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Message from Patron in – Chief

Mankind needs mutual understanding as the key principle for the maintenance of world peace. The field of social sciences research is amply suited to bring the world community to a common platform of understanding through exploration of the dynamics of human thought and behavior. The more research is undertaken to discover the inner recesses of the working of diverse methods of inquiry the more mutual understanding among countries and nations is possible. Although the world seems to be divided into East and West but the commonalities are more than the differences. It sounds reasonable to argue that the tapestried design of human culture on Earth does possess a common thread running through all the intricacies of the cultural designs. The inner urge of all humanity for human race preservation is stronger than any of the urges for dominance and power. Our ultimate hope for bringing man closer to man lies in discoveries into our deeply held belief systems and multiplicity of human behavioral patterns. I believe that the researchers in social science are sure to move ahead with scientific precision and faithful interpretation to bring unity in diversity.

Message from Senior Advisor

It is heartening to note that the social sciences research is widening its horizons and going beyond the frontiers of some recognized social sciences namely, social psychology, economics, political science and history .The study of languages, literature, management sciences and religion cover the outer fringes and can no longer be kept independent of the so-called sacred limits normally considered sacrosanct. It is in the fitness of things to accept contributions from any area of human interaction in the field of the journal of research in social sciences, provided scientific rigor and candor are observed. The ultimate purpose of all social sciences research should be to promote the essential verities of human life like freedom, fraternity, equity and equality. Only then can man hope to up hold the high office of God ' vicegerent on earth.

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Impacts of Industrial Democracy on Organizational Performance (Case Study of Selected Private and Public Sector Organizations in Lagos State, Nigeria)

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Abstract

This study investigated the impact of industrial democracy on organizational performance. A structured survey instrument was used to collect data from a sample of 815 workers randomly selected from purposively selected work organizations. Both male and female respondents who had spent between 3 to 10 years and above in their organizations were used as subjects for the study. Three hypotheses were tested at 0.05 level of significance. Data were analyzed using Statistical Analysis System (SAS 9.2). Regression Analysis and Pearson Correlation coefficient statistical were used in testing the hypotheses. Simple percentage was used to analyse the demographic information collected from the respondents. Findings revealed that industrial democracy had positive impact on organization performance with the degree of influence being 93.06%. The finding also showed that there was significant relationship between industrial democracy and employee behaviour; and that industrial democracy did not undermine management power but rather strengthened it, since it accounted for 53.60% of the total strength of management power: Fcal>Ftab (211.37>3.8925). It is therefore recommended that management should make industrial democracy part of its policy and ensure that it is practiced to the letter for better performance of the organization and the satisfaction of the employees.

Keywords: industrial democracy, organizational performance, participation.

Introduction

Democracy, government of the people by the people and for the people, so we say. There is a form of government practice in every social setting of human relationship, even in workplaces. How true the simple definition of democracy is fully practiced in organization and the effects of its practice on the stakeholders need to be assessed. Good as industrial democracy may sound and the positive impact it is expected to have on employment relations, it does not seem to be really practised to the fullest in work organizations. So many factors could be responsible for the lip service that seems to be paid to industrial democracy. The management may not be totally committed to democracy in the workplace for the obvious reason that management's power may be undermined and therefore lose control of the workplace. The government who is the third party and the regulator in labour matters too may not see it as something important in the running of the workplace. Legislation and political landscape of the nation could be at variance with the practice of industrial democracy.

Rathnakar (2012) citing International Institute of Labour Studies' definition of workers participation, which is also known as industrial democracy, says workers participation in management is the participation resulting from practices which increase the scope for employees' share of influence in decision making at different tiers of organizational hierarchy with concomitant assumption of responsibility. When workers participate in decision making in the workplace and enjoy sincere democracy, there is the probability of improved productivity and better employment relations. Industrial democracy is likely to breed cooperative attitude between the management and workers. Incidences of industrial conflict and work stoppage are most likely to be greatly reduced in organizations that allow industrial democracy. Chapeyama (2012) cites International Labour Organization Labour Commission (2011) that recommends that workers must be accorded the rights that every citizen must have and that workplace should use dialogue so as to create peace which will invariably lead to labour productivity and welfare of all.

Safely put, industrial democracy is about democracy in the workplace between the management and the employees, where they both make decisions on all the issues pertaining to the organization, labour and management relations matters. Whether the employees are represented by the union or the employees themselves have direct representation in decision making in organization, it is good and a fair play to allow industrial democracy in any given organization. In a situation where democracy is not given its pride of place in the running of an organization, conflicts and industrial unrest normally characterise such workplaces as the managed and the management seem to always be suspicious of each other and job satisfaction and efficient performance suffer. This study therefore intends to find out the impact of industrial democracy on the performance of an organization.

Some Attributes of Industrial Democracy

The main attribute of industrial democracy is that employees are involved in the decision making process of the organization. Industrial democracy connotes making the employees' part of the organization, and allowing them to take part in decisions that affect them and the running of the organization. By this token, the servant master relationship will translate to partnership which is expected to yield better working relationship and improved performance for the organization. Most often than not, though, workers especially through their union, could use the issues of their participation and democracy as instrument of control and seek for every reason to have aggressive confrontation with the management especially where employees do not know what is expected of them in labour relations matters due to lack of knowledge in labour education and questionable leadership. This is a negative assumed attribute and use of democracy which is expected to be a good tool for peace of mind of the workers and that of the management as the organization is expected to perform excellently using this all important tool.

Parks (1995) says that one view of employee involvement claims that employee involvement is part of a transformation of workplace from the traditional hierarchical roles to an idealized industrial democracy in which employees, management and owners benefit from the new work structure; that the win-win situation is seen as ethically superior because it results in stable, more satisfying jobs for employees and higher productivity for the firm. Some of the benefits of industrial democracy include: improved decision making process resulting in higher quality decision, less industrial disputes resulting from better communication between management and staff, increased creativity, enthusiasm and commitment to corporate objectives, lowered stress and increased well-being, better use of time and resources, improved productivity including service delivery, increased job satisfaction resulting in reduced absenteeism, improved personal fulfilment and self-esteem(Wikipedia Encyclopedia, 2005). This therefore explains the importance of industrial democracy to efficient performance of any organization.

Industrial Democracy and Organization Performance

Democracy is the yarning of everyone as it allows an individual to be involved in those things that concern his life and well-being. Inability to take part in making decision on those things that affect an individual's life will affect the person's outputs negatively. Autocratic leadership which does not allow democracy is no more popular as of old, the vogue now is employee participation for the success of the organization and the employee, and management should embrace this essential tool. In any organization where industrial democracy is practised, the employees have their voice added to the management processes, they take part in decision making process and their opinions are sought by management. The organization that allows democracy in the running of its activities is likely to have the employees contributing positively to the organization since they are seen as partners in progress. Robbins et al (2008) say that managers in developed nations are being asked to behave more democratically by allowing employees to take part in decision making and rely on group input in the organization. Not all managers are embracing this democratic move; they seem to think that they will lose their power by so doing.

Industrial democracy could be seen as is a generic term, to encompass all activities in any given organization. Industrial democracy if used as a tool in employment relations could increase employee participation in problem-solving. It also increases the feeling of workers towards self-responsibility for job accomplishment and organizational productivity (Broedling, 1977).) It is the consultation and co-determination in social, staff and economic matters and the representation of employees' right on the supervisory board (European Foundation, 2005). Industrial democracy is the same thing as employee involvement

and employee participation, it has to do with all organization actions that involve consulting employees and carrying them along in the running of the organization (Judge and Gennard, 1999)
Some important issues wherein industrial democracy could be practiced that would warrant employees' involvement in making joint decision with the management include among others :expansion, contraction, changes in products, investment, work practices, planning, appointments, promotion, forecasting, succession plan, new technologies, training, work allocation structure, the organization structure, profit sharing, wages and so on. Decision to be taken by the management along with the employees must be favorable to all concerned, the shareholders and stakeholders inclusive, otherwise it will be one sided and argument and disagreement may ensue. If the management continues without regard to the other parties' interest, then democracy is thrown to the wind.

Humborstad (2014) citing the work of Gumusluoglu and Ilsev (2009) says that workplace empowerment fosters employee involvement in decision making process and this activates a firm's ability to perform better and innovate; it also enhances employee satisfaction.

According to Farnham (1977), employee participation is one of the four policy choices that management can make use of to determine the management's industrial relations strategies; others are worker subordination through managerial prerogative, union incorporation through collective bargaining and also, employee commitment through employee involvement. From these assertions, it is observed that employee participation and involvement which are parts of industrial democracy are good tools that could be used for efficient employment relations and democracy which could lead to organization efficiency and better performance.

Latterly et al (1998) opine that industrial democracy promotes organizational efficiency. Heller et al (1998) explain that participation helps satisfy employee non pecuniary needs, it helps them to be more creative and enhances achievements and social approval. It can therefore be summed up that industrial democracy improves employee self-esteem, self-actualization and behaviour. When industrial democracy stems from both managerial initiatives and labour union influence which comes through collective bargaining, the outcome is likely to be better commitment of the employees and improved productivity of the organization. Pole et al (2011) conclude that increased economic competition and a concern over economic performance among industrialized economies appear to have resulted in developments that make the realization of greater employee participation in management more difficult to achieve; that worker participation leads to positive changes in production technologies, the organization of production, changes in the organization's structure and patterns of market segmentation.

Methodology

This study adopted a survey research design to investigate the impact of industrial democracy on organization performance using some selected public and private organizations in Lagos State, Nigeria as case study. Purposive sampling method was used to select eight-hundred and fifteen employees who had spent three to ten years and above in the organization as participants in this study. The respondents were made up of 86 females (46.49%) and 99 males (53.51%). A set of self-developed questionnaire titled Impact of Industrial Democracy and Organization Performance Scale was used for data collection. It consisted of two sections. Section 'A' elicited demographic information from the respondents; section 'B' elicited information from the respondents on industrial democracy in the workplaces with the intent of ascertaining its impact on organization performance.

Data Presentation, Interpretation and Discussion of Findings
Introduction

This section deals with the analysis of the 185 retrieved questionnaires from the selected private and public sector organizations in Lagos State, Nigeria. For clarity, and better comprehension, the set hypotheses were tested at 0.05 level of significance. Data were analyzed using Statistical Analysis System (SAS 9.2). Regression Analysis and Pearson Correlation coefficient statistical were used in the testing of the three hypotheses.

Section 1 focused on the demographic profile of the respondents, with the use of simple percentage and pictorial representation of the respondents, while section 2 focused on interpretation of results and testing of 3 hypotheses.

Section 1: Analysis of Demographic Information.

T

he presentation and analysis of data collected from (section A), (on gender, age, marital status, educational qualification, and respondents' years of experience) are as follows:

Table 1.1: Distribution of Respondents by gender				
Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	86	66.49	86	46.49
Male	99	53.51	185	100.00

Source: Field Survey, 2014

Table 1.1 and Figure 1.2 show that the female respondents represent 86 (46.49%) of the total respondents, while most (53.51%) of the respondents were male. It is pertinent to note that both males and females employees of the selected organizations participated in this study without gender discrimination.

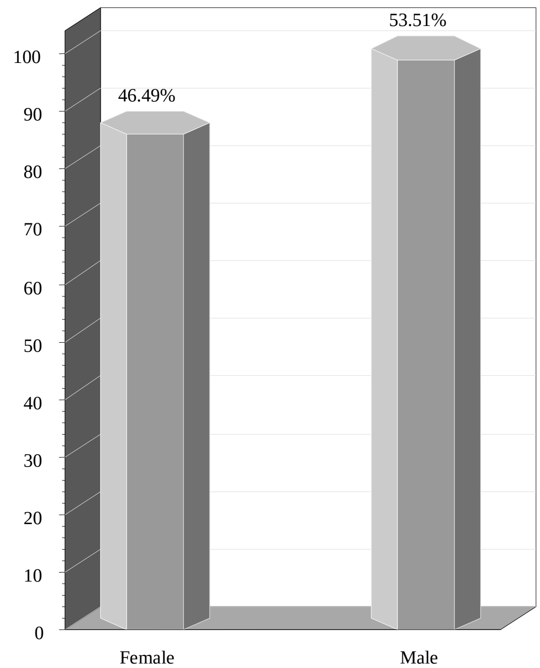

Figure 1.1: Distribution of Respondents by Sex

Figure 1.1 is the graphical representation of the sex of the respondents, which reveals that there were more male than female in this study.

Table 1.2: Distribution of Respondents by Age				
Age in year	Frequency	_Percent	Cumulative Frequency	Cumulative Percent
Below 30 years	51	27.57	51	27.57
31 - 40 years	62	33.51	113	61.08
41 - 50 years	41	22.16	154	83.24
Above 50 years	31	16.76	185	100.00

Source: Field Survey, 2014

Table 1.2 show that majority (33.51%) of the respondents were between the ages of 31 to 40 years. 27.57% were below 30 years, 22.16%

were between 41 to 50 years, while 16.76% of the respondents were above 50 years.

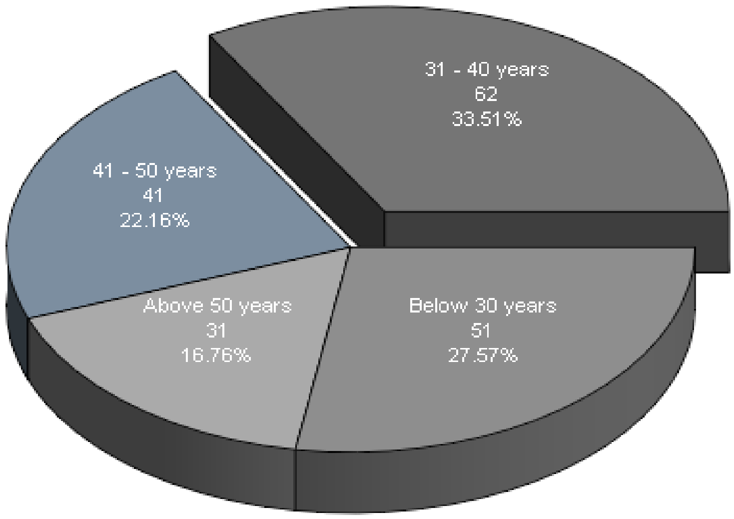

Figure 1.2: Distribution of Respondents by Age

Figure 1.2 shows that participants between the ages of 31 and 40 were more in this study.

Table 1.3: Distribution of Respondents by Marital Status				
Marital Status	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Single	71	38.38	71	38.38
Married	06	57.30	177	95.68
Widow/Widower	8	4.32	185	100.00

Sou**rce:** Field Survey, 2014

Table 1.3 shows that most of the respondents were married with a total of 106 (57.30%), followed by those that were single which were 71 (38.38%), while 8 (4.32%) were widowed.

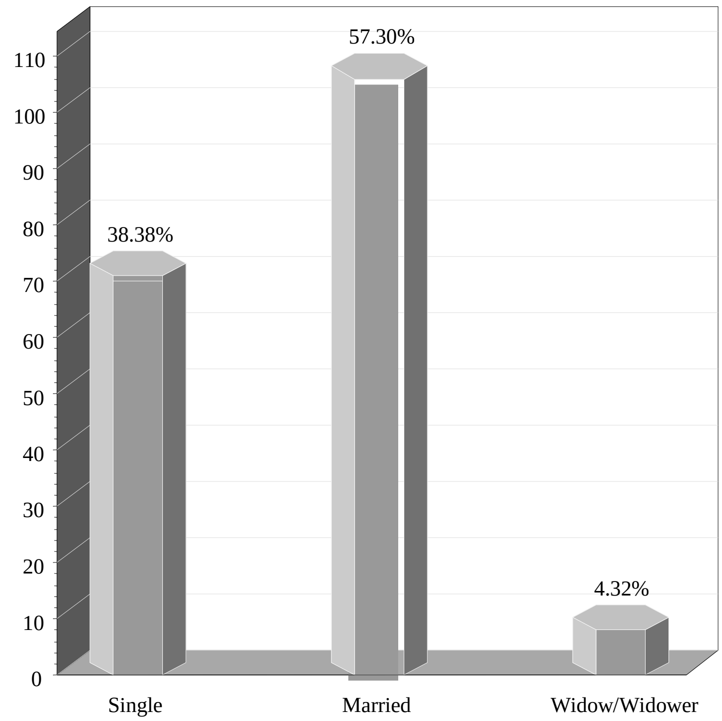

Figure 1.3: Distribution of Respondents by Marital Status

Figure 1.3 further reveals graphically the distribution of respondents by marital status.

Table 1.4: Distribution of Respondents by Education Levels				
Education Levels	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tertiary	101	54.59	101	54.59
Postgraduate	69	37.30	170	91.89
Others	15	8.11	185	100.00

Source*:* Field Survey, 2014

Table 1.4 and Figure 1.4 show that majority (54.59%) of the respondents had tertiary education as their highest academic qualification, followed by those who had postgraduates certificates (37.30%), while 15 (8.11%) had other academic qualifications.

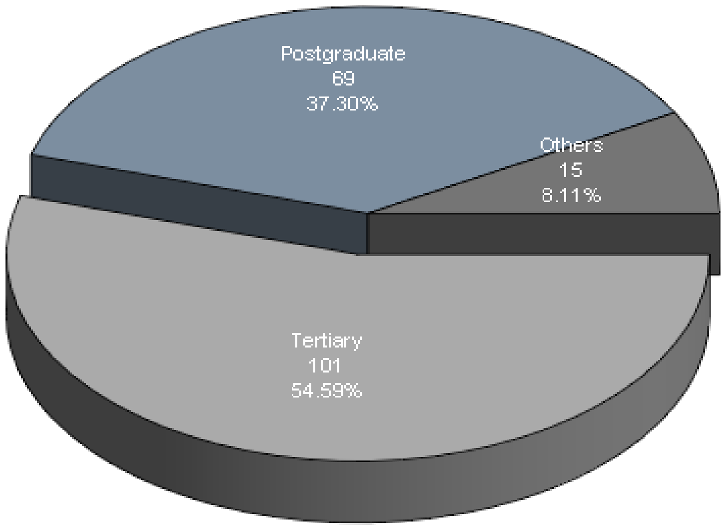

Figure 1.4: Distribution of Respondents by Education Qualification
Figure 4.2: Distribution of Respondents by Age

Figure 1.4 is an indication that all the respondents were educated enough to participate in this study.

Table 1.5: Distribution of Respondents by Length of Service				
Length of Service	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3 - 6 years	69	37.30	69	37.30
7 - 10 years	74	40.00	143	77.30
More than 10 years	42	22.70	185	100.00

Source: Field Survey, 2014

Table 1.5 shows that 69 (37.30%) of the respondents had either worked with Private or Public sector organization between 3 to 6 years. 74

(40.00%) of the respondents had either worked with Private or Public organization between 7 and 10 years, while 42 (22.70%) of the respondents had worked with Private or Public organization for more than 10 years

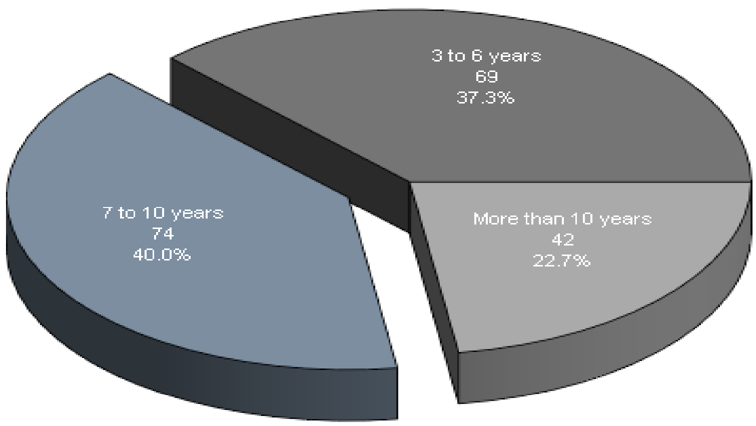

Figure 1.5: Distribution of Respondents by Length of Service

It is evident from Figure 1.5 that majority of the respondents were experienced enough to participate in this study.

Section 2: Testing of Hypotheses

Three research hypotheses were formulated to enable the researcher subject some important aspects of the data to statistical verifications. Research hypotheses are statements or assumption about a population parameter and such a statement should be subjected to a test. Research hypotheses are based on researcher(s) experience and previous knowledge of the subject being investigated, these ideas are believed to be true, but the result of the researcher(s) may prove to be otherwise. As a result of this, the need arises for research hypotheses to be tested.

Hypothesis One

H_0: Industrial democracy does not have positive impacts on organizational performance.
H_1: Industrial democracy has positive impacts on organizational performance.

Table 2.1: Parameter Estimates					Model Summary[b]	
Variable	Label	Parameter Estimate	Standard Error	t. Value		
Intercept	Intercept	0.40000	0.03535	11.32	R-Square	0.9306
	Industrial democracy	0.73846	0.01491	49.53	Adj R-Square	0.9302

a. Predictors: (Constant), Industrial democracy.
b. Dependent Variable: Organizational performance.

Table 2.1 reveals the degree of influence of industrial democracy on organizational performance, it shows that industrial democracy has 93.06 percent impact on organizational performance while the remaining 6.94 percent is explained by other exogenous variables that are excluded in the model but could also influence organizational performance. The adjusted R^2 of 0.9302 means the explanatory power of the independent variable is considerably high. The statistical relationship between industrial democracy and organizational performance is presented thus:
Organizational performance = 0.40000+ 0.73846 Industrial democracy
This regression equation shows that industrial democracy has positive impacts on organizational performance. From the regression equation above, the value of the constant term (intercept) is 0.40000. This simply implies that if industrial democracy is held constant, the organizational performance is 0.40000. The value of industrial democracy coefficient is 0.73846. It shows that a unit increase in industrial democracy will cause a

0.73846 increase in organizational performance. It is suffices to infer that industrial democracy has positive impacts on organizational performance and therefore it should be encouraged.

Table 2.2: Summary of Regression Analysis of industrial democracy on organizational performance [a]

Source	DF	Sum of Squares	Mean Square	Value	Pr > F
Model	1	118.79252	118.79252	2453.19	<.0001
Error	183	8.86154	0.04842		
Corrected Total	184	127.65405			

Decision Rule

We reject the null hypothesis if the value of F calculated is greater than the value of F tabulated (F cal>F tab), otherwise accept it. At 95% level of significance ($\alpha = 0.05$), the F tabulated is given as: F 0.05, (1, 184) = 3.8925.

Decision

Since F calculated = 2453.19> F tabulated = 3.8925. We reject the null hypothesis.
In conclusion, the results of the regression confirm with 95% confidence that industrial democracy has positive impacts on organizational performance.

