَاتِ مِنْ ذَكَرٍ أَوْ أُنْثَى وَهُوَ مُؤْمِنٌ فَأُولَئِكَ يَدْخُلُونَ الْجَنَّةَ وَلَا يُظْلَمُونَ نَقِيرًا﴾

Whoso does good deeds, whether male or female, and is a believer, such shall enter Heaven and shall not be wronged even as much as the little hollow in the back of a date-stone. (Al-Quran, 4:124)

As far as the marriage is concerned, woman has full right to choose her life partner. In a hadith of holy prophet, it is mentioned this way:

«قَالَ رَسُولُ اللهِ صَلَّى اللهُ عليه وسلم لا تُنْكَحُ الأَيِّمُ حَتَّىٰ تُسْتَأْمَرَ وَلاَ تُنْكَحُ الْبِكْرُ حَتَّىٰ تُسْتَأْذَنَ »

> *Prophet (P.B.U.H) said a woman without a husband (widow or divorced) must not be married until she is consulted and a virgin must not be married until her permission is sought.* (Al-Bukhari, Hadith5136)

In another hadith, we understand that it is allowed for a women to divorce her husband if she is not married as per her assent.

«عن ابن عباس كال اِنَّ جَارِيَةَ بكراً أَتَتَ النَّبِيَّ فَذَكَرَت أَنَّ أَبَاهَازَوَّجَهَاوَهِى كَارِهَةً فَخَيَّرَهَاالنَّبِيّ»

> *A virgin came to the Prophet (P.B.U.H) and mentioned that her father had married her against her will, so the Prophet allowed her to exercise her choice.* (Abi-Dawud, Hadith2096)

One issue is interesting to be mentioned here that at marriage woman is given dower by her groom and when he divorces her she takes that money or property, so it is possible that she can receive as many times the money as she remarries and every time the man losses money the times he remarries.

Islam recognizes individualism but also encourages family system. Your family is responsible to support you. Yvonne Ridley, a Muslim revert, says that it is society that degrades woman and the culture of subjugating and oppressing has nothing to do with Islam. This religion gives equal weight of their deeds to both the sexes. This is witnessed from below ayah:

﴿مَن عَمِلَ صَالِحاً مِن ذَكَرٍ أَوانثىٰ وَهُوَ مُومِنٌ فَلَنُحْيِيَنَّهُ حَيوةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ اَجْرَهُمْ بِاَحْسَنِ مَاكَانُوا يَعْمَلُونَ﴾

> *Whoever does righteousness, whether male or female, while he is a believer - We will surely cause him to live a good life, and We will surely give them their reward [in the Hereafter] according to the best of what they used to do.* (Al-Quran, 16:97)

Other than the obligatory duties, Islam has given full free will to a woman to do whatever she pleases. If we consider this issue, we can justly say that the French president is actually subjugating the right of a woman's choice to cover her head.

Now there are certain women who are actually mistreated in the western and as well as eastern societies by their fathers and husbands. Whatever is not in Quran and *Sunnah*, a man cannot force woman to do or accept. Such as marrying on father's will. In this regard a Hadith is quoted above. (Abi-Dawud, Hadith2096)A well-educated Muslimah knows her obligatory duties and if she follows them properly, she is free to do whatever she enjoys. She can be called as Muslim Feminist if she is advocating rights of a woman in society. Islam does not support double standards in case of upbringing sons and daughters differently. A true story of Hebah Ahmed (Ahmed, 2011), an American, is interesting and worth reading to understand true Muslim Feminist's spirit.

Conflicting Areas

If Feminism means a movement of woman where her divinely equal rights are demanded then Islam is a religion of Feminism. Islamic theology supports feminism by declaring that God is not 'He', and it further disabuses that it is neither 'She', and the parent metaphor is completely denied. It is not that "If God is male then male is God" like the former Catholic nun, Mary Daly coined the feminist theological slogan (Daly, 1985). In her perspective, she cannot reject the religion Islam since it is not anyone son of God.

While feminism rejects any gender specification, Islam accentuates the separate and different roles of both the sexes. Where feminist abhor marriages, Islam advocates for it and it protects women under the fold of marriage where both husband and wife have duties equal and as per biological nature of both. Some feminist consider prostitution a legitimate form of labour while Islam disdain it because it is giving much nicer opportunities instead. If she is single, her family is guardian for her until she marries. If she is widow or divorcee, it is responsibility of her family to support her and if she has no one from it, then society is responsible. If society does not or cannot then, it is sole duty of the government to provide

for her everything she needs. The last prophet of Allah once told his companions that the greatest *Saqda* was to spend money on their widow or divorced women. According to Socialist feminism one should be freed to do whatever she wants. Islam preaches satisfying one's urges while not crossing the limits. In Islam it is completely allowed to acquire sensual pleasures, no restrictions on worldly pleasures, rather God is promising the Muslims of heaven where they will be given more than the earth's pleasures. Feminist demands equal rights in the political representation. Islam also negates not, but since the male sex is given natural strength of more capacity he can be a better judge and run a state.

Muslim women in Western culture have been targeted when they have veiled, how Islam is actually giving women recognition in society is clear from convert Muslimahs Yvonne Ridley (Rdley, 2006) and Aminah Assilmi speeches. These and many other educated Muslim ladies detest the rigid concepts and practices of feminism. They understand that feminist ideology belittles the roles of woman while degrading the gender. Faithful women have accepted and adapted the Hijab, the symbol of modesty and pride among the Muslim *Ummah*.

Conclusion

Feminism and Islam, though conflicting in their ways of propagation of messages and practices, yet tend to meet at the points where the rights of women are considered. As far as the equal rights are concerned, Islam is the only religion which dictates the agenda of equality and strictly condemns the oppression of woman. It is the only religion which suggests man to marry only one. Muslims are, if educated properly, well aware that men are more charged and accountable in terms of responsibility. Feminism on its basic demands converges with Islam's preach of female rights. Indeed if feminism means a movement for woman's right then 'Islam is woman's movement' under the guidance of their Lord, their Creator, Sustainer and Cherisher.

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Analyzing the Relationship of Energy Consumption, Consumer Expenditures and Economic Growth: A Case Study of Pakistan*

Muhammad Ali Sindhu
PhD Scholar at National College of Business Administration and Economics, Lahore, Pakistan

Zaheer Ahmed Babar
PhD Scholar at National College of Business Administration and Economics, Lahore, Pakistan

Ali Abbas
PhD Scholar at National College of Business Administration and Economics, Lahore, Pakistan

Abstract

This study has investigated the relationship between energy consumption, consumer expenditures and gross domestic product (GDP) in Pakistan. The energy source used in this study is electricity as the representative of energy consumption. This paper has included two more variables as consumer price index (CPI) and real foreign direct investment (RFDI) and its prime objective to check the effect of these two variables. The annual data used in this study is collected for the period of 1976 to 2011. The augmented dickey fuller test (ADF), error correction model (ECM) and bound testing approach (ARDL) have employed to estimate the long run relationship. The empirical results indicate the existence of strong correlation among all the variables. We have concluded that there is very strong evidence of a long-run relationship between all the variables. Policy maker should work on energy alternates as Solar, Wind, Hydro Energy and Coal to reduce the dependency on imported oil.

Keywords: Energy Consumption, Consumer Expenditures, Gross Domestic Product, Foreign Direct Investment.

Introduction

Pakistan is a developing country and facing severe challenges as floods, rising oil prices, terrorism, poor law and order situation, low FDI, high interest rates, foreign and domestic debts etc. But now a day's big challenge facing by our economy is crucial energy crisis. International trade is an engine for economic growth and sustainability in the economy but due to this existing energy shortage the foreign exchange earnings from trade have been decreased. Foreign investment inflow is decreasing day by day just because of devastate energy situation and bad law and order condition.

Unluckily Pakistan is an economy having poor energy infrastructure which is causing problems for productive and progressive actions. At the end of 2013, demand was 11000 MW and supply was 9800 MW. So the gap was only 1200 MW (Shahbaz and Feridum, 2012).

The aim of present study is to go over the relationship between energy utilization and its effect on the economic expansion on aggregate level in Pakistan economy; however the results of previous studies show some critical controversy regarding the path of causality between energy utilization and economic maturation. Soytas and colleagues (2001) showed that economic growth depends upon energy consumption and Aqeel and Butt (2001) showed that energy consumption depends upon economic growth. But Khan and Ahmed (2008) concluded that neither energy usage affects the economic growth nor economic growth affects energy consumption like. When we talk about economic growth of any country, we can easily analyze that actually Foreign Direct Investment (FDI) is a key determinant of economic growth (Tiwari and Mutascu, 2011).

There exists four groups who have checked causality analysis among energy uptake and economic emergence, but there finding are different. The first group says economic growth affect energy consumption (Aqeel and Butt, 2001). Second group views energy is essential for economic betterment (Soytas et al., 2001). Third group says

there is bi-directional causality between them (Omotor, 2008) and fourth group is of the view that no relationship exist between energy consumption and economic growth (Noor and Siddiqi, 2010). After analyzing different literatures, it is clearly said that the relationship among these variables is being controversial (Ahmad et al. 2012).

The previous studies investigated the impact of individual source of energy like coal, oil, gas and electricity or all sources aggregately on economic growth with respect to Pakistan. Literature shows that nobody has taken two important variables "consumption expenditure" and "Foreign Direct Investment (FDI)" to check its impact on economic growth for Pakistan. In this study, "electricity consumption" as a proxy of energy consumption, "GDP", "consumer expenditures" and "FDI" have been analyzed to fill the gap of literature related to Pakistan. The former studies ignored the two important variables like "consumption expenditure" and FDI. We are checking that whether these above mentioned variables have any Long run relation with energy or not?

Literature Review

Imran and Siddiqui (2010) investigated the causality between energy consumption and economic growth in three SAARC countries (Pakistan, India and Bangladesh).They concluded the one way causality from energy spending to economic growth in long run but no any existence of short run has been reported. In some studies the causality direction was different from above cases and it was from GDP to energy consumption (Ahmad et al., 2012).

Coban et al. (2013) looked at the relationship between energy consumption and economic advancement in Turkey. The study has used annual data for the period of 1980 to 2011. The study has applied VAR and Granger Causality Test. The Estimated results indicated two-way causality between energy consumption and economic expansion. One group of economist believes that both variables are interrelated. In bidirectional causality, when change has taken placed in one variable, the other has also changed just because of bidirectional relation (Ellahi, 2011; Omotor, 2008).

Ozturk and Acaravci (2010) examined the causal relationship between energy consumption and GDP in Romania, Hungary, Bulgaria and Albania by using the annual data from 1980-2006. They have applied Energy Growth model to explore the long-run relationships among the important variables real GDP per capita and energy consumption per capita. The results indicated that there were no causality between real GDP per capita and energy consumption in Romania.

Hye and Riaz (2008) investigated the causality between energy consumption and economic growth with respect to Pakistan by applying time series data from 1971-2007. The study checked the relationship of Economic Growth (EG) and Energy Consumption (EC) in uni-variate framework. The study concluded that there exist a co-integration relationship between EC and EG taking EC as dependent variable. The results also observed that direction of causality in EC due to change in EG in short run and long run but EC will cause changes in short run but not in long run.

Aqeel and Butt (2001) checked the relationship between energy consumption and economic growth in Pakistan using annual data from 1955-1956 to 1995-1996. The empirical results show the variation from sector to sector as economic growth lead to total energy consumption. Petroleum consumption affected by economic growth but gas sector and economic growth had no relationship while electricity sector lead to economic growth.

Data and Methodology

In this paper, time series data of Electricity Consumption (ELC), Consumer Expenditure (C), Gross Domestic Product (Y), Consumer Price Index (P) and Real Foreign Direct Investment (F) has been used for Pakistan for the period of 1976 to 2011. Consumer Expenditure, Gross Domestic Product, Consumer Price Index and Real Foreign Direct Investment has been used as the independent variables whereas Electricity Consumption was considered as dependent variable. All of the data were obtained from World Bank (WDI-2013) and have also been cross-checked with Economic Survey

of Pakistan (various issues) and International Monetary Fund (IFS-2012).

In this study, firstly Augmented Dickey Fuller (ADF) test has been applied to check the Stationary in data then the Autoregressive-Distributed Lag (ARDL) Bound Test methodology has applied to estimate the relationship between variables. The following Equation (A) shows Log relationship among variables.

$$LELC_t = F(LY_t , LC_t , LP_t , LF_t)…………………(A)$$

ARDL Methodology

The ARDL methodology has ability to shows short run and long run result simultaneously. Following ARDL standard Equation which shows short run and long run variables simultaneous:

$$\Delta lelc_i = \alpha_0 + \sum_{j=1}^{p_1} \alpha_{1,j} \Delta lelc_{i-j} + \sum_{j=1}^{p_2} \alpha_{2,j} \Delta lY_{i-j} + \sum_{j=1}^{p_3} \alpha_{3,j} \Delta lC_{i-j} + \sum_{j=1}^{p_4} \alpha_{4,j} \Delta lP_{i-j} +$$
$$\sum_{j=1}^{p_5} \alpha_{5,j} \Delta lF_{i-j} + \omega_1 lelc_{i-1} + \omega_2 lY_{i-1} + \omega_3 lC_{i-1} + \omega_4 lP_{i-1} + \omega_5 lF_{i-1} + \varepsilon_{1i} --- (I)$$

Results

The unit root test results show that the order of integration is not same, three variables like (Electricity Consumption, Consumer Expenditure and Gross Domestic Product) are stationary at 1st difference and two variables like (Consumer Price Index and Foreign Direct Investment) are stationary at level; due to different order of integration, the results suggest to use the ARDL Bound testing approach for analyzing the Co-integration among the different series.

Table 1: ADF Test

Variables	ADF test Level	P-value	ADF test 1st difference	P-value	Order of integration
Consumer Price Index	-5.63	0.0004*	--	--	I(0)
Electricity Consumption	-0.33	0.98	-5.99	0.0001*	I(1)
Consumer Expenditure	-3.08	0.12	-5.18	0.0009*	I(1)
Foreign Direct Investment	-4.12	0.01*	--	--	I(0)
Gross Domestic Product	-2.13	0.51	-4.99	0.0015*	I(1)

Note: "* shows significant at 1% and 5% level."

There are different necessary steps for ARDL technique, usually researchers ignores these steps. The two important steps, we have checked Firstly, in which the first to check outcomes of Unit root testing for the confirmation of none of series is integrated at I(2) and the second is with help of Bond test ensure that long run relationship exist or not.

Table 2: Bound Test for Co-Integration

Estimated F-Statistics	Critical Lower bound's value at 10%	Critical Upper bound's value at 10%	Critical Lower bound's value at 5%	Critical Upper bound's value at 5%	Critical Lower bound's value at 1%	Critical Upper bound's value at 1%
9.95*	2.45	3.52	2.86	4.01	3.74	5.06

Note: "* show significant at 1%, 5%, and 10% level."

As the upper bound value is lower than our F-statistic on all levels (at 10%, 5%, and 1%) so concluded that all the variables have Long run Co-integration.

After the existence of strong co-integration relationship between variables, the next step is to find out long run relationship. The below mentioned table 3 shows the estimated Long run relationship:

Table 3: Long run estimated coefficients by using the ARDL approach

Explained variable: Electricity Consumption

Explanatory variable	Coefficient	Std. error	t-statistic	Prob.
Constant	-21.91	5.23	-4.19	0.00*
Consumer Price Index	-0.30	0.12	-2.44	0.02*
Consumer Expenditure	-0.64	.45	-1.43	0.16
Foreign Direct Investment	-0.03	0.02	-1.31	0.20
Gross Domestic Product	2.55	0.32	8.00	0.00*

Note: "* show significant at 1% and 5% level."

The above results show the long run estimates of independent variables, the results indicate that if consumer price index increases 1% then there will be 30% decreases in electricity consumption, similarly due 1% increases in gross domestic product and it will leads to Increase as 2.55% in electricity consumption respectively. The consumer expenditure and foreign direct investment variables are not significant. It means foreign direct investment and Consumer Expenditure are irrelevant to energy consumption in Pakistan.

The next step is to find out the speed of adjustment if disequilibrium occurs in in short run period model. The study will find the short run dynamics by using the Error Correction Model (ECM).

Table 4: Short run estimates by using the ECM

Variable	Coefficient	Std. Error	t-statistic	Prob.
Constant	-8.34	3.31	-2.52	0.02*
D(Electricity Consumption(-1)	-0.48	0.15	-3.23	0.00*
D(Electricity Consumption(-2)	-0.39	0.14	-2.74	0.01*
D(Consumer Price Index)	-0.25	0.18	-1.37	0.19
D(Consumer Expenditure)	0.11	0.21	0.51	0.61
D(Foreign Direct Investment)	-0.03	0.01	-2.22	0.04*
D(Gross Domestic Product)	0.67	0.32	2.11	0.05*
Electricity Consumption(-1)	-0.29	0.08	-3.84	0.00*
Consumer Price Index(-1)	-0.20	0.08	-2.60	0.02*
Consumer Expenditure(-1)	-0.41	0.24	-1.74	0.10
Foreign Direct Investment(-1)	-0.05	0.02	-3.25	0.00*
Gross Domestic Product (-1)	1.09	0.24	4.52	0.00*
ECM	-0.21	0.11	-1.94	0.06**

Note: "* significant at 1% and 5%level. ** Significant at 10% level.

The results show the short run dynamics and consumer price index, consumer expenditure and lag consumer expenditure are insignificant in the Short run Period. Other all variables are significant in short run period. The short run results show the consistency with Dramani et al. (2012). The ECM has the negative sign and it significant at 10% level. The negative coefficients show that there will be 21% speed of adjustment if disequilibrium occurred in short run period.

Conclusion

This study has explored the relationship linking the energy consumption, consumer expenditures and gross domestic product in Pakistan. The current study has used electricity consumption as a proxy of energy utilization. This paper has included two more variables as Consumer Price Index and Real Foreign Direct Investment and its prime objective to check the effect of these two variables. The data used in this study has collected is

covering the time span of 1976 to 2011. The ADF and ARDL bound testing approach have employed to estimate the Long run relationship among electricity spending and respective independent variables. The result shows that foreign direct investment and consumer expenditure has no relationship with energy consumption in long run while other all variables has relationship with energy consumption.

Current paper proves that the electricity consumption is very important component for economic growth in Pakistan. But economic growth cannot be simply achieved if there is a deficiency of electricity supply. Pakistan's economy is adversely affected by mismanagement, incompetency and negligence. Some recommendations are as under:

The Government should take strong actions to complete major project as TAPI (Tajikistan, Afghanistan, Pakistan and Iran). Moreover construction of new dams at rivers and also raise the capacity of existing dams both are very important to overcome the problem of energy crisis. Policy maker should work on energy alternates as Solar, Wind, Hydro Energy and Coal to reduce the dependency on imported oil.

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A Study of relationship between leadership style and Job Satisfaction

Fareena Nazim
Ph.D. Scholar, National University of Modern Languages Islamabad

Dr. Azhar Mahmood, Associate Professor
Department of Education, International Islamic University, Islamabad

Abstract

Leadership style is a general way a leader behaves towards his subordinates for attaining objectives. Objectives of the study were (1) to find out the relationship between leadership styles of principals and job satisfaction of public college teachers, (2) to determine relationship between transformational leadership style of principals and job satisfaction of public college teachers, (3) to find out the relationship between transactional leadership style of principals and job satisfaction of public college teachers, (4) to compare the leadership styles of male and female public college principals, (5) to compare the job satisfaction of male and female public college teachers. The population for this study comprised all teachers of public degree colleges of Punjab. By using multistage random sampling technique 10% out of 439 colleges were taken as sample. There were 2150 teachers (male 950 & female 1200) in 43 colleges. Over all 10 % (male 95 & female 120) teachers were selected as sample. To collect data from teachers two questionnaires (MSQ& LSQ) were used. Percentage, Pearson r, t test and Mean were used to analyze the data. The findings of the study show that there is a significant relationship between leadership styles (transformational and transactional) and job satisfaction. However, there is significant relationship between transformational leadership style and job satisfaction. There is no significant difference between male and female principals' leadership style, whereas job satisfaction is concerned, male teachers are less satisfied than female teachers.

Key Words: Leadership Styles, Transformational leadership, Transactional leadership, Job Satisfaction.

Introduction

Leadership is considered as an important element of directing processes. In order to get the things done by others, managers are required to guide and lead different activities. Leadership is the ability to influence others. The working behavior of the subordinates is influenced by the managers and they also direct them for accomplishing objectives of an organization. There is a need of leadership in every organization. The quality of leadership plays an important role in the success or failure of an organization. It varies from situation to situation. In one situation a leader may be effective but in the other he may be not effective. A good leader needs to change his style keeping in view the conditions of the situation (Jain & Saakshi, 2005).

According to Northouse (2007) leadership is a process. In this process a person has influence upon a group of persons it helps them in order to achieve the common goals. Leadership style is the general way a leader behaves towards his subordinates for attaining objectives. Transformational leadership and transactional leadership are considered as two major aspects of leadership. Transformational leadership creates positive and valuable changes in the followers. Transformational leader pays attention to transform others to help one another, to encourage, be harmonious and to pay attention to develop organization as a whole. As Berson, Shamir, Avolio, & Popper (2001) articulate that in the era of competition transformational leadership is helpful for innovation and is implemented by the organization. A Transformational leader is able to make the progress of these changes smooth. He/she stresses upon enlarging vision and encourages the subordinates so that they may pursue that vision.

The support of organization is important for the satisfaction of an employee. Moreover, the behavior and loyalty of the leader and the way employees perceive their superior support them also play a very important role in order to obtain the desired outcomes of work. The organizations which are successful normally have satisfied employees whereas poor job satisfaction can make an organization crippled. Job satisfaction has also a variety of satisfaction facets. Job satisfaction is influenced by many organizational factors ranging from salaries, workplace flexibility, job

autonomy, job security and leadership. Within organizations leaders can adopt appropriate leadership styles, and as a result, job satisfaction, productivity and commitment of an employee are affected (Voon, Lo, Ngui, & Ayob, 2011).

Job satisfaction of an employee is concerned with the attitude of employee towards his/her job as well as to the organization. Job satisfaction describes employee's attitude towards his work (Gibson, Ivancevich and Donnely, 2000). One does his job well and he also gets reward for his efforts. Job satisfaction leads to recognition, income, promotion and achievement of goals as a result general feelings are fulfilled. It has a good influence on the emotional state of the worker and he has positive attitude towards his work because a satisfied worker is likely to be more loyal, creative and innovative. Job satisfaction is the product of events and conditions that people experience in their jobs.

For the success of an organization two factors are fundamental and they are effective leadership and job satisfaction of an employee. Employees who have high job satisfaction do more effort in order to perform their assigned tasks and to pursue the interests of an organization. An organization with employees who have high job satisfaction can retain and attract employees with the skills that it needs (Mosadegh Rad &Yar Mohammadian, 2006) .The aim of this study is to find out the relationship between principals' leadership styles and job satisfaction of college teachers.

Research Objectives
1. To find out the relationship between leadership styles of principals and job satisfaction of public college teachers.
2. To determine relationship between transformational leadership style of principals and job satisfaction of public college teachers.
3. To find out the relationship between transactional leadership style of principals and job satisfaction of public college teachers.
4. To compare the leadership styles of male and female public college principals.
5. To compare the job satisfaction of male and female public college teachers.

Research Hypotheses

1. There is no significant relationship between leadership styles of principals and job satisfaction of public college teachers.

2. There is no significant relationship between transformational leadership style of principals and job satisfaction of public college teachers.

3. There is no significant relationship between transactional leadership style of principals and job satisfaction of public college teachers.

4. There is no significant difference between male and female leadership styles of public college principals.

5. There is no significant difference between male and female job satisfaction of public college teachers.

Literature Review

Leadership:

Leadership is a process whereby an individual influences a group of individuals to achieve a common objective. Leadership style is the way and approach of providing direction, implementing plans, and motivating people.

Transformational Leadership:

Transformational leadership style is different form transactional leadership as transactional is based on reward and punishment. Transactional leaders give punishment or reward according to the performance of employees. Transformational leadership brings fundamental changes in the attitudes and beliefs of organization. Transformational leaders stimulate the followers to use their capabilities and abilities. Many researches consider transformational leadership style the most suitable and effective for an organization.

Components of Transformational leadership

There are four aspects that distinguish the behavior of transformational leaders. They are intellectual stimulation, individual consideration, inspirational motivation and idealized influence.

Intellectual stimulation emphasizes to enable the joiners to understand their old situations in a novel way. Individual consideration means to give individual concentration to ignored followers. Inspirational motivation focuses communication of high performance expectations. Idealized influence stresses on model behavior with the help of exemplary personal character, achievement and conduct.

In transformational leadership style the employees follow a leader who is there to inspire them. Their leader should have a vision and passion. The transformational leaders communicate with their teams. They act and communicate with energy and enthusiasm. There is close relationship between the leaders and the employees. The transformational leaders depend upon the knowledge and talent of the employees in order to attain the objectives of the organization.

Transactional Leadership:

The main goal of transactional leadership is to make the employees work in order to get good compensation. Transactional leaders enhance the motivation of the workers by giving contingent rewards. If the performance is good then praise and reward are given for it. If the work is not done properly, there can be negative consequences too. A transactional leader sets the goals and makes clear the relationship between performance and rewards to employees. Employees know what they are required to do in order to receive rewards. Feedback is given to subordinates in terms of their progress towards or if they are away from the rewards. If the performance of the subordinates is not according to the pre-determined standard then punishment is also given to the subordinates. The subordinates are given clear instructions in order to get the desired results. The employees have little chance to affect decision making of the leader.