Hypothesis Two

H_0: There is no significant relationship between industrial democracy and employees' behaviour (job performance, job satisfaction, and job involvement and employee commitment).
H_1: There is significant relationship between industrial democracy and employees' behaviour (job performance, job satisfaction, and job involvement and employee commitment).

In testing hypothesis two, the study employs Pearson product-moment correlation. The sign and the absolute value of a correlation coefficient describe the direction and magnitude of the relationship between two variables. The result of this correlation analysis is presented in Table 2.3.

Table 2.3: Simple Statistics

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Industrial democracy	185	.66486	0.66440	08.00000	.00000	3.00000	There is industrial democracy in my workplace
Job performance	185	.40000	0.94524	259.00000	.00000	4.00000	The practice of industrial democracy have positive influence on job performance
Job satisfaction	185	.04324	.12205	78.00000	.00000	.00000	Workers are satisfied with the job because there is democracy in the workplace
Job involvement	185	.94595	.91325	60.00000	.00000	.00000	The employees are duly involved in the general running of the organisation
Employee commitment	185	.14054	.70072	96.00000	.00000	.00000	Organisational democracy in workplace increases workers commitment to the organisation

Table 2.4: Pearson Correlation Coefficients, N = 185
Prob > |r| under H0: Rho=0

	Industrial democracy	Job performance	Job satisfaction	Job involvement	Employee commitment
Industrial democracy	1.00000	0.73385 <.0001	0.83606 <.0001	0.74029 <.0001	0.73210 <.0001
Job performance	0.73385 <.0001	1.00000	.90596 <.0001	.74291 <.0001	0.89930 <.0001
Job satisfaction	0.83606 <.0001	0.90596 <.0001	.00000	.86150 <.0001	0.91848 <.0001

Table 2.4: Pearson Correlation Coefficients, N = 185 Prob > |r| under H0: Rho=0					
	Industrial democracy	Job performance	Job satisfaction	Job involvement	Employee commitment
Job involvement	0.74029 <.0001	0.74291 <.0001	.86150 <.0001	.00000	0.77628 <.0001
Employee commitment	0.73210 <.0001	0.89930 <.0001	.91848 <.0001	0.77628 <.0001	1.00000

According to the data presented in Table 2.4, the correlation between industrial democracy and job performance shows a strong positive relationship (r = 0.73385), indicating that the greater the industrial democracy the greater the job performance of workers in the private and public sector organizations, the relationship between industrial democracy and job performance is significant (p <.0001).

Considering the relationship between industrial democracy and job satisfaction, Table 2.4 shows a strong positive relationship (r = 0.83606) between industrial democracy and job satisfaction. It also reveals that the relationship between industrial democracy and job satisfaction is significant (p <.0001), which means that as the practice of industrial democracy increases; the more satisfaction employees derive from their work. The relationship between industrial democracy and job involvement as presented in Table 2.4 shows that industrial democracy and job involvement have a strong positive relationship (r = 0.74029), indicating that the greater the industrial democracy the greater the involvement of workers in private and public sector organizations, the relationship between industrial democracy and job involvement is significant (p <.0001).

According to the data presented in Table 2.4, there is a strong positive relationship (r = 0.73210) between industrial democracy and employee commitment. It also reveals that the relationship between industrial democracy and employee commitment is significant (p <.0001), which means that as the practice of industrial democracy increases the commitment of the employees to the organization increases. The findings imply that there is significant relationship between industrial democracy and employees' behaviour (job performance, job satisfaction, and job involvement and employee commitment).

Hypothesis Three

H_0: Industrial democracy undermines the management power.
H_1: Industrial democracy strengthens the management power.

Table 2.5: Parameter Estimates					Model Summary[b]	
Variable	Label	Parameter Estimate	Standard Error	Value		
Intercept	Intercept	0.17901	.10751	.67	R-Square	.5360
	Industrial democracy	0.69415	.04775	4.54	Adj R-Square	.5334

a. Predictors: (Constant), Industrial democracy.
b. Dependent Variable: Management power.

Table 2.5 gives the summary of the whole model and tells more about the relationship between industrial democracy and the management power, the coefficient of the determination stands at 0.5360 (53.60%). This means that industrial democracy accounts for 53.60 percent of the total strength of the management power. And, the ‘good of fit’ is satisfactory with an adjusted coefficient of determination which stands at 53.34%. The explanatory power of management power is considerably high.

The statistical relationship between industrial democracy and the management power is presented thus:

Management power = 0.17901+ 0.69415 Industrial democracy

This regression equation shows that industrial democracy rather strengthens management power and not undermines it. From the regression equation above, the value of the constant term (intercept) is 0.17901. This simply implies that if industrial democracy is held constant, the management power is 0.17901. The value of industrial democracy coefficient is 0.69415 which is a great boost to management power. It shows that a unit increase in industrial democracy will cause a 0.73846 increase in management power. It is suffices to infer that Industrial democracy strengthens management power.

Table 2.6: Summary of Regression Analysis of industrial democracy on management power [a]

Source	DF	Sum of Squares	Mean Square	Value	Pr > F
Model	1	43.53250	43.53250	11.37	<.0001
Error	183	37.68912	0.20595		
Corrected Total	184	81.22162			

Decision Rule

We reject the null hypothesis if the value of F calculated is greater than the value of F tabulated (F cal>F tab), otherwise accept it. At 95% level of significance ($\alpha = 0.05$), the F tabulated is given as: F 0.05, (1, 184) = 3.8925.

Decision

Since F calculated = 211.37 > F tabulated = 3.8925. We reject the null hypothesis. In conclusion, the results of the regression confirm with 95% confidence that industrial democracy strengthens management power.

Discussion on Findings

Both male and female workers participated in the study with the male having the frequency distribution of 99 (53.51%) and female with frequency distribution of 86 (46.49%). In this study, the major workforce was between the age of 31-40 years (62 respondents; 33.51%), while the least were workers over the age of 50 years (31 respondents; 16.76%). There were more married people in this study (106 respondents; 57.30%), respondents that were single accounted for 38.38% representing 71 respondents while the widowed were just 8 representing 4.32%. majority of the respondents had tertiary education representing 55.59%. the highest number of respondents were those who had put in 7-10 years of service representing 40%.

The finding reveals that industrial democracy has positive impact on organisation performance. The degree of influence of industrial democracy on organisation performance is 93.06%. The finding shows that there is significant relationship between industrial democracy and employee behaviour. Furthermore, the finding shows that industrial democracy does not undermine management power but rather strengthens it as industrial democracy accounts for 53.60% of the total strength of management power; F calculated is greater than F tabulated.

Paul (1968) finds out that satisfaction in work is enhanced by sincere increase in workers' decision making power in the workplace. Pole et al (2011) referring to the work of some scholars (Storey and Sisson, 1993; Kochan and Osterman, 1994; Appelbaum and Batt, 1994; Locke et al, 1995; Whitfield and Pole, 1997) explain that workers participation play major role in increasing the responsiveness of firms to market demand; that workers participation enhances workers commitment, improve quality and productivity and also optimize work organisation. Rathnakar (2012) finds out that when workers participate in decision making, it allows for better understanding of the employers by employees and their roles in the attainment of organisational goals; that management should therefore develop a favourable attitude towards workers' participation. All these are in agreement with the findings of this study.

The finding of this study establishes that industrial democracy enhances employee satisfaction; this is in agreement with Humborsad (2014), she finds out that there is association between direct participation and job satisfaction. This study's finding on organisation performance agrees with Looise et al. (2011) that direct participation of employees contributes to employee outcomes and organisational performance; and that representative bodies can also influence organisational performance. Also, Chapeyama (2012) finds out in a study that organisational democracy is positively related to productivity and that consultation, consent, dialogue and mutuality are important ingredients in the nature of organisational democracy.

Conclusion and Recommendation

It is the desire of any good firm to have good and highly productive workforce, in the light of this, management should entrench in the policy of the organisation the importance of industrial democracy and ensure that it is practiced in the real sense of it seeing the positive contributions it adds to the organisation as shown in this study. Government and all other policy makers and stakeholders should not overlook or under play the issue of industrial democracy as it can be seen as the oil that lubricates the positive and productive relationship in any organisation that chooses to practice it. The issue of democracy should be more established in labour laws and even in collective bargaining so that the interest and welfare of all will be taken into consideration at all times. Management should encourage the involvement of employees in all the organization's deeds, giving appropriate information to employees on all matters that concern them. The views of the employees should be sought and be taken into consideration when decisions are being made for the sake of fairness and justice.

Employees should be kept abreast of the organization's situation. Communication is the key in all instances. This will enhance understanding of the situations and the two parties will be able to choose the right alternative for the good of the organisation and the stakeholders. Workers that are seen and treated as members of the organisation to the extent that they are involved in decision making and participating in the organisation change scheme will be motivated and are likely to perform better at their jobs for the good and overall performance of the organisation. Also, if democracy is practiced in the workplace, workers morale would be enhanced, there would be increased organisational performance, there would be job satisfaction, and workers would be committed to the organisation. Other negative behaviours would be reduced, like conflict, absenteeism and high employee turnover. When employees are given the sense of involvement and belonging and allowed to participate in the affairs of the organisation, the employees' morale could be improved, the workers would be motivated to put in their very best for the overall efficiency and better performance of the organisation. It is therefore suggested that management should seriously pursue and adopt industrial democracy going by its many positive contributions to the organisation and the workforce.

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Implementation of Total Quality Management: A Case Study of Allama Iqbal Open University

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Abstract
The concept of Total Quality Management was developed by an American, W. Edwards Deming, after World War II for improving the production quality of goods and services. Quality as a concept has been with us for millennia almost in every sector. But only recently i.e. in the last quarter of the twentieth century, Total Quality Management has emerged as a formal management function (Deming, 1986, p.20). Scurr (1990) defines TQM as "continuously meeting agreed customer requirements at the lowest cost by realizing the potential of all employees".

Keywords: Total quality management, distance education, customers' requirements, quality product.

Introduction

The concept of total quality management is not new one. Many intellectuals gave different definitions of TQM, in different periods, and they tried to clear the concept of TQM in their own ways.

Padhi and Palo (2005, pp.15-23) after examining a number of definitions given by management authors, consultants, practitioners, quality gurus, reached at defining TQM as "TQM is an integrated organizational approach to bring continuous improvement in products, services, and processes along with proper tools, technology and training to meet customers' expectations in a continuous basis through total employees' involvement."

TQM is one of the most publicized management programmes of the 1980s. The 'total' part of TQM emphasizes that it is an all-round excellence effort and is not about one aspect of the company. The 'quality' part of the TQM emphasizes upon not only quality product but also quality services. Quality is operationally defined under TQM as meeting or exceeding customer's expectations. The 'management' part of TQM implies that, it is a management approach, not just a narrow quality control or quality assurance function.

There are variations in the scope and applicability of TQM programme. Customer focus, employee involvement, continuous improvement, defect prevention, performance measurement and continuous learning are the six principles that capture common themes in the field of TQM.

The strategic management process to implement TQM ideally should consist of three stages: strategy formulation, strategy implementation and strategy review, evaluation and feedback.

The critical component of TQM is cost consciousness in terms of quality improvement and management. From this angle, effective resource utilization is very important. Unless qualitative output is achieved, any amount of investment will be futile. Another strategic plan for TQM would be exploitation and optimum utilization of resources.

Cost of quality has two important components: cost consciousness and cost management. Cost consciousness implies developing sensitivity about costs and likely returns keeping quality as focal point and cost management is the natural corollary to cost consciousness, which implies investment decision.

Total Quality management is a management approach that originated in the 1950's and has steadily become more popular since the early 1980's. Total quality is a description of the culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs. The culture requires quality in all aspects of the company's operations, with process being done right the first time and defects and waste eradicated from operations (Mukhopdhyay: 2005, p.59).

According to Robinson (1995, p.83) the typical characteristics require the surety of quality and provision of academic excellence for the learners. He has developed a framework for managing quality in Distance Education Institutions (DEIs). To be successful implementing of TQM, an organization must concentrate on ethics, integrity, trust, training, teamwork, leadership, recognition and communication the key elements.

The existing quality practices in DEIs can be described as Quality Assurance, even if not called that for example, the use of external assessors in course development, redrafting, peer-review of course units etc. (Robinson, 1995). However, they are yet to complete the journey from QA to TQM. If the DEIs do not want to produce more dropouts than graduates or to lose students to competing institutions, then TQM will facilitate methods of work. As QA process spread throughout the organization and as commitment to continuous improvement developed through teams becomes widely accepted practice, the objective changes to TQM (Tait, 1997, pp.10-11).

Total quality management has been described in different ways in the form of models. Integrated Model, Oakland Model, Quality – Sweating Model, Building Blocks Model, Theoretical Model, Three Dimensional Model, Pyramid Model, House of TQM Model, Simplified TQM Model widely used TQM models.

Technology is changing that to some extent; the constructed nature of academic activity, which is not simply a matter between faculty and students, because instructional designers, editors, critical readers and peers all contribute to the material developed; the technology-based nature of contact between faculty and students, whether through printed materials, audio and video tapes, radio programmes, CD-ROMs or computers linked to the Internet and limited physical plant.

Improving the quality of products/services on a continuous basis is crucial to every organization/system. Total quality management is a concept introduced by business houses and industries to established standards and techniques that ensure quality of products/services leaving and reaching firms through continuous actions rather than one final inspections. Educational institutes throughout the global have also been influenced by this concept, although the application is very much observed in case of higher education institutions, but not much in case of open and distance learning (ODL) institutions. To operationally this concept in educational institutes a number of implementation models and strategies have been developed. Previous research studies found that educational institutions benefit adopting TQM as they strive to improve the quality and cost effectiveness of their operations.

With changing patterns of education delivery from face-to-face to online, course content, nature to learner, and organization structures, concept of quality has become an inherent component of the educational process for its success. Globally various bodies have been established to develop guidelines for quality products and services; and their maintenance. The globalization of education, migration of students from one community to other, one country to another, provides adequate causes for concerns to the educationists and administrators. Tool quality management in education is a timely tool, which must be clearly understood, adopted and implemented as soon as possible.

Any institution wishing to implement TQM must be clear at the outset that is not merely a management technique; it is also a change management programme. No matter how technically or administratively perfect a proposed change may be, people may make it or break it. People make it when they perceive it as a ‘basket of opportunities’, and break it when they perceive it as a ‘bundle of threats’. People are the creatures of habit and it is highly difficult for them to try new ways of doing things at workplaces. Therefore, they resist changing and this resistance occurs at all levels. However, all people do not resist TQM, whether people resist or accept as a change initiative depends upon the individual employee, who is subject to such change processes (Palo, Panigrahi and Padhi, 2002, pp.15-23).

Institutions of distance education need to carefully consider the operations involved in TQM to improve their various processes. While implementing TQM and quality improvement methodologies at DEIs can be difficult at the most, the results can be extremely beneficial for all involved if it is done properly.

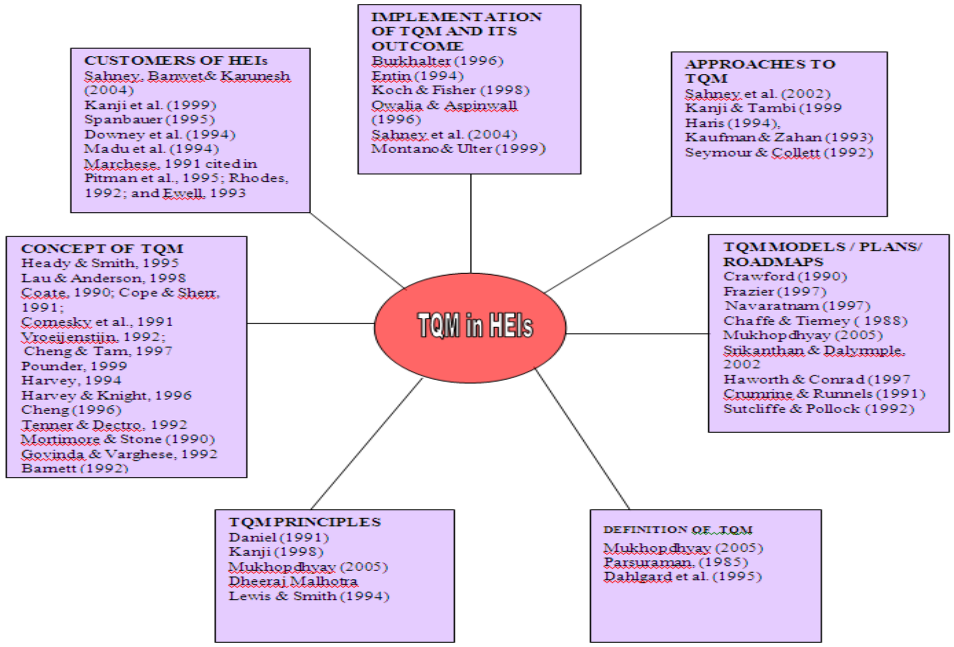
Allama Iqbal Open University (AIOU) was established in 1974 under an act of parliament as the 2nd open university of the world and the first of its kind in Asia and pacific. During its early years, the AIOU had to face a lot of problems mainly due to its non-formal system of

Education. However, due to the hectic efforts, now the university has become a prime institution, facilitating a wide variety of people with quality education at their doorsteps. Moreover the innovative changes regarding its programmes as well as its physical structure during the last four years enabled the University to cater to the lifelong needs of the masses in better way.

Allama Iqbal Open University is a unique institution in many ways, affording educational facility to all children from nine to ninety. Being the only open university of Pakistan, since its inception, it has been serving the nation by producing a highly educated human capital. Taking a start from an Elementary Arabic course, the AIOU has now reached to the pinnacle – imparting education to the level of Ph.D., M. Phil, and Executive MBA/MPA, M.Sc., etc. On the other hand, the AIOU has come up as the largest university of Pakistan in terms of course enrolment and course programmes as it is offering more than 135 programmes and imparting education to students exceeding 5, 70,000 in number. (http://www.aiou.edu.pk/regionaloffices.asp, retrieved on 08-02-2007)

Its purpose was to develop human capital providing a channel for continuous education to the masses working in various socio-cultural and economic sectors in Pakistan. It aims to carryout high quality education programmes on the one side and skill development in different vocational professions on the other side. How does have better productivity as compared to a conventional university is required to be examined through its internal and external efficiencies.

Allama Iqbal Open University has opened up educational opportunities for the working people and has provided access to the females on their door steps. It has also done pioneering work in the field of mass education, female literacy, teacher education and media based distance education. It is now breaking new grounds in the fields of professional, scientific, and technical education. It is attempting to reach out to the remote areas of Pakistan. It is also attempting to harness modern educational technology for spreading education in Pakistan; which support in providing access to distance especially the students from rural areas.



STATEMENT OF PROBLEM

Improving the quality of products/services on a continuous basis is crucial to every organization/system. TQM is a concept to establish standards. Educational institutions throughout the globe have also been influenced by this concept.

It is the need of time that for improving the quality of products/services on continuous basis, like other educational institutions, A.I.O.U. should also observe the concept of TQM. Focus of this study was on, “Implementation of Total Quality Management (TQM): A case study of Allama Iqbal Open University”.

OBJECTIVES OF THE STUDY

The study intended to achieve the following objectives:

1) To analyze the Total Quality Management system of Allama Iqbal Open University.
2) To identify the areas of implementation of Total Quality Management at Allama Iqbal Open University.

3) To evaluate the problems hindering Total Quality Management at Allama Iqbal Open University.
4) To give recommendations for improvement of Total Quality Management system at Allama Iqbal Open University.

SIGNIFICANCE OF THE STUDY

There is a growing interest in implementation of TQM in all organizations. This study will be help for:

1) The administrators/managers/academicians to make essential arrangements for the implementation of TQM. It removes barriers that deprive educators, administrators and students of their right to take in their accomplishment.

2) The planners to keep in view the basic needs of D.E. Facilities to be provided. So the facilities should provide as a whole.

3) For the achievement of high quality management at A.I.O.U. This study will help in meeting the challenges of modern age and to achieve top quality performance in all areas.

4) Examine critically and remove non-productive aspects of the system by applying TQM techniques and comparing them with the set objectives.

5) Develop better and new measure of achievement. The University has the organizational improvement program that matches output to student's needs, requires teamwork and continuous improvement. This provide platform to survive in the competitive environment**.**

RESEARCH METHOD

For the purpose of the data collection and the assessment of "Implementation of Total Quality Management (TQM): A case study of A.I.O.U"; a descriptive analytical method was adopted using questionnaires.

POPULATION

The population of the study was consisted on the following:

1. Students of M.Ed. program (Teacher Education) of Rawalpindi region enrolled in semester spring 2009 i.e. (3965).

2. Tutors of M.Ed. program (Teacher Education) of Rawalpindi region semester spring 2009 i.e. (240).

SAMPLE

A list of recently appointed tutors of Rawalpindi region was obtained from the Regional Office Rawalpindi. Afterwards two hundred and forty (240) tutors, serving at M.Ed. level were selected. A list of M.Ed. students of Rawalpindi region was also obtained from the Regional Office Rawalpindi. Afterwards eight hundred (800) students were selected using systematic sampling.

Table 3.1: *Sample Description*

Sample description of both the populations is as under:

Population	**Sampled**	**Total**	**Percentage (%)**
Tutors	240	240	100%
Students	800	3965	20%

DEVELOPMENT OF THE TOOLS

In order to achieve the objectives of study the variables/parameters (Admission procedure, Mailing system, Learning material, Workshops and Tutorial meetings, Assignments, Examination system and university online system) were included in the study and instruments comprises all the parameters. For these purpose two questionnaires (one for tutors and the other for students) were developed on five point rating scales containing twenty-five items each. Both the questionnaires covered all the areas of the Total Quality Management (TQM) at A.I.O.U. Both questionnaires were slightly different from each other. The questionnaires were discussed with the experts in the field of testing. Afterwards items and their language were slightly modified in the light of the experts' opinion. The first questionnaire was mailed to two hundred and forty tutors and the second questionnaire was mailed to eight hundred students through self-addressed stamped envelopes.

In both the questionnaires the respondents had to give their impartial responses to each item. The data were collected by using questionnaires through mail as well as by hand. After its collection, using different parameters, the data was scored in the master sheet with great care. Data was tabulated carefully after determining the overall percentage of the responses to each item and drawing the mean score, arithmetic mean and standard deviation of all the data.