When the leader assigns the task to subordinates, it is considered that they (employees) are responsible for their work. Management by exception is often used by the transactional leader. As regard with management by exception it is active and passive. In Active management by exception the leader examines the accomplishments of the employees and brings the changes in the work of the employees for making the corrections during the work. In passive management by exception the leader delays and keeps waiting until the problems arise then he/she solves them(Bass,2008).In some tasks (Tarpett, 2004),the transactional leader's function is just associated with 'management' and the transformational leader's function is associated with 'leadership'.

Job Satisfaction:

Job satisfaction denotes happiness and exuberance with one's work. It is connected with the needs of the employees. If an organization fulfils the need of the employees then they get job satisfaction**.**

Leadership Style and Job Satisfaction

The behavior of the supervisor can influence the job satisfaction of employees positively as well as negatively. Communication behavior includes eye-contact; facial expression and body movement and they are extremely important regarding the superior-subordinate relationship. Non-verbal communication of the supervisor is helpful for increasing social involvement with the subordinates and it positively affects the job satisfaction of individuals in the work place. Non-verbal communication of the supervisor with the subordinates can be more important than verbal communication. Individuals who have disliking and negative thinking about their supervisor are less motivated to work and are dissatisfied with their jobs. If the administrator is friendly and open in exchanging information, the job satisfaction of the employees increases and he gets positive feedback from the subordinates. A supervisor who is unfriendly and antisocial receives negative feedback from the employees as well as their level of job satisfaction is also low.

Emotion management is the different kinds of efforts used for managing state of sentiments. Emotion management refers to conscious and unconscious efforts for increasing, decreasing and maintaining one or more than one aspects of emotion. Previous studies regarding sentimental work or emotion management focused on its harmful effects on the workers, but the studies of workers in different occupations make it clear that results of emotion management are not completely negative (Pugliesi, 1999). Unpleasant emotions decrease job satisfaction whereas; pleasant emotions increases job satisfaction (Cote and Morgan, 2002).

Research studies on Leadership styles and Job Satisfaction:

According to Avci (2015) Teachers gave positive remarks regarding transformational and transactional leadership features of principals. According to Karabina (2016) the importance of leadership style is very significant and it is concerned with the job satisfaction of teachers. Individualized consideration, charisma, idealized influence and intellectual stimulation have positive effect on teachers' job satisfaction. Amin, Shah, & Tatlah (2013) explain transformational leadership as compared with transactional and laissez-faire leadership style has a positive and strong effect on job satisfaction however transactional leadership style has weak as well as negative effect on job satisfaction. According to Voon et al. (2011) transformational and transactional leadership styles have relationships with the job satisfaction of an employee. In the light of the results transformational leadership was found to have stronger relationship than transactional leadership style. Abdulghani (2016) reported that the transactional leadership style that involves the use of reward or punishment for stimulating behavior was positively correlated with the job satisfaction of teachers. Moreover, the passive-avoidant leadership style significantly indicates job satisfaction of teachers in Saudi Arabia.

Methodology

The nature of the present research was correlational. In this connection, survey research method was used. The population for this study comprised all teachers of public degree colleges of Punjab. By using multistage random sampling technique 10% out of 439 colleges were taken

as sample. There were 2150 teachers (male 950 & female 1200) in 43 colleges. Over all 10 %, 215 teachers (male 95 & female 120) were selected as sample. Two questionnaires (MSQ & LSQ) were used to collect data. MSQ (Minnesota Satisfaction Questionnaire developed by Weiss, Dawis, and Lofquist (1967) was used to measure the job satisfaction while LSQ (Leadership Style Questionnaire) developed by the researcher on the basis of review literature was used to measure leadership style. MSQ was based upon twenty indicators while LSQ was based upon seven indicators (four indicators for transformational and three for transactional leadership). Both were five point Likert type scales, MSQ had five options: Very Satisfied=5, Satisfied=4, Undecided=3, Dissatisfied=2, Very Dissatisfied=1, whereas LSQ had five options: Strongly agree=5, Agree=4, Uncertain=3, Disagree=2, Strongly disagree=1. For validity and reliability both questionnaires were pilot tested on sample of 20 respondents. Expert opinion was taken for the purpose of validity and Cronbach Alpha was used to measure reliability. The reliability of MSQ was 0.975 and LSQ was 0.952 measured. Data were analyzed by using Percentage, Mean, Pearson r, and t test.

Data Analysis

Table No. 1 Distribution of respondents according to teaching experience

Teaching Experience	Frequency	Percentage
0-5 Years	93	43.26
6-10 Years	64	29.77
11-15 Years	32	14.88
16-20 Years	14	6.51
21 or more	12	5.58
Total	**215**	**100**

The above table indicates the number of teachers and their teaching experience. The number of teachers having 0-5 years of teaching experience was 93, teachers of 6-10 years' experience were 64, teachers of 11-15 years' experience were 32, teachers of 16-20 years' experience were 14 and the

number of teachers having 21 or more years of teaching experience was 12. The teachers having 0-5 years' experience were more and teachers who have than 21 years teaching experience were less in the sample.
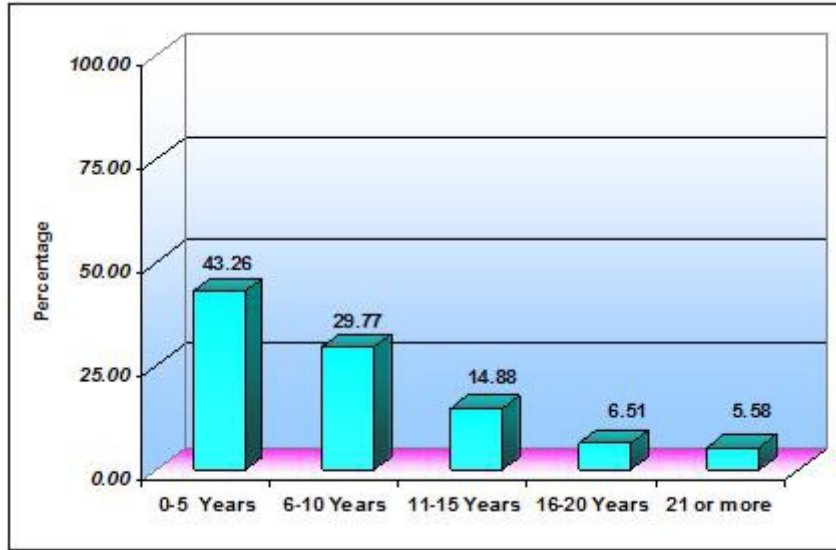
Descriptive Analysis of Leadership Styles
    a) **Range value of likert scale**
    b) 0.01- 5.00= Strongly Disagree (SDA)
    c) 5.01 – 10.00 = Disagree (DA)
    d) 10.01 – 15.00 = Uncertain (UC)
    e) 15.01 – 20.00 = Agree (A)
    f) 20.01 – 25.00 = Strongly agree (SA)

Table No. 2 Mean of Transformational Leadership N = 215

Variable	Mean	Remarks
Idealized Influence	19.57	A
Inspirational Motivation	19.36	A
Individual Consideration	22.74	SA
Intellectual stimulation	18.53	A

Table No.2 describes the descriptive statistics of Transformational Leadership Style of principal being operated in the public degree college, Punjab province of Pakistan. There were 215 respondents in each variable from the public degree colleges of Punjab. Analysis represents mean values of Transformational Leadership Style of principal revealed by the college teachers respectively Idealized Influence (Mean =19.57), Inspirational Motivation (Mean =19.36), Individual Consideration (Mean =22.74) and Intellectual stimulation (Mean =18.53). These results suggest that college teachers are strongly agree with individual consideration of transformational leadership style used by their principals because the mean of Individual Consideration is the highest as compared with other variables of transformational leadership style. College teachers were more satisfied with idealized influence than inspirational motivation and intellectual stimulation its mean is higher than the mean values of inspirational motivation and intellectual stimulation. The lowest mean was found of Intellectual stimulation. The mean of all the variables of transformational leadership style show that overall the college teachers were satisfied with transformational leadership style. The overall mean of transformational leadership style was 20.5. So it shows that college teachers observe and perceive that all variables of Transformational Leadership Style are being efficiently and resourcefully functioning in their colleges.

Table No. 3 Mean of Transactional Leadership N = 215

Variable	Mean	Remarks
Contingent Reward	11.44	UC
Management by Exception(Active)	16.46	A
Management by Exception(passive)	9.93	DA

Table No.3 describes the descriptive statistics of Transactional Leadership Style of principal being operated in the public degree colleges, Punjab province of Pakistan. There were 215 respondents in each variable from the public degree colleges of Punjab province. Analysis expose mean values of Transactional Leadership Style of principal revealed by the college teachers respectively Contingent Reward (Mean = 11.44),

Management by Exception (Active) (Mean =16.46) and Management by Exception (passive) (Mean =9.93)**.** The mean of Management by Exception (Active) was higher than other variables. The lowest mean was found of Management by Exception (passive). So it shows that college teachers were agree with management by exception (Active), uncertain about contingent reward and disagree with management by exception (passive) of transactional leadership style. The overall mean of transactional leadership was 12.61.The overall mean of transformational leadership style was 20.5 which shows that college teachers favor transformational leadership style as compared with transactional leadership style.

Table No. 4 Correlation between Leadership Style and Job satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Leadership Style	215		
		0.348	0.000
Job satisfaction	215		

Note: Correlation is significant at 0.01 level (2-tailed)

Table No.4 indicates the magnitude of correlation coefficient (Pearson 'r' = 0.348) between Leadership Style of Principal and Job satisfaction of college teachers. The mean score was significant at 0.01 level. It shows that there is significant and positive correlation between Leadership Style of Principal and Job satisfaction of college teachers**.** Therefore, the null hypothesis No. 1 "There is no significant relationship between Leadership Style of Principal and Job satisfaction of public college teachers" was rejected.

Table No. 5 Correlation between Transformational Leadership and Job satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Transformational Leadership	215		
		0.347	0.000
Job satisfaction	215		

Note: Correlation is significant at the 0.01 level (2-tailed)

Table No.5 indicates the magnitude of correlation coefficient (Pearson 'r' = 0.347) between Transformational Leadership of Principal and Job satisfaction of college teachers. The mean score was significant at 0.01 level. It means that there is significant and positive correlation between Transformational Leadership of Principal and Job satisfaction of college teachers. Therefore, the null hypothesis No.2 "There is no significant relationship between Transformational Leadership of Principal and Job satisfaction of public college teachers" was rejected.

Table No. 6 Correlation between Transactional Leadership and Job satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Transactional Leadership	215		
		0.259	0.000
Job satisfaction	215		

Note: Correlation is significant at the 0.01 level (2-tailed)

Table No.6 indicates the magnitude of correlation coefficient (Pearson 'r' = 0.259) between Transactional Leadership of Principal and Job satisfaction of college teachers. The mean score was significant at 0.01 level. It means that there is significant and positive correlation between Transactional Leadership of Principal and Job satisfaction of college teachers. Therefore, the null hypothesis No. 3 "There is no significant relationship between Transactional Leadership of Principal and Job satisfaction of public college teachers" was rejected.

Table No. 7 Mean score and t value on score of leadership styles of male and female

Gender	N	M	t	df	Sig.
Male	95	118.93			
			0.452	213	0.515
Female	120	117.32			

Note: Significant at $p \leq 0.05$

Table No. 7 indicated that *t* value (0.452) was not significant at 0.05 level of significance, so the null hypothesis No.4 "There is no significant difference between male and female leadership styles of public college principals" was accepted and it is concluded that there is no significant difference between male and female principals' leadership style.

Table No. 8 Mean score and t value on score of job satisfaction of male and female

Gender	N	M	t	df	Sig.
Male	95	361.69			
Female	120	376.94	1.940	213	0.054

*Significant   t-value at 0.05 level

Table No.8 indicated that *t*-value (1.94) was significant at 0.05 level of significance, so the null hypothesis No.5 "There is no significant difference between male and female job satisfaction of public college teachers" was rejected and it is concluded that there is difference between male and female teachers' job satisfaction. Male teachers are less satisfied than female teachers.

Discussion

Ho, Le Dinh, & Vu (2016) reported that transformational and transactional leadership styles have positive correlation with general job satisfaction. Transformational leadership indicates the general job satisfaction of the employees better as compared with transactional leadership. Transformational leadership can play a vital role in order to increase the general job satisfaction of the employees. In the light of the research study of koustelios (2001) female teachers were found more satisfied with reference to the conditions of work in the comparison of male teachers.The research study of Koustelios (2014) reveals that teachers are satisfied if their principal uses transformational leadership style. This research study favours that the teachers like to work with the principal who display transformational leadership traits. Nyenyembe, Maslowski, Nimrod, & Peter (2016) conducted a research study and concluded that male teachers are less satisfied compared

to the female teachers. In the light of the results of the study both transformational and transactional leadership styles are used by the principals. Transformational leadership dimensions are more dominant as compared with transactional leadership style.

The findings of the present research reveal that there was significant relationship between Leadership Style of Principal and Job satisfaction of public college teachers. Therefore, the null hypothesis that there is no significant relationship between Leadership Style of Principal and Job satisfaction of public college teachers was rejected on the basis of statistical analysis. These findings supported the findings of the study conducted by Ali, Sidow, &Guleid (2013).

The findings of this research show that there is significant relationship between Transformational Leadership of Principal and Job satisfaction of public college teachers. Therefore, the null hypothesis that there is no significant relationship between Transformational Leadership of Principal and Job satisfaction of public college teachers was rejected on the basis of statistical analysis. These findings support the finding of the study by Voon et al. (2011) and Khan, Ramzan, Ahmed, & Nawaz (2011).

In the light of the findings of this research, there is significant relationship between Transactional Leadership of Principal and Job satisfaction of public college teachers. Therefore, the null hypothesis that there is no significant relationship between Transactional Leadership of Principal and Job satisfaction of public college teachers was rejected on the basis of statistical analysis.

The findings of this research also show that there is no significant difference in Leadership styles of male and female principals. Therefore, our null hypothesis that there is no significance difference between male and female leadership styles of public college principals was accepted on the basis of statistical analysis. The findings of this research show that there is significant difference in job satisfaction of male and female teachers. Therefore, our null hypothesis that there is no significance difference in job

satisfaction between male and female public college teachers was rejected on the basis of statistical analysis.

Conclusion and Recommendations

The findings of the study reveal that there exists significant correlation between Leadership Style of Principal and Job satisfaction of college teachers. There is significant relationship between transformational leadership, transactional leadership and job satisfaction However, the mean value of transformational leadership style is higher than the mean value of transactional leadership style. The results of present study show that transformational leadership style has positive and strong correlation with job satisfaction than transactional, therefore, it is recommended that model of transformational leadership style may be considered by principals in educational sector owing to the following reasons:

(i) Transformational leadership tends to initiate change rather than reacting to events.
(ii) Objectives are obtained by the subordinates with the help of higher ideals and moral values.
(iii) Transformational leadership gives motivation to subordinates and they are encouraged to consider the interest of the organization first.
(iv) Each individual is considered and supported, and intellectual stimulation, creative, and innovative ideas are promoted in order to solve problems.

The concept of leadership style may be popularized through educational conferences, symposia and informal get to gather of the principals and teachers. The data indicates that male teachers are less satisfied that is disappointing and require a careful consideration. Efforts may focus on to improving job satisfaction and retaining those who are already in a profession.

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The Gulen Movement: The Blending of Religion and Rationality

Waseem Khan
PhD Scholar, Department of Political Science, Abdul Wali Khan University, Mardan

Hafeez Ullah Khan
Lecturer, Department of Political Science, Abdul Wali Khan University, Mardan

Abstract

The Gulen Movement, also known as Hizmet (which means 'service') in Turkish, is a faith-based, educational, cultural and non-political movement which is inspired by the universal principles of Islam and the ideas and activism of Fethullah.. This paper gives an outline of the origin, purpose and history of the Gulen Movement. The life and philosophy of the Fethullah and the impact of his movement on the sociopolitical scenario of Turkey is analyzed. The Gulen Movement, in essence, is an Islam-based (non-political) movement which aims to combine a modern interpretation of Islam with Turkish nationalism and statism. In short, the Gulen Movement aims to balance Islamic values with the Kemalist political system. It has also presented a modern and positive image of Islam and has tried to reintegrate Islam with the rest of the world. Moreover, it has succeeded in initiating inter-faith and inter-cultural dialogue in Turkey and has succeeded to a large extent in creating tolerance and harmony among Turkey's diverse ethnic, political and religious groups. The Gulen movement started as an educational and cultural movement but it seems it would not keep distance from politics for a long time and once it enters the political arena, it would definitely be in the name of 'Political Islam'.

Keywords: Turkey, Political Islam, Gulen Movement, Fundamentalism, Secularism, Kemalist, Nationalism.

Introduction

The Gulen Movement, also known as *Hizmet (which means 'service')* in Turkish, is a faith-based, educational, cultural and non-political movement which is inspired by the universal principles of Islam and the ideas and engagement of Gulen. This movement represents a modern, middle path of Turkish Islam, which is moderate, tolerant towards other religions, and affirms science (Gulen, 2002). This paper addresses the question that how Gulen's combine the religion and rationality in the Turkish society. Therefore, this paper gives an outline of the origin, purpose and history of the Gulen Movement. The life and philosophy of the Fethullah and the impact of his movement on the sociopolitical scenario of Turkey is analyzed. The major progressive and tolerant ideas of Gulen, inspired from his interpretation of Islam are discussed. Furthermore, the organizational structure of philanthropic foundations, service projects and educational institutions founded by the movement is studied. The educational institutions set-up by the movement in Central Asia, Balkans and Turkey are examined. Moreover, the aims of the study is to discuss the role of the Gulen Movement in Turkish politics and its interaction with the Kemalist state. The Gulen Movement is an Islam-based (non-political) movement having an aims to combine a Turkish nationalism and statism with modern interpretation of Islam. In short, the aim of the Gulen Movement is to balance the Kemalist political system of Turkey with the Islamic values. The major argument of the paper is that how Gulen movement shaped the Turkish Kemalist state into State- Islam interaction through blending of religion and rationality.

The Turkish State, its establishment and the military (the self-appointed guardians) are the guardians of the Laicist and Kemalist state. In order to keep the hegemony of Kemalism, the state presents Islamic and Kurdish challenges as a threat to the country (Yavuz, 2013). However, recent economic and political liberalization have led to the growth of alternative ideologies, such as the Welfare Party (Rifah) and the Justice and Development Party (AKP). Such political liberalization created spaces which gave birth to the Gulen Movement. The movement was founded by Fethullah Gulen, who was inspired from the teachings of Said Nursi (1873-1960). Said Nursi, who wrote a comprehensive exegesis of the Quran, known as the

'The Epistles of Light', was the founder of the Nurcu movement (Yavuz, 1999). Nursi claimed that religion and science (or rationality) is compatible with each other. Nursi used Islamic terminology for justifying western political ideas such as constitutionalism, democracy, elections and liberty and claimed that these institutions are not contradictory to Islam. Nursi's understanding of Islam opposes the positivist epistemology in the Muslim world such as the prevalent secularism of Kemalism (Lehmann, 2005). The Nurcu movement aims to raise individual consciousness instead of political mobilization. The movement envisioned a gradual transformation of society in three stages: First, the raising of individual Muslim consciousness; second, the implementation of faith in everyday life; and third the restoration of the *Islamic sharia* (where laws would be made by an elected assembly). However, Nursi himself was reluctant to be involved in politics and he opposed the idea of a political party. After Nursi died the Nurcu movement split along class, ethnic, educational, generational, and regional lines. Amongst its successor movements, the ethnically defined Gulen Movement is the most powerful neo-Nurcu movement (Ergil, 2012).

Background and History

Gulen followed the path of Said Nursi in the religious sphere and took his organizational strategies as an example for his movement. The main aim of the 'Gulen movement' is to produce a new generation of Muslims educated both in sciences and Islamic morals (Atacan, 2008). Fethullah Gulen, born in 1938 in the conservative town of Erzurum, worked for most of his life in Izmir, the most modern Turkish city. The writings and worldview of Gulen creates a fusion between religion and science, and between modernity and tradition. Gulen is the mind behind the formation a new national Islam of Turkey that stresses on Ottoman legacy and a free market economy. The Gulen movement stresses on state-centric nationalism, free markets and education. The Gulenists are disposed towards tolerance, moderation and a market based economy than other Islamic parties such as the Virtue Party and the Justice and Development Party. Gulen's movement does not aim to abolish Kemalism, but rather wants to redefine it by expanding its social bases, emphasizing the *'gazi'* (conquering Muslim hero) aspect of Mustafa Kemal, and Islamicizing Turkish nationalism. The Gulenists aims to restore

the society by remembering its past rather than forgetting it and calls upon people to rediscover itself which has been embodied in Islam and the Ottoman past. The aim is to reconstruct the political nation as Muslim, Ottoman and Turkish simultaneously (Dorroll, 2014).

The history of the Gulen movement is a success story of a faith-inspired initiative that led to the creation of a global philanthropic foundation. The Gulen movement started in the late 1960's in Izmir (Turkey), it became a national movement by 1970 and started to globalize in the 1990's (Gulen, 2002). In the 1960's there was a lack of quality schools in Turkey and Gulen decided to play his role in fulfilling this gap. The first project of the Gulen movement was the setting up of dormitories throughout the Aegean region to accommodate out-of-town students in whose hometown there was a lack of schools. These dormitories served two purposes. Firstly, it provided a good study environment to its residents and sheltered them against bad habits such as drug usage. Secondly, it safeguarded them against involvement in the extremist politics of the time. The funding for these dormitories came from the local businessmen who were inspired from Gulen's ideas (Filiztekin, 2005). In the early 1970's, Gulen founded institutions which prepared students for the entrance examination of universities. This allowed the middle class citizens to get admission into such universities where only the elites could get admission in the past. In 1982, the movement opened its first two schools, one in Istanbul and the other in Izmir. Hundreds of such schools were opened in the next two decades in Turkey, central Asia, the Balkans, and the West. These schools teach a secular curriculum and a concept of Islam approved by the state (Tittensor, 2015). Although the schools involve people who are not involved directly in the Gulen movement, the success of the movement relies on the commitment of Gulen-inspired teachers who view their work as religious service. Gulen know the importance of publication for spreading the service and education. In 1979, a group of teachers inspired by the ideology of Gulen founded the 'Teacher's Foundation'. The foundation published its monthly journal, called *Sizinti*, which aimed at relating religion and science and stressed that the both were not incompatible. A television station named Samanyolu Televizyonu-STV

was established by the Gulen movement, a news agency Cihan Haber Ajansi- CHA, and newspaper daily Zaman, many leading magazines and a publishing house (The Light Inc.). In the period 1999-2000, the Gulen movement realized a need for establishing schools in the newly formed Central Asian republics. This period saw the foundation of hundreds of Gulen-inspired schools in the Central Asian republics. The schools were supported financially by the organization itself as well as the local states (Filiztekin, 2005). Today, in more than 130 countries the Gulen-inspired schools were established, regulated by state officials, and run by local and independent board of directors that comprise Gulen inspired individuals as well as those who are not. In late 1990's, Gulen initiated his 'dialogue' movement in the aftermath of the prevalence of different types of conflicts based social, political and cultural difference. The dialogue movement aims to bring people of divergent beliefs in contact with each other and create an environment where people can understand each other better. In the aftermath of 9/11, the Gulen movement have tried to end the clash-of-civilizations mentality and tried to strive for global peace and interfaith dialogue (Lacey, 2014).

Gulen movement: Relation with the Western World

A brief outline of the major ideas promoted by Gulen is necessary to understand the spirit of the movement. The major aim of Gulen's teachings is to create bridges between West and the Islam (Yükleyen A., 2013). He propounds a progressive interpretation of Islamic faith through which Muslims are capable to engage with the world through education, science, social sciences, technology and philosophy (Ebaugh, 2009). He promotes the Ottoman model of society (not the Ottoman Caliphate) to the Muslim world for returning to the realities of the 21st century and making useful ties with the West. Due to the geostrategic position of Turkey and its democratic political system, he regards Turkey as the new leader of the Muslim *Ummah*. Hence, to promote the positive side of Islam, he stresses the Muslims to be a part of globalization and calls upon them to engage with different people throughout the world. Secondly, Gulen inspires to educate and equipped a generation with Islamic ethics and modern knowledge. This ideology is the basis of the education system in the schools, colleges and universities founded by the movement (Filiztekin, 2005). According to Gulen, there are

three forms of education (religion, humanities and science) that accompaniment one another and that must to function together to form a whole and complete human being. Gulen promotes of moral values along with a better understanding of the secular sciences. Gulen also insists that religion and science are compatible and religion ought to play a role in the intellectual, ethical and societal realms (Yükleyen A., 2013). He criticizes the *madrassas* and the secular schools, the former because they do not relate science and technology into their curriculum, and the later because they fail to convey ethical and spiritual values to students. To resolve this dilemma, he proposes an education system that combines ethical values with scientific knowledge. Thirdly, Gulen encouraged the elites, businessmen, industrialists and community leaders to support quality education (El-Banna, 2014). His message for the common people is to come forward for altruistic services and financial contribution in the name of God. He believes in and supports free enterprise. He argues that people should accumulate as much wealth as possible but a portion of their earning must be used to support such educational projects. Due to his efforts, for many businessmen building a modern school is equivalent of building a mosque. Lastly, Gulen while emphasizing on interfaith and intercultural dialogue refers to the harmonious inter-faith relationships that existed in the Ottoman Empire. Muslims, Jews and Christians as well as Zoroastrians lived together peacefully in the Ottoman Empire until recently (Arsel, 2008-40:3). This environment was created by the many Sufi orders that taught inter-religious tolerance. He states that humility (as opposed to arrogance), which creates tolerance and forgiveness in people, is the basic condition for engaging in a meaningful dialogue with people of other religions. He believes that there is a huge diversity of races, religions, cultures and traditions and the desire for all humanity to be similar is nothing more than wishing for the impossible. Therefore, peace of the world lies in respecting these differences, considering these differences to be part of our nature and ensuring that people appreciate these differences.