FINDINGS

Findings from the Questionnaire of Tutors

1. Eighty percent tutors agreed with the statement that tutors are appointed on merit. Mean score 4.26 shows the agreement of the tutors

2. Seventy six percent tutors agreed with the statement that regional offices informed tutors well in time about their appointment. Mean score 4.06 shows the agreement with the statement

3. Eighty six percent tutors agreed with the statement that proper guidelines are provided for making assignments. Mean score 4.10 shows the agreement with the statement

4. Seventy Four percent tutors gave their opinion that enough time is provided to the tutors for marking the assignments. Mean score 3.83 shows the agreement with the statement

5. Fifty six percent tutors gave the opinion that Regional Offices are helpful to the tutors in their work. Mean score 3.26 shows the agreement with the statement

6. Seventy percent tutors gave the opinion that tutors get rapid and positive response from regional office in case of query or confusion. Mean score 3.63 shows the agreement with the statement

7. Sixty percent tutors gave the opinion that learning material of AIOU is informative. Mean score 3.23 shows the agreement with the statement

8. Seventy seven percent tutors gave the opinion that study material of AIOU fulfils the requirements of modern age. Mean score 3.86 shows the agreement with the statement

9. Sixty seven percent tutors were agreed that assignment questions are brain storming. Mean score 3.50 shows the agreement

10. Seventy six percent tutors agreed with the statement that assignment questions cover all syllabuses. Mean score 3.80 shows the agreement with the statement

11. Seventy three percent tutors were of the view that students prepare assignments carefully as per university instructions. Mean score 3.66 shows the agreement with the statement

12. Seventy three percent tutors said that students discuss their assignments with their tutors. Mean score 3.86 shows the agreement with the statement

13. Sixty seven percent tutors were of the view that assignments help the students for the preparation of final exams. Mean score 3.63 shows the agreement with the statement

14. Fifty three percent tutors gave their opinion that student’s response towards tutorial meeting is satisfactory. Mean score 2.90 shows the agreement with the statement

15. Seventy seven tutors were of the view that mostly tutors are punctual in tutorial meeting. Mean score 4.03 shows the agreement with the statement

16. Fifty three percent tutors gave their opinion that mostly students submit their assignments well in time and need no reminder. Mean score 3.06 shows the agreement with the statement

17. Eighty three percent tutors were of the view that mostly tutors mark assignments on merit as per university norms and procedure. Mean score 4.03 shows the agreement with the statement

18. Forty six percent tutors were of the view that study centers are well equipped with teaching learning resources but most of them were not of this opinion. Mean score 2.83 shows the agreement with the statement

19. Sixty percent tutors gave their opinion that library services are available to tutors. Mean score 3.30 shows the agreement with the statement

20. Sixty three percent tutors denied the statement that multimedia/Audio-Visual aids are used in teaching. Mean score is 2.50

21. Thirty six percent tutors agreed the statement that computer is used as an aid in tutor assignments but most of them were not of this opinion. Mean score 2.90 shows the agreement with the statement

22. Fifty seven percent tutors were of the opinion that tutors get students from their nearby localities. Mean score 3.63 shows the agreement with the statement

23. Fifty seven percent tutors were of the view that university has effective monitoring/checking system on tutors work. Mean score 3.73 shows the agreement with the statement

24. Forty percent tutors agreed the statement that university arranges proper training for tutors time to time but most of them were not of this opinion. Mean score 2.90 shows the agreement with the statement

25. Fifty three percent tutors were of the view that remuneration of tutors is reasonable as per work assigned. Mean score 2.46 shows the agreement with the statement

Findings from the Questionnaire of Students

1. Sixty eight percent students agreed with the statement that mostly students get information about admission through newspaper. Mean score 3.76 shows the agreement with the statement

2. Fifty six percent students agreed with the statement that admissions forms and related information are easily available. Mean score 3.24 shows the agreement with the statement

3. Seventy four percent students were of the opinion that admission forms are easy to fill in. Mean score 3.82 shows the agreement that admission forms are easy to fill in

4. Seventy eight percent students were of the opinion that process of the fee submission is easy. Mean score 3.84 shows the agreement for the easy process of fee submission

5. Fifty five percent students were of the view that students receive their study material well in time. Mean score 3.16 shows the agreement that students receive their study material well in time.

6. Sixty percent students agreed the statement that students are informed about their tutors well in time. Mean score 3.38 shows the agreement for informed about their tutors well in time

7. Sixty four percent students were of the opinion that students get their Roll Number Slip well in time. Mean score 3.52 shows the agreement to get their Roll Number Slip well in time

8. Sixty six percent students were of the view that learning material of A.I.O.U. is informative. Mean score 3.54 shows the agreement for informative learning material of A.I.O.U.

9. Fifty four percent students agreed with the statement that study material is self-explanatory. Mean score 3.14 shows the agreement for self-explanatory study material

10. Fifty eight percent students were of the opinion that Regional Offices cooperates in case of problem. Mean score 3.30 shows the agreement that Regional Offices cooperates in case of problem

11. Eighty percent students were of the view that tutors are cooperative in study/teaching. Mean score 4.02 strongly agreed for tutor's cooperation in study/teaching

12. Fifty two percent students denied that the numbers of tutorial meetings are adequate. Mean score is 2.84

13. Fifty six percent students were of opinion that mostly students attend study center regularly for tutorial classes as per schedule. Mean score is 2.68

14. Sixty eight percent students were of the view that tutors are always available in study centers. Mean score 3.64 shows the agreement that tutors are always available in study centers

15. Eighty eight percent students were of the opinion that tutors come to class well prepared. Mean score 4.16 shows the agreement that tutors come to class well prepared

16. Eighty six percent students were of the opinion that tutors also guide students individually if requested. Mean score 4.10 shows the agreement for the guidance of tutors to students individually if requested

17. Eighty six percent students agreed the statement that tutors satisfy students by answering their question/queries. Mean score 4.12 shows that the tutors are handling well the questions from the students.

18. Seventy two percent students were of the view that workshops are arranged at convenient places. Mean score 3.86 shows the agreement for arrangements at convenient places of workshops

19. Eighty percent students were of view that tutors return assignments in time with detailed instruction. Mean score 3.92 shows the agreement that tutors return assignments in time with detailed instruction

20. Sixty percent students were of the opinion that examination centers are arranged at convenient places. Mean score 3.42 shows the agreement that examination centers are arranged at convenient places

21. Sixty eight percent students agreed the statement that students get their result well in time. Mean score 3.69 shows the agreement for getting their result well in time

22. Fifty eight percent students were of view that mostly students are satisfied with the examination system of A.I.O.U. Mean score 3.36 shows the agreement for satisfaction of students with the examination system of A.I.O.U

23. Fifty eight percent students were of the opinion that students can confirm their admission through website of the university immediately. Mean score 3.12 shows the agreement for the confirmation their admission through website of the university immediately

24. Forty four percent students were of the view that learning material is supplemented by multimedia but most of them were not of this opinion. Mean score 3.07 shows the agreement for supplemented learning material by multimedia

25. Eighty percent students were of the opinion that online result information, through university website, is easily approachable. Mean score 3.84 shows the agreement for online result information, through university website

CONCLUSIONS

Majority of the respondents were satisfied with the admission procedure of the university but still there is space for improvement like easy fee submission procedure and also online admission may be introduced to facilitate the students. University has good mailing system but it can be more proficient if a separate cell for mailing system is introduced and E-mail system may be introduced for quick services. Though regional offices are helpful in tutor’s work, regional offices appoint tutors on merit. E-mail system may be used for quick response of the tutors queries and confusions. Learning material of AIOU is informative and assignment questions are brain storming and help students in final exam preparation as well. Tutorial meetings are also useful for students as students can discuss the assignments with tutors, tutors guide student briefly. There may be some strictness in attendance of student in the tutorial meetings. Multimedia and audio/video aids are used in teaching but still there is need for more refresher courses for tutors and use of computer may be increased. University arranges exam in different places of country and outside the country, however there may be more examination centers may be arranged at convenient places for students. Online information through the university website is easily available it may be more updated to facilitate the all stakeholders.

RECOMMENDATIONS

1. Admission procedure may be made easier. The procedure of submission of admission forms and deposit of fee may be made easier by including more banks in university panel.

2. Online admission has been launched at M.Phil. / PhD level it may be introduced at master level.

3. Post offices mail system may be used only for mailing the study material to the students. Other information may be shared through Email system.
4. Email system may be made more updated for quick information. E-mail facility may be provided at all study centres and post offices.

5. More refresher courses may be arranged for employees especially for the tutors.

6. Retention rate of the tutors may be increased.

7. The number of tutorial meetings may be increased. Students May be bound to attend at least 80% of tutorial meetings.

8. Website of the university may be more updated. More information may be uploaded on the website to facilitate all the stakeholders.

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De-Radicalization of Pakistani Society

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Abstract

Human social history reveals a constant struggle to organize social life through several attempts. In recorded social history. The Geeks, much before the birth of Christ, were beset with the problem of excesses in almost all aspects of human existence. The ebb and flow of life needed the golden rule of middle position.A life full of rampage and tumult in political arena needed temperance and tolerance. The solution offered by the ancient philosopher Aristotle was "balance and proportion" in the context of great upheaval of democratic forces against the conservative and autocratic despotic rules of powerful groups.

Keywords:de-radicalization, Pakistani society,

Ever since the socio- political life in the world has worked to bring equilibrium and devise ways and means to counter or reduce the ill-effects of extremism and bring about harmony and peace. Various extreme positions are standoff positions and need special modes of treatment through the socio political and socio-economic remedies.

In today's world the movements for radicalism are raising their heads in various walks of life.Pakistan is facing a peculiar kind of "radicalism". In the subsequent paragraphs. I shall attempt to analyse its genesis and subsequent development. We may begin with its definition.

According to Wikipedia, the free encyclopaedia, **"**Radicalization is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice. For example, radicalism can originate from a broad social consensus against progressive changes in society. Radicalization can be both violent and nonviolent, although most academic literature focuses on radicalization into violent extremism (RVE). There are multiple pathways that constitute the process of radicalization, which can be independent but are usually mutually reinforcing"i

There is generally confusion about the difference between radicals, extremists and terrorists. However, a detailed study reveals that they are all generally the same. As is stated by Muhammad Azam, "Dealing with radicalization as distinct from terrorism and extremism, however, does not imply that radicals cannot be extremists or terrorists. Extremists do not label themselves as extremists, but radicals, sometimes, call themselves radicals. It implies that the term radicalization is not always frowned on, but is used positively as well"ii.

Although radicalization or extremism is strictly discouraged in Islam through various Qur'anic injunctions and Ahadees, yet radicalization of Islamic society dates back to 37 Hijra (July 657 CE) when "Khawarij" emerged during 'The Battle of Saffain' by disagreeing on the method of implementation of truce between Hazrat Ali (RA) and Mu'awiyah (RA). The basic difference was interpretation of Qur'anic verses on the subject. Since then radical elements have appeared from time to time with vested personal and political interests. In the process various sects emerged in Islam with divergent interpretations of different commandments. Pakistan with over 80% Muslim population inherited these sects on its inception. However, despite their radical thoughts, they generally remained peaceful with cordial relations.

The radicalization process of Pakistani society started about four decades ago. Today Pakistan is facing a serious threat, even to its existence due to these radical groups and organizations. The study of factors contributing to radicalization of Pakistani society would guide us towards measures required to be initiated to de-radicalize our society.

Contributory Factors to Radicalization and Extremism

- **Social Structure.** According to Parsons, for their persistence, social structure must perform four functions: (a) adaptation, (b) goal-attainment, (c) integration, and (d) pattern-maintenance or tension management. He further explains: For the evolution of more differentiated structure to be successful there must be adaptive upgrading, inclusion and value generalization…. Inclusion refers to processes (such as extension of the franchise) that produce commitment by people to the new more specialized structures.…Values must be generalized or stated more abstractly in order to legitimize a wider range of activities. But, the process of inclusion has suffered problems throughout Pakistan's history. Exclusion or 'perceived exclusion' has caused antagonism among the excluded towards existing social, political and economic structures. Definitions of a 'patriotic Pakistani' are too narrow to accommodate any kind of value-generalization. Pakistani society lacks in institutions necessary for ensuring an individual's basic rights and security".iii

- **Social Insecurity.** "Social Insecurity is also a factor, because of which many individuals see no future for themselves. That makes it easier for them to be radicalized"iv. Individual or groups frustrated and dejected from the system which provides them no opportunity to get out of their existing lower stature in the society are easy prey to ideologies and groups. Muhammad Azam asserts, "Radical groups and organizations provide a window of opportunity to such individuals. The fewer the opportunities to improve one's status, the more the vulnerability for such people to be radicalized"v.

- **Discriminatory Education System.** Education System in Pakistan is highly discriminatory and plays a major role in division of the society through its various streams. Highly expensive and classy schools for the richest, English medium private and public schools for by upper middle and middle class, Urdu medium government schools for the poor and private religious institutions (Madras) for the poorer, lay the foundation of radicalization. Instead of creating harmony amongst the masses, this system has divided the society into different groups, airing sense of deprivation among the poor majority. At the university level merit is violated through self-finance programs. The syllabi of different streams are also dividing the nation in different communities.

- **Culture of Corruption.** The prevalent culture of corruption in Pakistan, almost in every field including judiciary and private setups generate radical feelings whereby a vast majority, deprived of justice, have started abhorring the society. Some individuals wary of this culture join radical groups to either correct the system or at least punish the people they think are responsible.

- **Complicated Judicial Process and Lack of Relevant Laws.** As is a universal maxim, "Justice delayed is justice denied"**.** The complicated, expensive and slow judicial process of Pakistan is not only creating discontentment amongst the masses but also provides opportunities to the criminals to get scot-free. Moreover, due to lack of relevant laws to deal with the suspected terrorist or those against who sufficient evidence for normal judicial process is not available, cannot be brought to justice hence, not only encouraging others to follow but also letting the radical elements to continue their anti-state activities. The law prohibits keeping such people under custody by the law enforcing agencies for indefinite period. Therefore, we may find a large number of such people as missing personnel.

- **Anti-US/Western Sentiments.** US invasion of Afghanistan and Iraq duly backed by his western allies and their intervention in other Muslim states like Libya, Syria, Egypt Iran and Pakistan and unquestioned support to Israelis atrocities in Palestine, has developed a strong anti-US/ Western sentiments. Pakistan being in the neighbour- hood of Afghanistan is the most affected.MujtabaRathore states, "Another factor feeding radicalization in Pakistan is the anti-US sentiment, due partly to US drone strikesin FATA. The counter-terrorism operations launched by Pakistani security forces in NWFP and FATA have also radicalized views of the people against the government. The responses of the public about Pakistan's decision to join the United States in the war on terror have been mapped. Clear majorities in all parts of Pakistan consider Islamabad made a mistake in joining hands with the US in the war on terror"vi.

- **Jihadi Culture.** Soviet invasion of Afghanistan in 1977 led to armed struggle by the locals, who called it Jihad against the infidels. With Pakistan's support duly aided by USA and Saudi Arabia, the movement got popular support from the Muslims worldwide. Hence, a large number of Muslims from all over the world came to Pakistan and settled in area bordering Afghanistan. Mujtaba Rathore claims. "The current wave of radicalization in Pakistan is attributed to the support of General Zia's regime to taint-Soviet 'jihad'. The support extended to militant groups at the time laid the foundation of the'Jihadi Culture' in Pakistani society"vii.
- **Talibanization.** Talibanization coupled with "ShariahMovements"in Malakand and Swatis considered to be one of the major factors in radicalization of Pakistani society. The myth about Taliban regime in Afghanistan under Mullah Umer, despite its flaws, is generally considered by Pakistani people especially people from Pathans, as a just and closer to Islamic version of governance, whereby, people were provided with quick and cheap justice. Therefore, it has acted as a ray of light to the oppressed and poor Pakistanis and those looking for enforcement of Shariah in Pakistan.

- **Sectarianism.** Besides many minor groups/ sects, Pakistani Muslims can be divided into four major sects i.e., Deobandi, Barelvi, Ahl-e-Hadees and Shia. These sects have their separate mosques and networks of madaris. These sects co-existed peacefully since inception of Pakistan. However, after Iranian revolution in 1981, Khomeini wish to export its revolution to other countries, pitched the Shia communities against the Sunni majority especially Deobandis. In a radio speech on 15 October 1981, Khomeini said "We have been near zero in our propaganda abroad," Ayatollah Khomeini said. "We must make unofficial visits aside from the official ones. If we want to export this revolution, we must do something so that the people themselves take government in their own hands, so that the people from the so-called third stratum come to power."viii After this new radical Shia and Deobandi groups sprung out with financial support from Iran and Saudi Arabia. With easy money flowing in, these groups attracted a good number of youth especially from the underprivileged people. The government was unable to nib this evil in the bud, which has now made into a huge tree.

- **Media.** Media is one of the most powerful tools in shaping up general opinion of the masses. “Abdul Qadeer observes that the cultural changes induced by the spread of radio, television, videos, and telephone follow a dualistic path, reinforcing and reinventing some beliefs and practices while displacing others. It may be said right away that Pakistani society’s response to the new ‘mediums’ is demonstrably affected by the ‘messages’ they bear”ix. Pakistani media reporting has generally encouraged the radicals/ extremist by spreading their message hence, increase and spread of radicalization. “I believe the media has played a major role in promoting violence in Pakistan, the Urdu media in particular, and the English media to a lesser extent,”x asserts I.A. Rahman.

Way Forward

Presence of US forces in Afghanistan is one of the main causes of radicalization in the region especially of Pakistan. Therefore, the withdrawal of US forces from Afghanistan may help in shrinking support base to the extremist forces hence theoretically reducing terrorists’ activities inside Pakistan. However, with vested interest of different foreign powers in the region and their continued support to radical groups and organizations the menace is not likely to subside without concrete and lasting efforts not only to de-radicalize our society but also eliminate the root-cause to radicalization. Rubina Saigol deliberates, “The solution, therefore, does not lie merely in increasing education, reforming the media and attempting to disseminate values of peaceful co-existence and tolerance. While this approach would certainly form a part of the strategy of transformation, it is located only at the level of the superstructure. At the level of basic socio-economic structures, serious changes would need to be instituted”xi.

- **Immediate Measures**. The first and foremost step is to eliminate the impression state’s failure and its inability to deal with a handful terrorists through a tougher stance against the terrorists and their supporters. This will not only discourage the radical forces and provide a sense of security to the general public but also deny them fresh recruitment. While maintaining pressure of military operation, a general amnesty should be announced for all those who lay arms and accept the writ of the government. Groups involved in active terrorist activities should be invited for dialogues from a position of strength. Through this process, anti-state elements funded by foreign masters to destabilize Pakistan, should be identified and eliminated through targeted military operations with due consideration to co-lateral damages. Intelligence efforts need to be doubled and coordinated at national level through a single coordinating agency to take forestall terrorists' activities specially in settled areas, identify their active supporters and bring them to justice.

- **De-radicalization/ Rehabilitation Programs**. This process involves major steps. Firstly proactive measures to be taken to prevent the individuals who have are not yet actively involved in extremist activities but are vulnerable for recruitment by extremist groups and organizations. Secondly, rehabilitations programs be organized for individuals in custody of security forces, personnel denouncing extremism due to general amnesty and those captured in operational areas but cannot be tried in courts due to lack of evidence. Main features of these Rehabilitation programs should be discussions with religious scholars, treatment by psychologists and further education/ technical expertise for adjustment in normal life after release. They should be allowed to meet their relatives on regular basis. As observed in 'De-radicalizing Islamist Extremists" by RAND "According to one psychologist, the detainees experience feelings of loneliness and separation from their families, so visits are allowed once a week. These family visits are therapeutic; the detainees realize that their families are suffering"xii. For details, De-radicalization programs of Islamic and South Asian countries be studied and implemented after appropriate amendments according to own socio-cultural environment. This will also help in avoiding the public and courts' backlash regarding missing personnel.

- **Controlling Sectarianism.** Sectarianism, being one of the main causes of radicalization of Pakistani society must be controlled through concrete measures and their support whether local or foreign, political or financial must be identified and stopped. Generally, main leaders from all the sects are in favour of sectarian harmony and are ready to cooperate with the government. However, the government needs to bring these leaders on the same platform through a national self-autonomous body with appropriate representation from all sects. They should be mandated to formulate a code of conduct for all Madaris and Masajid, and ensure its implementation through their own system. Moreover, all Madaris and Masajid should be registered with this body and permission from this body must be mandatory for establishment of new Madaris and Masajid.

- **Denying Financial Support to Radical Groups**. Extremists groups and organizations without appropriate finances will die their own death. As per RubinaSaigol, "there is some evidence that there are at least three sources: one, private donations from well to do citizens within the country, as well as, the Muslim Diaspora in the US, Saudi Arabia, the UK and UAE; two, money earned through the trafficking of drugs; and three, arms smuggling"xiii. Besides there are indicators of Iran's support to Shia radical groups and India's active involvement with separatists of Baluchistan. Our intelligence agencies need to collect credible evidences and block/ arrest their local operators, while the government should take up the issue with concerned states at diplomatic levels.

- **Education Reforms**. Our education system needs drastic changes whereby equal opportunities are provided to all. Present syllabi need to be rehashed and brought according to national objectives under a committee of experts/ scholars from all disciplines. After revision, the new syllabi be mandatory for all types of educational institutions, whether private or government. Talented but poor students should be encouraged through governmental and public sponsorship. Standard of education and allied facilities in government educational institutions should be improved. To bring the students of religious institutions (Madaris) in main stream, Madris should teach some compulsory modern science and literature subjects. The students should be awarded compatible degrees recognized by HEC and valid for jobs in governmental departments.

- **Judicial Reforms.** To ensure quick justice to satisfy the discontented masses and remove snags in dealing with radical elements and their supporters, the present slow and complicated judicial process should be reformed through legislation. The process be made quicker and victim friendly. Laws to deal with terrorists/ radical elements/ organizations and their supporters be introduced.

- **Socio-Economic Development.** Some very serious efforts are required to develop our socio-economic structures. Enough employment opportunities must be generated and provided to the youth. The culture of corruption and social disparity need to be replaced with the culture of merit, rule of law and social justice, through deliberate efforts at all levels. As Rubina Saigol asserts, "The productive base of the country needs to be strengthened by focusing on economic and social development. Once young people have a chance of employment in a productive economy, they are less likely to be attracted to religious or other kinds of violence, as a form of earning a livelihood"xiv.

- **Media.** Amedia campaign to promote a national integration and sectarian harmony be launched. Media reporting should be done with maturity and responsibility. Reporting of insignificant events by terrorist as breaking news be stopped. Some check and control mechanism of media be devised to restrict them from encouraging terrorist through live coverage. Fifth columnist be exposed through media personnel.

Conclusion

Pakistan's socio-economic deterioration, directionless education system, poorly educated, uncontrolled and politically motivated religious preachers, general lawlessness and social injustices are the main causes behind radicalization. Therefore, de-radicalization of Pakistani society needs to be tackled through whole set of reforms which may vary from immediate actions, short, mid and long term measures. The article has indicated some problem areas and put forth suggestions in generalized terms. Each area identified needs a separate detailed study and discussion on pros and cons of the suggested measures on Pakistani society.

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Failure of Pakistani Students in English in Examinations

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Abstract

The present study aimed to investigate the reasons behind the massive failure of students in English indifferent examinations. For this exploratory study, a questionnaire was designed as a tool to collect the data. Seventy three M. A. English students from three institutes of Lahore and forty three teachers from different institutes of Lahore were taken as a sample. The data was analyzed using SPSS program. The results showed that lack of vocabulary, incomprehension of tenses; non-seriousness of students and out dated teaching methodologies of teachers were responsible for this massive failure of students. It has been recommended that instead of cramming, emphasis should be given on teaching English though interesting activities. The more exposure to the target language is given, the more comprehension and learning to take place.

Keywords: failure, incomprehension, exposure, cramming, out-dated methodologies

Introduction

Proficiencyand good command in English is inevitable for progress in all fields of life. During previous years, the quality of instruction in English and results of the examinations in the subject of English have been at the lowest of all the other subjects(Shahzada, Ghazi, & Khan, 2012).Pick up the gazette of any SSC, intermediate or graduate examination; you will confront the letter “E” or “Eng” (failure in English) in the highest frequency. Despite our government’s utmost efforts in promoting English at primary and elementary level, and spending millions of rupees every year, the results are disappointing. English has been made compulsory from class one. Before taking SSC examination, a student studies English, at least for ten years, and even then does not get through the examination. Though the required marks for success are mere thirty-three percent, and students are given sixty-six percent (previous it was hundred percent) choice yet they fail to clear. It means that if a paper contains five questions, the students are required to attempt three questions to get hundred percent marks. And ifa student succeeds in attempting only one question properly, he can get through the examination. This means that students fail to comprehend twenty percent of the subject needed for success. Even that is not done either due to the fault of our students, teachers, syllabus or other factors. This study aims to investigate the issues/factors involved in this alarming situation and come up with suggestions to help and facilitate the English teachers, curriculum designers and policy makers.

Literature Review

According to our Constitution of Pakistan, Section 251 part 1, Urdu is our national language. Its part 2 states that English will remain in official use until arrangements are made to replace it with Urdu. The third part is even more interesting, which suggests that Provincial Assemblies will legislate to promote local languages. What to speak of promoting local languages, no serious effort has been made to replace Urdu with English rather English has been promoted and patronized that it has become a symbol of success. In armed forces and civil bureaucracy, an English medium student, as he is more proficient in writing and speaking, is preferred. Even the English medium school of “A” category prefers only to English medium qualified teachers. Usually, the production of Urdu medium system has to work under their supervision. The teachers from this system are forced to join to the same cycle of Urdu medium schools. The researches show that English medium schools are better in output than

Urdu medium schools. The level of instruction, teachers, facilities and approaches in English medium schools like Beacon house, LGS, American school provide better results as compare to Urdu medium schools. Bahlol's (2011) study on the result of GCE O-level (General Certificate in English at Ordinary level) shows that the result of GCO O-level is better than SSC (Secondary School Certificate) due to better management system, teachers' proper encouragement, direct teaching method, highly qualified and well paid faculty, creative activities and other curriculum and extra curriculum facilities. The study of Waheed (2005) reveals that O-Level programs develop writing skills whereas SSC system encourages cramming system. SSC level programs lack the courses that promote concept based studies. According to Umbreen (2008), preparation of lecture before class and encouragement of students questing in class and boasting up their confidence in O-Level makes them to produce a better result. She also claims that satisfaction of teachers with the facilities and limited number of students in a class is a key to better results.

The study of Safura (2006) shows that the students of O-Level and A-Level show better results because they are satisfied with facilities and activities available to them. The analytical, conceptual and understanding based examination system also helps them in their good result. She has also found that fair evaluation of teachers and awards, incentives and encouragement certificates help in having good results. Shirani's (1995) study reveals that direct teaching methods, limited number of students and authentic teaching material are effective methods for a good result. In SSC level programs, peer work, newspapers, magazines, etc., cannot be used due to over crowed classes and over concentration on a large number of syllabus books. Shirani (1995) study also suggests to avoiding code switching while teaching English. According to Mansoor (1993), students studying English for many years as compulsory subject lack fluency in English and difficulty in its use. He also found inefficient teaching material, outdated courses and untrained teachers a hindrance in developing productive skills in students and the students have to rely on cramming to get through the exams.

There are a lot of factors involved in the poor results. Sometimes, a teacher's over interruption and insistence on correct writing or pronunciation makes a student reluctant (Carnine, 2010)to express confidently. There is also disagreement between the researchers at the level of the instruction ratio of English and at the way of instruction whether it should be monolingual (in the target language only) or a bilingual (mixture of target language with mother language). The medium of instruction has been a controversial topic since long. The Urdu medium instructions result a student influent in speaking and writing English correctly (Rehman, 2013). Aside with the medium of instruction, there are many other issues relating to teaching English as second language and the poor performance of students in examinations. Sufyan (2012) has mentioned as many as seven problems of teaching English as second language in third world countries. There is lack of disciplines in institutions. Students keep on wandering in the campuses and do not pay proper attention to their studies. The lack of proper testing is also one of the major problems in teaching English. The lack of appropriate teaching method is also responsible for poor results. The faulty methods of teaching fail to enable the students to write correct English even in twenty years. Institutions, especially, the private ones keep on having intake during the session which affects the sequence of classes and hence poor result. The lack of professionalism is another reason behind poor result. In poor countries, teaching English is considered an easy way of income. Non-professional teachers join this profession as a part time business and the result is failure.

There are different opinions of different analysts and scholars about the failure of students in comprehending English completely. In spite of a lot of emphasis on English by the government of Pakistan and spending a handsome amount on the propagation of English the results are disappointing. English has been made compulsory from the class one and it enjoys the same status till graduation. The students, after spending fourteen to sixteen years on learning English fail to produce a reasonable paragraph on any given topic. Usually, as we have seen above, Urdu medium of education, teaching methodologies and other teaching facilities have been proved to be the responsible for a poor result in English.

There is an assumption that many students have to say good bye to their studies as they cannot pass English. But at the same time if we study the gazettes of different examinations minutely, we will come to know that there are many students, production of the same system and environment, achieving high results in English. Many students from the same system have proved their worth in almost all fields of life and secured high positions in civil bureaucracy, armed forced, etc. If the medium of instruction and other said things are responsible for a bad result, then why are these exceptions? It means that there are some other things that need to be paid heed. The current study aims to find the other reasons behind this failure.

Research Methodology

The design of the study was basically quantitative and confirmatory in nature, which tried to find the answers of the questions. Questionnaire (see appendix B) was used as a tool for data collection. Survey method was used to know the factors involved in the alarming failure of our students in the examinations of English. The target population was the students of M. A. English and teachers of English from Lahore. For this purpose, seventy three students from three institutes from Lahore: Govt. Islamia College Civil lines (GICCL), National University of Modern Language (NUML) and Lahore Garrison University Lahore (LGU) were taken as a sample. The rationale behind this selection was that there are girls studying in M. A. English at LGU, boys at GICCL and both at NUML. LGU is a private university; GICCL is a government college whereas NUML is an autonomous government university conducting M. A. English classes. GICCL has students from different communities; NUML has students, mostly from middle class and LGU has students from middle and upper class, including students from English medium schools. So in these institutes, we can find students from all social strata; from the families of poor to elite; labourers to officers; and rural to urban. Forty three teachers from different back grounds were randomly selected from different institutes from school to university level from Lahore. The English students were selected for their exposure to

English. The students from other departments were purposefully ignored fearing that they might have a bias against English. Teachers from different institutes were selected so that the result may be generalized. The questionnaire containing eleven statements was got filled either personally or through friends. The result was analyzed through SPSS.

Result & Discussion

The result of the questionnaire, consisted of eleven statements and filled by the 116 participants, was analyzed at two levels; overall response from the participants and students-teachers comparison.

Majority of the students leave studies because they find English difficult.

Table 1 shows that more than 27% participants agreed and 40% agreed with the statement that English was one of the causes which force the students to quit their studies. The 26% participants thought otherwise. Overall 67% participants believed that majority among the students left their studies because of English.

When the same statement was analyzed on the profession basis, the students were more supportive to the statement than the teachers.

Table 3 reveals that over 75% students thought that English forced the students to quit their studies whereas this ratio among teachers, though supportive, was lesser than the students. However, 35% teachers did not hold the opinion that English was responsible for leaving the studies.

Students are themselves responsible for their failure: either they do not pay proper attention in classes or do not learn their lessons at home.

When it was tried to know how much students, themselves were responsible for their failure, almost 34% participants agreed with above statement, and 42% strongly agreed. Overall 76% participants blamed the students for neglecting their classes or studies (see table 2a). The 4% and 14% participants disagreed and strongly disagreed respectively with the statement.

Table 2b depicts that the ratio of 38% and 40% students agreed and strongly disagreed respectively that students were responsible for their failure. However, 26% and 46% teachers had been found agree or strongly agree respectively. Interestingly 82% students held themselves responsible for their failure, which was higher than the teachers which is 77%.

Teachers are responsible for their failure (their method of teaching is unsuitable or lack proper techniques)

The result of table 3a shows that cumulatively 67% participants thought that the teachers were responsible for the failure of students. However, a handsome ratio of participants disagreed with the notion.

According to Table 3b, as for as the teaching methodology or lack of proper techniques and other material is concern, interestingly teachers were more supportive than the students. 72% teachers (agree and strongly agree) considered that teachers were responsible for their failure whereas this ratio among teachers was 74%. This means that almost teachers and students equally agreed that teaching methodology and lack of other latest techniques caused the failure of the students.

Students fail in English because of course, i.e., course has not been designed properly or it does not meet the requirements.

The above mentioned studies (in literature review) show that outdated course is responsible for the failure of the students, but the result of table 4a negates that course is one of the major factors as it receives the support of the slightly over than 50% participants. The ratio of participants who agreed that course was responsible for the failure of students was 35% where as 29% participant thought otherwise. The ratio of participants who agreed and disagreed strongly was 15:16, which was almost equal. Collectively, 51% participants favoured the above given statement which negates the construct that outdated course is one of the major causes behind the failure of students.

The statement claiming that course is responsible for the students' failure failed to receive a strong response both from the students and teachers. According to table 4b, 16% students agreed and 29% strongly agreed that course was responsible for the failure of the students. However, 14% teachers strongly agreed and 46% agreed with the statement.

Because of negative transfer i.e., Urdu has different sentence structure (SOV) than English (SVO)

English and Urdu have opposite sentence structure, and this opposite structure sometimes causes hindrances in acquiring the second language (Contrastive Analysis Hypothesis). But the result from the data shows that this is not the strong issue that causes the failure of the students. Table 5a reveals that 20 % participants strongly agreed, and 38% agreed that the different sentence structures of Urdu and English causes failure of the students. However, 23% participants considered otherwise.

Table 5b shows that teachers were not inclined towards this thought but students found the order of syntax causing hindrance in learning English and hence the failure. The 22% students strongly agreed that L1 Urdu speakers found English difficult because of different sentence structures whereas 16% teachers agreed to this statement. The ratio among students who agreed to this statement was 41% whereas this ratio among teachers was 33%. Overall 63% students supported the statement while 49% teachers supported it.

They study English for short time and use other language/s most of the time so do not get proper time to learn it.

Lack of exposure to the target language is another factor which causes failure of the students. This factor was strongly agreed by almost

38% and agreed by 40% participants. Table 6a depicts that 78% participants supported the statement. Only 14% participants disagreed or strongly disagreed with the idea that more exposure to the target language was required to learn it properly.

Table 6b indicates that students strongly supported the role of exposure in learning English. Though the teachers' response about it was almost 80% in this favour yet it was a little lesser than the students. The ratio of students who agreed or strongly agreed was 86%.

They lack the vocabulary so cannot write properly.

The lack of vocabulary invoked the highest support from the participants i.e. more than 91% of the participants considered that lack of vocabulary was responsible for the failure of the students. The 45.7% participants agreed and the same ratio strongly agreed to the statement. Table 7a indicates that only 4% participants thought that vocabulary had no role in the failure of the students.

The lack of vocabulary is one of the issues which got the highest favour from both the teachers and students. According to table 7b, the 44% students considered that lack of vocabulary was the greatest hindrance in the failure of students in English where as 49% teachers thought it an important factor too. Cumulatively, more than 90% of teachers and students supported this statement.

They are unable to learn tenses, hence cannot express their view.

Table 8a depicts that another important factor which causes the students failure in English is incomprehension of tenses. More than 35% participants strongly agreed and nearly 45% agreed that incomprehension of tenses lets them fail in the examination. Only 16% participants either disagreed or strongly disagreed with the statement.

Table 8b also shows that students and teachers separately thought this factor one of the important issues causing hindrances in the success of our students. Almost 77% students agreed or strongly agreed to the statement whereas 86% teachers agreed or strongly agreed. This shows that teachers clearly thought that learning of tenses was indispensable to the success in examinations. Only 3% teachers considered it otherwise.

They cannot write as they are unable to speak (if they are able to speak English, it will be easy for them to write)

This statement was included in the questionnaire to know what the teachers and the students thought about a general construct that inability of speaking English was also one of the great factors which cause their failure. The 73% participants agreed or strongly agreed to the statement if students could not speak English, they would not be able to write properly (see table 9a), however, 24% participants thought otherwise.

Table 9b shows that 75% students and 70% teachers agreed or strongly agreed to the statement that speaking about the target language was essential to pass through the examination whereas 15% students and 9% teachers disagreed or strongly disagreed with it.

Students fail to learn English because they are afraid of it (feel fear)

To know if the students are afraid of English, as is generally perceived, this statement was included in the questionnaire. Table 10a depicts that majority of the participants favoured this notion that fear of English let the students down resulting into their failure. Almost 71% participants agreed or strongly agreed whereas 23% participants disagreed or strongly disagreed with the statement.

Table 10b shows that the teachers and students found this thing equally important. This statement got 70% favour from students and 72% from the teachers. Only 7% teachers and 16% students thought it otherwise.

Students fail to learn English because they do not like it (as it is not their own language or)

Sometimes there is a socio-cultural issue in learning second or foreign language. Generally, the people avoid to learning the language which they find against or threat to their culture. In the current study, this notion did not get support that there was such a kind of issue with English. Table 11a shows that 46% participants agreed or strongly agreed to the statement whereas 44% participants disagreed or strongly disagreed. The mixed response indicates that there is no ethnic issue involved in learning English.

Table 11b depicts that, among students, this statement got 49% favour whereas 42% teachers favoured it. The disagreement percentage of students and teachers was 41% and 49% respectively, which shows that the response of students and teachers was opposite to each other.

Conclusion

The results from the study overall support the hypotheses/ statements but lack of vocabulary and incomprehension of tenses have been taken as the factors most responsible for the failure of the students. The results also show that students themselves are also responsible for their failure as they neglect their responsibility as students. The teachers also lack proper methodology, approaches and other updated material. The inability of the students of speaking English also causes hindrances in their success. The students are also afraid of English and get it over their nerves, which does not let them concentrate on their studies properly. The change of word order in the syntax of both the languages, outdated course have effect on their failure but these are not as effective as others. So there need more exercises on the increase of vocabulary. It may be done by encouraging the students to participate in activities of speaking English. The peer and group discussion may prove fruitful in this connection. The students need to make realized about their responsibilities, and some kind of interesting and interactive activities should be used to draw the attention of the students. The teachers should not only be dynamics but should update them with the latest teaching techniques and approaches.

Recommendations

- There need more exercises on vocabulary building. It may be done by encouraging the students to participate in activities of speaking English.
- The peer and group discussion may prove fruitful in this connection.

- The students need to make realized about their responsibilities and some kind of interesting and interactive activities should be used to draw the attention of the students.
- The teachers should not only be dynamics but should update them with the latest teaching techniques and approaches. Instead of emphasizing on cramming, language through activities should be taught and creativity and criticality should be promoted.

Appendices

Appendix A

Table 1a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	32	27.6	27.6	27.6
	Agree	46	39.7	39.7	67.2
	don't know	6	5.2	5.2	72.4
	Disagree	24	20.7	20.7	93.1
	strongly disagree	8	6.9	6.9	100.0
	Total	116	100.0	100.0	

Table 1b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	23	31.5	31.5	31.5
		Agree	32	43.8	43.8	75.3
		don't know	3	4.1	4.1	79.5
		Disagree	9	12.3	12.3	91.8
		strongly disagree	6	8.2	8.2	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	9	20.9	20.9	20.9
		Agree	14	32.6	32.6	53.5
		don't know	3	7.0	7.0	60.5
		Disagree	15	34.9	34.9	95.3

	strongly disagree	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

Table 2a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	39	33.6	33.6	33.6
	Agree	49	42.2	42.2	75.9
	don't know	5	4.3	4.3	80.2
	Disagree	16	13.8	13.8	94.0
	strongly disagree	7	6.0	6.0	100.0
	Total	116	100.0	100.0	

Table 2b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	28	38.4	38.4	38.4
		Agree	29	39.7	39.7	78.1
		don't know	3	4.1	4.1	82.2
		Disagree	10	13.7	13.7	95.9
		strongly disagree	3	4.1	4.1	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	11	25.6	25.6	25.6
		Agree	20	46.5	46.5	72.1
		don't know	2	4.7	4.7	76.7
		Disagree	6	14.0	14.0	90.7
		strongly disagree	4	9.3	9.3	100.0
		Total	43	100.0	100.0	

Table 3a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	21	18.1	18.1	18.1
	Agree	57	49.1	49.1	67.2

don't know	10	8.6	8.6	75.9
Disagree	26	22.4	22.4	98.3
strongly disagree	2	1.7	1.7	100.0
Total	116	100.0	100.0	

Table 3b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	12	16.4	16.4	16.4
		Agree	34	46.6	46.6	63.0
		don't know	7	9.6	9.6	72.6
		Disagree	18	24.7	24.7	97.3
		strongly disagree	2	2.7	2.7	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	9	20.9	20.9	20.9
		Agree	23	53.5	53.5	74.4
		don't know	3	7.0	7.0	81.4
		Disagree	8	18.6	18.6	100.0
		Total	43	100.0	100.0	

Table 4a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	18	15.5	15.5	15.5
	agree	41	35.3	35.3	50.9
	don't know	19	16.4	16.4	67.2
	disagree	34	29.3	29.3	96.6
	strongly disagree	4	3.4	3.4	100.0
	Total	116	100.0	100.0	

Table 4b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	12	16.4	16.4	16.4
		Agree	21	28.8	28.8	45.2

		don't know	13	17.8	17.8	63.0
		Disagree	24	32.9	32.9	95.9
		strongly disagree	3	4.1	4.1	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	6	14.0	14.0	14.0
		Agree	20	46.5	46.5	60.5
		don't know	6	14.0	14.0	74.4
		Disagree	10	23.3	23.3	97.7
		strongly disagree	1	2.3	2.3	100.0
		Total	43	100.0	100.0	

Table 5a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	23	19.8	19.8	19.8
	agree	44	37.9	37.9	57.8
	don't know	15	12.9	12.9	70.7
	disagree	27	23.3	23.3	94.0
	strongly disagree	7	6.0	6.0	100.0
	Total	116	100.0	100.0	

Table 5b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	16	21.9	21.9	21.9
		Agree	30	41.1	41.1	63.0
		don't know	5	6.8	6.8	69.9
		Disagree	15	20.5	20.5	90.4
		strongly disagree	7	9.6	9.6	100.0
		Total	73	100.0	100.0	

Teacher	Valid	strongly agree	7	16.3	16.3	16.3
		Agree	14	32.6	32.6	48.8
		don't know	10	23.3	23.3	72.1
		Disagree	12	27.9	27.9	100.0
		Total	43	100.0	100.0	

Table 6a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	44	37.9	37.9	37.9
	Agree	46	39.7	39.7	77.6
	don't know	9	7.8	7.8	85.3
	Disagree	16	13.8	13.8	99.1
	strongly disagree	1	.9	.9	100.0
	Total	116	100.0	100.0	

Table 6b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	26	35.6	35.6	35.6
		Agree	30	41.1	41.1	76.7
		don't know	7	9.6	9.6	86.3
		Disagree	10	13.7	13.7	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	18	41.9	41.9	41.9
		Agree	16	37.2	37.2	79.1
		don't know	2	4.7	4.7	83.7
		Disagree	6	14.0	14.0	97.7
		strongly disagree	1	2.3	2.3	100.0
		Total	43	100.0	100.0	

Table 7a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	53	45.7	45.7	45.7
	agree	53	45.7	45.7	91.4
	don't know	6	5.2	5.2	96.6
	disagree	4	3.4	3.4	100.0
	Total	116	100.0	100.0	

Table 7b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	32	43.8	43.8	43.8
		Agree	35	47.9	47.9	91.8
		don't know	5	6.8	6.8	98.6
		Disagree	1	1.4	1.4	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	21	48.8	48.8	48.8
		Agree	18	41.9	41.9	90.7
		don't know	1	2.3	2.3	93.0
		Disagree	3	7.0	7.0	100.0
		Total	43	100.0	100.0	

Table 8a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	41	35.3	35.3	35.3
	agree	52	44.8	44.8	80.2
	don't know	7	6.0	6.0	86.2
	disagree	13	11.2	11.2	97.4
	strongly disagree	3	2.6	2.6	100.0
	Total	116	100.0	100.0	

Table 8b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	23	31.5	31.5	31.5
		Agree	33	45.2	45.2	76.7
		don't know	4	5.5	5.5	82.2
		Disagree	10	13.7	13.7	95.9
		strongly disagree	3	4.1	4.1	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	18	41.9	41.9	41.9
		Agree	19	44.2	44.2	86.0
		don't know	3	7.0	7.0	93.0
		Disagree	3	7.0	7.0	100.0
		Total	43	100.0	100.0	

Table 9a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	42	36.2	36.2	36.2
	Agree	43	37.1	37.1	73.3
	don't know	7	6.0	6.0	79.3
	Disagree	21	18.1	18.1	97.4
	strongly disagree	3	2.6	2.6	100.0
	Total	116	100.0	100.0	

Table 9b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	28	38.4	38.4	38.4
		Agree	27	37.0	37.0	75.3
		don't know	3	4.1	4.1	79.5
		Disagree	14	19.2	19.2	98.6

		strongly disagree	1	1.4	1.4	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	14	32.6	32.6	32.6
		Agree	16	37.2	37.2	69.8
		don't know	4	9.3	9.3	79.1
		Disagree	7	16.3	16.3	95.3
		strongly disagree	2	4.7	4.7	100.0
		Total	43	100.0	100.0	

Table 10a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	33	28.4	28.4	28.4
	agree	49	42.2	42.2	70.7
	don't know	11	9.5	9.5	80.2
	disagree	18	15.5	15.5	95.7
	strongly disagree	5	4.3	4.3	100.0
	Total	116	100.0	100.0	

Table 10b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	21	28.8	28.8	28.8
		Agree	30	41.1	41.1	69.9
		don't know	6	8.2	8.2	78.1
		Disagree	13	17.8	17.8	95.9
		strongly disagree	3	4.1	4.1	100.0
		Total	73	100.0	100.0	
Teacher	Valid	strongly agree	12	27.9	27.9	27.9
		Agree	19	44.2	44.2	72.1
		don't know	5	11.6	11.6	83.7
		Disagree	5	11.6	11.6	95.3

	strongly disagree	2	4.7	4.7	100.0
	Total	43	100.0	100.0	

Table 11a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	25	21.6	21.7	21.7
	Agree	28	24.1	24.3	46.1
	don't know	11	9.5	9.6	55.7
	disagree	31	26.7	27.0	82.6
	strongly disagree	20	17.2	17.4	100.0
	Total	115	99.1	100.0	
Missing	System	1	.9		
Total		116	100.0		

Table 11b

teacher or student			Frequency	Percent	Valid Percent	Cumulative Percent
Student	Valid	strongly agree	18	24.7	25.0	25.0
		Agree	17	23.3	23.6	48.6
		don't know	7	9.6	9.7	58.3
		Disagree	15	20.5	20.8	79.2
		strongly disagree	15	20.5	20.8	100.0
		Total	72	98.6	100.0	
	Missing	System	1	1.4		
	Total		73	100.0		
Teacher	Valid	strongly agree	7	16.3	16.3	16.3
		Agree	11	25.6	25.6	41.9
		don't know	4	9.3	9.3	51.2
		Disagree	16	37.2	37.2	88.4
		strongly disagree	5	11.6	11.6	100.0
		Total	43	100.0	100.0	

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Role of institutional quality in long-term economic growth

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Abstract

Economists have always been in search of the factors that contribute in long-term economic growth because a low paced economy may suffer from economic diseases like corruption, income inequality, poverty, unemployment, social and financial backwardness etc. The period prior to late 1980s recognizes capital, labor and technology as the main contributors of economic growth and in the late 1980s, human capital, knowledge and innovation are acknowledged as momentous factors. However, the era of 1990s brought a new revolution in growth theory by highlighting the importance of institutions in shaping economy. Institutions have power to influence long-term growth by affecting the human development. Therefore, this paper aims at analyzing the impact of institutions specifically in long-term growth. ARDL bound testing approach is used to estimate the parameters of the model. The empirical findings of the study lead to the conclusion that there exists a long-term relationship between institutional quality and economic growth. Thus, there is a need to improve the institutional quality to have a long-term economic growth.