Gulen and the Turkish Kemalist State

An overview of the political ideas propounded by the Gulen movement is necessary to understand the role of this movement in Turkish national politics and its interaction with the Kemalist state. The Gulen movement does not aspire for the creation of an Islamic state but the movement believes that religion should be part of public life and not be limited to the private sphere of the individual (Yavuz, 1999). Gulen calls for a complete separation of the state and religion in the Muslim world. According to him, a state based on Islam ultimately harms Islam. The Gulen movement was the first modern Islamic movement to accept the secular form of state while asking for religious freedom under it. Gulen movement espouses a secular state that would stand at the same distance from all beliefs and philosophies. Gulen's notion of national identity is inspired from the Ottoman-Islamic legacy. He holds an inclusive concept of nationalism which is not based on race or blood but rather than shared political realities and historical experiences (Filiztekin, 2005). According to Gulen, Islam is not political in nature but rather it is a complete set of knowledge and practices for the creation of a just and ethical society. Gulen does not confront the state and the Kemalist establishment. He does not want to reform the state into an Islamic one but wants the state to ensure that it does not interfere in the free exercise of religion. Although he has been termed as democratic and liberal by the media, however, a close analysis of his teaching reveals that these words cannot be applied to his beliefs. His ideas cannot be labeled as 'liberal' because he prioritizes the community and the state over individual rights. His practices are not 'democratic', in the modern sense of the word, because he never questions the oppressive policies of the Turkish establishment and justifies their actions in the name of national stability. Hence, his movement can be regarded only as a communitarian movement rooted in Turko-Islamic tradition which has reconciled itself with both secularism and democracy without being completely secular or democratic (Arsel, 2008-40:3). Gulen also tried to synthesize secularism and religion through the *Abant Bildirisi* (The Declaration of Abant), in July 1998. The major points of the declaration were as follows: First, reason and revelation do not conflict. Second, people should use reasoning to establish their social life. Third, the state would be

neutral with regard to faiths, beliefs and logical orientation of society. Fourth, the governance system of a state cannot be based on secularism and religion, but should increase individual freedoms and rights and should not deprive any citizen from public participation (Lehmann, 2005).

The idea of Political Islam and Gulen Movement

Gulen's ideas regarding political Islam are very important as they serve as an anti-dote for fundamentalist ideologues. Gulen has become a leading ideologue of moderate Islam in contemporary Turkey. He rejects political Islam and all attempts towards making an Islamic political system. He holds the view that Islam does not propose the idea of a certain unchangeable political system and believes that Islam preaches general guidelines that can be adopted in the governance of a state (Jacobson, 2008- 40:1). The structure or form a political system should be decided by the people according to changing circumstances and times. Gulen supports his arguments from the Quran and states that the claim of the Islamists to have found political guidance in the Holy Quran is a gross misunderstanding of the spiritual message of the book. For him, reducing Islam to a political ideology is a great injustice to the religion. Therefore, he completely rejects the totalizing ideological character of Islamist political thought and deems it as against the spirit of Islam. Moreover, Gulen believes that Islam and democracy are fully compatible with each other and Islam does not support arbitrary or authoritarian forms of governments at all. However, he believes that just as democracy has its variants in the West where each state has molded it according to their needs and resultantly, there is no single ideal type of democracy. Similarly, democracy should be molded according to the broad and general principles of Islam in the Muslim World. Gulen believes that, "Those who consult do not lose". In his view, the spirit of Islam is consultative and even the Prophet (who was guided by God) used to consult his companions on social and political issues and took their opinions and perspectives into account. The crux of his political philosophy is that people should not be ruled by coercion but by consultation and active participation of citizens in a shared reasoning and decision-making process. However, there seems to be a contradiction in Gulen's ideas when it comes to legislation in Islam (Lehmann, 2005). He holds the view that in spheres of legislation where the Quran clearly lays down decrees, humans have no place for

intervention. Only in those spheres where the Quran does not explicitly lay down decrees, human beings have the permission to use their independent thinking and legislate through mutual consultation. He also believes that certain judgments of the Quran came within a specific historical context and if they are not relevant to contemporary society, we should discard them. However, this is a contradiction to Gulen's own belief that religion should have no place in the state (which obviously includes law-making).

The relationship of Gulen with the Kemalists, the US and his recent tussle with the new Islamists, the AKP (Justice and Development Party) has made him a controversial figure. Gulen has been often termed an opportunist because of his pragmatist political attitude. He has always sided with the military establishment and has been termed as the 'King-maker' in Turkish politics. Although claiming to be non-political, the movement has deep roots in Turkish politics, state, institutions, military, intelligence agencies and courts. On the pretext of medical treatment, Gulen left Turkey in 1999 and since then, he has controlled his multi-billion organization remotely from his residence in Pennsylvania, United States. In 2000, he was charged in absentia by a Turkish court for his alleged attempt to carry out a 'soft coup' and his intentions to form an Islamic state. Recently, Prime Minister Erdogan openly criticized him for trying to destabilize his government. Since his model of Islam suits Western interests, therefore, he is given much importance in the West. This has caused allegations against him of receiving support from Washington in his activities. In short, Gulen remains a mysterious personality with often contradictory beliefs. He believes in modernity but is traditional; supports secularism but imparts greater role for religion in society; preaches universal Islam but adherers to a Turkish-Ottoman concept of 'National Islam'; and finally, claims to be 'non-political' but is actively involved in politics behind the scenes.

Conclusion

In conclusion, the current extreme form of 'Secularism' adopted by the Kemalists prevents the integration of middle-class Turkish Muslims into the political, social and economic life who do not adhere to Kemalism but have been forced to adhere to it. Such an authoritarian system would prevent

the pluralization and interpenetration of identities and democratization of the country. Turkey currently is in a dire need of a fusion of Islamic values and the Kemalist political system which the Gulen movement offers. The Gulen movement has proved to be a success story as far as philanthropic and educational institutions are concerned and it has vastly improved the education system of Turkey and neighboring countries. It has also presented a modern and positive image of Islam and has tried to reintegrate Islam with the rest of the world. Moreover, it has succeeded in initiating inter-faith and inter-cultural dialogue in Turkey and has succeeded to a large extent in creating tolerance and harmony among Turkey's diverse ethnic, political and religious groups. The issue that needs to observed in the near future is the relationship of the Gulen movement and the state; its concept of a political system and its repercussions for political Islam. In short, the Gulen movement started as an educational and cultural movement but it seems it would not keep distance from politics for a long time and once it enters the political arena, it would definitely be in the name of 'Political Islam'.

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Perception of Public and Private Universities Students Regarding Academic Quality Assurance Standards

Muhammad Shahzad Zafar
Ph.D Scholar
National University of Modern Language (NUML), Islamabad, Pakistan

Abstract

The aims of this study was to find out the differences between public and private university student's point of view about academic quality assurance standards of higher education. The population of the study was public and private universities of Punjab province. The sample consists of 558 students of the department of management sciences and computer sciences. Convenient sampling technique was used for data collection. Questionnaires were administered for data collection. T-test were used as the statistical techniques to analyze the data. To achieve the objective of the study null hypothesis were tested. Finding of the research revealed that there was found significant difference between public and private universities regarding academic quality assurance standards of higher education on factor quality of students. But differences were found insignificant between public and private universities regarding the other factors of academic quality assurance standards.

Key words: Economical growth, constructive approach, intellectual capabilities, counseling, quality influences, quality management.

Introduction

Throughout the history of mankind education remained a constant source of enhancement of intellect and creative abilities. The shaping of mind has been attained only through education. There lies strong linkage between education and development. The developed countries have strongly sensed the importance of education and made it their priority to political agendas. Consequently, their progress of governing systems and their technological development provided an eloquent testimony to the importance of education (Sahar, 2010).

Quality has rightly achieved the status of top priority agendas for all the organization which demonstrate to urge to make progress, and believe in continuous improvement (Solanki, 2004). Quality is one of the largest important matters in education. It is acknowledged that it is the most important problem with today's system of education. The students that are graduating from universities are unable to meet the society's demand. Social welfare cost is being increased due to the poor quality of students that are the product of the education system. Quality management is an instrument while addressing the challenges to changes force. (Arcaro, 1997)

Multidimensionality of quality management makes it a big umbrella which is covering all the academic aspect in an educational institution. Therefore it is necessary to make a frame work for assessment and evaluation of quality of teachers, physical facilities and resources for the students provided by the universities. (Isani & Virk, 2005)

Quality Assurance is the logical way of analyzing that standards of education, scholarship and infrastructure are achieved or enhanced. It is a tool for giving value of higher education by supporting the high quality. This successful and regular quality of higher education system is recognized by the foreign countries that promotes the country economical growth in the Pakistan. A regular quality assurance programs helps to improve the professional opportunities, enhances the education and training of the professionals, interest of the future leaders, make easy learning environment, and support the academic and intellectual capabilities.

The Higher Education Commission is striving for the betterment of the standard and excellence in higher education and is also taking efforts to move the university education to give the reflection of international excellence by providing better quality of the pedagogy, learning, research and service. A constructive approach is made for giving better outcomes in the process of quality assurance and quality enhancement in the educational organizations. It took a step to change the status of the organizations of higher education in Pakistan to make Pakistani educational organizations concrete organizations of the world.

The model for the practice of Total Quality Management in the educational organization was introduced by Bradley in 2003. The training was given to teachers. The members that were included in the list of employees were line managers, administrators and first and middle line managers, the deans' rectors and board of directors and of the organization. The major functions performed by the faculty are to plan the strategies and to educate the customers in a sufficient way.

Objectives of the study

To find out the differences between public and private university student's point of view about academic quality assurance standards of higher education.

Literature Review

The concept of quality assurance was taken as a basic business methodology in 1950's and in early 1960's. The concept of quality helps to distinguish between two things and matters in a logical way. For analyzing the quality commonly three words are used as "better", "superior", and "acceptable". Although quality is a common factor of the field of the business. The successful organizations are those organizations that meet the standards of quality which are set by the organizations and for which customers and suppliers do efforts.

Appropriateness for purpose deals with the stakeholders that are not out of university organization but they invest high financial and physical

recourses for higher education. The society looks towards the product that how much individuals a university develops for the market annually, individuals has to fit themselves in the market without compromising upon the efficiency and outcomes of the organization. Luckett (2005) says that quality assurance approaches which are highlighted by other organization took the students as clients, valuable voters. This helps to understand quality as the appropriate for purpose.

This idea of quality is concerned with the government that is interested towards the outcomes of the higher education organizations of specific goals and aims for utilizing universities as a tool of solving social problem/issues. Organizations consult their individuals and professional employees from the universities for having an idea about their needs and programs related to education.

Total quality management is an overall approach which affects the development of quality of educational and business organization. There are two aspects of total quality management, first deals with the customer's requirements and second deals with the gradual betterment. (Deming1993) Juran (1989) has talked about the different ways of excellence:

1. The excellence planning
2. The excellence control
3. The excellence betterment

Crosby (1979) has quoted the concept of quality as the only if source of services with zero defects in an appropriate manner. He also has highlighted four elements of the management:

- Excellence is process to support customers.
- Excellence is attained by avoiding faults.
- Zero defects are dependent upon the performance.
- The excellence is based upon the performance of customers.

Crosby (1979) said that the application of quality minimizing the expanses of the production. Feigenbaum (1991) has argued that inputs help to attain the excellence in a very logical way. Ishikawa (1986) has segmented quality of two dimensions. The first are linked with the opinion

of customers about production. The second deals with the utility of the product.

Dale and cooper (1992) have given seven key steps for the application of quality management. Authoritative style is the only source of the support of quality in true meanings.

The standards of TQM deal with the services, monitoring and management by having some differences in it. With reference to services, quality is intangible and not easily measurable. There are some differences between products and services. Heizer and Render (2008) said that delivery of services for customers is based upon the consumption, variability and needs of the customers. Parasuraman, Zeithaml and Berny (1985) have proposed parameters of services quality which are related to functions of services:

Consistency of actions and dependence, Feedback based upon the willingness of workers/employees, Knowledge, skills and attitudes towards the available services. Advance and contact with others, Humbleness, sympathies, politeness, honor and friendship and closeness with employees, Transformations, trust, believe and honesty and interest and concern of the individuals in organizations, Safety from risks and issues within organization, Knowing about customers' needs, Physical proofs of organization.

The concept of education is incomplete without quality because quality helps to increase the standards of higher education locally and globally. Quality of educational organization deals with the curricula, teaching, learning and evaluation. These are the aspects in which quality influences upon the education:

Elements of quality of education, quality methods of the universities, training for staff and cultural/climatic changes in the universities functions, allocating awards for teaching practices, policies of education and excellence, educational changes and quality matters, redesigning of educational organizations and confirmation of excellence,

development of quality climate and headship of the universities, application of TQM philosophy for the development of cultural changes (John C. Friend-Pereira, et al 2002).

The betterment of education is based on the concept of open system, in which investment of resources as input process as development and outputs are involved. There would be no excellence if there is no standard for education. There are the areas which require betterment and excellence: Curriculum, Medium of instruction, Students counseling, Students training, Management, Administration, Teacher-pupil average, Physical climate, and teacher's training.

Cheng and Tam (1997) have suggested has suggested a multi-dimensional model for measuring excellence from the education which motivates heads and learners according to current situation of the organization. They have also said that quality is not easy to measure by assessing any single element.

Models of quality assurance are significant for long term planning of the educational achievements. Cheng (2003) has given new idea of quality assurance by dividing it in three stages as inner, middle and future waves. The first deals with the internal matters, for the development of the teaching and learning. The second deals with layouts, institutions, stakeholders and requirements. The third deals with the educational reforms which stresses upon the different competencies of intelligences and uniqueness of the learners. The organizations who deals with these ideas they can achieve the quality assurance in education. Along with the challenges and problems, educational institutions should strive for the excellence with reference to internal and external climate of the organization.

Freeman (1994) has introduced another dimension for the development of universities. Firstly, it is based on the individuals and their learning. Secondly, it deals with stakeholders. Stakeholders involve top management, teachers, parents and industrialists. Ribbons and Burridge (1992) have listed stakeholders in the category of internal and external

stakeholders. Thirdly quality can be shown through its outputs. Fourthly, quality demands response to making an educational organization a learning organization of true meanings.

The concept of quality assurance is inaugurated by the terminologies of quality assurance. Conceptual clarification is significant because it makes the reader capable to comprehend the concerned aspect of quality, as different people have different ideas about the term of quality. This situation is noticed in the universities where different stakeholders having different concerns, norms, priorities and hopes about quality education of university. Barnett (1994) says that universities have proper social and cultural values as their recognition. The discussion on the concept of quality is critical in which many concepts are discussed commonly at the same platform. The process of analyzing quality directly influenced upon the rules and policies of quality assurance.

Barnett (1994) argues that as much people/individuals participates in the field of education the quality matters are becoming more sensitive. The most significant thing is the change in the behavior of people the how they think about the quality of the education in both aspects as in general and specific perspectives. In the category of general aspects stakeholders are as provinces, market and the educational academies. They concentrate on the mission and vision of the universities and especially upon the strategies through which they attain mission. It is a very big challenge with reference to education for explaining the concept of quality. Knowing the quality assurance is very crucial to the field of education.

Methodology

Study design
The study was descriptive in nature, survey method was used to collect the data.

Population of the Study
Students of public and private sector universities of province Punjab, Pakistan were the population of the study.

Sampling technique

The convenient sampling technique was used for the data collection. The sample consists of six public and six private universities. Total sample of students were 558.

Instrumentation

The questionnaire was pilot tested before administration to the final sample. Those item which have low correlation, it was reviewed by the experts. For the reliability Cronbach alpha calculated for questionnaires is 0.742.

Data Collection

Researcher visited universities personally for data collection.

Results

Factors	Universities	N	Mean	S.D	t-value	df	p-value
Planning	Public	279	41.43	3.600	- 1.643	556	.101
	Private	279	41.86	2.611			
Work environment	Public	279	24.85	2.135	- .565	556	.572
	Private	279	24.95	2.057			
Research culture	Public	279	21.42	1.841	- 1.402	556	.161
	Private	279	21.62	1.526			
Resources	Public	279	11.92	1.568	- .541	556	.589
	Private	279	12.00	1.563			
Customer focus	Public	279	8.24	1.123	- 1.403	556	.161
	Private	279	8.37	1.111			
Quality	Public	279	16.38	1.707	- 2.860	556	.004
	Private	279	16.78	1.546			

Findings

1. The value of t (- 1.643) is not significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in point of views between public and private universities students an academic quality assurance standard of higher education regarding planning was accepted.

2. The mean difference is 0.10. The value of t (- .565) is not significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in point of views between public and private universities students an academic quality assurance standard of higher education regarding work environment was accepted.

3. The value of t (- 1.402) is not significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in point of views between public and private universities students an academic quality assurance standard of higher education regarding research culture was accepted.

4. The value of t (- .541) is not significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in point of views between public and private universities students an academic quality assurance standard of higher education regarding resources was accepted.

5. The value of t (-1.403) is not significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in point of views between public and private universities students an academic quality assurance standard of higher education regarding customer focus was accepted.

6. The value of t (- 2.860) is significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in point of views between public and private universities students an academic quality assurance standard of higher education regarding quality was rejected.

Conclusions and Discussion

There was found no significant difference regarding factors of academic quality assurance standards planning, work environment, research culture, resources and customer focus in viewpoints of students. It was concluded that there was found similarities in the opinions of students regarding factors of academic quality assurance standards planning, work environment, research culture, resources and customer focus. The students of private and public sector universities differed in their answers regarding quality. Comparison showed that there was found significant difference regarding factor quality of academic quality assurance standards. During the implementation of quality assurance in higher education institution, the main problems are to obtain accurate information from several sources, to work with huge information and documents, and analyze this information to generate knowledge, the reliable and useful information is also necessary for the success of quality assurance system implementation. Therefore information system should be implemented to overcome these problems.

A study conducted in Pakistan explored the perception about the quality of service, dimension of quality assurance in corporate view point and comparison with educational sector and finally his quality of service in education in Pakistan. This study would provide an insight in national literature about planning and what measures are being taken for assuring quality of education in different institutions with reference to Pakistan. (Memon, Joubish, Khurram, 2010).

Recommendation

Differences in public and private universities students with respect to subscales of academic quality assurance standards of higher education showed significant results on factor quality of students. While in other variables the results were insignificant. Therefore, it is recommended that Higher Education Commission of Pakistan should jointly work together with public and private sector and take necessary measure to enhance the quality of higher education.

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Determinants of students' performance in their studies in Pakistan

Kashif Ali
Lecturer in Economics, University of Sawabi, KPK

Adiqa Kiani
Assistant Prof. School of Economics, FUUAST, Islamabad, Pakistan

Naeem Ahmed (Lecturer)
Economics Department, National University of Modern Languages, Islamabad Pakistan

Abstract

The aim of the study was to find the impact of terrorism gender, per capita income, father's education, study hours, class attendance, class size, co-curricular activities and teaching techniques on students' performance. The data was collected through questionnaire taken randomly in the classes. Multiple linear regression model was employed on the collected data. The results of the findings revealed that per capita income, study hours, class attendance, co-curricular activities and teaching techniques were positively associated with student performance and were statistically significant also while terrorism showed negative correlation with student performance. It is concluded that the terrorist activities had worst consequences on the students' mind and ultimately decreased the performance in their studies. On the basis of these empirical findings, to keep students safe from terrorism, students should acquire trainings to protect themselves in such critical situation. On the other hand universities should have high security arrangements inside the universities.

Key Words: terrorism; students' performance; education.

Introduction

Human capital plays important role in the process of economic development. Achieving inclusive and quality education for all exert the belief that education is one of the most powerful and proven vehicles for sustainable economic development and quality education is one of the 17 Goals that make up the 2030 Agenda for Sustainable Development and it ensures that all girls and boys complete their free primary and secondary education, further it requires affordable vocational training to eliminate gender and wealth inequalities (UNDP, n, d). As knowledge becomes more important, so does higher education. The quality of knowledge generated within higher education institutions, and its availability to the wider economy is becoming increasingly significant to national competitiveness.

Pakistan is blessed with the maturity phase of demographic transition process. Sixty percent population of Pakistan is aged 30 or below and in 2010 it is estimated that age group of 15–49 which is labor force, is ninety-six million in 2010 while it is projected to 181 million by 2050. It is expected that the total labor force may increase from 110 million to 235 million in the same time (Bongaarts, Mir & Mahmood, 2013). So, if this enormous young age group is not given access to higher education, health, and livelihoods, this demographic potential might be devastating socially and politically (Bongaarts, Mir & Mahmood, 2013). While being blessed with such bounty of demographic dividends, Pakistan is the country worst hit by terrorism at the same time and if this enormous man power is not properly utilized and they could not equip themselves with higher education and informal vocational training they are more vulnerable to economic frustration and can easily become the instrument of terrorists.

There are several ways to determine and measure the students' performance such as Grade Points Average (GPA) and Cumulative Grade Points Average (CGPA). Some researchers use the GPA as a measurement tool to evaluate the students' performance as they are interested in the measurement of students' performance in a particular semester (Darling, Holtzman, Gatlin, & Heilig, 2005; Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012). Some of the researchers use test results when they want to know the performance of a student for the specific subject that how much

a student is compatible in a specific subject (Hijazi & Naqvi, 2006). There are several studies which determined the students' performance through CGPA showing the overall academic performance of the students (Agus & Makhbul, 2002; Ali, Jusoff, Ali, Mokhtar, & Salamat, 2009). Recently in Pakistan, CGPA is introduced to measure the students' performance academically.

To find out the factors that affect the students' performance, many studies have been done. Empirical studies conducted in different times are: Hijazi and Naqvi (2006) used primary data, collected through questionnaire. The OLS estimation techniques give the results that there is positive association of mother's education, class attendance with students' performance and study hours, while family income is negatively related to the students' performance. This negative relationship may be because of the students' attitude toward their study hours. Ali et al. (2009) carried out a study and used descriptive analysis, factor analysis, reliability testing and Pearson Correlation for the analysis. They find that demographic, active learning; students' attendance and involvement in extracurricular activities have positive effect, while course assessment has negative effect on the students' performance. In analysis of demographic, they included gender, age, fathers' education, mother's education and family income. They suggested that lecturer should encourage students to participate in class to improve their active learning as class attendance has the only factor that determines the students' achievement. Daniyal, Nawaz, Aleem, and Hassan (2011) in a study used primary data of 640 students to find and explore the factors that affect students' performance in the study area. Analyses are made through Pearson Correlation to test the hypotheses. They find that mother education, motivation of parents, family income, father education, involvement in co-curricular activities, regularity of teachers has statistically positive effect on students' academic achievement. They forward some suggestions that universities should provide scholarship to the needy students. They also suggest that universities should arrange co-curricular activities so that students participate in these events which may be helpful in improving the students' performance.

The relevant review of the literature shows that there have been various studies conducted about the measurement of students' performance which reflect that gender, family income, parents' education, class attendance, class size and co-curricular activities do affect the students' academic performance.

This study answers the question: What are the significant determinants especially the impact of terrorism on students' performance in Pakistan and to put forward policy recommendations, to improve the students' performance.

Significance of the Study

Different research studies showed that the students' performance is declining at higher education level in many developing countries. If those factors are found out at that stage which affect the students' performance and adopt different policies for the betterment of the students' performance, it will lead to a sustainable development of the poor countries. This study measures factors that are hindering Pakistani students' performance specially the factor of terrorism. Since, it is first of its nature as to the author's knowledge no other study included terrorism as a factor which may affect students' performance so it would be beneficial for students, teachers as well as policy makers who intend to show their performance in right direction and to enhance quality of education to achieve the goal of sustainable development.

Objectives of the Study

Main objectives of this study are:
1.   To find significant determinants of students' performance.
2.   To put forward policy recommendations to improve the students' performance.

Research Methodology

This study is aimed at evaluating the factors affecting students' performance, so the focus will be on the following headings.

Data and variable sources

The data have been collected from the students in an anonymous way through a standardized questionnaire as to fulfill the needs of this study. They were grouped in their own classrooms and were briefed clearly about the questionnaire. Three hundred questionnaires were distributed among the students in their classes randomly, 200 questionnaires to Kohat University and 100 to International Islamic University, Islamabad. Students' mean age was around 21 years. Although students were accessed randomly without any gender discrimination but in Kohat University the participation rate of male was 68% while 32% were female. It can be due to the reason that the overall population data consisted of more males than females in Kohat University. Of the three hundred questionnaires, two hundred and thirty questionnaires were completed and seventy were rejected, thus, the response rate was seventy six percent.

The data is collected from Kohat University of Science and Technology. Those students who are of the view that their studies are affected by terrorism have been assigned code 1 while those who are not agreed are recorded as zero.