Key Words: Economic growth, Institutional quality, ARDL

1. INTRODUCTION

For any country, whether developed or developing, the main concern has always been to have a stable and fast growing economy. A low paced economy cannot fulfil the demands of individuals living in. Such economies may suffer from economic diseases like corruption, income inequality, poverty, unemployment, social and financial backwardness etc. Thus, a diseased economy remains so far behind in race for education, progress and prosperity and its dependency on rich economies for aid, remittances and trade increases rapidly. The only way to get rid of such situation is to find the methods and means that could help the economy to stand on its own feet. Economists have far been analyzing the factors that could lead the economy towards higher economic growth. Since last couple of decades, researchers' attention is diverted towards explaining the role of institutions in stabilizing the economy. A strong, just and corruption-free set up in economic institutions affects the economy positively. Institutions have power to influence long-term growth by affecting the human development [Siddique and Ahmed (2009)].

The period prior to late 1980s recognizes capital (both physical and financial), labor and technology as the main ingredients in the recipe of long run economic growth. Whereas in the late 1980s, some of the growth theorists changed their view concerning long-run growth determining factors. Roomer (1986), Lucas (1988) and Rebelo (1991) acknowledged human capital, knowledge and innovation as momentous contributors of economic growth. However, the era of 1990s identifies institutional quality as a de facto determinant of economic growth and stability [North (1992), Weingast (1995) and Rodrik (1997)]. North (1990) defines institution as a composition of formal rules and informal constraints on socio-economic interaction that assists in making an incentive structure. These institutions comprise organizations because they offer a structure to human interaction. These organizations, mostly run by political authorities, have an immense tendency to reduce uncertainty and shape economic performance. The constraints and rules devised by institutions help in bringing in the economic efficiency through property right protection and risk reduction.

An economic institution has to perform its duties keeping in view a gamut of possible consequences. Before setting up the policies and constraints, institutions need an extensive analysis of its actions on economic outlook. The public and private sector institutions have their own distinguishing roles to play in shaping economic performance [Acemoglu and Robinson (2012)]. The failure of public institutions in providing property right protection, adequate information and protection of business contracts leads to higher transaction costs for firm. Similarly, well-functioning private institutions promote coordination among economic agents and thus help to avoid maladaptation costs, since there is a diversified set of rules to be adapted, by adapting common technical standardization [Brousseau and Raynaud (2011)]. Thus, texture of institutions in an economy affects how investment, business and trade are done. To sum up, what matters here is the institutional quality. A good quality institution can avert the economy moving away from its track of success. Thus keeping in view the above discussion, the aim of this paper revolves around answering the following questions.

- What are the determinants of long-run economic growth?
- Institutional quality contributes whether in long-run growth, short-run growth or both?

This paper is planned as follows. Section 2 reviews the past literature on the subject of this study. Section 3 discusses the model and estimation techniques employed in the empirical work. Section 4 presents the results and discussion and section 5 concludes findings of the study.

2. LITERATURE REVIEW

Since 1990s, literature has been discussing role of institution in economic activity in different aspects, for example, institution's role in attracting foreign direct investment, boosting up economic growth, poverty alleviation and income distribution. Many economists have defined the term "institutions" in different ways. North (1991) defines institution as set of laws and limitation that helps in structuring human interaction. These set of laws and limitation contains both formal and informal constraints. While Greif (2006) defines institutions as a set of intangible social factors that brings regularity in human behavior. In the same vein, Hodgson (2006) explains institutions as structures that are associated with social realm.

Institutions provide a deep root for the economy to flourish. They help the economy to grow up by providing a favorable situation for investment and assure the protection of business contracts through law and order enforcement. According to Mansoor and Quillin (2006), institutions provide a sound environment for business investment, public services and security to financial sector and hence support long-term economic development. North (1990) presents a strong argument in favor of institution by highlighting its role in reducing transaction costs which opens up the way for innovations and productivity. These two factors contribute in long-term growth of the country. Working in the same perspective, Olson (1998) explains that a better quality institutional setup increases total factor productivity. Hall and Jones (1997) observe that institutions affect the per-worker amount of capital and thus affect total factor productivity and instigates the long-term growth. Similarly, based on findings of their study, Acemoglu *et al* (2005) and Rodrik et al (2004) also relate institutions with long-term economic growth. Kirkpatrick et al (2006) explain that institutional quality, by affecting rates of investment, supports capital creation.

The basic public goods like sanitation, health and infrastructure are essential for economic growth and development. A Sufficient provision of these goods is the responsibility of government and depends on efficiency of institutions. Many studies have explored the link between quality of institution and provision of public goods. Manning et al (2000) analyzes the impact of institutions on public sector performance and find that a better quality institution improves the performance of public sector and help them to produce sufficient public good. In the same context, Gerber and Wichardt (2008) have explained in their study that government institutions are responsible for providing public goods. Moreover, Saha (2007) explains the effect of democratic institutions on provision of public good and concludes that democratic institutions do not affect the provision of public goods except education.

Improvement in institutional quality assists in attracting foreign direct investment (FDI) and affects trade level positively. FDI contributes a large share in capital formation of an under developed country. Inefficient institutions are found to be one of the main determinants in explaining the dilemma of low capital inflow from developed to developing countries (Papaioannou, 2009). In an empirical study, Fatica (2009) relates the institutional efficiency and taxation policy with FDI and found a significant positive relationship. According to an IMF (2003) report, good institutions are accountable in promoting FDI and thus it affects the overall development of the country. Wei (2000) concludes in his study that trade intensity is inversely linked with level of corruption. Working in the same vein, Dollar and Kray (2003) observe a bi-directional relationship between trade openness and institutional quality.

3. DATA AND METHODOLOGY

For this study, yearly data spanning from 1984 to 2012 is collected. Data for economic growth is obtained by taking growth rate of GDP at constant price, while data for GDP is collected from World data bank. ICRG (International Country Risk Guide) provides data for the variable institutional quality. Data for institutional quality is generated by taking average of six indexes namely law and order condition, bureaucratic control, government stability, corruption, democratic accountability and investment profile. Each index is normalized so that the value of all these indexes ranges from 0 to 1, where 0 shows bad quality of institution and 1 shows better institutional quality. For trade variable, total trade as a percentage of GDP is used. We have used GDP deflator as a proxy for inflation and net ODA (official development assistance) as a ratio of GDP is used to represent foreign aid. Data on population (annual growth rate), trade, GDP deflator, gross capital formation (growth rate) and foreign aid is collected from World Data bank.

3.1 Econometric Modeling

To observe the dynamic interaction and long run relationship between economic growth and institution, ARDL (Autoregressive-distributed lag) bound testing approach developed by Pesaran *et al* (2001) is used. This approach is employed in this study for the following three reasons.

Firstly, this approach is valid even if order of integration of all the regressors is not same, that is, it can be used if some of the regressors in the model are integrated of order zero and some are integrated of order one however Johansen likelihood approach requires all the regressors to be integrated of order zero[Johansen (1988)]. Secondly, this approach is applicable if the study involves a small sample size [Pesaran *et al* (2001)]. Thirdly, the long run coefficients estimated by bounds approach are unbiased. [Harris and Sollis (2003)].

To apply bound test approach, following model is estimated

$$\Delta G_t=\beta_0+\beta_1 G_{t-1}+\beta_2 Q_{t-1}+\beta_3 INF_{t-1}+\beta_4 TRADE_{t-1}+\beta_5 GCFG_{t-1}+\beta_6 FA_{t-1}+\beta_7 POP_{t-1}+\sum_{i=1}^{p}\delta_1\Delta G_{t-i}+\sum_{i=1}^{p}\delta_2\Delta Q_{t-i}+\sum_{i=1}^{p}\delta_3\Delta INF_{t-i}+\sum_{i=1}^{p}\delta_4\Delta TRADE_{t-i}+\sum_{i=1}^{p}\delta_5\Delta GCFG_{t-i}+\sum_{i=1}^{p}\delta_6\Delta FA_{t-i}+\sum_{i=1}^{p}\delta_7\Delta POP_{t-i}+\mu_t \quad (1)$$

Where

G=Growth rate of GDP

Q= institutional quality

INF= GDP deflator

GCFG=Growth rate of gross capital formation

Trade=Trade openness

FA= Foreign Aid

POP= Population growth

μ_t= Error term

β_i=Long run multipliers

δ_i=short run dynamics

On the basis of Akaike information criteria, the optimal lag order of the above model is selected. In order to test the long-run equilibrium relationship, the coefficients of lagged level variables are restricted to zero using Wald F-test. The null and alternate hypothesis to test

H0: $\beta_1 = \beta_2 = \beta_3 = \beta_4 = \beta_5 = \beta_7 = 0$

H1: $\beta_1 \neq \beta_2 \neq \beta_3 \neq \beta_4 \neq \beta_5 \neq \beta_7 \neq 0$

The computed F-test value is compared to critical bound values suggested by Pesaran *et al* (2001). If the computed value of F-statistic exceeds upper bound value, then H0 is rejected leading to the conclusion that there exists a long run relationship and vice versa. If the result supports long-run relationship, the next step is to estimate equation (2) to capture the long run parameters of the dynamic model.

$$G_t = \theta_0 + \theta_1 Q_t + \theta_2 INF_t + \theta_3 TRADE_t + \theta_4 GCFG_t + \theta_5 FA_t + \theta_6 POP_t + \mu_t \quad (2)$$

Using an unrestricted Error Correction Model, the long run coefficients in equation (2) can be estimated as

$\theta_0 = -\beta_0/\beta_1$, $\theta_1 = -\beta_2/\beta_1$, $\theta_2 = -\beta_3/\beta_1$, $\theta_3 = -\beta_4/\beta_1$,
$\theta_4 = -\beta_5/\beta_1$ $\theta_5 = -\beta_6/\beta_1$, and $\theta_6 = -\beta_7/\beta_1$.

μ_tIs the disturbance term assumed to be normally distributed?

In order to find the short run estimates of the model, an unrestricted Error Correction Model (ECM) is used. The equation of the ECM model is specified below,

$$\Delta G_t = c + \sum_{i=1}^{p} \gamma_1 \Delta G_{t-i} + \sum_{i=1}^{p} \gamma_2 \Delta Q_{t-i} + \sum_{i=1}^{p} \gamma_3 \Delta INF_{t-i} + \sum_{i=1}^{p} \gamma_4 \Delta TRADE_{t-i} + \sum_{i=1}^{p} \gamma_5 \Delta GCFG_{t-i} + \sum_{i=1}^{p} \gamma_6 \Delta FA_{t-i} + \sum_{i=1}^{p} \gamma_7 \Delta POP_{t-i} + \psi ECT_{t-1} + \varepsilon_t \quad (3)$$

Where ECT is the error correction term and its equation is

$$ECT_{t-1} = G_{t-1} - \theta_0 - \theta_1 Q_{t-1} - \theta_2 INF_{t-1} - \theta_3 TRADE_{t-1} - \theta_4 GCFG_{t-1} - \theta_5 FA_{t-1} - \theta_6 POP_{t-1} \quad (4)$$

In equation (c), γ_i are the short run dynamics and ψ measures speed of adjustment.

4. RESULTS AND DISCUSSION

In order to ensure that none of the variable is integrated of order 2 (as such results leads to unbiased F-test results), Augmented Dicky fuller test has been used. The result of ADF test presented in Table 1 shows that some of the variables are stationary at level and some at their first difference.

TABLE 1: ADF test results

Variable	ADF Statistic	Order of integration
G	-2.811	I(1)
Q	-2.894	I(1)
INF	-4.514	I(1)
TRADE	-4.797	I(1)
GCFG	-3.379	I(0)
FA	-2.848	I(0)
POP	-3.807	I(1)

Selection of lag length helps in determining the dynamic link between the variables of the model [Lütkepohl, (2006)]. To select an appropriate lag length, lag order of each series is determined using Akaike information criteria. The result of ARDL model in equation (1) is reported in Table 2.

TABLE 2: Estimation of ARDL (1,1,1,1,1,1,2) model

Variable	Coefficient	t-Statistic	Prob.
C	-2.249889	-0.534376	0.6076
Q(-1)	-0.082044***	-1.661022	0.1159
GDPDF(-1)	0.001215***	1.607532	0.1401
FA(-1)	-0.002265	-0.474723	0.6477
TRADE(-1)	0.006300**	2.163292	0.0625
POPU(-1)	0.399744**	2.376987	0.0448
GCFG(-1)	-0.002425**	-2.150447	0.0637

G(-1)	0.043804**	2.263425	0.0589
D(Q(-1))	0.009172	0.104786	0.9191
D(GDPDF(-1))	-0.001177	-0.993888	0.3494
D(FA(-1))	0.004838	1.124123	0.2936
D(TRADE(-1))	-0.003581	-1.123986	0.2936
D(POPU(-1))	-0.295869	-3.139951*	0.0138
D(GCFG(-1))	0.000888	0.926457	0.3813
D(G(-1))	-0.238934	-0.796965	0.4485
D(FA(-2))	0.002280	0.795741	0.4491
R-squared	0.820634	**Mean dependent var**	0.044380
Durbin-Watson stat	2.212133	**Prob(F-statistic)**	0.102426

Note: *,**,*** shows 1%, 5% and 10% level of significance respectively. Value of R-square shows that 82% of the variation in the economic growth is explained by the variables in the model. Several diagnostic tests have been applied to check the robustness of the model. These tests include Serial correlation LM test, Jarque-bera test, ARCH LM test and Ramsey RESET test. Results of these tests are as under,

Table 3: Results of Diagnostic tests

Test	Test statistics	Probability
Serial Correlation LM	2.5749	0.1558
Jarque-bera (JB)	0.4885	0.7832
ARCH LM	0.4417	0.5135
Ramsey RESET	0.4065	0.5440

For serial correlation LM test, the underlying null hypothesis is "there is no serial correlation" against the alternate hypothesis that "there is serial correlation". Result of serial LM test confirms that there is no serial correlation. The null hypothesis of Jarque bera test is "series is normally distributed" and the probability value of JB test reveal that series is normally distributed. ARCH-LM is used to test the existence of Autoregressive conditional hetero skedasticity. The above result shows that there is no ARCH effect. Ramsey RESET test is a specification test which tests the null hypothesis of "there is no functional misspecification in the model". The probability value of ramsey RESET test leads to acceptance of null hypothesis. Thus, the estimated results of the model are valid for interpretation.

Table 4: Critical Values of Bounds test

Critical value (k=7)	**Lower bound value**	**Upper bound value**
1%	2.96	4.26
5%	2.32	3.50
10%	2.03	3.13

The statistic value of bound cointegration test is 3.29 which is greater than upper bound value of 3.13. This value is significant at 10% level of significance. Thus, on the basis of test result, it is concluded that there exist a long run equilibrium relationship between Economic growth and independent variables of the model.

Table 5: Estimation of Long run model

Variable	Coefficient	t-Statistic	Prob.
C	24.04309*	18.95420	0.0000
Q	0.361468**	2.271632	0.0343
GDPDF	0.004327*	6.516078	0.0000
FA	0.028586*	6.850768	0.0000
TRADE	0.010186**	2.054672	0.0532
POPU	-0.170383	-0.669492	0.5108
GCFG	0.002630	1.280715	0.2149
R-squared	0.978319	**Mean dependent var**	24.91784
Durbin-Watson stat	1.565900	**Prob (F-statistic)**	0.000000

Note: *,**,*** shows 1%, 5% and 10% level of significance respectively.
The estimates of long-run model are presented in table 5. Except population and gross capital formation, all the variables have a significant impact on the dependent variable. The coefficient of institutions is significant at 5% level of significance indicating a strong positive impact on economic growth. R-squared shows that 97 percent variation in the dependent variable is explained by the selected independent variables.

According to results, given in Table 5, institutions affect economic growth in the long run. The coefficient of institutions is highly significant and it shows that a 1percent increase in institutional quality raises economic growth rate by 0.36 percent. This result is consistent with the result presented by Muftaudeen and Omojolaibi (2014) and Acemoglu, Johansen and Robinson (2005). Tobin (1965) and Mallik and Chowdury (2001) suggest that a moderate inflation affects economic growth positively this claim seems to be true in this study too. A percent change in inflation brings 0.0043 percent change in economic growth. Coefficient of foreign aid is also significant at 1 percent level of significance. Result show that foreign aid affects economic growth positively because it brings a permanent positive change in the poor economies and helps the economy to avoid tough policies and trade-offs [Mubarak (2008), Karras (2006)]. Trade also affects the long-term growth significantly and positively and this result is consistent with the findings of Lopez (2005). Whereas the impact of population and gross capital formation on long-term growth is positive but statistically insignificant.

Table 6: Estimates of short-run model

Variable	**Coefficient**	**t-Statistic**	**Prob.**
C	0.045282	3.614036	0.0031
D(GDPDF)	0.000436	0.817652	0.4283
D(Q(-1))	-0.146620	-1.653795	0.1221
D(TRADE(-1))	0.003280	1.599876	0.1336
D(TRADE(-2))	0.003630	1.802330*	0.0947
D(POPU)	-0.031225	-0.379895	0.7102
D(POPU(-1))	0.013173	0.157359	0.8774
D(FA)	-0.000713	-0.372370	0.7156
D(GCFG)	0.001979	2.783731**	0.0155
D(G(-1))	-0.028844	-0.111357	0.9130
ECM(-1)	-0.268550	-2.018282**	0.0647
R-squared	0.514345	**Mean dependent var**	0.044380
Durbin-Watson stat	1.933624	**Prob(F-statistic)**	0.289575

Note: *,**,*** shows 1%, 5% and 10% level of significance respectively.

Table 6 presents the short run impact of variables on economic growth. Only two variables namely trade and gross capital formation are significant and affects economic growth positively. The error correction term is significant and negative which shows that 26 percent of disequilibrium is corrected annually.

5. CONCLUSION

Institutional quality affects economic growth positively by providing favorable and just environment for investment and consumption. It provides a set of rules for economy to smoothen the growth path. This study is an attempt to explore the long run impact of institutions on economic growth. The empirical findings of the study attest the significant role of institutions in determining economic growth. Thus, it is important to focus on the institutional setup of society. There is a need to stop the institutional erosion and renovations and innovations in institutional framework have to be done as and when required.

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The Effects Of Consumer Perception And Trust On Effectiveness Of Internet Banking Habit In Pakistan

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Abstract

The study examines the effects of consumer perception and trust on effectiveness of internet banking habit in Pakistan. Our group completed the survey from 120 respondents and makes a very comprehensive model of the questionnaire to examine the Effectiveness of E-Banking sector. The findings from the study shows that the "Consumer Trust" and "Consumer Perception" should not be negative for the effectiveness of E-banking positive the attitudes of the customer is good for Internet banking sector. The study also contributes the literature by establishing the perception and trust positively that's intention to make the Effective E-Banking Service.

Key words: Consumer Perception, Consumer Trust, E-banking.

Introduction:

The internet banking reduces the cost of banks & consumer and replaces the human with technology. Providing services to the customer through electronic media such as internet using PC, hand-held devices, web & cellular phones regarded as internet banking. Internet has changed broadly business environment. Banking sector in the world adopting the Internet banking to make their banking sector good and all banks has rapidly shifted to Branchless banking in Pakistan to provide the effective services to Consumers. The perspective of banking supply, customer trust is a key to drive profitability from internet banking. (Manzano and at.el, 2011). Before the internet banking the operations and transactions were accomplished by visiting the banks. Presently the word internet banking includes provision of amenities such as accessing accounts, transferring funds & buying financial products or services online. Now internet banking is very common in Pakistan banking sectors and consumers are satisfied from the internet services of banking sector.