Functional form of the model: After careful examination, this study suggests following model:

$$CGPA = f(G, PCI, FE, HS, CA, CS, CCA, TT, T) \quad (1)$$

$$CGPA = \beta_0 + \beta_1 G + \beta_2 PCI + \beta_3 FE + \beta_4 HS + \beta_5 CA + \beta_6 CS + \beta_7 CCA + \beta_8 TT + \beta_9 T + \mu \quad (2)$$

G	=	Gender (1 for Male 0 otherwise)
PCI	=	Per-Capita Income (PKR)
FE	=	Fathers' Education, following are the codes used for Measurement number of years of education in Table 1.

Table 1: Fathers' Education

Education Level	Number of Years
Illiterate	0
Primary	5
Middle	8
Metric	10
FA/FSc	12
BA/BSc	14
MA/MSc	16

SH	=	Study Hours (in hours)
CA	=	Class Attendance (number of classes attended by students at BS level)
CS	=	Class Size (number of students in a class)
CCA	=	Co-Curricular Activities
TT	=	Teaching Technique (1 if satisfied with the teaching style of the teachers or 0 otherwise)
T	=	Terrorism (1 if study affected by terrorist activities or 0 otherwise)

Diagnostic tests: To examine the goodness of fit of the model and statistical significance diagnostic tests are employed. They are important for validity of the results of the study. Following tests are used for the diagnostic statistics:

The Breusch-Pagan LM test: Trevor Breusch-Pagan (1979) developed a Lagrange Multiplier (LM) test used for the detection of the problem of hetrosckedasticity in the analysis of linear regression whether the estimated variances of the residuals from a regression are independent of the values of the independent variables.

Let's assume that we have the following regression model:

$$y_i = \beta_1 + \beta_2\, x_{i2} + \cdots\cdots + \beta_p\, x_{ip} + \varepsilon_i \qquad (3)$$

Where **Var (ε_i) = $\sigma_i{}^2$** and

$$\hat{\varepsilon}_t = \lambda_1 + \lambda_2 Z_{2t} + \lambda_3 Z_{3t} + \cdots\cdots + \lambda_p Z_{pt} + v_t \qquad (4)$$

Where Z_{pt} is a set of variables may determine the variance of the error term. (Usually for Z_{pt}, explanatory variables are used of the original equation) If the coefficients of the variables are significant, the problem of hetrosckedasticity exists.

The Breusch-Godfrey LM test: Breusch-Godfrey (1978) developed a test to check the data for the problem of serial correlation. Consider the model:

$$Y_t = \beta_1 + \beta_2 X_{2t} + \cdots\cdots + \beta_k X_{kt} + \varepsilon_t \qquad (5)$$

Where

$$\varepsilon_t = \rho_1 \varepsilon_{t-1} + \rho_2 \varepsilon_{t-2} + \cdots\cdots + \rho_p \varepsilon_{t-p} + \mu_t \qquad (6)$$

The Breusch-Godfrey LM test combines these two equations:

$$Y_t = \beta_1 + \beta_2 X_{2t} + \cdots\cdots + \beta_k X_{kt} + \rho_1 \varepsilon_{t-1} + \rho_2 \varepsilon_{t-2} + \cdots\cdots + \rho_p \varepsilon_{t-p} + \mu_t \qquad (7)$$

If at least one of the ρ is not zero then the problem of serial correlation exists.

The Ramsey RESET test for general misspecification: One of the most common problems that occur in econometric analysis is that we are never certain about the form of the equation that we want to estimate. To check the problem of general misspecification of the model, Ramsay's (1969) Regression Specification Error Test (RESET) is applied. Suppose the true model is:

$$Y = \beta_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon \qquad (8)$$

The RESET test includes various powers, squares and cubes, of Yi as proxies of the excluding variables.

$$Y = \beta_1 + \beta_2 x_2 + \beta_3 x_3 + \varphi_1 Y^2 + \varphi_2 Y^3 + \varepsilon \qquad (9)$$

If one or both, the coefficients of the explanatory variables Y^2 and Y^3 are significant, there exists the evidence of the omitted variable misspecification.

The Jarque-Berra (J.B) (1980) Normality Test for residual: It is one of the assumptions of the CLRM that the residuals are normally distributed with zero mean and a constant variance. Violation of this assumption leads to the inferential statistics of a regression model not valid for a small sample.

$$JB = n \left[\frac{\mu_3^2}{6\mu_3^2} + \frac{\left(\frac{\mu_4}{\mu_2} - 3 \right)^2}{24} \right] \qquad (10)$$

Where μ_2, μ_3 and μ_4 are the second, third and fourth moment respectively.

Results and Discussions

The results of the study and interpretation of the research findings are given here:

Descriptive Statistics

Descriptive statistics of sample respondents can be used to design policy to improve existing problems in education sector. It gives us various socio-economic characteristics of the sample respondents, given in Table 2.

Table 2
Descriptive Statistics of Sample Respondents

Variables	Mean	Median	Maximum	Minimum	Std. Dev
CGPA	2.865	2.930	3.930	0.940	0.5747
Gender	0.682	1.000	1.000	0.000	0.467
PCI	4645.736	4000.000	16666.670	1076.923	2970.793
Father Education	11.411	12.000	16.000	0.000	4.411
Study Hours	2.560	2.000	6.000	0.500	1.328
Class Attendance	86.013	89.000	100.000	40.000	10.909
Class Size	36.411	34.000	86.000	8.000	17.178
Co-Curricular Activities	0.430	0.000	1.000	0.000	0.497
Teaching Techniques	0.444	0.000	1.000	0.000	0.498
Terrorism	0.166	0.000	1.000	0.000	0.373

Source: Authors' Calculations

Table 2 represents some descriptive statistics of the sample and it can be notified from the table that mean of CGPA is 2.86. The maximum of CGPA is 3.93 while minimum is 0.94 with standard deviation of 0.574. There are 68% of male respondents while 32% are female. The average per capita income in the study area was 4645.736. The maximum per capita income was 16666.67 and minimum was 1076.923, with standard deviation of 2970.793. The standard deviation shows that there is significant variation in per capita income. Table 2 also shows that average father education in the study area is F.sc. Maximum education level of father is master. Standard deviation of father education is 4.41.

The average time given by the student to study at home or hostel is 2.6 hours. Maximum study hours are six, and minimum is half an hour with standard deviation 1.327814. The mean of the class attendance included in the sample is 86.01325%. The maximum class attendance is 100% while the minimum is 40%. The standard deviation of class attendance is 10.9087.

The mean of class size is 36 students with maximum strength of 86 and with minimum of 8 students. The standard deviation of the class size is 17.17761.

Regression results

In this study, multiple regression model is used to observe the relationship of explanatory variables to the dependent variable. Results of the multiple regression is summarized in Table 3.

Table 3: Estimates of Student's Performance

Variable	Coefficient	Std. Error	T-Statistic	Probability
C	0.852956	0.348657	2.446403	0.0157
G	-0.226994	0.088754	-2.557571	0.0116
PCI	6.10E-05	1.31E-05	4.643412	0.0000
FE	0.005495	0.009214	0.596364	0.5519
SH	0.043995	0.027806	1.582221	0.1158
CA	0.019339	0.003412	5.667859	0.0000
CS	-0.001372	0.002169	-0.632556	0.5280
CCA	0.167309	0.074157	2.256159	0.0256
TT	0.107192	0.073235	1.463677	0.1455
T	-0.149429	0.102586	-1.456621	0.1474
R-squared		0.455373		
Adjusted R-squared		0.420609		
Durbin-Watson Statistic		1.311129		
Akaike Info Criterion		1.248495		
Schwarz Criterion		1.448315		
F-statistic		13.09918		
Prob(F-statistic)		0.000000		

Source: Authors' Calculations

This table indicates some important results regarding the model. The adjusted R-squared that is commonly used for goodness of fit which is equal to 0.420609. It means that 42.06 percent model is explained by the explanatory variables. The Durbin-Watson Statistic 1.311129 which is less than 2 indicates the problem of serial correlation. This was also detected by Breusch Godfrey LM test. Cochrane–Orcutt Iterative Estimation was used to resolve this problem. The results of Cochrane–Orcutt Iterative Estimation are given in the Table 4.

Table 4: Estimates of Student's Performance using Cochrane–Orcutt Iterative

Variable	Coefficient	Std. Error	T-Statistic	Probability
C	0.02922	0.416534	0.07015	0.9442
G	-0.073178	0.075151	-0.973738	0.3319
PCI	0.0000322*	0.0000106	3.028563	0.0029
FE	0.00328	0.007334	0.447265	0.6554
SH	0.0329696****	0.021462	1.536179	0.1268
CA	0.029343*	0.004576	6.4123	0.0000
CS	0.000374	0.001831	0.204065	0.8386
CCA	0.141442**	0.058814	2.404901	0.0175
TT	0.080798*****	0.060043	1.345676	0.1806
T	-0.152662***	0.083331	-1.831997	0.0691
AR(1)	0.533263*	0.074401	7.167384	0.0000
R-squared		0.565207		
Adjusted R-squared		0.533927		
Durbin-Watson Statistic		2.088730		
Akaike Info Criterion		1.041410		
Schwarz Criterion		1.262190		
F-statistic		18.06922		
Prob(F-statistic)		0.000000		

Note: * Significant at 1% level, ** significant at 5% level, *** significant at 10% level, **** significant at 15% level, and ***** significant at 20% level.
Source: Authors' Calculations

Table 4 indicates that coefficient of the AR (1) is highly significant at 1 percent level of significance. It means that there was serial correlation of order one, the residual term is correlated with its single lag term. Table 4 presents the value of Durbin-Watson Statistic which is 2.088730, greater than 2. This indicates that the problem of serial correlation has been resolved. In econometric analysis that model is preferable which has greater adjusted R-squared value while less Akaike Info Criterion (AIC) and Schwarz Criterion (SBC) values. This can be seen by the comparison of the table 3 and 4 which show that the value of AIC and SBC have been reduced from 1.248495 to 1.041410 and 1.448315 to 1.262190 respectively. While the adjusted R-Squared has been increased from 0.420609 to 0.533927, implies that 53.39 percent variations in the dependent variable are explained by the explanatory variables, so this model can be a good fit. On basis of these three econometric model selection criteria we can say that AR (1) model gives the accurate and precise estimation results. Here F-Statistic indicates the overall significance of the model. This study measured the value of F-Statistic as 0.0000, showing that the model is highly significant at 1 percent level of significance. The impact of the independent variables on students' performance (CGPA) is explained as under:

Gender (G): The results of this study reveal that it is statistically insignificant. Hypothesis-I is, therefore, rejected that students' performance is affected by the gender.

Per capita income (PCI): *is* positive and statistically significant at 1% probability. Therefore, hypothesis-II was accepted that there is positive effect of income on student performance. Ali et al. (2009) in Malaysia, Ebenuwa-okoh (2010) in Nigeria estimated that there exists positive relationship between income and student performance.

Father Education (FE): in table 4 shows that it has positive but statistically insignificant effect on students' achievements at higher education level.

Study Hours (SH): It is positive and statistically significant at 15% level of significance.

Class Attendance (CA): The results of the study indicate that students' performance is positively associated with class attendance. It is highly significant statistically. It is supported by the results of Ajiboye and Tella (2006), Ali et al. (2009), Delaney, Harmon, and Redmond (2011) and Dobkin, Gil, and Marion (2007) that there exists a positive association between students' performance and class attendance.

Co-Curricular Activities (CCA): The findings of the study express that the coefficient of co-curricular is positive and significant at 5% level of significance. Hypothesis-VII is accepted that co-curricular activities enhance the students' performance. Ali et al. (2009) also found that co-curricular activities have positive relationship with students' achievements.

Teaching Techniques (TT): The coefficient of teaching techniques is positive and significant at 20% level of significance. The hypothesis VIII is, therefore, accepted that students' performance is positively associated with teaching techniques. Van (2011) found in his research that students' performance is not affected by the teaching techniques or style.

Terrorism (T): The findings of the study reveal another important result that there exists a negative association between students' performance and terrorism. The coefficient of terrorism is -0.152662 that is significant statistically at 10% level of significance.

Diagnostic Statistics.

The data was also checked to diagnose the econometric problems; problem of heteroscedasticity, autocorrelation, model misspecification and normality of the data. These tests are necessary for validity of the results as every econometric problem has its own consequences. The results of the diagnostic tests are summarized in the Table 5.

Table 5: Results of Diagnostic Tests

Test	F-Statistic	p-Value
Breusch-Pagan LM	1.432635	0.1796
Breusch-Godfrey LM	11.89803	0.0000
Ramsay's RESET	0.2517	0.7778
J.B Normality	(43.9892)	0.0000

Note: In parentheses, JB=Jarque-Berra, coefficient
Source: Author's Calculations

Results of the diagnostic test indicated that the data is homoscedastic because the Breusch-Pagan LM test is insignificant. This means the variance of the error term is constant. Similarly, the Breusch-Godfrey LM test indicates that there is the problem of serial correlation which is resolved further by using the Cochrane-Orcutt Iterative techniques. The Ramsay's RESET test reveals that the model is well specified as coefficients of the proxies of dependent variable are insignificant. Similarly, the p-value in table 5 indicates that there is no problem of misspecification in the model.

The JB normality test shows that the data is not normally distributed with zero mean and constant variance but it is not a great deal of worry with large sample size as it is not essential to arrive at the normality assumption but is required to assume that the error has finite variance with zero conditional mean and homoskedasticity (Wooldridge, 2006).

Conclusions and Policy Recommendations

The conclusions that have been derived from this study and policies which are recommended for the betterment of students' performance are given here.

Conclusions

The objective of this study was to find out those factors which can influence students' academic achievements. The data was collected through questionnaire and, sample of three hundred students were chosen randomly, and two hundred and thirty samples were selected finally. The multiple linear regression model was employed for analysis of the data. The data was also checked for the econometric problem of hetrosckedasticity and autocorrelation. There was the problem of autocorrelation which was resolved by using the Cochrane–Orcutt Iterative Estimation. High class attendance has a positive relationship with students' performance, teaching methods, more time given to the study and involvement in the co-curricular activities improve the students' performance academically. Gender and class size has no effect on the achievements of the students. It is found that terrorism affected strongly in poor academic performance of the students.

Policy Recommendations

The study regarding the students' performance is limited to Kohat University of Science and Technology and International Islamic University Islamabad, but it can be generalized to other institutions. Policy recommendations are suggested based on the study results and conclusions, to solve the problems and limitations which contributed in students' poor performance. The recommendations made in this study can be useful for both academic and administrative point of view:

1. The study observed the effect of terrorism on students' academic performance, and it can be realized that it has negative impact on students' mind and they are always in fear of such negative activities that they cannot even move freely in the university premises for their ultimate objective of acquiring knowledge. Pakistan is the country facing direct destructive effects of terrorist activities in the form of economic, social and political. Pakistan with its talented human wealth can grow economically with a very high pace if there is peace and to maintain peace this study recommends strict policy against such unlawful activities without any discrimination.

2. Government must provide security to educational institutions. For this purpose, separate security force especially trained for such activist can be established.

3. Government should adopt such a loan policies which could be easily accessed by deserving students in acquiring loans and financial aids. Furthermore, clubs and financial institutions should be highlighted which help needy students. This will ultimately enhance their job prospects as well as their incomes.

4. The universities should devise such policies which help in improving the students lecture attendance. There should be mandatory class attendance; a student must have 70-80 % class attendance. The students should be motivated through reward or their daily attendance plans attending lectures should be conditionally associated with their subject marks by universities so that students should take active part in them. Study hours should be made compulsory in educational institutions for improvement in students' performance.

5. The universities should arrange mock exercises among the students to eliminate the threat of terrorism and this learning by doing exercises will not only equip students with strength and courage to cope with unexpected attacks of terrorist rather it will be an adventure education for them. Maximum co-curricular activities should be arranged.

Future studies are recommended to find out the types of adventure education, methods of experiential pedagogy and co-curricular activities that are helpful in enhancement of the students' performance.

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Reporting Intra State Conflicts: Challenges for Mainstream Television Reporters

Ayesha Siddiqua
Lecturer Department of Mass Communication
National University of Modern Languages, Islamabad, Pakistan

Abstract

The paper has drawn theoretical support from Johan Galtung's idea of peace journalism as it is frequently used to analyze the coverage of conflicts. The study at hand tends to explore some of the major challenges faced by the mainstream TV reporters in Pakistan who cover intra state conflict stories in Baluchistan and Karachi. Qualitative method of in-depth interviews was employed to investigate the issue at hand. A sample of 12 reporters from mainstream channels of Pakistan was purposively selected for interviews. The study concluded that managing credible flow of information, controlling personal emotions, gauging mob mentality and making split second decisions according to the changing editorial policies and ground realities are among the pivotal determining factors of intra state conflict reporting. Trends of seeking professional psychological help by the reporters could not be traced by the study. Although reliance on sources was termed a major mode of access to information but quoting official sources of government and law enforcement agencies is given primacy over confronting details. The study finally concluded that it is probable for reporters to become an element of conflict resolution to some extent but this role is extremely challenging and varies from one story to another.

Keywords: intra state conflicts, conflict reporting, conflict resolution, peace journalism.

Introduction

Media's role in conflict has been revised over the period of time as in a number of cases media has not only challenged but also questioned the prevalent policies of the state which has resulted in lesser control of state on the flow of information. A wide majority of factors which cause the birth of any conflict have remained unattended even today. The reasons behind conventional interstate conflicts can vary from terrestrial locations to combat for economic means but not much has been declared on the intricacies of violent conflicts which occur within the boundaries of a given state.

The term conflict refers to different patterns of disagreement which can include both violent and non-violent means. Clausewitz (2004, p.17) defined conflict as a tool which has intense political implications. Mitchell (1981) held that conflict is a connection between different groups who can be distinguished with respect to incompatible aims, requirements and benefits. Cottle (2006) considered conflict as a sequence of efforts between opposing benefits and outlooks. Conflicts have been categorized differently in varying situations of international, interstate and intra state disputes. The study at hand has focused on the intra state conflicts in Pakistan. Intra state conflicts revolve around persistent combat and mostly involve organized armed forces which are capable of effective resistance. According to Small & Singer (1982) effective resistance refers to intentional and organized violence as a result of which stronger rival can defeat the weaker one. Intra state conflict is also referred to as a rift among the government and non-government entities over disputed matters, employs armed means and results in at least 25 battle related deaths in the course of one year (Wallensteen & Sollenberg, 2001). Thus intrastate conflict is a state of opposition which mostly involves state and non-state actors along with the use of armed combat which can result in casualties. In a report by Safer World (2004), conflict actors are referred to as all those which take part in the conflict or are affected by it. These conflict actors can comprise of persons, groups and organizations which add to the conflict or are affected by it in any possible manner. Actors can have different and competing intentions and abilities towards solving the conflict.

Reporting Intra state Conflicts

Reporting of intra state conflicts cannot be done without relying on the information provided by the local reporters and correspondents. A sophisticated skill level of journalistic techniques and an in depth comprehension of the causes and consequences of the conflict is required to report intra state conflicts. In case of live television reporting the responsibility of broadcasting correct, objective and timely information along with maintaining personal safety tenders tremendous challenges for the reporters.

The risks involved in reporting of intra state conflicts become even more difficult to tackle when professional independence is almost impossible to achieve and the freedom to broadcast anti-state views is strongly curbed. In such a situation journalists in general and on field reporters in particular become much more vulnerable. In a country like Pakistan where conflict reporting assignments and terrorists' attacks have evolved in to a routine matter it has become extremely difficult and challenging for the on-field reporters to cover the conflict without compromising objectivity and maintaining personal safety simultaneously. According to the International Federation of Journalists' (IFJ) 2016 report Pakistan is considered an unsafe country for Pakistan as 102 journalists and media employees have been killed since 2005. The intra state conflicts which involved armed insurgency and sectarian violence are held responsible for the killing of many journalists as per the findings of the report.

Pakistan has witnessed a prominent rise in violence levels during the past decade. Although causes of violence vary from one area to another and are suspected to involve both old and new conflict actors but more intensified intra state conflict situations have been witnessed in Baluchistan and Karachi.

The rise of violence in Baluchistan, the largest province of Pakistan, is considered to be a result of the connection between banned sectarian militant groups and terrorist outlets. Shia Hazara community is considered

to be worst hit by the armed resistance that has been taking place in the province since 2006 as a result of which 22 journalists were reported to be killed in Baluchistan between 2008-2012 ("22 Journalists Killed in four years", 2012).

In the province of Sindh, most of the violence is concentrated in its provincial capital, Karachi. Karachi has witnessed a "tenfold increase in violence between 2006 and 2013" (Yamin and Malik, 2014). The dynamics of conflict in Karachi have evolved tremendously over the period of time as many new actors have surfaced comprising of banned sectarian outfits, radical groups, political parties, and criminal elements. Since September 2013, a military operation in Karachi has been under way which aimed at eradicating criminal organizations and individuals. It has become extremely challenging for journalists to report freely as they have been working under constant pressures exerted by military wings of political parties, civil government, law enforcement agencies and multiple anti-state actors (Ali, 2015).

The current study tends to explore some of the major challenges along with the decisive factors involved in the intra state conflict reporting assignments taken up by the television reporters of mainstream channels in Baluchistan and Karachi.

Literature Review

The growing recognition of the crucial role the reporters play in covering intra state conflicts has compelled many researchers to examine the notion of conflict reporting and the challenges associated with it. Peace journalism has provided an important theoretical foundation to conflict reporting and is explained as editors' and reporters' choice of what to select for reporting and also how to report it. It generates prospects for public to develop less or non-violent reactions towards conflict (Lynch and McGoldrick, 2005, p.5). Galtung (1998) who first coined the term peace journalism observed that it has become a tradition for media to thrive on stories of violence and rifts without taking into consideration the effects of such journalistic practices on the society at large. Galtung's classification of conflict reporting and coverage in to war and peace journalism has been

divided in to four major practices. War journalism relies on apparent effects of conflict, is propaganda-oriented with respect to exposing others' lies and concealing ours', presents voices of elite and depicts success as the ultimate result. Peace journalism is expected to be peace oriented with respect to identifying conflict construction and preventing conflict, truth-oriented with respect to exposing untruths on the part of all sides, people-oriented with respect to covering people as peacemakers and solution-oriented with respect to highlighting peace and solution initiatives (Lynch & McGoldrick, 2004). Galtung also accused traditional war journalism of reducing the conflict consequences to one point agenda of defeat and victory for the involved stakeholders. He also proposed a resolution oriented approach for media in times of conflict by covering stories in such a way which escalates the peace process and de-escalates violent aspects of the conflict **(**Galtung, 2002).

The idea of peace journalism has surfaced over the period of time as an obvious alternative to conventional war journalism in times of conflict. The notion of peace journalism is supported by the works of many researchers including of Lynch and McGoldrick (2004, 2005), Hanitzsch (2004), Maslog et al (2006) and Cottle (2006). Peace Journalism promotes reliance on subjective insights of journalists in comparison to sticking to normative idea of objectivity (Wolfe & Johnson, 1990). Peace Journalism is considered a specialized form of socially responsible journalism which plays an active part in peace process (Hanitzsch, 2004, p. 484).

Galtung and Fischer (2013) observed that conflict can be approached in two ways; through high road and low road. The low road which is more dominant considers conflict as a battle which needs to be won by a party while the high road focuses on the non-violent conflict makeover.

The paper by Peleg (2006) examined three cases of conflicts, the Northern Ireland, the Basque, and the Palestinian-Israeli. The paper exhibited construction and growth of conflict, whereas after introducing essentials of peace journalism to each case, it demonstrated the advantages

of peace journalism in terms of transforming the disagreement to consensus on common grounds.

Peace journalism encouraged a reconciliation based advocacy approach in conflict reporting not only through news stories but also through editorials and column writing. Advocative approach also includes highlighting less visible effects of violence and emphasizing on common grounds instead of focusing on retaliation, and differences (Maslog et al, 2006, p. 23).

Wilhelm Kempf (2012) termed peace journalism as quality journalism because it does not support the generalization and simplification of conflicts. Howard (2003) analyzed that the debate about journalists' relationship to conflict resolution has become increasingly evident but in journalistic practice no agreement has been yet made on choosing the right approach for conflict reporting.

Puddephatt (2006) argued that the concept of peace journalism is contrary in many ways to the objective role which reporters are expected to adhere while covering stories rather it encouraged them to become an active part of those stories. Cottle (2006, p. 13) considered peace journalism approach as wishful thinking in terms of revising traditional war journalism. Hanitzsch (2004, p. 488) criticized Galtung's ideas and asserted that they are standing on fragile epistemological grounds.

Harvard scholar Gilboa (2009) observed that only a considerably limited number of journalists were encouraged and acknowledged for playing their part in de-escalation of violence and conflict in comparison to a large number of journalists who were criticized for damaging the peace dialogues.

Research related to conflict reporting is still in its initial phase in Pakistan. De Faria (2015) reported that journalists in Pakistan and Mexico operate in the most challenging work environment as they are constantly haunted by threats and security concerns. Committee to Protect Journalists' Impunity Index (2015) ranked Pakistan 9th in the world. The index reflects

the quantity of unresolved journalists' murders as a percentage of the population. Although the reported battle related deaths have decreased since 2010 in Pakistan but numerous intra state conflicts have resulted in more than 1700 battle related deaths (Dzuveroviv, 2012).

Hussain and Rehman (2015) concluded that the conflict of Baluchistan has attracted media coverage from two major standpoints, one is the coverage of violent incidents and the other is regarding the pleas to maintain peace. The study further observed that journalists normally deny the influence of their personal opinion in conflict reporting but journalists covering Baluchistan confessed that their reporting was largely influenced. According to the study journalists in Baluchistan, contrary to the reporters in other regions, were ready to play the role of conflict-resolver.

Available statistics indicate that out of the 80 journalists who died in Pakistan between 2002 to 2012, 16 alone were killed in 2011 while another six were murdered in 2012 and four of them belonged to Baluchistan ("The tragedy of Journalists in Pakistan", 2012).

According to a report of Human Rights Commission of Pakistan (2011) fact finding mission, journalists were generally afraid of reporting stories from areas like Karachi where structured violence took place on regular basis. The report further observed that law enforcement agencies in Karachi have also been politicized as a result of which process of prosecution has been marked by frequent delays and faults.

Objectives of the Study

In the light of the relevant literature the main objectives of the study are to investigate (a) the main decisive factors involved in intra state conflict reporting in Pakistan, (b) safety and security measures employed by reporters while reporting from intra state conflict areas, (c) extent to which reporters in Pakistan seek psychological help during or after covering violent stories emerging from intra state conflicts, (d) management of information while working on intra state conflict assignments and (e) role of reporters in conflict resolution.

Methodology

The qualitative method of in-depth interviews was employed to investigate the issue at hand. In-depth interviews method is frequently employed to document observations, opinions and experiences of relevant individuals. The methodology of interviews has been best used in situations where the available information on the given topic was scant. A qualitative research interview helps in generating both factual and interpretative meanings (Kvale, 1996).

Given the diverse and extensive range of intra state conflicts occurring in Pakistan it was difficult to attend to the reporting dynamics of each conflict; therefore the present study has focused on two of the most intense and persistent intra state conflict areas of Pakistan namely Baluchistan and Karachi.

A purposive sample of 12 reporters from eight mainstream television news channels who have covered intra state conflict stories in Baluchistan and Karachi was selected for the study. Channels included Geo, Express, Capital, Dunya TV, Channel 24, Channel 92, Bol TV and Jaag. Each of the study's participants granted permission to audio record the interview which was later transcribed by the researcher. Detailed interview questionnaire can be found in Appendix A. List of the selected reporters along with their channel affiliations is attached in Appendix B.

Results

Majority of the respondents agreed that although editorial policies dictated from the newsrooms were considered equally important but on ground actual observation was a major decisive factor for a reporter working in conflict zone. "Reporter is the best judge in scenarios of live conflict reporting", A. Khan (personal communication, June 6, 2017). Managing flow of information and personal emotions were also ranked as determining factors in live stories by the respondents. K.R. Khan (personal communication, May 26, 2017) who is also a bomb attack survivor asserted that "handling of emotions is the most crucial and difficult part of live reporting in case of a violent incident". Dealing and gauging mob mentality was also ranked as an

important factor of intra state conflict reporting. "In case of sudden eruption of intensified emotions by the mob, field reporters can become the most vulnerable target of mob violence", R. Saeed (personal communication, June 1, 2017). Some of the reporters also ranked the efficient and timely response by the law enforcement agencies equally determining as quick dispersion of crowd from the site could save valuable lives in case of a follow up blast or attack.

The state of safety measures was declared unsatisfactory by majority of the respondents as they believed that reporters face life and security threats not only from the banned terrorist organizations and groups but also from the armed wings of political parties and even some fractions of the law enforcement agencies. Respondents also revealed that no professional training is available to reporters in Pakistan regarding their safety measures in conflict zones. "Availability of safety measures in terms of insurance policies and safety jackets varies from one media employer to another", Z. Kiddy (personal communication, June 3, 2017). In certain instances negligence on the part of the reporters have also results in compromise on safety measures. R. Saeed held that "even if reporters were provided with safety jackets they don't wear them out of negligence" (personal communication, June 1, 2017).

The trend of seeking professional psychological help and counseling by the reporters could not be traced by the study. A. Khan got injured in a cross fire between two rival groups while working on an investigative story on drug mafia in the Baloch Colony area of Karachi. He believed "it was only after I suffered a deep bullet injury that I learnt how adventurism and over enthusiasm can cost me my life as a result of which I started practicing caution in my future stories'' (personal communication , June 6, 2017) . He also admitted that he didn't sought any professional psychological help but he learnt his lesson of not crossing the invisible red line of danger no matter how worthy the story might be. R. Rehman (personal communication, May 28, 2017) stated that "there is no established trend of seeking psychological counseling among the conflict reporters in Pakistan as we mostly rely on the support provided by friends and family".

Although reliance on sources was termed a major way of access to information but quoting official sources of government and law enforcement agencies is mostly given primacy over authentic and confronting details. Majority of the respondents termed strong dependence on the sources as a vital tool for access to correct information but broadcasting that information might be a different story. K. R. Khan (personal communication, May 26, 2017) revealed that she was working on

a conflict story which surfaced in Korangi area of Karachi when the first hand witness declared armed workers of Muttahida Qaumi Movemennt (a mainstream political party of Pakistan)responsible for the violent incident but "I was not allowed by the newsroom to broadcast that information".

Respondents asserted that the reasons for not broadcasting selective information range from life threats to reporters, cameramen, technical staff and witnesses to damaging channel premises. Majority of the respondents termed statements released by Inter-Services Public Relations (media wing of Armed Forces of Pakistan) along with information released through certain Whatsapp groups of Frontier Corps in Baluchistan as the reliable and safe way of access to information. "Mild versions of proscribed organizations are sometimes also made part of the news story but the constitutional limits are strictly followed while filing such stories", R. Saeed (personal communication, June 1, 2017). Information in intrastate conflict zones is also managed through leads provided by the sources. R. Rehman

(personal communication, May 28, 2017) asserted that "even if access to information is managed in conflict zones, lack of editorial training in some cases makes it extremely difficult for the reporter to manage the information in a newsworthy manner". S. Zulfiqar (personal communication, June 4, 2017) emphasized that information from all stake holders should be incorporated in the story.

Respondents agreed that although the primary job of a reporter is to report facts as objectively as possible but this role becomes more flexible and difficult to handle when it comes to conflict reporting assignments. Majority of the reporters strongly asserted that they have frequently ommitted and revised information for the sake of not accelrating violence. They further revealed that the idea of conflict resolution is extremely challenging as in most of the cases clear editorial directions are missing and reporters are

pressurized to sensationalize the conflict which results in accelerating the conflict instead of de-escalating it. R. Saeed (personal communication, June 1, 2017) agreed that "reporters repeatedly found themselves struck between state and anti-state actors" but their obvious choice is to relay on the version of reality provided by state. Respondents considered political parties as equally intolerant of opposing views. Some journalists especially in Baluchistan have even succumbed to the pressure and abuse inflicted by conflict actors including political parties. Some of the respondents dismissed the idea of conflict resolution and asserted that conflict zone reporters are only "manipulated by the conflict actors to serve their respective interests" A. Khan (personal communication, June 6, 2017). Z. Kiddy (personal communication, June 3, 2017) held that "journalism psychology must be integrated in mass communication curriculum to equip reporters for handling conflict reporting assignments".

Discussion

The study explored that keeping the ground reality in check, managing the flow of credible and timely information along with controlling the outburst of personal emotions are among the decisive factors of intrastate conflict reporting. Mob mentality in terms of mob violence can also severely exploit the already vulnerable position of the field reporters. Reporters working in conflict zones need to constantly update and revise their decisions in light of the editorial policy and changing ground realities. Study supported the findings of Danial DeFaria (2015) in terms of security and life threats issued to the reporters in Pakistan as respondents admitted that they work under poorly defined safety and security conditions. Findings of Hussain and Rehman (2015) were also validated by the current study as reporters from Baluchistan acknowledged the fact that they influence their reporting techniques by holding a considerable part of credible information in view of editorial policies and personal security. Study also found that reporting from conflict zones like Baluchistan and Karachi take a lot of toll on the professional and psychological health of reporters. The researcher observed that it is difficult to outline the psychological challenges faced by reporters and they mostly rely on the support provided by friends and family circle instead of resorting to professional psychological help.

Information generated through state actors is heavily relied on in case of intra state conflicts even if confronting credible information is available. Study supported the literature generated by Lynch and Mc Goldrick (2005) which proposed the notion that reporters constantly make and change decisions about reporting in a conflict situation and can thus play a role in conflict resolution. The findings however, also partially supported the induction of Galtung's (1998) idea of peace journalism in intra state conflict reporting as eight out of twelve respondents agreed that they have tried time and again to de-escalate the violent situation by controlling and reshaping the available information. On the other hand, four out of twelve reporters embraced the fact that news media thrive on violent aspects of the conflict by sensationalizing the conflict.

Limitations of the Study

Study was exploratory in nature as it made an attempt at producing primary data on the subject instead of generating specific statistical details. The small sample size and purposive method of sampling were among the major limitations of the study. The study had relied on qualitative method of in depth interviews which restricted the wider generalization of the findings.

Implications of the study

Future researches can explore the psychological aspects involved in intra state conflict reporting especially with respect to Post Trauma Stress Disorder (PTSD) . Another possible implication for future studies involve the role of media in conflict escalation and de-escalation. Studies on role of editorial policies in conflict reporting can also be another possible implication for imminent researches.

Conclusion

The study at hand attempted to explore the challenges faced by the reporters of mainstream Pakistani television channels with respect to the decisive factors involved in intrastate conflict reporting, available safety measures, psychological pressures, access to information and the role which reporters play in conflict resolution. In depth interviews were conducted from

12 reporters of eight mainstream TV channels. The study concluded that keeping ground reality in consideration, managing credible flow of information and controlling personal emotions are among the determining factors of intra state conflict reporting in Pakistan. Revising decisions in light of the evolving editorial policies and keeping the mob behavior in consideration is also given prime importance. The study also concluded that television conflict reporters in Pakistan generally work with inadequate safety and security measures. Lack of available training makes the reporters more susceptible to danger. Trends of seeking psychological help by the conflict reporters of Pakistan could not be traced by the study. Although reliance on sources was termed a major mode of access to information but quoting official sources of government and law enforcement agencies is given primacy over contrary authentic details. Majority of the reporters agreed that they had tried to de-escalate the intensity of conflict in certain situations by holding and revising the information while some negated the idea and accused the editorial policies dictated by newsrooms for sensationalizing the conflict.

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Impact of Personality Traits on Facebook Addiction: The Mediating role of Perceived Social Support

Maryam Zafar
M.Phil Scholar,
Department of Applied Psychology
The Islamia University of Bahawalpur

Dr. Ishrat Siddiqa Lodhi
Director Academics,
Higher Education Commission (HEC) Pakistan

Dr. Muhammad Shakir
Lecturer, Department of Educational Training,
The Islamia University of Bahawalpur

Abstract

The purpose of this study was to examine the personality traits, Facebook addiction and mediating role of perceived social support among the university students. It was hypothesized that there is likely to be a correlation between personality traits, perceived social support and Facebook addiction. Correlational Survey research design was used. The sample of the study comprised of (N=222) Facebook addicts, including 130 females and 92 males. Three scales were used in this study. HEXACO, developed by Ashton and Lee (2009); Multidimensional Scale developed by Zimet, Dahlem, Zimet and Farley (1988); and Bergen Facebook Addiction Scale (BFAS), constructed by Andreassen, Torsheim, Brunborg, and Pallesen (2012). Multiple regression was carried out to investigate the mediational role of perceived social support among personality traits and Facebook addiction. It was found that there was a positive correlation between personality traits, perceived social support, and Facebook addiction. The level of Facebook addiction is significantly different among males and females as well as young and old students of the university. Similarly Perceived social support had a mediating role between the relationship of personality traits and Facebook addiction.

Keywords: Facebook Addiction, Multiple regression, Social Support, University Students and Bergen Facebook Addiction Scale (BFAS).

Introduction

Social network sites like Facebook has become a global phenomenon and being one of the greatest important means of communication. The popularity of the social networking site Facebook is unprecedented: It is currently the second most frequently visited website on the Internet (Alexa Internet Inc., 2011) and attracts a global audience of 800 million members (Facebook, 2014). Despite the potential implications of Facebook use, there is a distinct lack of empirically derived theory in this area. This may be because Facebook is a relatively recent social phenomenon, and as such, there has been limited opportunity for exploratory research. However, in the last two years, a growing number of researchers have recognized the importance of such research, and are working towards identifying the types of people who use Facebook (Sheldon, 2009).

Today Facebook is somehow destroying the future and academic carrier of university students. Facebook is extremely valuable to university students (Needham & Company, 2007). It has been proposed that social network sites use such as Facebook use may increase time spent online (Lenhart, Purcell, Smith & Zickuhr, 2010b). Moreover, Facebook addiction and its effect on doing university work has been considered in numerous recent studies (Charnigo & Barnett-Ellis, 2013). The literature indicates that this social networking site is addictive to university students' users, which is one of the today's higher education matters. The aim of this study, therefore, is to explore the phenomenon of Facebook addiction in relation to personality traits and perceived social support among university students.

In the last decade, we have seen the emergence of Behavior and Personality research in relation to Social networking sites. In today's society research in to Social networking sites and personality is important because it is an emerging issue around the globe. The knowledge of an individual's personality traits and analysis of their social networking use could be used for the monitoring of young university students. According to the diathesis-stress model of behavior, specific personality traits may predispose to addictive disorders (Müller, Beutel, Egloff & Wölfling, 2013). Personality is a leading

factor that may contribute to both chemical and behavioral addictions (Grant, 2010).

Personality

In view of the Personality Psychology personality is the most complex of all the human attributes and it also characterizes the uniqueness of a person. It has been a long-term goal for psychologists to understand human personality and its impact on human behavior. Personality has been conceptualized from a variety of theoretical perspectives, and at various levels of abstraction or breadth (John, Hampson, & Goldberg, 1991; McAdams, 1995). Each of these levels has made unique contributions to our understanding of individual differences in behavior and experience.

Drawing consensus across the contemporary definitions, personality is regarded as a snapshot of a fluid process of individuals engaging dynamically with their environments, expressing behaviors to varying degrees, but being differentiated by how they typically feel, think, and behave the "stable part of themselves" (Gramzow et al., 2004; Hafdahl, Panter, Gramzow, Sedikides, & Insko, 2000; Robinson & Sedikides, 2009).Personality is also defined by Nolan-Hoeksema, Fredrickson, Loftus and Wagenaar (2009) as "the distinctive and characteristic patterns of thought, emotion, and behavior that defines an individual personal style of interacting with the physical and social environment.

Traits

Up until today, among the other various approaches, the trait approach continues to be the predominant conceptual framework for the description of human personality and the prediction of behavior (Matthews and Deary, 1998). Traits are often used when personality needs to be measured in terms of specific psychological characteristics (Jin, Lee, & Gopalan, 2012) because "in personality psychology, traits are overtly expressed through behaviour," (McDonald, 2008).

Personality traits

Personality traits refer to cognitive, affective and behavioral patterns that show stability over time and across situations (e.g. Cattell, 1965). To the extent that a personality trait has 'clear behavioral connotations', it is easier to picture a person behaving in a way implied by the trait (Hampson, John and Goldberg, 1986). Basic personality traits are predictors of human behavior (Wiggins 1996). Personality traits are typically conceptualized as stable individual differences that, in a general sense, guide behavior (Cattell 1957; Winter and Barenbaum 1999).

Personality traits are Stable

The belief that personality traits are innate, genetically influenced, and develop in infancy (Bouchard et al. 1990; Eaves et al. 1999; Eysenck 1967; Loehlin 1992; McRae et al.2000).Stability is a defining aspect of personality traits (Asendorpf, 1992; Caspi & Roberts, 1999;Funder, 1991) and issues of personality stability are central to questions about human nature(Roberts & Caspi, 2001). Personality traits are indisputably consistent across time and age (Fraley & Roberts, 2005; Roberts & DelVecchio, 2000). Yet, as individual differences in personality become more stable and crystallized throughout adolescence (e.g. Klimstra, Hale, Raaijmakers, Branje, & Meeus, 2009), it could be argued that personality plays a stronger moderating role with increasing age. Empirical studies assume that adults' personality traits are fixed (Heineck and Anger, 2010; Mueller and Plug, 2006; Nyhus and Pons, 2005).Though we have discussed the personality and its traits, however, theories particularly psychological theories better explain this phenomena. So it is important to discuss in detail different theories which explain this phenomena scientifically.

Theories of Personality Trait Development

In his review of personality and aging, Kogan (1990) highlighted three theoretical approaches to personality trait development. The first model is the classical psychometric theory or trait model of personality development (see also Conley, 1984). The exemplar trait theory of

personality development in adulthood is the five-factor theory of personality (McCrae & Costa, 1999).

According to this perspective, traits remain so stable in adulthood that they are essentially "temperaments" and are impervious to the environment. In terms of personality traits, the five-factor theory clearly states that traits develop through childhood and reach maturity in adulthood and are thereafter stable in "cognitively intact individuals" (McCrae & Costa, 1999, p. 145) and that this pattern holds across cultures (McCrae & Costa, 1994; McCrae et al., 2000). Personality trait development is thus presumed to be governed by temperament or genetic factors rather than environmental influences or experiences. Therefore, the patterns of mean-level change demonstrated by various samples must be attributed to genetic factors that define propensities to grow in specific directions at specific ages during the life course.

The second theoretical approach highlighted by Kogan (1990) emphasizes the role of the environment. These contextual models focus on the effect of environmental contingencies often contained within social roles and how they affect personality (e.g., Brim, 1965). The prototypical contextual approach to understanding personality development is to focus on more micro analytic social– cognitive units of analysis (e.g., Bandura, 1999; Zelli & Dodge, 1999). Social– cognitive units of analysis are by definition context bound constructs, such as social skills, competencies, and personal goals. Rather than presupposing consistency, as is done in trait models, personality consistency is thought to emerge through one's transactions with the social environment (Zelli & Dodge, 1999). This model does little to inform perspectives on mean-level changes in personality traits, as it limits its focus to phenomena that are presumably not trait like. Moreover, from an extreme contextual perspective, mean-level change would result from environmental contingencies that are mostly unpredictable; therefore, patterns of mean-level change also would be relatively unpredictable (Lewis, 1999).

According to Kogan (1990), the third set of developmental models emphasizes the transactions between the traits and contexts across the life course and is therefore interactional. The most contextual of the interactional models is Levinson's (1978), which focuses on the building of life structures in childhood, early adulthood, middle adulthood, and late adulthood. Life structures represent the basic pattern or design of a person's life and largely reflect the interplay between self-driven goals and societal and age-graded roles. As this perspective is most relevant to the pattern of social roles across the life course, it does not provide information pertinent to the development of personality traits. Similarly, Erikson's (1950) stage theory emphasizes the change and emergence of specific life tasks and associated crises at different ages. This perspective also essentially ignores personality trait development.

More recently, Baltes (1997; Baltes, Linden Berger, & Staudinger, 1998) has enumerated the life span development approach, which proposes a dialectic between consistency and change over the life course, with adaptation being the primary focus of development. The life span perspective specifies that people are open systems and that they exhibit both continuity and change in personality throughout the life course. Furthermore, according to the life span model, the effects of psychological, social, and cultural factors diminish as people grow older often as a result of selection, optimization, and compensation processes (Baltes et al., 1998).

Recently, Roberts and Caspi (2003) proposed an alternative theory of personality trait development consistent with Baltes's (1997) life span approach (see also Roberts & Wood, in press). This theory proposes that identity processes can help explain the patterns of continuity and change in personality traits across the life course. Specifically, the development of a strong identity and certain facets of identity structure, such as identity achievement and certainty, are positively related to many of the mechanisms that promote personality continuity. Furthermore, with age, a person's identity becomes clarified and strengthened, and this helps to explain the increasing continuity in personality traits across the life course. Finally, making normative commitments to the conventional social institutions necessary to create an identity (e.g., work, marriage, family,

community) gives rise to the increases in traits associated with psychological maturity, such as agreeableness, conscientiousness, and emotional stability (see also Roberts, Caspi, & Moffitt, 2003; Roberts & Wood, in press). These investments in conventional social institutions are presumed to facilitate increases in these three core domains of the Big Five.

Personality and the Five-Factor Model of Personality

Personality is most often viewed within the hierarchical five factor model (FFM; McCrae & Costa, 2008).The Big Five is a well-researched model measuring Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness (Goldberg, 1999; John & Srivastava, 1999; Goldberg et al., 2006).There are several theories for personality traits in the literature but the most widely used personality traits model is the Big-5, five broad personality dimensions (Matthews et al., 2003).The Big-5 personality traits model is defined as follows:

- (**Openness**): Artistic, curious, imaginative, etc.
- C (**Conscientiousness**): Efficient, organized, etc.
- E (**Extraversion**): Energetic, active, assertive, etc.
- A (**Agreeableness)**: Compassionate, cooperative etc.
- N (**Neuroticism**): Anxious, tense, self-pitying, etc.) Article 753

Costa and McCrae (1992) indicate that it is the most comprehensive and parsimonious model of personality. Barrick, (2001) stated that it is the most useful taxonomy in personality research. Briggs (1992) refers to it as "the model of choice for the researcher wanting to represent the domain of personality variables broadly and systematically." McElroy (2007) found that it was a better predictor of personality indicators for technology related issues.

In several studies on individual differences, personality factors are highlighted as leading factors in determining life preferences and interaction styles employing a number of different theories; among them, the five-factor model of personality is a well-accepted model (Goldberg et al., 2006). A considerable amount of Cyber psychology has reported the predictive power of this model (e.g Amichai-Hamburger & Vinitzky, 2010; Bachrach, Kosinski

Graepel, Kohli, & Stillwell, 2012; Wilson et al., 2012; Seidman, 2013).The explanation of Big-five personality traits are as follows.

Agreeableness

McElroy (2007) stated that people who score high on agreeableness are sympathetic, good natured, cooperative and forgiving. They help others and expect help in return. Graziano and Eisenberg (1997) defined agreeableness as "a compassionate interpersonal orientation described as being kind, considerate, likable, helpful and cooperative".

Conscientiousness

The hallmark of the conscientious personality is self-control, reflected in a need for achievement, order, and persistence (Costa et al, 1991). Conscientious people actively plan, organize, and carry out tasks. They are strong-willed, deliberate, and reliable (McElroy et al. 2007). They are more likely to carefully consider ways in which the use of technology would allow them to be more efficient and perform at a higher level (Barrick and Mount, 1991). Devaraj et al. (2008) found that conscientiousness moderates the relationship between perceived usefulness of technology and intention to use technology. Individuals with high conscientiousness are methodical, dependable, and risk averse (Goldberg, 1990).Conscientiousness involves orderliness and self-control in the pursuit of goals (Caspi & Shiner, 2006).

Extraversion

Extraverts are describe as being sociable, gregarious, and ambitious. They are optimistic and seek out new opportunities and excitement (McElroy, et al. 2007). Those high in extraversion are social, active, and outgoing, and place a high value on close and warm interpersonal relationships (Watson and Clark 1997). Extroverts are highly social, talkative, energetic, enthusiastic, assertive, and ambitious (Costa & McCrae, 1992). They have high desire for material gain, status, recognition, and power (Costa & McCrae, 1988).

Extraversion is considered to encompass sociability, assertiveness, excitement-seeking, optimism and cheerfulness. It reflects a person's likelihood and capability to experience positive emotions socially (Ross et al., 2009). As sociability theory suggests (Watson, 1988; Watson, Clark, McIntyre, & Hamaker, 1992), extraverts tend to be happier than introverts because they engage in more social activities and enjoy social activities relatively more than introverts (Argyle & Lu, 1990). Extraverts also place great importance on their self-image (Acar & Polonsky, 2007). They maintain large social networks.

Neuroticism

Neurotic people tend to be anxious, self-conscious and paranoid (Devaraj et al. 2008). Highly neurotic people tend to be fearful, sad, embarrassed, distrustful, and have difficulty managing stress (McElroy et al. 2007). Ehrenberg (2008) found that neurotic individuals spent more reported stronger mobile phone addictive tendencies. Neuroticism is a widely researched personality trait from the Big Five. It is associated with emotional instability, mistrust, anxiety, self-pity, and lack of psychological adjustment (Goldberg, 1990; Judge, Higgins, Thorsten, & Barrick, 1999). Neurotics are limited in social skills and avoid situations that demand taking control (Judge, Locke, & Durham, 1997).

Since the neuroticism trait is associated with a sensitivity to risk, it reflects a person's propensity to experience psychological distress (Ross et al., 2009). Neuroticism is generally described using words such as fearful, anxious, pessimistic, worried and insecure. Neurotic individuals are depressed, anxious and unstable (Yoo & Gretzel, 2010).

Openness to the experience

Those who score high in openness have flexibility of thought and tolerance of new ideas. They actively seek out new and varied experiences and value change (McCrae and Costa, 1997). Open individuals tend to devise novel ideas, hold unconventional values, and willingly question authority (Costa and McCrae, 1992).

Openness is consistently associated with training proficiency and engaging in learning experiences (Barrick et al. 2001). Openness involves flexibility of information processing and cognitive exploration of the structure of experiences (DeYoung et al., 2011).

Studies also argue that personality traits, more specifically extraversion and neuroticism, are two of the most significant determinants of individuals' behaviors (Gursoy, Boylu, & Avci, 2011)

Personality traits and Facebook Addiction

Numerous reasons exist for using Facebook; past research has adopted different perspectives to examine the use of Facebook, such as personality theory, and technology adoption theory and attachment theory (Tan & Yang, 2014). Some scholars have focused on the relationship between individual personality traits and Facebook use. (Indian & Grieve, 2014). A recent study of Facebook profiles clearly demonstrates a link between a user's profile information and their personality (Tosun & Lajunen, 2010).