Banking sector are not enough to provide Internet-banking they should have to provide the effective quality of services to Consumer to satisfy them. Internet banking enables to manage their accounts by single click to make convenient and effective (Hassan and at.el, 2012). A new private sector banks in the country has put competitive pressure on the state owned banks of the country to focus on information technology and to provide internet banking as a strategy to compete. (Munhurrun and Naidoo, 2011) Investment on effective services and to develop the trust of internet banking on consumer will increase the profit of the firm by reducing the cost of banks. Internet banking is an information intensive business thus information technology increasingly become important in banking industry. (Shih and Fang, 2006). Internet Bankingis the self service delivery method of information & services to customer. (Safeena, Abdullah and Date, 2010). Mobile banking contribute in E-Banking especially when customer desire to receive a sms (short message service) after monetary transaction. (Omar and at.el, 2011).

In last 4-5 years Pakistan banking sector has proved to be fruitful, as customer have shown interest toward technology usage. An individual is very difficult to trust others in general similarly difficult to trust on machine is also difficult. (Sulaiman, Mohezar and Rasheed, 2007). Advancement in technology has helped flourishes & fosters an all businesses around the world. Internet banking first time introduced by overseas banks in late 1990's in the shape of ATM's and credit cards (Kaleem and Ahmed, 2008).

Banking sector is a modern world's financial institutions that provide the facilities to the consumers by accepting their deposits and use those deposits into banking activities directly by loaning. The bank of Scotland was the first bank who offered online banking services for the banking customer of Nottingham Building Society in 1983. [Retrieved 2007-12-14]. Globally internet banking reduces the distance & time is collapse, cross the oceans transactions is just behind the one mouse click (Abid and Noreen*). Banking is one of the most intensive sectors for the development of E-commerce. Banking sector provide the services remote areas through internet. The integration of the internet banking services with E-Commerce which emergence the E-cash facility would positively affect the efficiency of the banking sector. (Kundu and Datta, 2012). This study explain the effectiveness of internet banking on consumer by incorporation of the impact of trust and perception of the consumer on internet banking while the manual/visiting banking highlighted the factor like (web design, security, trust, product diversification, credibility, access & communication) which affected to the consumer perception and trust on adopting online services. The literature shows the effectiveness of internet banking in which how much consumer satisfied and how believes the consumer on it and the performance and providing services on internet banking is beneficial for consumer.

Literature Review

The nature of our economy and market is dynamic, while conducting the study to review the literature about consumer perception & trust on internet banking. Based on review the individuals trust and perception are two components are related to effectiveness of E-banking. The findings of this study have value for the academic that understand the consumer perception and effectiveness of E-banking. The Attitude of customer shows the service quality & effectiveness of internet banking (Durkin et al, 2007). Internet banking is expensive because it incurring hardware & software, banking sector grows and provide this new service to enter in the competitive market to survive in competitive environment (David & Amy, 2000). The habits of customers are changing due to change since the development in internet banking. Internet banking knowledge and understanding must be builds to consumer for the effective Service (jiang, 2009). Banking sector have to meet customer needs to develop a long term relationship. Security and trust are the factors that influence the customer for the acceptance of E-banking service (Liliana et al, 2012). Customer perception of internet and factors that influence the internet service Quality which are embedded to customer satisfaction and behavioral to get a loyal customer relationship (Parbha & Perunjodi, 2011).As the previous study about E banking covers the variety of Services to financial institution and consumer to increase the access the information about the funds, Investments which is possessed by electronic devices (Bergendahl & lindblom 2007). Relationship with the small companies/customers is very important for the banking sector for the utilization of internet services (Gidhagen & Thunman, 2008). Direct banking is not purely an efficiency cost driven but there are potentially efficiency gain by introducing the Online services to the financial institution and consumer (lockett & littler 2010). Communication is a component that creates & share information with one another that must links with user friendly interface would create a positive perception as individuals to use online banking (Akhlaq & Shah 2011). Provide prospective benefits regardless the limitation & reason for not adopting online banking (Hanniya Abid and Umara Noreen,). . Security is most important for internet banking that create positive customer behavioral intentions (Ramseook-Munhurrun & Naidoo 2011). Acceptance of user online banking depends information quality, system quality, awareness and trust (Hussain Chandio 2008). Giving service quality to the customer that reduces the risk associated with electronic banking from both prospective banks & their customer’s (Kaleem & Ahmad 2008). In near future internet banking is overlapping the traditional banking concepts because people are busier and have no time to visit bank. That’s the reason educated people prefer the internet banking. (Gbadeyan, 2011). Internet banking require just clicking and user friendly environment that facilitates the individuals/customers. (Akhlaq and Shah, 2011). Competitor banks can invest more for adopting new technology for innovation of operation & provide large more services to customers. (Saleem and Rashid, 2011). If bank provide trust worthy & secure online system to the customer. They would make the decision easy to the customer for adopting internet banking. (Hassan at.el, 2012). Now a days bank should focus on internet banking instead of traditional banking system because it is cost effective & convenient for handling lot of work in shorter time. (Raza and Hanif, 2011). Electronic banking provides facility to the customer to control our account anywhere & any part of the world & any time without wasting our time. (Ahmad at.el, 2011). Some hindrance (barriers) factor the effect the internet banking is: Lack of Internet facility, unable to understand the bank website, Internet costs & some technology issues. (Oye, Shakil and Iahad).

Increase use of internet banking is not only helps the customer. Internet Banking also helps banks to reduce the cost of operation, transaction & reducing the staff & branches. (Shamim and Sardar, 2010). Last few years drastic change in internet banking people like to use internet banking & banks are continuously trying to eliminate any risk lies in internet banking by using latest & up-to-date technology. (Omar A at.el, 2011).

Consumer Perception,

Consumer perception is the one's individual aspects and thoughts that consumer gives value to effectiveness of E-banking. Encourage the use of internet for the successful in the global economy to give an effective output from consumers (Sukkar & hasan, 2005). Change in consumer preferences and need fulfilling by distribution channels give competitive edge from others (Yang & Kh Ahmed 2009). E-Banking in various angels like perception of employees, customer gaining benefits through internet banking and trust is directly associated with knowledge/awareness and usefulness (Muazzam Mughal et al, 2012). Mobile/Internet provides great facility to the customer & makes its life easier. The combination of Internet & Bank can provide time saving & after banking hour service to the customer. (Anus at.el, 2011). The banks support the customer to adopting internet banking by increasing services & reducing security risks. (Saleem and Rashid, 2011). If the internet banking performance is according to the customer expectations so the customer will be satisfied & encourage other peoples to adopt it. If performance cannot fulfill the customer expectations so the customer is dissatisfied. (Musiime and Ramadhan, 2011).

Consumer perception is an independent variable of E-banking and E-banking is dependent variable which depends on two variables in our study. By conducting this study the academic can understand the value of consumer and theirs perceptions towards effective Quality/Services provided by E-banking sector in Pakistan.

Consumer perception Impact on E-Banking

Consumer satisfaction started when the banking sectors provides the features and comforts on services given by banks (Singhal & Padhmanabhan, 2008). The customers receive the reliable and stable service than their perception about E-banking is worthy (Redlinghuis &

Rensleigh, 2010). Internet banking is the channel for customers in whom banks provide their services and products according to consumer expectation and makes their needs to regard internet banking (Chian-son, 2008). As the research before tells us the Excellence of Banking institution contains the hands of internal & consumers adoption of services with the new technology services (papazissimou & georgopoulos, 2009). Internet banking has increase the customer satisfaction but it depends on faster easier & more reliable service for customer (Baskhsh Baloch et al,).

H1: Consumer perception has direct impact on performance of Internet banking.

Trust,

Trust is the one's thoughts about internet banking. Trust is a biggest factor that hinder to consumer mind using internet banking (Sulaiman et al, 2007). Trust and security are the prime reason for slow adoption of internet banking (Khan. S, 2007). Perceived usefulness, ease of use, consumer awareness and perceived risk are the key factors that influence the customer to use online banking (Safeena et al, 2010). Trust is highly valued for retaining the customer loyalty (Afsar et al, 2010). Level of demand of the Internet banking services is only based on the customer data security if not fulfill the proper security so customer never trust on Internet banking. (Khan, 2007). Banking sector provide the secure and good services to the customers. Customer trust is increasing day by day by adopting advance technology in banking sector. (Qureshi, Zafar and Khan, 2008). Usually customer believes that internet payment transfer channel is not safe that's why customer discouraging for using internet services. (Shariq, 2006).

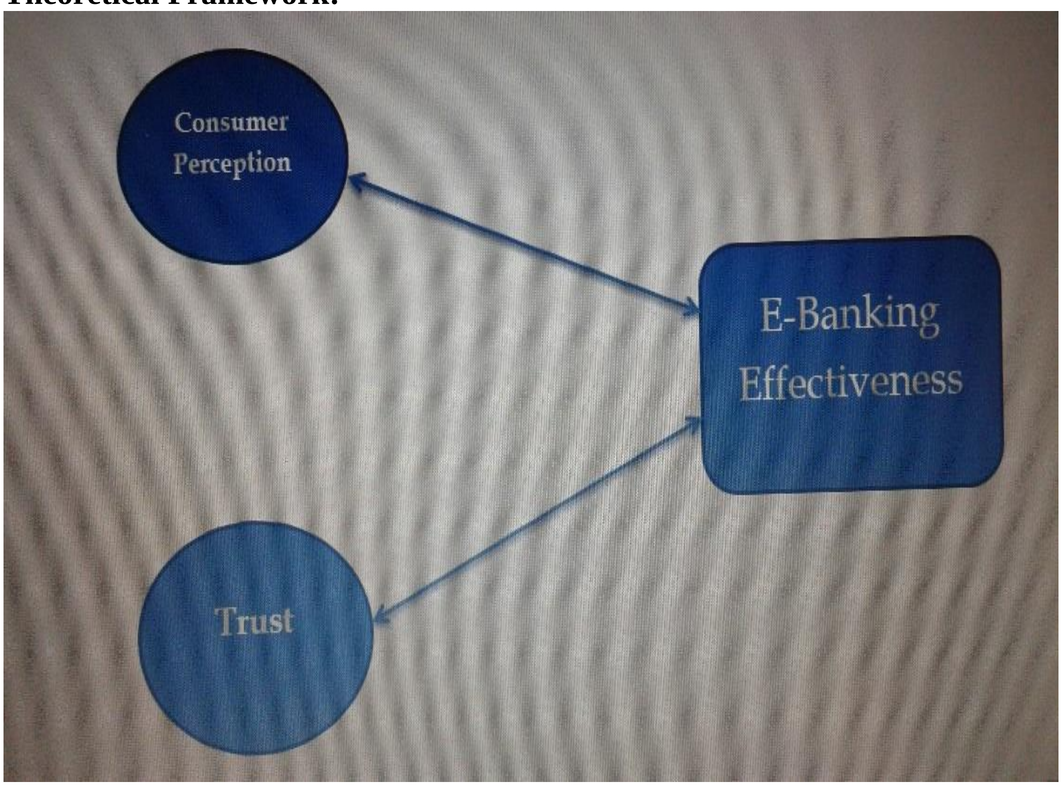
Trust impact on E- Banking

Consumer trust conceptualize as multi-dimensional of communication, behavior and shared values (Shergill & Bing li, 2005) Trust building for E-banking the perception of security is important (kritika 2007). Trust on e-banking is very important to make ensure the consumer for safe transaction to satisfy the customer (Alsheyyab & Singh

(2012). Trust is the important aspect/factor in online banking as to use in financial services (Benamati, Serva & fuller 2010). Internet banking is more trustworthy and have objectivity for the consumer (Chung & Kwon, 2009). Trust and security are the main factor that influence to use online banking (Bilal & Sankar, 2011). Trust gives the significant impact on customer retention towards acceptance of internet banking system. (Alsajjan and Dennis, 2006).

H2: Effective Internet banking is positively associated with trust of consumer.

Theoretical Framework:



Research Methodology:

Our activities involved Questionnaire from 120 banking users. And the population consists of E-banking users. Many data collection methods were their but we use Questionnaire for the random sample of population of E banking user in Rawalpindi and Islamabad.

Data Collection/Analysis

For data collection and analysis five questions asked for analyzing the Effectiveness of Internet banking with respect to Trust and Consumer perception.

Table: 1.1 Demographics Analysis

Character		**Frequency**	**Percentage**
Gender	Male	78	66.1
	Female	40	33.9
Age	18 – 25	60	50.8
	26 – 32	21	17.8
	33 – 40	20	16.9
	41 – 47	08	6.8
	48 – 55	04	3.4
	56 – Above	05	4.2
Qualifications	Matric	1	0.8
	Intermediate	5	4.2
	Bachelor	54	45.8
	Master	53	44.9
	Others	5	4.2

Table: 1.2 Correlation Analyses

	Mean	Standard Deviation	Trust	Consumer Perception	Effectivness I-Banking
Trust	3.4797	0.50172	1		
Consumer Perception	3.5407	0.66631	0.423 (**)	1	
Effectivness I-Banking	3.6034	0.47356	0.334 (**)	0.406 (**)	1

Table: 1.3 Regression Analyses

Model	Beta	t	Std. Error
Trust	0.198	2.144	0.034
Consumer Perception	0.322	3.492	0.001

Dependent Variable: Effectiveness of Internet Banking (EB)
n = 118
R^2 = 0.197
Adjusted R^2 = 0.183

Summary of result:
Results of the Data analysis and findings are good and supportive for the hypothesis of Trust and Consumer perception.

Hypothesis	Statement	Results
H1	Consumer perception has direct impact on performance of Internet banking.	Accepted T=3.492 Co.R=0.406(**)

Hypothesis	Statement	Results
H2	Effective Internet banking is positively associated with trust of consumer.	Accepted T=2.144 Co.R=0.334(**)

Discussion:

This result enhances that the Internet Banking is trust based banking which is a key to success in internet banking. Banking sector should make a trust on customer about their service. In our results the perception of consumer is high when the performance of Internet Banking services is effective and good. The consumer perception of different areas are different as we collect data from Rawalpindi and Islamabad we can say that the banking sector should maintain the Quality of services and maintain their effective services to make customers perception positive. As our findings shows the positive relation between the trust and perception with the effectiveness of E-banking. Here trust is very important aspect by which the consumer perception create as u see in the results of correlation analysis the consumer perception is also have significance with the trust of consumer.

Our first hypothesis is accepted because according to our randomly data collection from 120 respondent the value t is greater than 2 which shows the significance of the variable and the correlation analysis shows the 90% significance of consumer perception on effectiveness of Internet banking. Singhal and Padhmanabhan says in his results that Consumer satisfaction started when the banking sectors provides the features and comforts on services given by banks. So our findings shows that the perception is dependent on the effectiveness of the service provided by the Internet banking and consumers should be satisfied. Muazzam Mughal et al, says E-Banking in various angels like perception of employees, customer gaining benefits through internet banking and trust is directly associated with knowledge/awareness and usefulness. Although we expected that the internet banking customers is bounded in services of internet banking but the perception of customers is positive. Ramseook-Munhurrun and Naidoo 2011 says Security and services are most important for internet banking that create positive customer behavioral intentions and positive customer perception. In the findings of our H1 results that the performance of the Internet banking services makes the perception positive and motivated by the performance. As Chian-son says in his results and findings that Internet banking is the channel for customers in whom banks provide their services and products according to consumer expectation and makes their needs to regard internet banking.

As the findings from the respondent and analysis of respondent data the H2 of the trust which is trust of consumer is positively associated with effective e banking. Our results are significance. The trust is important aspect of capturing the customer and to make their name as loyalty. Internet banking sector is based on the performance and the Quality of services and insurance of the security of data, as these all are adopted the trust automatically build in customer and the banking sector capture the customer loyalty to its brand. Now u can see the value of “t” of H2 is 2.144 which are significant with the effectiveness of the Internet Banking services. The correlation results also show the significance of the variable with the dependent variable of our research which show that the correlation is 0.334(**) which is significant and positive. According to previous research of the Alsajjan and Dennis says that trust gives the significant impact on customer retention towards acceptance of internet banking system. Alsheyyab & Singh says trust on e-banking is very important to make ensure the consumer for safe transaction to satisfy the customer. Our respondent also says same about the previous research that the trusted important and has significant impact on the acceptance of the Internet banking and to make the safe transactions from internet banking.

Conclusion:

At the end of our article findings we conclude that the positive consumer perception is necessary by the internet banking service provider for the customer to use the internet banking transaction. The study established the positive significance in the effective internet banking service the effective internet banking must make the use of web banking easier and reliable that fulfils the requirements and needs to capture the market/consumer of Internet banking sector. Trust is well accepted as necessary for the consumers use the secure services of the Internet banking at their home & offices. The banking sector must shows and ensures their customers that the transaction from their accounts and the data of the account is secure from any virus or other things the information is hidden from public. The Internet banking sector must provide the service which can make the consumer up to date with their account activities.

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Urdu Consonants Acquisition by Children

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ABSTRACT

This study investigates the acquisition of speech segments of Urdu. The research is conducted by listening to spoken consonants by children of various age groups, between 8-30 months. It also attempts at reporting the differences and developments of consonants in a specific sequence in a specific age group and speech errors. Six children from each gender have been selected. The findings of the paper are that girls acquire some of the consonants earlier than boys. Secondly, voiced consonants develop first as compared to devoiced. Order of their acquisition is from front place of articulation to back. Stops are acquired first in manner of articulation. Whereby, aspirated consonants of Urdu language are acquired in the end. Moreover, stops tend to replace most of the consonants before their acquisition. To a large extent, the findings of this paper are similar to some other research conducted on many other languages. Although, this research has some limitations regarding methodology yet, it is very helpful for further research in Urdu language acquisition, especially in the domain of language disabilities.

Keywords: speech acquisition, Urdu, listen and spoken constraints, children, language difficulties.

1. INTRODUCTION

Language acquisition is one of the basic human traits. It is the process of acquiring the ability to comprehend and more important is to speak the language. The word ‘acquisition’, fundamentally, refers to ‘First Language Acquisition’. Whereby, to develop the ability to speak second language is known as ‘learning processes’. Some unique characteristics of language acquisition are that it is developed without any explicit teaching, in a limited amount of time and over varying time periods. It also depends on what is heard. A normal human being acquires the language successfully across all its elements in a proper sequence. The order is as follows: phonology, morphology, syntax, semantics and pragmatics. Moreover, all languages have more or less identical ways to be acquired across the globe.

A significant focus of the study is time span of language acquisition. Miller et al. (2009) describe the process of acquisition that a physically and mentally normal child acquires particular aspects of language in specific time period. They further describe that the speed, with which a child completes this initial period, is a noteworthy feature of language acquisition. A normal child masters this complex process with astounding speed. This speed is not halted or conditioned by socio-economic, cultural or historical factors. Instead, any given linguistics environment, all children from all cultural background arrive at the semantics and syntax stage of language acquisition within broadly identical span of time with the same speed.

Apart from the time span, this process of acquisition is highly structured. Words, syllables and even phonemes are not uttered randomly, but rather are acquired systematically. As described by Andriana, Brooks and Hedge (2000) only certain phonemes are acquired in a specific period of time. Hence, this highly regular pattern leads to hierarchical structure which is elaborated in its place and manner of articulation of consonants. This process starts off with vowels and as children approach to combine consonants with vowels, and the syllable pattern becomes the center of attention as explained by O'Grady, Dobrovolsky and Katamba (1996).

Many of the consonants are difficult to acquire in the very first attempt. These consonants are replaced by already acquired consonants. So, the study of speech errors becomes a core focus for study, including the type of error which is made when a child produces one or more component sounds of a word with a different sound or sounds.

Furthermore, gender plays a role in the speed of language acquisition process. A general notion is that girls acquire language earlier than boys. Thus, gender becomes the significant issue of language acquisition researches.

All in all, language acquisition researches have a substantial role to play in the understanding of developmental disorders of language and specific language impairment. Understanding speech pathology, it helps in the treatment of communication disorders. It also contributes to an appreciation and explanation of exceptional language abilities. Once the language acquisition process is known, many other corridors of research are opened such as role of parental speech and interrelationship between language and nonverbal development.

2. LITERATURE REVIE

Language acquisition is a systematic process. It is acquired in the pattern of stages. Hamann (1996) in “Language Acquisition” sums up this pattern into seven stages as following:

1. From birth to 6 months (pre-linguistic stage i.e. cooing)
2. From 6-8 months (onset of babbling i.e. the manifestation of phonology)
3. From 10-12 months
4. From 12-18 months
5. From 18-24 months
6. From 24- 30 months
7. From 30-onward onset of morphology, syntax, semantic and pragmatics.

These stages mark the development of child language from single vowel and consonant to syntax and semantics.

O'Grady, Dobrovolsky, and Katamba (1996) have documented that vowels are generally acquired before consonants. As soon as child starts acquiring consonants, the development of CV (consonant vowel) syllables begins.

According to Mahler and Dupoux (1990) at around 6-8 months all children produce repetitive syllables like ‘dadada’. Hamann presents two universally accepted babbling types: canonical babbling and variegated babbling. The former is the repetition of same syllable (babababa) and the later one is when in this repetition, one of the syllables is substituted by the other acquired syllable such as ‘ba’ by ‘da’ in babadaba.

Though, babbling is language specific, there are significant similarities in babblings cross-linguistically. According to O'Grady et al. (1996), in the babblings of babies from 15 languages including English, Thai, Japanese, Arabic, Hindi and Mayan frequently found consonants are [p, b, m, t̪, d̪, m, k, g, s, h, w, j] and infrequently found consonants are [f, v, t̪, d̪, s, z, l, r, n]. Hamann in “Language Acquisition” notes that the consonants which are very frequent in the words of a language tend to be equally frequent in the babbling of a baby exposed to that language. For example labials are more frequent in French than in English and occur more often in the babbling of French children than in the babbling production of English children. Similarly dentals are found in the babbling of Japanese children.

O'Grady et al. (1996) present typical inventory for two year old (24 months) in English i.e. stops (p, b, t̪, d̪, k, g) nasals (m, n), and fricatives (f, s, h). However, Bosma and Smit’s study (1993) notes that two to three years old (24-36 months) children exhibit speech errors in uttering the consonants which are not yet acquired.

A hierarchical structure is recognized in the language acquisition across the globe. In terms of the place of articulation, labials are often acquired first, followed (with some variation) by alveolar, velars, and alveo-palatals. Interdentals are acquired last as described by O Grady et al (1996).

About the sequence in manner of articulation, O'Grady et al. (1996) in Contemporary Linguistics (1996) describes that stops have tendency to occur first. These authors describe the substitution of liquid by glides. Eimas (2010) evidences that /la / and /ra/ sounds are not distinguished in production until quite late in acquisition sequence.

Furthermore, when we talk about manner articulation, voiced consonants develop first in this sequence of stops. Richtsmeier (2010) notes firstly, that sometimes children voice all initial devoiced consonants. Secondly, he explains that final voiced consonants may also be devoiced even though it is part of normal speech. For example, /d/ is changed in to /t/ in washed, baked. Smit (1979) also supports this process of devoicing. Thirdly, Richtsmeier explains that children devoice velars more than alveolar and labials.

The above mentioned process of voicing and devoicing marks the existence of speech errors. Speech errors are of interest because they provide an important metric of the child's phonological development (Peña, Hegde 2000; Smit 1979). One type of errors is speech errors is stopping. Stopping refers to the substitution of a fricative by a stop (Richtsmeier; (2010).

O' Grady, Aronoff, Miller (2009) describe three types of substitution errors:

(1) Fricatives and affricates are replaced by corresponding stops (/s/ of Sing by /t/ [tiN]. The process is called as stopping. Stopping refers to the substitution of a fricative by a stop (Richtsmeier; 2010). Cross-linguistically, Locke (1983) concludes that voiced fricatives are most likely to be stopped. The two- to three-year-old children in Smit's (1993) study exhibit pervasive stopping, but it becomes less frequent at later ages and primarily affects the fricatives /v ð/. The word-initial affricate /dʒ/ is also commonly stopped, and voiceless and word-final fricatives are occasionally stopped, as well. Smit's (1993) review also finds occasional but relatively rare stopping of the /w/ and /l/. According to Srivastava (1974) evidence of stopping in other languages includes studies of Hindi.

(2) Sound's place of articulation is moved forward (/ʃ / in ship is moved forward to /s/ [sip] and the process is known as fronting.

(3) Liquids are replaces by glides. Gliding of liquids is also marked by Bernhardt and Stemberger.

Finally, Xiong Xin (2010) in, a teacher at the Hunan University of Arts and Science, instigates the researcher to explore if gender makes much difference in language acquisition. His study "Language acquisition" finds that girls often have a greater internal motivation for language acquisition than boys, making language acquisition easier for girls.

Unfortunately, the researcher could not find any valuable work done on Urdu language acquisition. So, the study aims to explore all above mentioned processes in Urdu language.

3. METHODOLOGY

3.1 OBJECTIVES

- To explore the Urdu language acquisition process by children.
- To investigate the speech errors made in Urdu language acquisition.
- To study the effects of gender on acquisition process.

3.2 RESEARCH QUESTIONS

1. What is the order of acquisition process in Urdu language regarding manner and place of articulation?
2. What is the speech errors made in Urdu language?
3. Does gender affects the Urdu language acquisition?

3.3 SUBJECTS

To gather data regarding child acquisition of Urdu consonants, children between the ages of eight months to thirty months were surveyed. To check the development precisely, this age group was further divided into five subgroups: 8-10 months, 10-12 months, 12-18 months, 18-24 months and 24-30 months. Twelve children from each age group were selected.

Six children from each gender combined to form total twelve of each age group. As a result of clues from the literature review gender seems important to be considered in this kind of research in order to investigate whether gender makes difference in language acquisition or not.

3.4 DATA COLLECTION

For data collection these five groups were further grouped into two: A and B. Group A included children from 8-24 months and group B consisted of children from 24-30 months.

Data collection was based on a corpus of Urdu consonants. Children have more tendency to use CV in preference to more complex syllables by children (Hodson and Paden (1991); Ingram, (1989). So, mainly four different corpuses are selected for group A and group B i.e. two for each group. One corpus was to check the initial consonant development and the other for the final consonant acquisition, amongst each age group. Furthermore, the template for the initial consonant of Group A was CV and for the final consonant was of VC template. Similarly, to survey initial consonant template for group B was CV and CVC for final consonant. / ɽ/ and /Ŋ/, /Ŋʱ/ are removed from CV lists as no word is found starting from these consonants. For the same reason, aspirated [mʱ, nʱ] are removed from both initial and final lists. Similarly [ʒ, v] is not included in the VC and CVC list. Please find the complete word list in the list of appendix A.

3.5 EXPERIMENTAL CONDITIONS

All children were encouraged to repeat the respective list of words after the observer. It was quite difficult to get children of Group A to repeat the words easily, so; visual aids were used to facilitate the data collection. The use of visual aids is also found in the study of "Phonological Error Distributions in the lowa- Nebraska Articulation Norms" by Ann, 1993.

For this purpose they were presented with pictures and models. Resultantly, they tried to repeat the name of the pictures while playing with them.

The children were silently observed and were listened to carefully. Recording of the produced vocalic sounds by using electronic devices was impossible as it diverted the children's attention. Neither was it possible to record by hiding a device because the voices were then too low to record.

3.6 RESULTS

The key findings are presented in the following tables. The following points will aid in their interpretation.

- The darkest area shows fully developed consonants.
- Consonants with white space exhibit substitution by all of the children.
- Consonants in lightest shaded area present that all uttered the consonant wrong except three.
- The dark grey shade shows four are right and two are wrong.
- The light grey represents that two could not utter the consonant and those who uttered, were wrong.
- All the blank box show unuttered consonants by all.

The acquisition of consonants in CV template is given in Table A.

CV	Age range	8-10 months	10-12 months	12-18 months	18-24 months	24-30 months
b	Boys					
	Girls					
d̪	Boys					
	Girls					
m	Boys					
	Girls					
n	Boys					
	Girls					
p	Boys					
	Girls					
t̪	Boys					
	Girls					
l	Boys					

	Girls					
k	Boys					
	Girls					
g	Boys				d̪	
	Girls				d̪, k	
ʈ	Boys				t̪	
	Girls				t̪	
ɖ	Boys				d̪	
	Girls				d̪	
f	Boys					
	Girls				p	
v	Boys					
	Girls				t̪	
j	Boys				d̪	
	Girls				d̪	
h	Boys					
	Girls					
s	Boys				t̪	$tʃ^h$
	Girls				t̪	$tʃ^h$
z	Boys				d̪	d̪
	Girls				d̪	
ʃ	Boys				t̪	t̪, s
	Girls				t̪	
ʒ	Boys				d̪	j
	Girls				d̪	j
tʃ	Boys				t̪	t̪
	Girls				$tʃ^h$	
dʒ	Boys				d̪	d̪
	Girls				d̪	
r	Boys				l	l
	Girls				l	l
X	Boys					
	Girls				k	k^h

ɣ	Boys					g
	Girls					g
tʃ^{h}	Boys					
	Girls					
dʒ^{ɦ}	Boys					dʒ, d
	Girls					dʒ
p^{h}	Boys					P
	Girls					
b^{ɦ}	Boys					
	Girls					
t̪ ^{h}	Boys					tʃ^{h}
	Girls					k^{h}
d̪^{ɦ}	Boys					
	Girls					
ʈ^{h}	Boys					ʈ
	Girls					ʈ
ɖ^{ɦ}	Boys					
	Girls					
k^{h}	Boys					t̪
	Girls					
g^{ɦ}	Boys					g, d
	Girls					

Table A. Urdu language acquisition for initial consonants, tabulated by Urdu native children.

4.2 The acquisition of consonants in VC and CVC template is given in Table B.

VC	Age range	8-10 months	10-12 months	12-18 months	18-24 months	24-30 months
b	Boys					
	Girls					
d̪	Boys					
	Girls					
m	Boys					
	Girls					
n	Boys					
	Girls					
p	Boys					
	Girls					
t̪	Boys					
	Girls					
l	Boys					
	Girls					
k	Boys					
	Girls					
g	Boys				d̪	d̪
	Girls				d̪	
ŋ	Boys					
	Girls					
ʈ	Boys					
	Girls				t̪	
ɖ	Boys					
	Girls				d̪	
f	Boys				p	
	Girls				p	
v	Boys					
	Girls				t̪	

h	Boys					
	Girls					
s	Boys					tʃʰ
	Girls				tʃ, t̪	tʃʰ
z	Boys				d̪	dʒ
	Girls				d̪	dʒ
ʃ	Boys					s
	Girls				tʃ	s
tʃ	Boys				t̪	tʃʰ
	Girls				tʃ	tʃʰ
dʒ	Boys					tʃʰ
	Girls				d̪	
r	Boys					l
	Girls					l
X	Boys					k
	Girls					k
ɣ	Boys					k
	Girls					g, k
tʃʰ	Boys				t̪	
	Girls				tʃ	
dʒ ɦ	Boys					tʃʰ
	Girls					dʒ
bʱ	Boys					b
	Girls					b
t̪ ʰ	Boys					t̪
	Girls					t̪
d̪ʱ	Boys					d̪
	Girls					d̪
ʈʰ	Boys					t̪
	Girls					t̪
kʰ	Boys					k
	Girls					
ŋʱ	Boys					g, d̪

	Girls					g
ɽ	Boys					l
	Girls					l

Table B. Urdu language acquisition for consonants at final position, tabulated by Urdu native children.

4.3 Consonant acquisition by age group of thirty months girls is given in Table C.

CV template	[b, d̪ , m, n, p, t̪ , l, k, g, ʈ, ɖ, f, v, j, h, z, ʃ, ʒ, tʃ, dʒ, tʃ^{h}, p^{h}, b$^{\text{ɦ}}$, d̪$^{\text{ɦ}}$, ɖ$^{\text{ɦ}}$, k^{h}, g$^{\text{ɦ}}$]
CVC template	[b, d̪ , m, n, p, t̪ , l, k, g, ʈ, ɖ, f, v, j, h, dʒ, tʃ^{h}, k^{h}]

Table C. Urdu language acquisition for consonants at initial and final position by age group of thirty months girls, tabulated by Urdu native children.

4.4 Consonants missing in Boys of thirty months but acquired by girls of same age is given in Table D.

CV template	[z, ʃ, tʃ, dʒ, pʰ, kʰ, gʱ]
CVC template	[g, dʒ, kʰ]

Table D. Urdu consonants NOT acquired at initial and final position by age group of thirty month boys but acquired by girls of same age, tabulated by Urdu native children.

DISCUSSION

As mentioned in the literature review, 6-8 months is the onset stage for vocal babbling1but that continues to the age of 10 months. Delaney explains that [p, b, m, t̪, d̪, n, k, g, s, h, w, j] are frequently found in babbling of children from 15 languages. In Urdu consonant acquisition only [b, d̪] is found. To record the babbling of Urdu natives, children of 6-8 months were just observed but not included in the tables. It is also evident in Tables a& B that until the age of 8-10 months /b/and / d̪/ are fully acquired. So, in the age of 6-8 months both canonical and variegated babbling is found i.e. babababa and babada or dadada and dadaba respectively as cited in literature review from Hamman (1996).

As mentioned in section 2, a two year old (24 months) English child acquires stops (p, b, t, d, k, g) nasals (m, n), and fricatives (f, s, h). In Urdu consonants acquired by 24 months are stops (p, b, t̪, d̪, and k), lateral (l) and nasals (m, n) as it is evident in Tables a & B.

There was evident from the study that children from age 24-30 months exhibit errors in acquiring the rest of the consonants.

As O'Grady explains (regarding the place of articulation) consonants are acquired in order of (with some variation) labials, alveolar, velars, and alveo-palatals (retroflex). In Urdu the same order is found for consonant acquisition. It is evident from Tables a & B that by the age of 8-10 months labial /b/ comes first in language followed by dental /d/. By the advent of 10-12 months other consonants are also included i.e. m, n. Again /m/ is labial and /n/ is alveolar. Moreover, by the age of 18-30 months acquisition includes velars /k and g/. Retroflex are acquired in the last amongst stops.

The question arises why all the labials are not acquired first and follow the sequence mentioned by O'Grady et al (1996). As investigated by Richtsmeier (2010) that children voice all initial devoiced consonants. It shows voiced consonants are acquired before devoiced. The order of their place of articulation is same as worked out by O' Grady. For example, labial voiced /b/ is acquired first and before the acquisition of labial devoiced /p/, dental /d/ is acquired and then voiceless labial /p/ shows its presence. Perhaps for this reason dental /d/ is acquired before labial /p/ as shown in tables A &B. Furthermore, as Richtsmeier (2010) describes that children devoice velars more than alveolar and labials. In Urdu it is also found that child acquisition starts by voiced labials and dentals but as this moves towards velar consonantal acquisition, voiceless /k/ is developed first.

In case of the manner of articulation, Grady et al. (2009) describe that stops occur first in language acquisition. This has been found in the study to be very much true for the Urdu language both at initial and final position with stops followed by laterals. Tables A & B also mark the evidence that affricates are acquired before fricatives as it is clear that sometimes /s/ and / ʃ/ are replaced by / tʃ/. Other than stops and lateral, all the rest of the consonants are subjected to errors before they are fully developed.

Richtsmeier (2010) and O' Grady, Aronoff, Archibald, Miller (2009) describe that fricatives are substituted by their corresponding stops i.e. voiceless fricative is substituted by its voiceless stop and so is the matter with voiced. It also accounts for Urdu consonants at initial and final position which is evident in table A and B such as /s/, / ʃ/ by /t̪/ (voiceless) and /z/, / ʒ/ by / d̪/ (voiced) and so on. Similarly in affricates, it is clear in tables as / tʃ/ is being replaced by /t̪/ and /dʒ/ by / d̪/. Conversely, it is also obvious in Tables A& B that fricative / ʃ/ is replaced by another fricative /s/ and non- aspirated affricates /tʃ/ and /dʒ/ are substituted by their own aspirated affricates / tʃʰ / and / dʒʱ/. This is evidence that stopping is frequent but not always.

The next substitution Miller et al. (2009) describes, occurs by moving forward of a sound's place of articulation. This again is represented in the Urdu language as it is clear in Tables A & B that alveolar /s/ and post alveolar / tʃ / is moved forward and is substituted by dental /t̪/. Similarly post alveolar / ʃ/ and / dʒ/ are moved forward to be substituted by alveolar /s/ and dental /d̪/ respectively. In Urdu somewhere different substitution is seen by few children regarding alveolar /s/, /ʃ/ and /z/ are being replaced by post-alveolar affricates / tʃ/ and / dʒ/ respectively. Hence, we can conclude that in case of fricatives children recognize voice but moving forward place of articulation is not always true.

Moreover, in case of affricates, substitution by moving forward is not always true rather they are sometimes replaced by their own aspirated form instead of stops. This is also found in case of velars but voiced are devoiced as /g/ and /ɣ/ by /k/ unlike affricates where voice is recognized.

Thirdly, Miller et al. (2009) describe that laterals are replaced by glides. There is no evidence that in case of Urdu it is true. Urdu does not have /w/ but sound / j/ is present but it does not replace /l/ rather, /l/ is developed earlier. As Smit (1993) explores rare stopping of glide /w/, in Urdu glide /j/ is substituted by stop / d̪/. Moreover, as Eimas (2010) describes that children are unable to differentiate both /r/ and /l/, it is also evident in the Tables A &B as by the age of 30 months children substitute /r/ by /l/. Furthermore, place of /ɽ/ is moved forward to be substituted by alveolar /l/.

In Urdu specific consonants i.e. aspirated sounds are substituted by their corresponding non-aspirated sounds.

Succinctly, from the above discussion, we can summarize that consonants which are specific only to the Urdu language are developed later. These are velars /X/ and / ɣ/, and all aspirated sounds. Amongst retroflex /ʈ/ and /ɖ/ are acquired earlier but as compared to other stops they develop later. / ɽ/ is not developed even by the age of 30 months.

It is clear from the Tables A & B that speech errors are a significant part of language acquisition. Smit (1993) evidenced that stopping continues by the age of three years. Similar evidences has been found in this study of Urdu acquisition. In tables A & B, by the age of 30 months stops are exhibiting its presence. In Urdu, although substitution moves from stops to other consonants as soon as children develop consonants other than stops yet stops are more frequent substitution. Tables A & B clearly manifest that children always recognize voice but not place of articulation. Somewhere if they recognize place, they are unable to recognize aspiration. All in all, it is also exhibiting the fact that even by the age of 30 months children are unable to acquire all of the consonants of their native language.

Hodson and Paden, (1991) and; Ingram, (1989) describe that children tend to pronounce CV syllable first as compared to more complex syllabic forms. From a comparison of table C and D , it is marked that CV template is acquired by children earlier than VC.

Finally, the most important finding of the paper is that two genders (boys and girls) acquire language differently. As described by Xiong Xin, girls appear to possess greater internal motivation in acquisition of language than boys. Certainly, there is evidence from data presented in Tables C & D that girls develop certain consonants earlier than boys

In conclusion, we can summarize Urdu consonant acquisition as following:

- /b/ and /d/ are more frequent in babbling.
- Voiced consonants are developed first.
- In place of articulation, acquisition occurs in order of labials, dentals, alveolar, post alveolar, velars and retroflex.

- In the manner of articulation it is in order of stops, nasals, lateral, affricates and fricatives.
- Trill, flap and glides are not acquired until the age of 30 months.
- All the consonants that are specific to Urdu language are acquired last.
- Even, by the age of 30 months, all the consonants are not developed.
- Miller's et al (2009) first two rules of substitution errors (stopping and moving forward place of articulation) are also frequent in Urdu.
- Stopping is evident until the age of 30 months but as soon as affricates are acquired, stopping is interfered with substitution by affricates.
- The CV syllable is acquired before VC or CVC.
- Girls seem to acquire more consonants than boys in the same duration.

APPENDIX A

Age-Group	8-24 months		24-30 months	
Temp-Late	CV	VC	CV	CVC
b	با	آب	بلی	سیب
p	پا	آپ	پانی	ناپ
t̪	تا	آت	طوطا	ریت
ʈ	ٹا	آٹ	ٹوپی	پلیٹ
s	سا	آس	صوفہ	کلاس
d̪	دا	آد	دادا	شاد
ɖ	ڈا	آڈ	ڈانٹا	لاڈ
k	کا	آک	کوا	ناک
g	گا	آگ	گرا	ساگ
z	زا	آز	زیرہ	پیاز
ʃ	شا	آش	شیشہ	کاش
ʒ	ژا		ژالہ	
tʃ	چا	آچ	چڑیا	ناچ
dʒ	جا	آج	جوتا	کاج

ŋ		آنگ		رنگ
n	نا	آن	نانا	نان
m	م	آم	مالٹا	کام
x	خا	آخ	خربوزہ	سیخ
ɣ	غا	آغ	غبارہ	باغ
h	ھا	آہ	ہاتھ	آہ
f	فا	آف	فوجی	صاف
v	وا		وال	
r	را	آر	روٹی	چور
l	لا	آل	لاری	ریل
ɽ		آڑ		دوڑ
j	یا		یکہ	
$b^{ɦ}$	بھا	آبھ	بھاگا	آبھ
p^{h}		پھا	پھولا	
$t̪^{h}$	تھا	آتھ	تھالی	ساتھ
$d̪^{ɦ}$	دھا	آدھ	دھاری	سادھ
$ʈ^{h}$	ٹھا	آٹھ	ٹھیلا	کاٹھ
$ɖ^{ɦ}$	ڈھا		ڈھیری	
k^{h}	کھا	آکھ	کھانا	راکھ
$g^{ɦ}$	گھا		گھوڑا	
$tʃ^{h}$	چھا	آچھ	چھاپا	پوچھ
$dʒ^{ɦ}$	جھا	آجھ	جھاڑو	باجھ
$ŋ^{ɦ}$		آنگھ		اونگھ

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Switching From National To Foreign Language And Its Consequences For Students' Attitude Toward Learning

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Abstract

Researchers in the field of psycholinguistics favor indigenous languages as language of instruction, but due to some practical and indigenous grounds it could not experience at large as a uniformed policy in all domains of education public or private sector in Pakistan. Current education policy entails switching from one language to another at various levels. The study was conducted to discover this phenomenon particularly, at intermediate level in the public-sector colleges and its consequences for students' attitude toward learning. Data was collected through personal visits from 264 students with the help of questionnaire. Multilayered random sampling was used for selection of respondents, and data was analyzed both quantitatively and qualitatively. A significant difference of opinion was found among male and female students in respect of the consequences of switching from national to foreign language for students' attitude toward learning. Overall consequences were found negative which need solemn attention of educationists.

Key Words: language, switching, consequences, intermediate, attitude, learning.

Introduction

Language plays a highly significant role in the realm of education. Debate on language of instruction (LOI)/medium of instruction (MOI) (Li & Shum, 2008) consistently prevails in the multilingual countries like Pakistan. Language policy makers try to settle down this critical issue in accordance with the current educational demands of the students. There are various factors in a multilingual society such as language of dominant social group, status of a language as lingua franca, linguistic hegemony of a social group etc. which may influence the decision on MOI. The indigenous factors may result into serious linguistic conflicts as were the case of Bangali and Urdu in Pakistan before an independent Bangladesh.

Sometimes the decision is influenced by secret or apparent agendas (Nisar &Ahmed, 2011) of external or international powers. Worldwide research especially in third world countries reflects difference of opinion among educationists and psycholinguists in terms of the aims and objectives of education. In the countries like Pakistan education has taken the silhouette of business. Generally, no precise reckoning could be recommended for MOI due to linguistic and pragmatic social differences, various traditions, diverse economic constraints and variety of cultural values among multilingual societies in the world. Moreover, language based identities like Punjabi, Sindhi, Balochi, Siraiki, Hindi, English, Arab etc. also result into different attitudes of the people toward indigenous, others, national or foreign languages. These attitudes of the students toward LOI may have an impact on their learning. Positive attitude toward LOI may entail good learning performance and negative attitude may necessitate poor learning achievements. The option of mother tongue as MOI always stands the best whereas the difficulty level of the students increases with foreign language (Tsui, et al, 1999) as MOI.

Present study was conducted to study the attitude of students toward learning when MOI is switched from national to foreign language in Pakistan. The findings of the study may emphasize that language policy makers and educationists should also take students' concerns and difficulties into consideration along with other factors as discussed above while furnishing recommendations for a language as MOI. Moreover, studies conducted by linguists/psycholinguists/sociolinguists in this regard should also be religiously consulted as per the priorities and requirements of the education system.

Rationale

The motivation at the back of this option of research was to investigate the consequences of switching from national to foreign language at higher secondary level for students' attitude toward learning. The language of instruction and attitude toward learning play essential role for the students' successful learning at any level. This study was an effort to highlight this connection for the assistance of educationists and language policy makers for paying due consideration to the opinion of the students in this regard.

Research Objectives

The main objective of the study was to highlight the consequences of switching from national to foreign language at higher secondary level for students' attitude toward learning. However, the study was also meant:

(i) to consult students about the consequences of switching from national to foreign language for their attitude toward learning.
(ii) to identify the overall nature of these consequences.
(iii) to highlight the difference of opinion among male and female students in this regard.
(iv) to test the null hypothesis that there is no significant difference of opinion among male and female students in respect of the consequences of switching from national to foreign language at higher secondary level for their attitude toward learning.
(v) to suggest recommendations in the light of the findings.