Ross, (2009) suggested that Facebook use is related to personality. Using a Five-Factor Model, Individual personality traits have been regarded as critical predictors of Facebook use. Individuals high in neuroticism and openness to experience as well as people, who are extraverted, also seem to have greater use of Facebook (Ehrenberg, Juckes, White & Walsh, 2008). Conscientious users are less likely to engage on Facebook as they consider such environments as procrastination and distraction tools. On the other hand, unconscientiously individuals are likely to use SNSs intensively and are prone to addictive usage (Wilson, 2010).
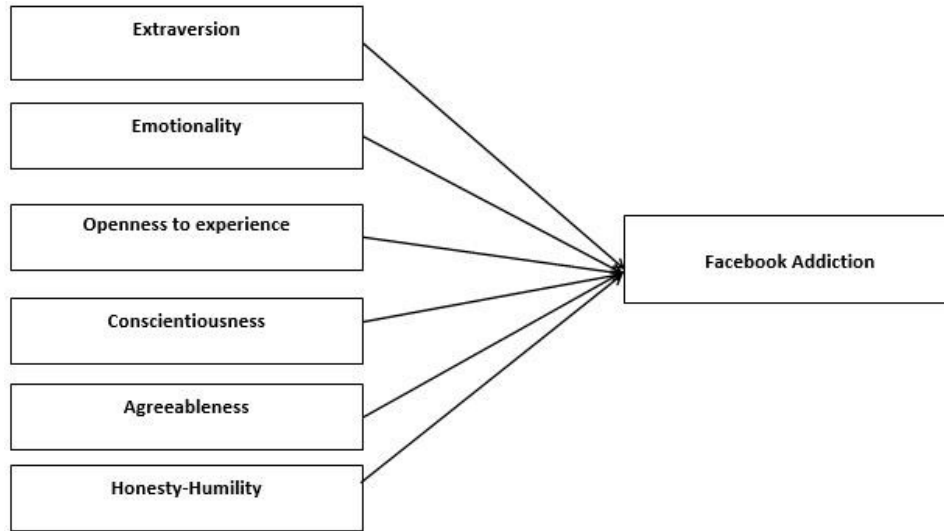
Figure 1 Ashton, Michael C.; Lee, Kibeom; Perugini, Marco; Szarota, Piotr; de Vries, Reinout E.; Di Blas, Lisa; Boies, Kathleen; De Raad, Boele (2004). "A Six-Factor Structure of Personality-Descriptive Adjectives: Solutions from Psycholexical Studies in Seven Languages". Journal of Personality and social Psychology 86 (2): 356-366

Personality Traits and Perceived social support

Personality traits are believed to exert an important influence on perceived social support for a number of reasons. First, our personality traits often evoke reactions from those around us meaning that individuals respond to us in ways that are consistent with our personality. Another process by which personality affects perceived social support is that it actively influences the construction of one's social support network. To illustrate, individuals who are very extraverted enjoy being around others and typically have a wide circle of friends (Swickert, Rosentreter, Hittner & Mushrush, 2002). In short, these personality traits have an important influence on one's social relationships and as such, they are believed to play a significant role in influencing one's perception of social support (Asendorp & van Aken, 2003).

Perceived social support and Facebook Addiction

The implications of SNSs like Facebook for social support deserve more scholarly attention. Even fewer studies focus on SNS use and actual support behaviors on SNSs. This study aims to fill these important gaps by

comparing how SNS use of Facebook is related to perceived social support. Overall, the literature demonstrates that Facebook use is positively related to different types of perceived social support by content informational, instrumental or tangible, emotional, and appraisal (Kaczmarek & Dra_Zkowski, 2014).

For example, in a study Facebook addiction was found to be positively related to three types of perceived social support the sense of belongingness, tangible social support, and appraisal social support (Shaw & Gant, 2002). One study even showed that overall use of the Facebook had a positive relationship with overall perceived social support (Mitchell, 2011).
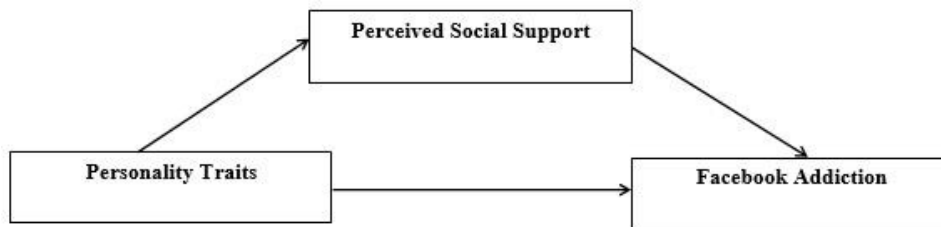
Conceptual framework with proposed hypotheses

Hypotheses

Following hypotheses have been made for the study:
1. Personality traits are significantly correlated with Facebook Addiction.

2. There is significant relationship between Personality traits and Perceived Social Support.
3. There is significant association between Perceived Social Support and Facebook Addiction.
4. Perceived social support will mediate between the relationship of personality traits and Facebook Addiction.

Research Design

Participants of the study comprised of university students, (N = 400) having both males and females from The Islamia University of Bahawalpur (IUB). The sample was drawn by using the non-probability purposive convenient sampling. Correlational Survey research design was used for the current study.

Results of the Study

Table 1: Bivariate Correlation of Personality Traits and Facebook Addiction

	Facebook Addiction	Honesty-Humility	Emotionality	Extraversion	Agreeableness	Conscientiousness
Facebook Addiction						
Honesty-Humility	-.262**					
Emotionality	.321**	-.853**				
Extraversion	.278**	-.850**	.847**			
Agreeableness	-.246**	.905**	-.866**	-.873**		
Conscientiousness	-.260**	.929**	-.882**	-.854**	.902**	
Openness to Experience	.280**	-.872**	.879**	.881**	-.892**	-.871**

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

Table 2: Bivariate Correlation of Personality Traits and Perceived Social Support

	1	2	3	4	5	6	7	8	9
1. Honesty-Humility									
2. Emotionality	-.853**								
3. Extraversion	-.850**	.847**							
4. Agreeableness	.905**	-.866**	-.873**						
5. Conscientiousness	.929**	-.882**	-.854**	.902**					
6. Openness to Experience	-.872**	.879**	.881**	-.892**	-.871**				
7. Perceived Social Support	-.376**	.313**	.312**	-.356**	-.308**	.322**			
8. Family Support	-.215**	.183**	.195**	-.225**	-.171*	.200**	.717**		
9. Friends Support	-.335**	.253**	.238**	-.276**	-.244**	.273**	.866**	.432**	
10. Significant others support	-.360**	.321**	.323**	-.362**	-.328**	.309**	.861**	.402**	.660**

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

Table 3: Bivariate Correlation of Perceived Social Support and Facebook Addiction

	Perceived Social Support	Family Support	Friends Support	Significant others support
Perceived Social Support				
Family Support	.717**			
Friends Support	.866**	.432**		
Significant others support	.861**	.402**	.660**	
Facebook Addiction	.345**	.254**	.276**	.313**

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

Table 4 Summary Variable

Summary of Multiple Regression Analysis with Personality Traits, Perceived Social Support and Facebook Addiction as a Dependent Variable

Predictor Variables	B	β	T	ΔR^2	F
Constant	14.175		4.960		
Honesty-Humility	.015	.081	.425		
Emotionality	.087	.378	2.484*		
Extraversion	.026	.111	.750	.16	6.94
Agreeableness	.054	.272	1.510		
Conscientiousness	-.002	-.011	-.054		
Openness to Experience	.014	.058	.346		
Perceived Social Support	.073	.297	4.404**		

Note. The seven Predictor model was able to account for 16% of variance in Facebook Addiction, $F (6,111) = 4.48$ $B = 14.175$, $p < .001$, $R^2 = 16$, 95% CI. Among the seven predictor variables, Emotionality has a significant ($p < .05$) positive correlation with Facebook addiction and Perceived Social Support has a significant ($p < .001$) positive correlation with Facebook.

Discussion

The current research investigated how personality traits of an individual's are correlated with Facebook Addiction. The study also explored the mediating role of perceived social support between the relationship of personality traits and Facebook Addiction among university students. Consequently, this is an effort of conducting correlational study between the personality traits, perceived social support and Facebook Addiction which has not been studied earlier in Pakistan. Personality traits have an important part in addiction formation. In mandate to effectively attain this aim, some scholars have highlighted the association between Facebook usage and numerous features of personality (Mehdizadeh, 2010). In accordance to Orr & Ross, (2009) this type of investigation is crucial as ''personality traits is an extremely related aspect in determining behavior on the Internet Usage''. To check the correlation of personality traits and Facebook addiction, one of the hypothesis was tested. The correlational matrix of the recent findings shows that three personality traits Extraversion, Emotionality, and Openness to experience are significantly and positively correlated to Facebook Addiction. And three personality traits Honesty-Humility, Agreeableness and Conscientiousness are significantly and negatively correlated with Facebook Addiction. The statistical verdicts point towards the significant result, which confirms that there is significantly ($p < .001$) correlation with these above mentioned variables. These results also verified by previous studies. Extraversion, openness to experience and neuroticism has been revealed to be positively correlated with the usage of social media of Facebook (Hughes, 2012). Very conscientious individual considers Facebook will not produce proficiency and generate behavioral intents towards it (Devaraj, 2008). Butt and Phillips (2008) distinguished that trait Agreeableness is negatively associated with the Facebook usage.

Several personality traits are connected to perceived social support, containing all of the Big Five personality dimensions (Swickert, 2002). To investigate the relationship of personality traits and perceived social support, it was hypothesized that personality traits are significantly correlated with perceived social support. Findings revealed that personality traits of Emotionality and Conscientiousness have positive and significant ($p < .05$)

correlation with perceived social support. And the four personality traits like Extraversion, Agreeableness , Openness to experience and Honesty-Humility have a significant (p< .01) but negative correlation with perceived social support. These results also verified by some similar studies.

Of the researches that have explored the correlation between personality traits and perceived social support, it has commonly been establish that people high in agreeableness, high in extraversion, and low in neuroticism show greater levels of perceived social support (Finch & Graziano, 2001). Certainly, there are researches that have recognized the bivariate associations between perceived social support and personality traits (Swickert, 2002; Swickert, 2004).

One of the basic reasons for using social networking sites like Facebook owing to the perceived availability of social support from family and friends online support groups (Kim, Sohn, & Choi, 2011). The findings of this current study verified that perceived social support is significantly (p< .01) and positively correlated with Facebook Addiction. These results make stronger evidence by another research conducted by (Song, 2011) is that perceived social support is highly interconnected with social networking site of Facebook.

Multiple regression analysis proved the meditational effect of perceived social support with personality traits on the Facebook addiction. The results of the regression indicated that mediating variable (perceived social support) with the independent variable (personality traits) seven predictors explained 16% of the variance (R =.16, F (7, 185) = 6.94, P < .001). Results illustrate the mediation effect of perceived social support between the relationship of personality traits and Facebook addiction is the noteworthy outcome of this study.

Conclusions

This study has determined that the excessive use of Facebook prevail Addiction phenomena all over the world especially among younger university students. There exists a positive correlation of personality traits, perceived social support and Facebook addiction as a conclusion of this study. Perceived social support has a mediating effect between the relationship of personality traits and Facebook addiction. The current study revealed that personality traits and perceived social support are the stronger predictors of Facebook addiction.

Implications

This study has great significance and implication for educationists and students to the effective and healthy usage of social networking sites like Facebook. Knowledge about the predictors like personality traits and perceived social supports that contribute to the Facebook addiction would help to parents and teachers for making proper actions and assimilating screening modules for heavy users of Facebook university students.

Recommendations

First of all Facebook addicts must define their goals and make Facebook schedule. Leave Facebook that is most appropriate way to overcome Facebook addiction. Ask yourself if you are truly happy about all the sacrifices you have made just to spend more time online. Make two lists. One lists outlines how Facebook adds to the quality of your life (e.g., staying connected with family in another part of the country, meeting new people, promoting your business). The second list describes how some aspects of Facebook detract from the quality of your life (e.g., excessive gaming, wasting time hatching eggs or competing surveys, etc.). Facebook can certainly be a part of a well-balanced lifestyle when used appropriately make a conscious decision to only use Facebook in ways that add to the quality of your life.

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Social Case Work Practice in Pakistan: A Situational Analysis of Social Welfare Officers Working in Public Hospitals

Dr.Sakina Riaz,
Assistant Professor Department of Social Work,
University of Karachi

Abstract

This paper is divided into two parts. In Part one 'Social Case Work' is defined and its professional purpose stated, including the profession's education, the scope of practice, regulation and existing working procedure are outlined according to the rules of the government of Pakistan. The second part of the study covers the Social Casework's contribution to the current health care system in terms of discussing the clinical performance. Some challenges and issues related to the professional development of this field in Pakistan are also narrated in detail. In this study, the author provides an analysis of the Social Case Work Practice in public hospital located in Karachi City. In this qualitative study, the author tries to explain the role of Social Caseworker in healthcare settings and also to address their problems in Public Hospital.

 Key Words: Social Case Work, Public Hospital, Welfare, Karachi, Pakistan.

Introduction

Social Work is a professional discipline which offers a range of services for human well beings. The goal of social work is to provide comprehensive services for better social adjustment in socio- economic, and psychological life.

Social Case Work is one of the primary methods of Social Work which is being practiced by social workers in a number of clinical settings around the globe. Social Case Worker is at the hub of a network of professional discipline and social agencies across the globe which focuses on the social functioning of individuals and suggests better interventions for the individuals to cope with their personal or social problems.

Social Casework practiced was initiated completely in the western world, owes its history to work by individuals and organizations with the poor. Though Social Case Work is an organized professional training oriented activity towards the direct clinical interventions with the client and it is just not limited to a mindless distribution of charity. Social Case Work is the application of social work theoretical knowledge and helpful in dealing the individual patient problems in a professional manner. There is much awareness about Social Case Work in developed countries, however, due to lack of education, people in developing countries acknowledged little about the importance of this field. Lack of understanding about the profession sometimes makes it difficult for the hospitalized patients to adjust with Case Worker in hospital settings. Perlman (1957) defined Social Case Work as "a process used by certain human welfare agencies to help individuals to cope more effectively with their problems in social functioning".

Social Case Work has four important components or basic elements being the nucleus of its practice, which are:
1.	Person-------------- under stress due to illness
2.	Problem------------Social circumstances that affecting the client.
3.	Place---------------agency with resources

4.   Professional------skilled man with professional knowledge (Social Case Worker)
5.   Process-------------an effort and an operational way towards solution (Case work Practices)

Sikdmore, et al, 1997, described that "the process of social case work embrace study, assessment, intervention, and termination".

It is to be noted that all human beings live in society and similarly, they are the valuable part of it. Every human society is different and therefore, every individual member of the society has different social roles and responsibilities which are assigned to him as a member of society. Every individual has to face different challenges in his life in performing his role and responsibilities. However, it might be possible that the individual problems may be different in one or other form, which obstruct his performance as an individual. Every individual is unique in his characteristics, having its own psycho-social background and with a different set of needs from others members of society. To realize the uniqueness of human behavior and the individual differences, it is very important to understand human being vis-à-vis his/her social environment and life experiences. Social Case Work is a professional effort which aims to help the individual to solve and prevent problems in social functioning, make stronger their social relationships, and improve their ways of living.

The need and importance of Social Case Work in health care setting is very significant. Hospitals are made for the care of the patient. It is the primary responsibility of the doctor to provide treatment to the patients but in a number of situations even doctors need the help of Social Case Worker for patient's treatment for example patients who have no or limited financial resources, patients who have no job or loss of job due to chronic disease, patients who are the victim of domestic violence, patients who are involved in any criminal activity, patients who are in fear of stigma due to any physical or mental disability. For a doctor or a nurse, it is not possible to solve patient's socio-emotional or financial problems.

In healthcare setting, there are numerous social problems which are varied from person to person and from culture to culture- needs special attention and special person and special programs to enable them to reduce their various physical, economical, mental or social disabilities and stand on par with the rest of community. A Social Case Worker is best fitted among other health personnel to resolve these issues scientifically and professionally.

Literature Review

History has witnessed that the English poor law was the milestone in the development of Social Work as a Professional service. Although it was based on the concept of charity and changed through the new Poor Law Amendment Act of 1834 (PLAA), acknowledged generally as the New Poor Law or new Act of 1834 but unlike the old poor law of 1601, the new act of 1834 had become a yardstick between deserving and undeserving poor people through an assessment. No doubt, charity was bound up with the stranglehold of religion since early days of human civilization and still, religious piety offered the most influential impulse for social welfare and humanitarian work.

Social Casework Practices was originated by Ms. Mary Ellen Richmond (1861-1928), fame as the founding mother of social casework. She was the author of a very famous book entitled as" Social Diagnosis", which was published in 1917 and had built the foundations for the scientific methodology development of professional social work. In an article entitled "A review of Casework Methods" Margaret A.G.Brown viewed as:

> "Social Case Work, is a helping activity which is made up of a very large number of constituent activities ranging from the giving of material assistance, through listening, expressing acceptance and reassurance, suggesting, advising and the setting of limits, to the making of comments that encourage the client to express or suppress his feelings, to examine his situation or to see connections between his present attitudes and behavior and past experience".

Morley D. Glicken explains the approaches to helping people in his book namely "Social Work in the 21st Century":

"Social Workers traditionally use a series of steps or processes to help clients resolve their problems. These steps include collecting information (diagnosis), collaborating with the client to develop a plan to change the problems being experienced (the treatment plan), and determining whether the process has been helpful (evaluation)".

Dr. Sanjay Bhattacharya (2008) had mentioned in his book about the history of social work "Social Work Psycho-Social and Health Aspect" that:

"The western modern ideologies have led to requirements of a profession such as a social work in term of the secularization of help and importance of scientific knowledge, formal education and specializations".

Social Casework is a process involving a therapeutic relationship between the client (patient) and social worker. According to Fink (1968):

"Casework consists of listening; hearing out the patient's and family's story, with all its pathos, fears, anxieties, hostilities, and conflicts; helping them to understand the diagnosis and recommended treatment; assisting them to do something about those conditions that can be changed; helping them to accept and to learn to live with those that cannot be changed. People usually cope with illness".

In Pakistan, Social Work is honored in having a strong tradition of Professional understanding at the government level. Pakistan had been privileged to have a high-quality inauguration of professional Social Work in the year of 1961.Beginnings of the Social Work profession initiated with embarked on an ambitious reform process financed by the government of Pakistan for the development and restructuring of the newly established

country and the rehabilitation of the Mohajreens in the country. Ms. Rehmatullah, S., (2002), the prominent Pakistani social worker, mentioned the history of Professional Social Work that "the first in-service training course began on 2nd October 1952, and lasted till April 1953".

With around 184.35 million people (Ministry of Finance, 2012) Pakistan is the sixth most populous country in the world. Under the 2011 United Nations Human Development Index, Pakistan is ranked 145 out of 187 countries. Almost a quarter of people in Pakistan are estimated to be living on less than the US$ 1.25 a day. (Ministry of Finance, 2012). According to the report of National Institute of Population Studies, 2014, In Pakistan 71.07 million people are living in an urban set-up whereas 113.28 million people are living in a rural set-up. Under these circumstances, the requirement for more hospital is expected to rise with the passage of time.

Pakistan has two analogous health care systems, public and private. The private health sector is large, unregulated, and is responsible for providing 80% of medical treatment to the general population (Pakistan Medical Research Council, 1998). In private sector hospitals, patients are treated as customers. In contrast, due to the high cost of treatment, the access to large private hospital is a dream of poor people in Pakistan because of their limited resources. Hence, public hospital services are most commonly utilized by lower income group. Public sector facilities levy a nominal user charge "Parchi fee" of almost equal to the US $ 0.04. There is no check and balance mechanism exists in the government, private, or semi-private healthcare sectors to monitor clinical quality according to international standards. This weak governance means that the people of Pakistan are deprived of their basic human right to access good healthcare (Khurshid Khowaja, 2009).

Healthcare management in Pakistan is primarily the responsibility of provincial governments, except in case of federally administered territories. However, the federal government is responsible for planning and formulating national health policies. Each provincial government has established a department of health with the mandate to protect the health of its citizens by providing preventive and curative services. (Ather et al,

2009).Twenty-first century health issues are multifaceted, requiring innovative responses across professions at all levels of society. The Social Work profession in the Pakistan is high in demand due to the rapid growth of population, increase poverty and other social problems.

Not much research has been done in the Pakistani context, especially with reference to the social welfare officers job related characteristic in Karachi. This research will try to shed light on how the Social Case Worker job is seen in hospitals in the country.

In Pakistani pedagogical scenario following are the important objectives of the Social Case Workers;
- To help the community assess their needs and organize the people to plan programs to provide services in order to meet the needs of the needy patients.
- To spread social awareness to the needy patient's particular and community in general about the social causes of diseases, their prevention, and amelioration.
- To organize groups of individuals to educate them to utilize available resources and tap resources to meet the needs of the patients.
- To assist in disability prevention and rehabilitation

Thus, the purpose of Social Case Work in Health Care Setting: is to help individuals, couples and families to cope with the social, psychological, cultural and medical issues resulting from an illness, injury, accident or any misshapen.

Social Case Workers may help patients with advance directives and other long-term care issues and assure that patients' medically related emotional and social needs are met and maintained throughout their medical treatment.

Role of Social Case Workers in Health Care

Rengasamy, S (2011) had mentioned the three main roles: Behavioral change role; Role of the educator or consultant; and the Broker/ advocate role. The Caseworker has to perform all three roles in the diffident phases of client's treatment.

In public hospital, following are the salient characteristics of the Case Worker Job:

- Conduct the psycho-social assessment of the patients.
- Provide information about hospital services and resources to the needy person.
- Explaining health-care resources and policies to patients, family and professional staff.
- Referral to services and liaison with community services
- Make helping plan for post-hospital patient needs by arranging for services at another facility or in the home.
- Provide Education by explaining to patients the epidemiology of diseases, including social and environmental risk factors.
- Helping patients and families receive needed follow-up care by referral to health-care resources.
- Understanding the social, cultural and religious variables that contribute to patients' responses to illness and their use of health-care resources.
- Providing advocacy and support to the suitable organizations

Social Case Workers believe in the intrinsic value and dignity of every human being. They are dedicated to the welfare of individuals and families. Social workers are pledged to serve their clients without discrimination on any grounds. The values of acceptance, self-determination, and respect for the individual are fundamental to all forms of social work practice.

This research will try to shed light on how the Social Caseworker job is seen in hospitals in the Pakistani society and what steps can be taken to rectify the mal- practices in this profession.

Study Objectives

The aim of this research study is to provide in-depth analysis of current practices of Social Case Work Practices in the Public Hospital. For this study, the researcher has focused on following objectives which narrated as follow:

- To review the historical growth and development of Social Case Work Practice.
- To identify the role and attitude of Social Case Worker working as Social Welfare officers in Public Hospitals.
- To explore the challenges, issues, and problems those are facing the Social Case Worker in the field.
- To find out the possibilities to accommodate the Social Case Worker in clinical settings and enhance their role in patient care.
- To draw the attention of policymakers and put forward the recommendations to tackle the existing and future challenges.

Research Questions

Specifically, the researcher has tries to address the following questions in this study:

1. Is Social Case Work as a Professional Practice is designed and implemented in Pakistan?
2. What are the challenges and the administrative problems faced by Social Case Workers in the field?
3. How to overcome the problems which are stumbling block for the growth and expansion of this profession?

The present study is constrained by two limitations. The major limitation of the present study is the small sample size. The study is restricted to the public hospitals in the city of Karachi. The number of Social Caseworker deputing in different public hospitals in Karachi are quite small in number. The second limitation of the study is that since a qualitative approach has been used, the personal interpretation of the researcher is required, which increases the chances of researcher bias. However, efforts have been made to present the results in a completely objective manner.

Methodology

The purpose of this study is two-fold. The first purpose is to explore how Social Case Worker working in public hospitals Karachi describes constraints of their experience? The second purpose is to analyze the professionals' perspectives on what kind of support proves to be helpful for their professional development. A total six Social Welfare Officers, working in public hospitals were selected to participate in the study.

Inclusion criteria of the participants who selected for the study had at least two years of experiences as a Social Case Worker attached to the Public Hospital in Karachi.

The researcher visited the hospitals and meet with Social Case Worker. The strategy for data collection was qualitative. The researcher used focus group discussion method to gain knowledge from Case Workers' perspectives. For this study, a checklist for discussion was developed; field tested and refined by the researcher. The checklist was consisted of following research questions which were formulated for focus group discussion in the present study:

1. What is your understanding of Role of the Social Caseworker deputed in Public Hospital?
2. What are the services provided by Social Case Worker in Public Hospital?
3. What do you think is there any need to appoint Medical Social Worker in Hospitals?
4. Are you satisfied the services offered by Social Case Worker / Social Welfare Officers in Public Hospital in Karachi?
5. What are the issues and challenges which you are facing in your Job?

The rationale of the focus group study was explained to the respondents'. Specific study objectives and methodology of the study was widely discussed. Two focus group discussions were conducted over a six week period. A focus group discussion lasted for 35-40 minutes. This time was adequate for each group to discuss the topic in depth. Both focus group

discussions were conducted in Urdu (the National Language of Pakistan) and then translated into English. Each session was fully recorded by the researcher.

Results

All of the respondents' participated in the focus group discussion belongs to the middle and lower income groups, with little variation between urban and rural families. The majority was living in joint families (more than one married couple living in the same house and sharing a kitchen) and the majority were married, often with several children. The age of respondents was in between 40-55 years.

All participants were Social Welfare Officers, Government employees, working in the public hospitals in BPS 17 or BPS 18. Each focus group consisted of three (3) respondents, all of them participated voluntarily. The mean age of the participants was 49 years, the majority 90% were Muslims. As far as the educational background of the respondent is concerned, four participants (70%) having the highest qualification Master in Sociology whereas only two participants were done their Masters in Social Work and they were appointed through services commission for the post.

Almost, all respondents expressed that there is a dire need for Medical Social Services in Hospitals (both public hospital and private hospital).Some of them stated that they were not aware of the clinical role of the Social Caseworker in a hospital. However, most of the respondents were emphasis on the provision of the availability of welfare assistance any suggested that an appropriate assistance should be provided in all the hospitals. Almost, all participants have disclosed the difficulties in handling patients' financial needs in relation to their hospitalization, food, and medicines related expenses as the government does not provide a proper budget to them.

Role of Social Case Worker in Public Hospital

Majority of the respondent, who had done their masters in Social Work, was the very clear concept of professional practice as contrary to those who had done their master in Sociology. It was shared by the participant that due to the shortage of office space they faced a lot of problems in patients' proper counseling, dignity, and privacy. Client confidentiality is being suffered due to shortage of space. Majority of them were suggested that various steps should be taken by the government to help and equip them psychologically to undertake their task involved in their role.

Type of services provided by Social Case Worker in Public Hospital

Refer to the question about the nature of services, the respondents were highlighted the following services that include: Discharge Planning, Care Planning; Counseling & Therapy Services; Providing Financial Assistance (medicines ,lab investigations);Suicide Assessment and Intervention; Interpersonal Violence Intervention, provide guidance about treatment of disease ;they are trained as CARE (Caring Action in Response to an Emergency) ; they do home visits of the clients; do assessment for non-affording or deserving patients; they also involve in Staff counseling, Legal Assistance; they participate in Crisis intervention; do advocacy; involve in Research.

Need For Social Case Worker in Hospitals.

All participants agreed upon the need to appoint social Caseworker in public and private hospital, they also emphasized on keeping up to date with best practice research. It was noticed with great concerns that common people are not aware of the fact that Social Case Work is a professional subject which is based on scientific knowledge. It was also felt that Social Case Work practice may associates with licensing requirement and this can to eliminate the non-professionals working in the field.

Job Satisfaction in Public Hospital

It was noticed that almost all Social Caseworker dissatisfied with working conditions and lack of facilities in public hospitals, Following are

the main issues and challenges as identified by the Social Welfare Officers in group discussions:

- Workloads
- Caseloads (too much burden of Patients)
- Administrative tasks (they expressed with great concerns that they have to engage with administrative works at 80 % of their duty time)
- No additional allowance or overtime for extra duty on working on religious or celebrating national festivals or for the field work.
- Non –availability of transport services for field work, if required.
- Lack of financial resources to meet client needs
- Lack of on-job training and continuing education including the provision of guest lectures of eminent local or international field experts in the field.
- Lack of Supervision.
- Low salaries

This study assessed the role of the Social Case Worker in the hospital setting. Using a qualitative design, sis participants from the government Hospitals were interviewed. The researcher enquired their opinion about how would they like to describe their role as a professional Social Case Worker; barriers to their role, and socio- demographic information were collected.

Findings of this article suggest that the Social Case Worker is a valuable member of the interdisciplinary team in healthcare, fulfilling multiple roles for the well-being of patients. Study results indicated that Social Case Workers may be under-utilized as a counselor and the Social welfare officer in Pakistan in the Public Hospitals. Moreover, the role of Social Case Worker as a cultural broker may also be underutilized within the healthcare setting.

Findings revealed that social workers performed various tasks, and the most common concerns of patients were coping and/or post-discharge issues. Findings also demonstrated the complexity of this role in meeting the needs of patients. Moreover, the profession takes on the challenge of

working across languages, cultures, and values in developing their vision for a more socially inclusive world.

Discussions

The findings of the study revealed that there is no significant difference was between the male and female Social Welfare Officer regarding the job satisfaction and career growth. It is due to the reason that the job environment and working conditions were same. Regarding the qualifications and abilities of the professional Welfare Officer was concerned, it was noticed that majority of the respondent were done their Masters in sociology and working as a Social Welfare Officer. It was also noticed that some of the Social Welfare Officers had limited or inadequate knowledge of the Social Case Work methods for the case assessment. It might be possible that due to their different educational background as those who were having the Master's degree in Social Work were very clear about Case Work and the procedures as compared to others.

This study also pointed out important obstacles to the role of Social Case Worker, including lack of financial resources, lack of coordination between patient Primary consultant and Social Case Worker, lack of Office space, insufficient furniture, on- availability of computer and internet facility, shortage of staff. Concerns related to ineffective policies, ban on new appointments of Social Welfare Officers in Sindh Province, limited opportunity for career growth were the important issues which expressed by Social Case Work during the focus group discussions.

It was noticed by the researcher during the group discussions, that Social Case Workers had limited knowledge in terms of reference books, weak communicational and computer skills, public policy and clinical guidance. The Social Welfare officer working as a Case Worker but still confusion is seen among Workers regarding their clear job description in hospital settings. It is suggested that their refresher courses may be designed in consultation with university teachers or qualified professionals in order to boost their skills.

Conclusion and Recommendations

In the consideration of the above- noted results, following recommendations are prepared by the researcher.

Moving the Social Work profession into the mainstream of healthcare delivery in Pakistan requires immense effort on many fronts. There is a dire need to change the public image for Social Case Worker; strong efforts are required for meaningful and flourishing growth of the profession in the country.

There is a great need to appoint Professional Social Case Workers in different hospitals (in both Public & Private sector).

Social Case Worker should be skilled enough in Case Work theory, Practice especially in counseling services because in the absence of an accurate understanding of the job function and responsibilities of the Social Case Worker are unable to do their job appropriately.

The study revealed that insufficient training, poor communication between doctors and Social Case Workers, inadequate provision of facilities for Social Case Workers in Public Hospital were the major problems. It is recommended that the role and job description of social workers should be better defined. In addition, more Social Case Workers should be trained to provide cover for the patients. Periodic on job-training programs on the role of the Social Caseworkers in Public Hospital should be planned as better training of social case worker may lead to better quality of performance in the hospitals.

A thorough evaluation of the issues, challenges, need, importance and the job description of Social Case Workers are needed with references to their appointments. More importantly, for Patient welfare, Medical Social Work must integrate into hospitals in lieu of modern social work perspectives and approaches not only limited to stereotype roles.

An action -oriented step is required for effective professional training of the Case Worker. In this regards, universities may play an important role. It is suggested that specialized training courses may be started in the department of social work and qualified workers may awarded through professional license of practices in clinical settings. Furthermore, trainers may also be appointed to prepare them with new techniques of Social Case Work Practice and may train according to the future needs in this field.

Potentially, this study highlights a number of important policy interventions. In this regards, the Policy makers, Federal and Provisional authorities, Social Welfare Training Institutes, Departments of Social Work at Universities and Public Hospital Authorities and Health Professional may be aligned to improve the existing working process in the Karachi Cit. Furthermore, this study recommends that the government of Pakistan and the Provincial Government of Sindh should employ social Case workers both in Public and Private Hospital.

A professional association representing Social Case workers is required to work with the relevant stakeholder's in the hospital setting.

Indeed, Social Case worker cannot work in separation and they need community support. It is further concluding that Social Case Worker should work to improve the communication with Hospital authorities, philanthropists and involve in the community more dynamically for patient welfare.

It is also recommended that a future study may also be planned to study and compare the role of Social Case Worker in Public and Private Hospitals.

To conclude, Social Case Work is a demanding profession that requires a lot of knowledge and skills. We must recognize the changes that had been taken place in different part of the world in the working concept of case worker. Although, the overall job performance and the quality of Social Case Worker, employed in Public Hospitals in Karachi City, is up to some extent is satisfactory but there is a room for improvement. The Government may recognize and utilize their professional competency for the benefit of the Patients.

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The Role of Public and Private Universities of Pakistan as Learning Organization

Naila Mushtaq
PhD Scholar, National University of Modern Language, Islamabad, Pakistan

Dr. Allah Bakhsh Malik
National University of Modern Language Islamabad, Pakistan

Abstract

The study was designed to explore the role of public and private universities of Pakistan as learning organization. The characteristics of a learning university in respect to nature of organization, the grooming of individuals, and the quality of knowledge and use of technology were the focal points of the study. The population comprised 3 public and 3 private universities of Islamabad city having the faculties of Computer Sciences and Management Sciences. The sample consisted of 147 teachers and 456 students from the 3public and 3 private universities. For selection of sample convenient sampling technique was applied. The data was collected through a questionnaire. t-test was used as the statistical technique to analyse the data. To achieve the objective of the study null hypotheses were tested. Finding of the research revealed that there was significant difference between public and private universities regarding learning organization as the nature of organization, the grooming of individual, the quality of knowledge and use of technology at university level.

Key words*:* developing creativity, lower levels, purposeful view, professionals, challenging situation, thinking abilities.

Introduction

A learning organization is an ambition, a combination of disciplines and practices within its nature.(Hapenciuc, Bratianu, Roman &Bejianu, 2014). Organizations are developers of atmosphere as working organizations, where people believe on their competencies, aims, systems and their settings. Mainly they set an environment in which they have made arrangement for learning. Wang and Ellinger (2008) stated that learning organizations are known as main function which participates in the success of organization.

Curado (2006) has given same opinion about the learning organization. Universities are playing a role as learning organization in our society at the higher education level. This level of higher education is providing the ways of developing creativity between the individuals to learn together and to give innovations in education, which helps to recognize the status of universities in the society. Under the umbrella of the universities there are groups of departments who provide their services for the development of the individuals. University education is a continuous long cycle which starts from the elementary level and with the passage of time it develops and moves towards secondary level and then it gets more recognition and introduces itself in the society.

As Nakpodia (2006) has stated that individual are promoted to the next level after getting success in the one level. Commonly it is demanded in the educational organizations that individual has to pass all the lower levels of education before reaching towards the higher level of education in the learning organizations. There are so many institutional requirements among these levels which must be fulfilled for seeking admissions in the universities.

A university is internally and externally made on ideas which are related to the significance of learning at the departmental level of university and the level of students of the department, and the notion of learning and the foundation and impulse for the growth is popularized in the universities. Hence, the concept of knowledge management creates challenging situations

for the individuals, as the thought of organizational learning creates the learning organization which cooperates with the staff within the universities. The information which attracts the selected occupation of many professionals depends on their chances to discover new territory and to develop from these discoveries; it looks like that participation of individuals in the learning organization is an important stimulus and satisfier at the work environment. The processes of learning in the organizations are more attractive and good because they propose the best possible chances for the functions of the organization and for the estimated and expected outcomes of the organization.

Nakpodia (2003) has stated that the university is based and made up of the people having the homogeneous and heterogeneous characteristics; they have different desires, expertise, abilities, values, behaviours, liking and thinking. Actually, the skilled person power is desired for the development of any nation and organization, this person power can be produces by the learning organizations as by the universities working as learning organizations in the society. According to the national education policy of 2004, universities are center of perfection, pedagogy, research and source of knowledge as the learning organization.

Different people have given different point of views about learning organization as Peddler (1991) has said that organization is the source of creation, attainment and transformation of knowledge, which helps to modify the human's behavior for showing their competence with the new perspective. Learning organizations are the platforms where people learn and show the results according to their own style in which they want to show the result and they work together. Any organization is a corporation which helps in the learning of the individuals.

According to Watkins and Mesick, (1992) learning organizations are based on the interest and contribution of individuals and employees in a function of anticipatively cooperatively responsible for change in values and laws of the organization.

Kerka (1995) has stated that the common idea of learning organization looks like working on the supposition that learning is significant, regular, and most efficient when communicated that experience helps to learn more than before. These are the common attributes as: Give chances for regular learning. Use learning as the tool of achieving goals. Making the relationship among the performance of individual and organization. Encourage question and discussion, which makes the people convenient for share and face the challenging situation in the organization. Face the ignorance with courage for more learning. Having exposure with the environment. Kerka (1995) also has said that the concept of learning organization is based on the learning society where people learn from their environment and experiences that give the change.

Research Objective

To find out the role of public and private universities as learning organization in terms of nature of organization, the grooming of individual, the quality of knowledge and use of technology at university level.

Hypothesis

1. There is no significance difference in opinion between public and private universities regarding learning organization as to the nature of organization.
2. There is no significance difference in opinion between public and private universities regarding learning organization as to the grooming of individuals.
3. There is no significance difference in opinion between public and private universities regarding learning organization as to the quality of knowledge.
4. There is no significance difference in opinion between public and private universities regarding learning organization as to use of technology.

Review of the Related Literature

Learning is the assurance of achievement. Landoli and Zollo (2007) have given creative theories about institutional learning, these were based upon memory, skill and performance. According to some people learning is memory of organizations. Knowledge is obtained by the individuals in organizations which provide latest technological environment for learning. Knowledge must be regularly enhanced through internal and external environment. For this function, it is significant to encourage the organization, people, knowledge and technology for continuous learning. It is significant for the learning organizations that they have urge and passion for the learning. This urge and passion is important for making an organization being innovative and competitive in the society. (McHugh, D., Groves, D. and Alker, A. 1998).

Mostly organizations adapt fast and convenient sources of technology. Commonly, these efforts are for positive change. Without understanding the mission of the organization learning is not possible and reliable. Learning organization compose some subsystems like organization, individuals, knowledge and technology. Every subsystem supports next system for better learning. (Dwivedi RS 2003).

Organization

Dwivedi (2003) has explained learning organization where learning for its all individuals/members is regularly facilitated and transformed. A learning organization helps to give importance to the learning in the organization for the development and enhancement of the organization which makes it effective. It is proved by different tactics of learning adapted by the organizations for the achievement of its mission and vision.

The headship of the organization is linked with the significance of the learning that is communicated to the organization. Serrat (2009) has narrated the basics of learning organization that it values the performance that enhances the organizational effectiveness for learning. It is admirable activity for the accomplishment of goals. Headship identifies the value of identifying the impulse, purpose and chances for the learning of the

organization. As the logic of the learning, the tactics like methods and skills which are required and, the opportunities for learning. The heads of the organization can play a major and important role in the learning of the organization and they can develop an attractive environment within the organization for better learning.

Commonly for the transformation and circulation of information and data within the organization communication system is used in formal settings of the organization. Ali (2012, P.56) has commented that a learning organization possesses ongoing characteristics to achieve its needs. The resources which are allocated to the organizations are time, land, staff of experts, finance for managing the system of organization, infrastructure and official and unofficial functions, internal and external network coverage and learning programs in a much planned way.

For designed and developed learning the learning organizations have to follow balanced approaches for enhancing innovation and creativity. A designed learning is planned and executed by following the appropriate methods, techniques, structures, modules, applications and plans. Planning is dependent on demonstration by putting queries that are designed according to collected data by monitoring evaluation and review in the learning organization. (Nakpodia ED 2006).

People/ Individuals

All learning organizations require such ambitious academic staff who believes in their expertise and they have the ability to bring changes within the organization and they bring that change with their constructive theories. The curious and motivated academic staff deal efficiently with their colleagues and they take an initiative for developing a creative environment in the organization.

For increasing and saving the investment incurred on the staff, learning organization has to concentrate on the upholding of the individuals. Learning organizations have to confirm that time and effort are basic requirements of individuals which help to balance performance

of management systems in an efficient way. Bonuses and rewards are also important to develop knowledge in the organization. (Kerka, S. 1995)

Individuals have the worth and set boundaries in their working environment. They have tools, tactics and approaches for the management of knowledge individually and by having the coordination of others.

Output of the organization increases, when people have psychological security and trust. It is also observed that when people face unfair conflict and criticism then they never trust and depend on one another. For real learning in learning organization team work is very important.

Different opportunities are also provided to the individuals in the learning organization for collective and combine learning. There are some programs and modules which are offered for developing knowledge of the students and some activities are offered for practicing their skills, and students have attitude for team work. Universities are offering formal programs which are important for developing the learning system effectively. Learning organizations are those organizations which attain maximum output and efficiency by putting fewer resources; they arrange workshops, meetings and memberships for team work. (Di Milia, L., Birdi, K. 2009).

Knowledge

Kreitner (2000) has described that in learning organization knowledge is created, gained and transferred as the skills, which starts modification of behavior for reflection of knowledge. Learning is modification of information, and it provides primary and secondary information. So it is a significant part of every organization. (Richard Gross 2010). Knowledge can be produced in a group or individually. All the learning organizations can get feedback to check that whether the knowledge is inculcated for the development of human intellect or the

knowledge is transformed by the actions of individuals in the learning organizations.

Universities would benefits if they perform as learning organization. It was in context of transmitting theoraticle knowledge into practice also individual knowledge into organizational knowledge. (Bratianu, 2015; Bui & Baruch, 2012; Jeffrey, 2015; Ortenblad, 2015). The flexible stability of organization is based on the significance of learning organizations. Learning organizations have to confirm that information is used in a positive way and transmitted to others by creating the records and practices on that knowledge. Change will be observed by the organization after having inquiry and monitoring. Information technology is also helping in the maintenance of records for others. Learning organizations are globalized. Now organizations have the knowledge to develop collaborations with other organizations because they know that such partnerships are result oriented and beneficial. (Richard Gross. 2010).

Technology

Technology is playing a major role in the development and promotion of the learning organizations. Learning organizations refers continuous learning and its transformation. (Kumpikaite V. 2008). Learning organizations have clear idea of promoting the worth of technology in the organization. The basic role of technology in the learning organizations is to give recognition in the learning societies, involving the employees' customers and corporate stakeholders for developing unanticipated links among individuals. Universities can be learning organization as information communication technology gives sharing, broadness and participation of management in organization. (Yikici B, Altinary Z, Dagli G, Altinary F. 2016).Another purpose of technology is to give approach to the knowledge and expertise of individuals for supporting uniqueness and creativity for showing others and for getting results. For making these links strong the organizations have to share the modules, strategies and approaches to connect themselves with the internal and external environment of the organization. Some of the innovative ways of using

technology are weblogs, websites, video conferencing, online browsing, online webinars, and podcasts.

To sum up, in any learning organization the best possible resources are given to the individuals for learning how to make use of the information communication technologies for better learning. Information communication technology can help to upgrade the status of university education in society. (Pedro, F. 2005).

Methodology

The population of the study comprised 3 public and 3 private universities of Islamabad city having the faculties of Computer Sciences and Management Sciences. Convenient sampling technique was used for selection of sample. The sample consisted of three public and three private universities. Total sample was 456 students and 147 teachers from 3 public and 3 private universities. The researcher used the questionnaire to collect the data from the students and teachers. These were the main components of the questionnaire which were analysed through statistical analysis.

1. Nature of Organization**:** (Vision, learning, horizontal communication, vertical communication, infrastructure, opportunities, monitoring, planning, change, methods, sharing of knowledge, team building).
2. Grooming of Individuals: (Practices, sharing of expertise, psychological satisfaction, criticism, source of learning, sharing with members, attention, team learning, awards, role of a leader, acceptance of change, mentor).
3. Quality of Knowledge: **(**Networks, opportunities, knowledge sharing culture, sharing with teaching staff, practical knowledge, transfer of knowledge, research culture, development of knowledgeable individuals, feedback, evaluation techniques**).**
4. Use of Technology**: (**value of ICT**,** facilitation of learning, ICT's role in awareness, links through internet, creativity through blogs, software, source of knowledge, webinars, learning modules, programs). t-test was used as statistical technique for data analysis.

Results

Factors	Universities	N	Mean	S.D	t-value	df	p-value
The nature of Organization	Public	331	40.63	7.421	- 4.148	601	0.000
	Private	272	43.22	7.870			
The grooming of Individuals	Public	331	40.44	7.699	- 3.954	601	0.000
	Private	272	42.84	7.113			
The quality of Knowledge	Public	331	35.29	7.130	- 2.474	601	0.014
	Private	272	36.70	6.865			
Use of technology	Public	331	35.92	6.560	- 3.475	601	0.001
	Private	272	37.71	5.916			

*Significant at 0.05 level

Findings

1. The mean of public universities was 40.63 and private universities was43.22. The mean difference is 2.59. The value of t (- 4.149) is significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in opinion between public and private universities regarding learning organization as the nature of organization was rejected. So, it was proved by statistical analysis that private universities were stronger in the nature of organization.

2. The mean of public universities was 40.44and private universities was42.84. The mean difference is 2.40. The value of t (-3.954) is significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in opinion between public and private universities regarding learning organization as the grooming of individuals was rejected. So, it was proved by statistical analysis that private universities were more concerned about the grooming of individuals within their setup as compare to the public universities.

3. The mean of public universities was 35.29 and private universities was36.70. The mean difference is 1.41. The value of t (- 2.474) is significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in opinion between

public and private universities regarding learning organization as the quality of knowledge was rejected. So, it was proved by statistical analysis that private universities are providing more quality of knowledge for better education as compare to public universities.

4. The mean of public universities was 35.92 and private universities was 37.71. The mean difference is 1.79. The value of t (- 3.475) is significant at p≤ 0.05 level of significance. Therefore our null hypothesis that there is no significance difference in opinion between public and private universities learning organization as regarding use of technology was rejected. So, by statistical analysis it was proved that private universities are using more technological infrastructure as compare to public universities.

Conclusions and Discussion

There was statically significant difference regarding learning organization between public and private universities. It was concluded that there were significant differences in the opinion between public and private universities regarding learning organization as the nature of organization, the grooming of individuals, the quality of knowledge and use of technology.

By the statistical analysis it was proved from this study that by comparing the public and private universities it was analyzed that private universities were more concerned about the nature of organization, grooming of individuals, quality of knowledge and use of technology rather than public universities.

The null hypothesis that ''there is no significance difference of opinion between public and private universities regarding learning organization as to the nature of organization, the grooming of individuals, the quality of knowledge and use of technology' were rejected on the basis of statistical analysis. These findings support the findings of the study conducted by Rahman-ul-Islam, Atif Mahmood, Muhammed Nawaz, Muhammad Irfan Shakoor (2014).

According to the study, the concept of "learning organization" is undoubtedly gaining credibility. The argument proposed refers to the fact that universities, as providers of management education, have both opportunities and critical responsibilities to adopt practices associated with the ideal and the concept of "learning organization". It reflects that organization has a tendency to take its performance measure to upgrade according to market and technological needs.

Recommendation

Differences in public and private universities regarding learning organization as to the nature of organization, the grooming of individuals, the quality of knowledge and use of technology proved that result was significant. Therefore, it is recommended that both sectors should have place system, mechanism and actions that are utilized for regular development of the individuals and organizations as well.

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Spoken Language Testing Practices in National University of Modern Languages

Khurram Shahzad
Assistant Professor
Department of English
National University of Modern Languages, Islamabad

Abstract

Evaluation in second language (SL) teaching is of fundamental significance to all-inclusive praxis of language teaching and its re-consideration in the setting of Pakistan may direct to an improved and better teaching and learning process. In this post-industrial era, assessment system which is founded on well-defined and objective lines will not only be useful in reflecting the spoken competency of students in a precise and consistent manner, but also helps them get lucrative jobs in the market. The research was conducted to find out the ways and means utilized to evaluate the spoken language proficiency of students at the National University of Modern Languages. For this purpose, a semi-structured questionnaire was developed and pilot-tested, and its validity and reliability was confirmed before administration. The data were also collected through an observation sheet to find out how exactly the teachers evaluated the students of undergraduate studies. The researcher used the model of communicative language testing for the development and analysis of the questionnaire and the observation sheet. The data display that there are many loopholes such as indirect, subjective and invalid way of assessing the spoken language proficiency in the evaluative system of the university, and thereby suggestions for the improvement have also been made.

Keywords: evaluation, spoken language proficiency, criteria.

Introduction

Evaluation plays a pivotal role in SL teaching/learning process. SL curriculum designing, which begins with needs analysis and leads to aims and objectives, then material development and then teaching methodology, ends with evaluation. They are, in fact, on the two ends of the same continuum. The role of evaluation in SL can be *selective*, for it evokes a true picture of learners, explicating whether they have mastered what they were required to master as stated in the learning objectives; another role can be *diagnostic*, for it helps identify the problems and weaknesses of SL learners and provides data to teachers to find ways to overcome them; moreover, its role can be *predictive* with particular reference to continuation of learners' scholarship and future study-career, giving meaning to all that goes by the name of SL teaching and learning (Douglas, 2014).

Evaluation is usually carried out in order to improve SL teaching/learning process and to test learners' proficiency (McNamara, 2000). As human language is complex and multidimensional, its evaluation is also multifaceted. There is a need to be conscious of the fact that inadequate language evaluation is not only impractical but also detrimental. It may disfigure the whole process of language teaching and obstruct the attainment of course objectives (McNamara, 2000); contrarily, appropriate evaluation practices help improve instructional praxis and take over the whole process of language learning. This is achieved only when evaluation itself is authentic, valid and fair (Hughes, 2003).

It is observed that very little attention has been given to language evaluation and particularly spoken language evaluation in Pakistan (Shahzad, 2015). Learners are usually assessed annually in such a way that they know beforehand what to prepare and how to get through the exams. This process has become very mechanical and repetitive, and does not indicate the language proficiency of students because assessment is usually executed in writing which foregrounds one aspect of communicative competence to the exclusion of others (Kachru & Nelson, 2011). It makes almost difficult for SL teachers to differentiate between the skill and the talent of students to cram

certain language items and their real talent to use language for communicative purposes in life-like contexts.

Language assessment in Pakistan prominently lacks the pragmatic component, which, no doubt, is the use of spoken language in real-life situations. This is one of the neglected skills in English language teaching (ELT) in Pakistan (Hassan, 2004). It is conspicuous that language is primarily oral and secondarily written, but undue emphasis is given to the written aspect of language. Not only is it all useless, but also it disrupts the entire course of language teaching and learning. So what we observe is a number of SL learners who have passed the subject of English, are in fact unable to communicate in English.

In the history of ELT in Pakistan, the first exemplary change happened in 1971 when the National University of Modern Languages (NUML, then National Institute of Modern Languages) was established in Islamabad. It was a daring effort aimed to impart not only the knowledge of language but also to make SL students competent speakers of English language, thereby relinquishing the outdated methods of language teaching. With these express aims, it developed modern courses and state-of-the-art methods of ELT in Pakistan (Shahzad, 2011).

1.1   Statement of the Problem

In order to ensure fairness and impartiality in evaluating speaking skills, it should incorporate systematic objectivity. The value of English is especially substantial for the Pakistani students as they require better grades in the course of education and great success in the market. In both cases, expertise in spoken language is primary pre-requite to acquire knowledge, and it backs up individual and professional mobility in an ever-growing global comity of nations. In this regard, NUML accords the necessary recognition to all the four skills of SL with particular emphasis on speaking skills. Though the university endorses SL oral competence in Pakistan, yet the researcher notices that the assessment system of the university needs considerable improvement because its praxis concerning spoken language

testing falls short of the required standards. Therefore, the research study evaluates the assessment procedures of the university.

1.2 Objectives of the Study

They were:

1. To evaluate the current methods employed at NUML for assessing spoken language at undergraduate level;
2. To examine the behavior and conduct of teachers during the evaluation of speaking skills;
3. To help SL teachers improve and standardize its spoken language testing system.

1.3 Research Questions

1. How is spoken language at NUML being currently evaluated at undergraduate level?
2. How far is the present praxis of assessment successful in measuring spoken language of the learners?
3. What measures can be taken to improve its spoken language testing system?

1.4 Literature Review

In SL, *testing* is of paramount significance. Not only does it help improve the abilities of SL learners, but it also establishes their credentials, so that they may enter into various walks of life to execute different roles in social life (Luoma, 2004). It is, therefore, crucial to comprehend its nuances and examine its structure and procedure because language tests aid teachers to make informed judgements about the learners. A spoken language test is defined as "a test in which a person is encouraged to speak, and is assessed on the basis of that speech" (Underhill, 1989, p. 2), whereas evaluation is a wider term, which manipulates different techniques and measures to assess learning and comprehension of a student in order to grade and report including assigning marks to the learners (Brown, 2000).

Linguists such as Fulcher & Davidson (2007), Hughes (2003) and McNamara (1996) consider the evaluation of spoken language one of the most challenging tasks to perform, for it necessitates the knowledge of appropriate syntactic structures, lexical items, comprehension, fluency, pronunciation, socio-cultural and pragmatic competence, etc.

Communicative competence model has been categorized into various broad classes which also contain supplementary subdivisions (Bachman, 1990). It is conceptually theorized for assessment keeping in view the spoken language ability. Bachman and Palmer (1996), basing this theorization of communicative competence, produced their model which is as follows:

a) **Language competence:** It comprises *contextual* and *organizational* competence. The former entails *cohesion* and *coherence*, whereas the latter includes *grammatical competence* which consists of abilities to use language appropriately in real life situations. Cohesion and coherence are significant in helping to connect utterances together as a language unit, and all such components are treated as *linguistic competence*. Furthermore, verbal and non-verbal communications are parts of *organizational competence*. In order to assess it, Bachman and Palmer (1996) have recommended real-life activities such as discussions, incident reporting, etc.

b) **Pragmatic competence:** It entails *sociolinguistic competence* and *illocutionary competence*. The former includes *dialects, varieties* and *register,* whereas the latter incorporates acceptable language functions. Hence, it makes easier for speakers to express the functions of language in a given context. In other words, *pragmatic* competence facilitates us to perform the functions of language using linguistic structures in the given socio-cultural context.

c) **Strategic competence:** It comprises three different constituents such as: *assessment, planning* and *execution*. It compensates for the insufficiencies in other competencies. It is documented as an

overall capability of a speaker to make the finest use of present abilities in carrying out verbal and non-verbal communication (Bachman & Palmer, 1996).

1.4.1 Communicative Language Tests

Communicative language testing offers evaluators with necessary information required to assess the ability of learners to perform context-specific tasks in the target language (Alderson *et al.*, 1995). Conventionally, language tests were developed to test the *knowledge of the language*; however, communicative tests are utilized to measure the learners' ability to use language in varied acts of communication in real-life situations (Douglas, 2014).

Communicative language tests have many qualities such as *validity*, *reliability*, *authenticity* and *practicality*, which have impact at micro and macro levels, and there are various methods to assess the language ability of students (Bachman & Palmer, 1996). These methods include direct, indirect and semi-direct spoken language tests. However, the researcher discusses only the direct tests here.

1.4.2 Direct Methods

Direct methods are, in fact, employed to evaluate spoken language proficiency directly, and they simulate real-life everyday contexts (Luoma, 2004). These test tasks allow learners an indisputable amount of freedom to make use of their socio-cognitive skills in executing them.

One of the direct elicitation techniques is *discussion* as it is very much communicative and encourages the two or more people to interact in a natural way. The examiner provides an opportunity to examinees to speak out their mind and simultaneously helps direct the conversation (Gottlieb, 2006). Besides, the examiner arranges for new topics so that the examinees should demonstrate readiness to converse things, ask questions and express disagreement since they know they are being evaluated (Hughes, 2003).

Another test task is *interviewing* (O'Sullivan, 2008), necessitating the presence of an interviewer and an interviewee. It is, in fact, a structured method, and permits both the participants to communicate their outlooks thoughtfully. The examiner has a list of questions that s/he puts forward for eliciting language from the examinee. This test task is also considered better to question and answer task because it offers examinees a greater chance to exhibit their mastery of language. They can explicate and defend their opinions passionately. It also helps the examiner to devise questions in a way that examinees produce representative sample of language.

Another test task is *form-filling* **(**Underhill, 1987). Here, the examiner and the examinee cooperate to fill in a form. Questions are asked on matters related to individual life. It is carried out for a variety of executive purposes in real-life contexts as it helps produce new knowledge.

Another technique is called *learner-learner joint discussion*. It requires two or more examinees, and examiners do not participate in the test, leaving the context open for examinees to extend the discussion. Examinees are told in advance that their spoken language proficiency will be evaluated on the basis of how they converse, express their opinions, reason and challenge the point of view of others. Such discussions are usually recorded for later assessment (Underhill, 1989).

The next elicitation technique is *role-play* in which students perform as in a drama like situation and play their respective roles. It is a reliable way of measuring examinees' language proficiency in given contexts (O'Sullivan, 2008). Before testing, they are usually provided with directions such as role and context to accomplish the test task.

The last technique that falls under direct testing is *learner-learner description.* The two examinees work together to produce language. One describes the whole process by giving directions to the other to help accomplish the test task. Their language proficiency is measured in the form of outcome such as the final model, accuracy and appropriateness of language and the time spent on the task (Luoma, 2004).

1.4.3 Assessment Criteria for Spoken Language

Assessment criteria are developed taking into consideration objectives, language competence, test construction process and scoring key (Brown, 2000). "Assessment is a measure of the success of objectives and instruction. It includes sufficient questions to measure all or most of those objectives" (Airasian, 2005, pp. 77 & 95). Moreover, test should be constructed by following some model of language proficiency; the test designer must be clear what s/he truly intends to measure and consequently choose elicitation techniques and criteria for assessment. The commonly employed criteria for spoken language testing are: grammatical structures, vocabulary items, appropriacy, pronunciation and fluency (McNamara, 1996).

1.5 Delimitation of the Study

The research was carried out to evaluate the spoken language proficiency at the undergraduate level, i.e. BS (Honors).

1.6 Methodology

The research was an evaluative case study with a blend of quantitative and qualitative form of inquiry. Since the present study deals with 'what', 'how' and 'why' questions related to contemporary spoken language testing practices of a specific institution, an evaluative case study was an appropriate research design (Best & Khan, 2006, p. 263).

1.6.1 Population

The population of the study was SL teachers and students of NUML. All the teachers of the Functional Course Department (FC) participated in the study. They were 34 in total including lecturers, assistant professors and professors. Furthermore, all the learners of 2nd, 3rd, 4th and 5th semester who were administered spoken language test at BS (Honors) level took part in the study. The data were collected from them in 2010 and 2011.

1.6.2   Data Collection Tools

The researcher utilized a semi-structured questionnaire and a structured observation sheet which were viable tools of data collection (Gay & Airasian, 2008; Grix, 2010). These were developed considering the model of language testing given by Bachman & Palmer (1996). These two data collection tools were used as a "form of validating evidence" (Bell, 2005, p. 185). A questionnaire, for the teachers, was developed and pilot-tested, and their validity and reliability were confirmed before administration. The questionnaire contained open-ended and close-ended questions. Most of them were close-ended. The observation sheet was used to find out how teachers were assessing the examinees.

1.6.3 Theoretical Framework

The researcher used the model of communicative language testing presented by Bachman and Palmer (1996) and the Common European Framework of Reference rating scales for evaluating the spoken language testing practices employed at NUML.

1.7   Procedures for Data Analysis

The data were gathered quantitatively and qualitatively through a questionnaire and an observation sheet. The questionnaire was analyzed through the Statistical Package for Social Sciences (version 16), and observations were analyzed thematically.

1.7.1   Analysis of the Questionnaire

The questionnaire administered to SL teachers had three parts: part 1 contained demographic information; part 2 was about elicitation techniques; and part 3 was about classroom evaluation procedures. Table 1 demonstrates demographic information below:

Table 1

Gender		Age				Designation			Teaching Experience			
M	F	Below 30 Years	31-40 Years	41-50 Years	Above 50 Y	Lecturer	Assist. Prof.	Prof.	1-5 yrs	6-10 yrs	11-15 yrs	Over 16 yrs
13	21	15	16	1	2	29	3	2	10	16	6	2

The second section of the questionnaire had 27 questions. The first 13 were about the elicitation techniques manipulated to make the examinees speak. Table 2 below exhibits the results of first 13 questions utilized to ask the teachers about the techniques of elicitation.

Table 2: Elicitation techniques employed to examine language learners

S No	Question	Scale	Frequency	Percentage
01	Do you assess learners by giving them topics for speaking?	Always	12	35.2
		Usually	16	47.2
		Sometimes	6	17.6
		Total	34	100.0
02	Do you assess learners through pictures for description?	Usually	5	14.7
		Sometimes	21	61.7
		Never	8	23.5
		Total	34	100.0
03	Do you assess learners by asking them to introduce themselves?	Always	3	8.8
		Usually	8	23.5
		Sometimes	17	50.0
		Never	6	17.6
		Total	34	100.0
04	Do you assess learners by engaging them in role-plays?	Always	1	2.9
		Usually	4	11.7
		Sometimes	19	55.8
		Never	10	29.4
		Total	34	100.0
05	Do you assess learners by asking them to read a story aloud?	Always	-	-
		Usually	3	8.82
		Sometimes	14	41.17
		Never	17	50.0
		Total	34	100.0

06	Do you assess learners by interviewing them?	Usually	5	14.7
		Sometimes	21	61.7
		Never	8	23.5
		Total	34	100.0
07	Do you assess learners by asking them to rote-learn some material and reproduce it?	Usually	2	5.8
		Sometimes	10	29.4
		Never	22	64.7
		Total	34	100.0
08	Do you assess learners by allocating them a topic and initiating a discussion about it?	Always	4	11.7
		Usually	15	44.1
		Sometimes	14	41.17
		Never	1	2.9
		Total	34	100.0
09	Do you assess learners by making them speak extempore on a given topic?	Always	-	-
		Usually	13	38.2
		Sometimes	21	61.7
		Never	-	-
		Total	34	100.0
10	Do you assess learners by engaging them in dialogues?	Usually	4	11.7
		Sometimes	19	55.8
		Never	11	32.3
		Total	34	100.0
11	Do you assess learners by involving them in group discussions?	Usually	3	8.82
		Sometimes	15	44.1
		Never	16	47.0
		Total	34	100.0
12	Do you assess learners by involving them in pair discussions?	Usually	2	5.8
		Sometimes	13	38.2
		Never	19	55.8
		Total	34	100.0
13	Do you assess learners by giving them information gap activities?	Usually	3	8.82
		Sometimes	15	44.1
		Never	16	47.0
		Total	34	100.0

Table 2 above demonstrates that the teachers have responded differently with more or less various percentages. However, as Table 2 concerning 1st question shows that most of the teachers employed the elicitation technique of *giving topics* to the learners for spoken language

competency assessment. As it is common knowledge that the expression 'always' is a frequency adverb and stands for 100%, indicating that the teachers always used that technique. On the other hand, the expression 'usually' signifies 65 to 75% which means that they quite often use this elicitation technique for assessing speaking skills.

Moreover, the researcher used observations to find out exactly how the teachers evaluated the SL learners. The observations have provided him with the evidence that this is the only technique they use to assess students at the university (findings of the observations are discussed in the next section). Nevertheless, language testing experts like Bachman, Luoma, Palmer, McNamara, etc. have all recommended that the realistic and authentic situations should be used for assessing spoken language of learners.

The second question was *pictures for description* as an elicitation technique. The data show that only a few teachers make use of this technique. The third question in the questionnaire was about *asking the students to introduce themselves*. Again the data display that teachers *never* bothered to ask the students any question about their bio-data; nor did they employ any warm up activity for the evaluation of spoken language.

The 4th question was about *role-plays*. The result displays that only 14% teachers employ this technique for measuring spoken language proficiency. The 5th question was about *reading a story aloud*, a task employed to measure the spoken language of the learners, and most of the teachers 'never' utilized this test task.

The 6th question was *interviewing*, and the data show that quite often teachers have manipulated this test task. The 7th question was *committing the material to memory and reproducing it*. Many teachers maintain that they do not use this test task. However, 10 teachers, representing 29.4% of the data state that they 'sometimes' utilize this technique for the evaluation of the learners. The 8th question was *initiating a discussion*. 44.1% of the collected data exhibit that the teachers 'usually'

manipulate this technique, whereas 41.1% of the gathered data demonstrate that the teachers 'sometimes' use this technique for assessing spoken language of the learners.

Question nine was *delivering a speech extempore*, which is utilized quite often as a test task for assessing speaking of learners though the testing experts like Bachman and Sullivan did not recommend this test task, for in actual life the learners are not required to act like this. Question ten was *engaging students in dialogues,* and data signify that teachers 'never' employed this test task for measuring spoken language proficiency.

The next two questions were *involving* students in *group* and *pair discussion*. The data again display that many teachers 'never' employed these test tasks to elicit spoken language of learners, nor they ever used *information gap* activities. Moreover, the findings of the observation sheet also validate that the teachers do not make use of these techniques except *giving topics* and making students *deliver a speech extempore*. Its findings are discussed in the next section.

The next question in the questionnaire was about the *number of test tasks* the assessors employed for evaluating spoken language; its result is displayed in Table 3 below:

Table 3: Test tasks you employ while evaluating students

		Frequency	Percent
Valid	1 Task	20	58.8
	2-3 Tasks	12	35.2
	4-5 Tasks	2	5.8
	Total	**34**	**100.0**

The data display that respondents mostly use one test task which again is against the norms set by the testing expert who endorsed at least three different elicitation techniques for evaluation. This way, a plenty of language comprising wide-ranging structures, vocabulary items,

pronunciation, etc. can be elicited from the examinee as these techniques are from diverse contexts. The data exhibit that only a few teachers employ two to three test tasks; further, the observations exhibit that evaluators sometimes utilize the second task of *questioning* particularly when the student could not talk about the given topic, and the assessors asked the questions related to that topic. Hence, it can be concluded that assessors use only one test task for measuring spoken language.

The next question was *the time spent on a single student* to evaluate her/his spoken language. Its findings are displayed in Table 4.

Table 4: Time you spend on evaluation of a single student

		Frequency	Percent
Valid	5 Minutes	18	52.9
	6-8 Minutes	13	38.2
	9-12 Minutes	2	5.8
	13-15 Minutes	1	2.9
	Total	**34**	**100.0**

The findings establish that many teachers spend only five minutes to assess a learner, whereas only a few devote six to eight minutes, and very less number of teachers spend 9 to 12 minutes to assess a learner. Testing experts like Luoma is of the opinion that at least 13 to 15 minutes should be spent to measure the spoken language of a learner, so that a plenty of language in wide-ranging conditions should be elicited.

The next question was about whether they tape-record the speech of students or not. The findings are given below:

Table 5: Tape-recording students' speech and evaluating it later

		Frequency	Percent
Valid	Yes	3	8.82
	No	31	91.17
	Total	**34**	**100.0**

The data display that teachers do not tape-record the speech of learners for evaluating it later though it is one of the ways to measure their proficiency if there are so many of them. Only three teachers have said that they tape-record the speech of the students which is not corroborated with the data collected through observations.

The next question was whether examiners employ any paper-and-pencil exam or not. The result of the question is given below in Table 6.

Table 6: Conducting any paper-and-pencil exam

		Frequency	Percent
Valid	Yes	5	14.71
	No	29	85.29
	Total	**34**	**100.0**

The data demonstrate that only a few teachers employ paper-and-pencil exam for assessing spoken language though it is not recommended by any testing expert to use it. Many teachers, as the data show, do not make use of them for assessing spoken language.

The next question was about the kind of rating scales used to grade the students. The results of question is given below in Table 7.

Table 7: Using rating scales or bands with descriptors while assessing learners

		Frequency	Percent
Valid	Yes	6	17.64
	No	28	82.35
	Total	34	100.0

Table 7 above displays that only a few teachers use rating scales to measure the spoken language of learners, whereas many teachers express that they do not utilize any scales or bands to measure the speaking skills of learners.

Besides this question, another qualitative question was to name the scale that they use to evaluate learners. However, the researcher found the responders puzzling here as they did not reply, and some replied, saying the scale is 'fluency, pronunciation, grammar' etc. which is not the name of any of the rating scales used in any of the books on language testing/evaluation. Its analysis is given below in Table 8.

Table 8: Type of rating scales or band used while assessing learners

		Frequency	Percent
Valid	Did not respond	28	82.35
	Analytical Scales	6	17.64
	None of Them	-	-
	Total	34	100.0

Here the table exhibits that many teachers did not answer this question. Hence, the findings in Tables seven and eight above indicate that teachers do not use any kind of rating scales/bands at all. This is also verified by the observations. This way, we can say that the process of conducting the spoken language test is very subjective, invalid and

unreliable. Moreover, their spoken language evaluative praxis does not match up with the framework and criteria set by Bachman & Palmer (1996).

The next question was if the teachers described the test tasks to learners or not. The prompt, in fact, should be described to learners in detail so that they should not have any doubt about it. The result of this question is displayed below.

Table 9: Describing the test tasks to students before evaluating them

		Frequency	Percent
Valid	Yes	20	58.82
	No	14	41.17
	Total	**34**	**100.0**

The data show that most responders explain the test task to examinees, but many stated 'no' against this item. The observations also confirm that teachers did not describe the test task, but they did explain them when the examinees asked about them.

The next question was about the criteria employed to grade the learners; its result is presented in Table 10 below:

Table 10: Explaining the criteria for marking students before evaluating them

		Frequency	Percent
Valid	Yes	10	29.4
	No	24	70.58
	Total	**34**	**100.0**

The results demonstrate that some of the teachers explained the criteria to learners before assessing them as it is recommended by the testing experts because this way students will perform better. Many examiners stated

that they did not describe the criteria to examinees which is also validated through observations.

The next question was about how many evaluators there are while assessing the spoken language proficiency of the learners. The result is shown in Table 11 below:

Table 11: No. of evaluators

		Frequency	Percent
Valid	1 Evaluator	7	20.58
	2 Evaluators	26	76.47
	Did not respond	1	2.9
	Total	**34**	**100.0**

Most of the teachers stated that there were two assessors; nevertheless, their role as an assessor is debatable because how they act as examiner is displayed in the next table below. Testing experts such as Fulcher and McNamara say that while administering the oral test, there should be two assessors, where one should act as an examiner and the other should act as a converser and grader. This way, one grader will pay complete attention to the language produced by the examinee and the other will act as an interactor and judge simultaneously. Conversely, what the data display in Table 12 is quite the opposite.

Table 12: Acting while evaluating a student

		Frequency	Percent
Valid	As interlocutors	5	14.7
	One interlocutor, One Examiner	3	8.82
	One Examiner cum interlocutor, one examiner	5	14.7
	Both Examiners	18	52.9
	Did not respond	3	8.82
	Total	**34**	**100.0**

The findings demonstrate that mostly teachers act as 'both examiners', whereas only a few teachers act both as 'interlocutor' and very less number of responders did not answer this question. During observations, the researcher finds that both the examiners asked questions to students, making this process of examination invalid. While asking questions, not a single examiner paid full attention to the spoken language of the examinee.

The next question was about whether the assessors co-operate with each other or not while evaluating the learners. The result is displayed in Table 13 below:

Table 13: Co-operating with the other tester

		Frequency	Percent
Valid	Yes	13	38.2
	No	21	61.7
	Total	34	100.0

Co-operation between the graders is very vital, for it plays a significant role in the process of carrying out spoken language test in general and scoring the examinees in particular (Bachman, 1990). Nonetheless, the findings indicate that most of the examiners did not co-operate with each other while grading. The researcher observed that when two examiners were measuring the spoken proficiency of the examinees, the senior examiner scored the learner, and the other one looked at the scoring sheet of the senior evaluator and marked the examinee. Testing experts maintain that before grading the examinees, the examiners should discuss how they will grade them.

1.7.2   Analysis of Observations

Observations were used as another data collection tool. The objective was to find out exactly how the spoken language test was carried out. The researcher conducted non-participant observations. The

observation sheet was prepared and piloted taken into consideration the theoretical framework proposed by Bachman and Palmer (1996).

It was observed that different topics were handed over to examinees on a piece of paper, which had neither the directions nor the prompts nor different test tasks to utilize to elicit language for evaluation. Moreover, it did not have criteria used to measure spoken language proficiency, nor it had the probable time for the accomplishment of the test task, etc.

It was also observed that evaluators called a group of six to eight examinees at a time, handing them a topic and some time for preparation. After some time, the two assessors started to call the examinees one by one. This way, they conducted the spoken test of one candidate. Not only did some examinees talk with other examinees to gather some information vis-à-vis their topic, but also they got more time for preparation.

Second, it was observed that the graders did not have any official document which might elaborate the levels of language ability with rubrics though it is deemed very important in evaluating spoken competency. The document, in fact, enlists the language areas to be measured and provides details to examiners about the number of test tasks/elicitation techniques to be manipulated for evaluation. In addition, evaluators did not have any rating scales. However, they did have a sheet, which contained three columns where they wrote the candidate's roll number, name and the marks granted to her/him.

Third, it was observed that assessors carried out the assessment in their own subjective ways. For instance, they mostly used one elicitation technique that was occasionally transformed into a question/answer session, and that was what some respondents mentioned in the questionnaire that they manipulated two test tasks. Since they had a number of topics with them, they distributed them to examinees. They sometimes gave the same topics to diverse level of examinees such as 2nd, 3rd, 4th and 5th semester learners. Whenever examinees faced problems and could not say anything on the topic, they made request to the examiners and got the topic changed. Examinees, furthermore, were not given any categorical guidelines, which could quantify

the knowledge of language and the ability required to do the test task.

Fourth, during the administration stage, it was also observed that some examinees could not speak on the topic because it was a proverb. So the graders started to describe the proverb that could have been explained earlier. Sometimes, even then they did not explain and graded learners laughingly. It was also observed that out of two examiners, one sometimes received phone calls and did texting. Lastly, they did not have any type of rating scale to score the candidates, and the one who did texting or received a call depended on the other and copied the marks of the other examiner on the sheet provided to her/him.

To conclude, if we match up the way spoken test is developed and administered at the university with the theoretical framework, the researcher observed several things missing from the test. For instance:

- The objectives of the spoken proficiency test were not clearly stated;
- There were not any target language use tasks;
- There was no official document that could direct about the levels and ability of examinees' language proficiency the graders were to measure;
- There were no instructions for graders on the number of test tasks to use for evaluation;
- There were not any specifications for test tasks;
- There was no rating scale to score examinees.

1.8 Conclusion

Assessing speaking is quite central to the teaching and learning process, for it gives meaning and substance to all that goes by the name of language teaching. It displays examinees' progress and performance. However, it is multifaceted and quite complex, requiring rigor and systematic means and ways to evaluate it.

The research was conducted to find out the testing practices regarding spoken language proficiency at NUML. For this purpose, a questionnaire and an observation sheet were developed, piloted and administered. Having analyzed, the collected data display that there exists many problems in the testing practices of the teachers. The data suggest that their practices seem more or less subjective, invalid and unreliable because they do not have any official document which should carry all the instructions concerning test setting to conducting and evaluating the students. Moreover, they do not follow any set, reliable and well-defined criterion for grading the candidates. Thus, the university needs to make required changes in the testing practices regarding spoken language proficiency. For example:

- They need to develop their own scales or they can adopt the document, *Common European Framework of Reference* for this purpose.

Teachers should be given training concerning spoken language testing.

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