Hypothesis

This study was carried out to test the following null hypothesis:-

H_0: There will be no significant difference of opinion among male and female students in respect of the consequences of switching from national to foreign language at higher secondary level for their attitude toward learning.

Research Questions

The research was meant to answer the subsequent questions:

(i) What are the significant consequences of switching from national to foreign language at higher secondary level for students' attitude toward learning?
(ii) What is overall nature of the consequences of switching from national to foreign language at higher secondary level for students' attitude toward learning (negative or positive)?

(iii) Do male and female students differ significantly in respect of the consequences of switching from national to foreign language at higher secondary level for their attitude toward learning?

Literature Review

Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. Where first language of students is different from the official language, it may be used as MOI for a part or whole system of schooling. Bilingual or multilingual education may involve the use of more than one language of instruction (Crystal, 1993). In the context of this study MOI means language used for education, for example English-medium schools, Urdu-medium schools, Sindhi-medium schools etc.

MOI is the language used in imparting education in any discipline at any level. The MOI is a contentious problem at all levels, particularly in the societies in which diverse systems of education are in vogue (Nisar &Ahmed, 2011). The education is appreciably influenced by language in many countries. Even after more than sixty years, independent Pakistan and India could not religiously resolve the issue of MOI. Urdu and English are still the dominating languages with highest status in these countries. The MOI debate in Pakistan prevails since independence and has resulted into an impression or fact of tug of war between diverse pressure groups or the cream of the crops and the pro influential class (Rahman, 1999). Following is a very brief review of Pakistani Languages being used as MOI.

According to UNESCO (2007) Pakistan is a multilingual country with six major and over 57 minor languages. The major mother tongues are: Punjabi (44%); Pashto (15%); Sindhi (14%); Siraiki (11%); Urdu (8%); Balochi (4%) and minor languages 5%. The national language is Urdu, while English is the official language. Urdu is widely used as a second language in urban Pakistan because it is the MOI in most government schools and religious institutions. It is also used in colleges and universities as MOI to teach all except scientific and technical subjects. Urdu is also the language of communication in the lower official domains, commerce and entertainment, and thus it is more useful for employment than any other Pakistani language (Mansoor, 1993). The only other language which is useful for employment, though only at lower levels in parts of Sindh, is Sindhi, which is also used as MOI as well as in some official domains (Ahmed, 1992). Pashto is used as MOI in some schools up to Grade 5 (UNESCO, 2007). Only about 2 percent of Pakistanis speak English competently, although an additional 15 to 18 percent may have some knowledge of it, although it is the language of MOI along with all elite domains of power: the government, higher bureaucracy, army officer corps, higher education, research, commerce, and so on (Rahman, 2006a). As such there is a tremendous demand for English courses, which are available to the elite through private English-medium schools or schools run by the armed forces (e.g. cadet colleges). State policies that designate English and Urdu as official languages have put immense pressure on other indigenous languages of country that the existence of these languages is endangered (UNESCO, 2007).

Tsui, et al (1999) reported that learning content subjects through a foreign language adversely affected the quality of learning whereas, learning in mother tongue or L1 helped learning in second language in the later stages if necessary. In the last sixty three years of Pakistan's independence, no worth mentioning pragmatic efforts have been put in place to get rid of English and substitute it by Urdu. The unsuccessful story of replacing English by Urdu may be attributed to the overwhelming support it enjoys from the influential upper class. Here lies the basic reason of English as the language of power and high communal position.

The choice of MOI has been probed and the concluded into three options. According to Cummins & Swain (1986) educational skills acquired through mother tongue or L1 can be easily transferred to second or foreign language or L2. As a first option at the provincial level Punjabi can be adopted as MOI for Punjab, Sindhi for Sindh, Balochi for Baluchistan and Pashto for K.P.K. at least for pre-primary, primary and post primary levels, because educational consultants all over the world have recommended on educational grounds that the mother tongue should be used as MOI (Tsui, et al, 1999). As a second option at the national level alternative to mother tongues is Urdu, the national and official language of Pakistan. The third one is English.

> Abedi (1991) does not agree with this choice and says that it is superior to be educated in one language than to be uneducated in two or three.

The present population of Pakistan is almost one hundred and eighty millions. Urdu has become the lingua franca for the people of Pakistan whereas; English has few native speakers in Pakistan though it's spoken as an additional language by the Westernized, urban elite. In case of English being a major language of MOI in Pakistan, we can come up with an important question, what is the percentage of those people who can speak, understand and write English in the population of almost hundred and eighty millions in Pakistan? The slogan of "education for all" can only be fulfilled if an appropriate education policy is established in terms of MOI. The language of instruction should be a facilitator not obstacle in the learning process for the students. This may help to control the dropout rate as well. According to the researchers in the field of psycholinguistics, mother tongue is the best option for education of the children (Mustafa, 2005). It is reasonable and necessary to take into accounts the feelings and difficulties of the majority of Pakistanis because we cannot make progress and resolve our problems without involvement of the whole nation in the cycle of development. This study is meant to highlight the concerns of the students of higher secondary level in terms exploring the consequences of switching from national to foreign language at higher secondary level for the attitude of students toward learning.

Research Methodology

Glesne and Peshkin, (1992) favor mixture of approaches instead of deciding which approach is the best due to diverse form of knowledge gained though these approaches. Chaudron (1986) also, grants recommendation for the application of mixed method strategy that is mixture of both quantitative and qualitative approaches in applied linguistics research. Virtually, research methodology, and relevant methods matter the most for the investigation of a specific research question in a specific context (Silverman, 1997). In the present study the research questions were mainly probed using the research instrument of questionnaire. An eloquent and interpretive approach to the data was made feasible andthe theory innovated was decisively grounded in the data itself (Nunan, 1992).

The best research instrument for the present study was considered to be questionnaire for interpretation of the collected data. Like any research methodology, research tools also contain merits and demerits (strengths and weaknesses). Questionnaires are very economical as compared to other research instruments principally for studies relating to large sample sizes and geographic domains. According to Sipra (2007) written questionnaires are even more lucrative because of the increase in research questions. Analysis of the data collected through questionnaires is comparatively easy in the perspective of data entry and tabulation of surveys as many software packages are available in this regard. People are mostly familiar with questionnaires. Almost everyone has no objection to complete a small questionnaire and it does not make them hesitant. Researcher's bias can also be minimized through the use of questionnaires as there are no verbal or visual signs to manipulate the opinion of the respondents.

A mixed method strategy was adopted for this survey research. Data were collected through questionnaire and analyzed both quantitatively and qualitatively. Due to the big size of the target population, consensus could not be accomplished. There were almost 132 male and female colleges of Karachi which were targeted for data collection. The sample includes only those students who were taught in Urdu-medium schools from class I to class X. There were 144 male and 120 female (264) students in the sample size who were selected through (multilayered) stratified random sampling from 36 male and 31 female (67) colleges. Data was analyzed statistically through SPSS, and qualitative analysis followed the statistical analysis for making the results easily intelligible for the readers. Independent Samples T-test was used to test the null hypothesis. Item by item analysis of the questionnaire was carried out through application of Chi-Square One-Variable test. The study was delimited to public sector colleges of Karachi.

A close ended questionnaire was developed for the data collection. There were eight questions in the questionnaire which were finalized after detailed review of related literature and thorough consultation with the experts in this field, who were holding PhD degrees in the subject of social sciences especially, in the discipline of linguistics and education along with at least 20 research publications in the same field. There were five attributes for each question {(a) strongly agree, (b) agree (c) undecided (d) disagree and (e) strongly disagree} based on Likert Scale widely used in survey research. To address the issues of validity and reliability, data was collected through personal visits by the researcher and queries of the respondents if any were answered then and there. Validity of the research instrument was also ensured by application of Cronbach's Alpha through SPSS and pilot study was also conducted in this regard.

Data Analysis

Data analysis was analyzed into following two sections:

(ii) Major Hypotheses Testing
(iii) Item-by-Item Analysis

Testing of the Major Hypothesis

One major hypothesis was made for the study, which will be tested in the following:

Null Hypothesis

H_0: There will be no significant difference of opinion among male and female students in respect of the consequences of switching from national to foreign language at higher secondary level for their attitude toward learning.

Analysis of the Problem

1. $H_0 \quad : \quad \mu_1 = \mu_2$

2. H_1 : $\mu_1 \neq \mu_2$
3. $\alpha = 0.05$
4. Test Statistics : t – test

t-test

Table (1)

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
	Female	120	3.8948	.62004	.05660
Response	Male	144	4.2925	.61897	.05158

Table (2)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Smaller	Upper
Response	Equal variances assumed	.636	.426	5.195	262	.000	.39774	.07657	.24698	.54851
	Equal variances not assumed			5.194	253.329	.000	.39774	.07658	.24693	.54856

5. Decision Rule: Reject H_0 if computed $t \geq 1.9768$

6. **Conclusion**

Referring to the table of critical t values, it is found that at alpha = 0.05 with degree of freedom (df) = 262 the tabulated value of t= 1.9768, which is smaller than the computed value t= 5.195. Therefore, the H_0 is rejected and it is established that there is significant difference of opinion among male and female students in respect of the consequences of switching from national to foreign language at higher secondary level for their attitude toward learning. The difference of opinion among male and female respondents is further obvious from their mean difference.

Item-by-Item Analysis of the Data

In this section of the study, the data would be analyzed item-by-item. Following points should be kept in view while reading the reports:

(i) Chi-Square One-Variable test is applied through SPSS for analysis.
(ii) Level of Significance Alpha (α) = 0.05
(iii) Degree of Freedom (df) = k – 1 = 5-1 = 4
(iv) Decision Rule: Reject Ho if computed value of $X^2 \geq 9.49$

Questionnaire

Following is the item-by-tem data analysis of Questionnaire:

Analysis of the Problem

The problem for each item was analyzed in the same pattern as mentioned below:

1. H_0 : $f_1 = f_2 = f_3$
2. H_1 : $f_1 \neq f_2 \neq f_3$
3. $\alpha = 0.05$
4. Test Statistics : X^2

Item No. 1

I prefer national language (Urdu) to foreign language (English).
There is no significant difference in the opinion of students in respect of item no 1.

Computation Results of X^2

Chi-Square Test

Table (3)

Test Statistics

	Qu1
Chi-Square	3.780E2[a]
Df	4
Asymp. Sig.	.000

Frequencies

Table (4)

Qu1

	Observed N	Expected N	Residual
Strongly Disagree	5	52.8	-47.8
Disagree	15	52.8	-37.8
Undecided	11	52.8	-41.8
Agree	60	52.8	7.2
Strongly Agree	173	52.8	120.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 3.780 = 378.0. Therefore, the H_0 is accepted. The frequency table further shows that out of 264 respondents 173 strongly agree and 60 agree with the statement, which confirms that there is overwhelming majority (88%) of the students who prefer national language to English.

Item No. 2

I understand the concept of science/commerce subjects in Urdu better than English.

There is no significant difference in the opinion of students in respect of item no 2.

Computation Results of X^2

Chi-Square Test

Table (5)

Test Statistics

	Qu2
Chi-Square	3.190E2[a]
Df	4
Asymp. Sig.	.000

Frequencies

Table (6)

Qu2

	Observed N	Expected N	Residual
Strongly Disagree	13	52.8	-39.8
Disagree	13	52.8	-39.8
Undecided	9	52.8	-43.8
Agree	69	52.8	16.2
Strongly Agree	160	52.8	107.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 3.190E2 =319.0. Therefore, the $H_0$is rejected. The frequency table further shows that out of 264 respondents 160 strongly agree and 69 agree with the statement, which confirms that there is overwhelming majority (87%) of the students who I understand the concept of science/commerce subjects in Urdu better than English.

Item No. 3
I need Urdu translation of the content in English for comprehension.
There is no significant difference in the opinion of students in respect of item no 3.

Computation Results of X^2
Chi-Square Test

Table (7)

Test Statistics

	Qu3
Chi-Square	2.442E2[a]
Df	4
Asymp. Sig.	.000

Frequencies

Table (8)

Qu3

	Observed N	Expected N	Residual
Strongly Disagree	6	52.8	-46.8
Disagree	26	52.8	-26.8
Undecided	8	52.8	-44.8
Agree	90	52.8	37.2
Strongly Agree	134	52.8	81.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 2.442E2 = 244.2. Therefore, the $H_0$is rejected. The frequency table further shows that out of 264 respondents 134 strongly agree and 90 agree with the statement, which confirms that there is overwhelming majority (85%) of the students who consider that they need Urdu translation of the content in English for comprehension.

Item No. 4

I put extra efforts to overcome the learning difficulties due to the change of medium of instruction at intermediate level.

There is no significant difference in the opinion of students in respect of item no 4.

Computation Results of X^2

Chi-Square Test

Table (9)

Test Statistics

	Qu4
Chi-Square	1.749E2[a]
Df	4
Asymp. Sig.	.000

Frequencies

Table (10)

Qu4

	Observed N	Expected N	Residual
Strongly Disagree	10	52.8	-42.8
Disagree	23	52.8	-29.8
Undecided	24	52.8	-28.8
Agree	87	52.8	34.2
Strongly Agree	120	52.8	67.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 1.749E2 = 174.9. Therefore, the $H_0$is rejected. The frequency table further shows that out of 264 respondents 120 strongly agree and 87 agree with the statement, which confirms that there is overwhelming majority (78%) of the students who consider that they put extra efforts to overcome the learning difficulties due to the change of medium of instruction at intermediate level.

Item No. 5

English as a medium of instruction for science/commerce subjects does not enhance the language proficiency of the students at intermediate level.

There is no significant difference in the opinion of students in respect of item no 5.

Computation Results of X^2
Chi-Square Test

Table (11)

Test Statistics

	Qu5
Chi-Square	1.685E2[a]
Df	4
Asymp. Sig.	.000

Frequencies

Table (12)

Qu5

	Observed N	Expected N	Residual
Strongly Disagree	8	52.8	-44.8
Disagree	31	52.8	-21.8
Undecided	18	52.8	-34.8

Agree	98	52.8	45.2
Strongly Agree	109	52.8	56.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 1.685E2 = 168.5. Therefore, the $H_0$is rejected. The frequency table further shows that out of 264 respondents 109 strongly agree and 98 agree with the statement, which confirms that there is overwhelming majority (78%) of the students who consider that English as a medium of instruction for science/commerce subjects does not enhance the language proficiency of the students at intermediate level.

Item No. 6

English as a medium of instruction creates problems for me in the process of learning.
There is no significant difference in the opinion of students in respect of item no 6.

Computation Results of X^2
Chi-Square Test

Table (13)

Test Statistics	
	Qu6
Chi-Square	1.233E2[a]
Df	4
Asymp. Sig.	.000

Frequencies

Table (14)

Qu6

	Observed N	Expected N	Residual
Strongly Disagree	21	52.8	-31.8
Disagree	30	52.8	-22.8
Undecided	20	52.8	-32.8
Agree	90	52.8	37.2
Strongly Agree	103	52.8	50.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 1.233E2 = 123.3. Therefore, the H_0 is accepted. The frequency table further shows that out of 264 respondents 103 strongly agree and 90 agree with the statement, which confirms that, there is overwhelming majority (73%) of the students who consider that, English as a medium of instruction creates problems for them in the process of learning.

Item No. 7

I hardly afford extra coaching classes which are deemed necessary due to change of medium of instruction at intermediate level.
There is no significant difference in the opinion of students in respect of item no 7.

Computation Results of X^2
Chi-Square Test

Table (15)

Test Statistics

	Qu7
Chi-Square	1.756E2[a]

Df	4
Asymp. Sig.	.000

Frequencies

Table (16)

Qu7			
	Observed N	Expected N	Residual
Strongly Disagree	16	52.8	-36.8
Disagree	27	52.8	-25.8
Undecided	20	52.8	-32.8
Agree	72	52.8	19.2
Strongly Agree	129	52.8	76.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 1.756E2 = 175.6. Therefore, the $H_0$is rejected. The frequency table further shows that out of 264 respondents 129 strongly agree and 72 agree with the statement, which confirms that, there is overwhelming majority (76%) of the students who consider that, they hardly afford extra coaching classes which are deemed necessary due to change of medium of instruction at intermediate level.

Item No. 8

There are students among low achievers who deliberately avoid studying science subjects due to the lack of proficiency in English at intermediate level.

There is no significant difference in the opinion of students in respect of item no 8.

Computation Results of X^2
Chi-Square Test

Table (17)

Test Statistics	
	Qu8
Chi-Square	1.416E2[a]
Df	4
Asymp. Sig.	.000

Frequencies

Table (18)

Qu8			
	Observed N	Expected N	Residual
Strongly Disagree	13	52.8	-39.8
Disagree	33	52.8	-19.8
Undecided	21	52.8	-31.8
Agree	86	52.8	33.2
Strongly Agree	111	52.8	58.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2= 9.49, which is smaller than the computed value Chi X^2= 1.416E2 = 141.6. Therefore, the $H_0$is rejected. The frequency table further shows that out of 264 respondents 111 strongly agree and 86 agree with the statement, which confirms that, there is overwhelming majority (75%) of the students who have experienced that there were students among low achievers who deliberately avoided studying science subjects due to the lack of proficiency in English at intermediate level.

Findings and Recommendations

The major aim of this study was to discover the phenomenon of the change of MOI at higher secondary level especially from national to foreign language in the perspective of its consequences for the attitude of the students toward learning and suggest appropriate solution for successful learning in light of the opinions of the students. It was established after rejection of the null hypothesis that there was significant difference of opinion among male and female students in respect of the consequences of switching from national to foreign language at higher secondary level for their attitude toward learning. The collective result of the overall data analysis (item by item) reflected that switching from national to foreign language at higher secondary level had a significant negative consequences for the attitude of the students toward learning in general.

An overwhelming majority (87%) of the students claimed that they understood the concept of science/commerce subjects in Urdu better than English. A vast majority (88%) of the students preferred national language to English. Almost 85% reported that they needed Urdu translation of the content in English for their conceptual understanding. An awesome majority (78%) of the students confirmed that they put extra efforts to overcome the learning difficulties due to the change of MOI from national to foreign language at higher secondary level. A tremendous majority (78%) of the students informed that English as a medium of instruction for science/commerce subjects at higher secondary level had nothing to do with their language proficiency because they did not have a favorable attitude toward English as it was not the language of their communication. A marvelous majority (73%) of the students blamed that English as a MOI created problems for them in the process of learning. They were taught the material in Urdu which was written in English and it was difficult for them to adjust their understanding in a foreign language. About (76%) of the students were of the opinion that due to foreign language as a MOI they needed extra coaching classes which they could not afford easily. An alarming majority of the students (75%) highlighted that there were students among low achievers who deliberately avoided studying science subjects due to the lack of proficiency in English at intermediate level.

These findings of the study demand serious considerations of the government and educationists in Pakistan. The researcher is of the opinion that education policy in Pakistan regarding MOI may be reviewed to address the concerns of the students in this regard.

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Understanding Perspectives in a Media Text: Critical Discourse Analysis of Babar Sattar's 'Dangerous Contradictions'

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Abstract

Media is esteemed as an informer for the general public. Consequentially, the media text elaborates on things in black and white. However, this forum cannot only be utilized for the sake of giving information, rather, it can aid in constructing a discursive truth for the audience, particularly by the author. Only a critical evaluation of the language of a media text can effectively reveal what has been highlighted and mitigated. Keeping these perspectives in view, this paper aimed to critically evaluate a media text, written by Babar Sattar, 'Dangerous Contradictions' (published in the Dawn Newspaper on September 22, 2014). The research exemplified the in-depth perspectives media texts hold within them and, in turn, revealed how language constructs ideologies both directly and indirectly. In such a way, the study sought to emphasize the dire need of critical assessment to be conducted on media texts, as they play a major role in shaping up the ideology of a nation.

Keywords: Critical Discourse Analysis, Media Text, Language and Ideology

1. Introduction

This analysis is with reference to the article *Dangerous Contradictions* published in Dawn Newsby Babar Sattar, a renowned lawyer and columnist of Dawn News, keeping in view the socio-political scenario in which the state has been for more than a month as a result of the sit-ins and protests of Imran Khan's PTI (Pakistan Tehreek-e-Insaaf) and Tahir-ul-Qadri's PAT (Pakistan Awami Tehreek). The writer, in this editorial, has not only given the gist of the last few days but has also highlighted the repercussions one has to face as a result of the continuity of such mobilizations. In addition to the aforementioned, critical scrutiny of the text reveals the various dimensions hidden within the content which include voice of the Government, Military, Imran Khan, Tahir ul Qadri and the general masses reflected by the writer to shape up the whole argument.

Nevertheless, the author's ideology and perspective on the issue becomes apparent after a thorough discursive analysis. Therefore, a Critical Discourse Analysis was conducted in light of the theoretical frameworks of Norman Fairclough (1995) and Van Dijk (1985, 1988a, 1988b). Carvahlo (2000) and Bardici (2012) formulated stages for the analysis of discourse in their works, after drawing upon the abovementioned theoretical frameworks. These stages, which are to be discussed to unravel the mental modeling of the text, include: Surface Descriptors and Structure, Objects, Social Actors, Language, Framing and Ideological Standpoints.

2. Literature Review

This section briefly discusses the main terminologies under this study and also reviews the previous studies conducted within this field of investigation.

2.1.Media Discourse

Discourse includes anything that is communicating something, including those texts which are shared socially like media texts published in newspapers, magazines etc. Discourse involves language which cannot be isolated from the social context where it is coming from. Thus, discourse brings altered language patterns that bring multitudes of meanings along which get revealed when the text interacts with the audience.

According to Fairclough (2003), a discourse contains three further sub-divisions that categorize it, these include: the production, the form and the reception of the text. Any one element among these can be used to analyze the message of the discourse, because these three elements overlap each other quite often and this interlinking actually brings about the social effect of that discursive text.

2.2.Critical Discourse Analysis

The discourse under investigation, like all other sort of media texts, incorporates multiple interconnected meanings and views. Analysts define discourse as an integration of numerous meanings coming from a wide range of interlinked disciplines. Language use is grounded within the particular social context in which it exists. Critical Discourse Analysis aims to recognize and explore the contexts and standpoints that formulate that language use (Fairclough, 1995). In such a way, an interpretation helps in bringing the underneath lying meaning and also aids in deciphering the real perspective, particularly of the author of the text.

2.3.Previous Studies

Numerous interesting studies have been conducted within this field of study within different countries by researchers. For instance, Yaghoobi (2013) studied the ideologies presented in an Iranian newspaper and compared it with an American newspaper through Halliday's framework; Huckin (2002) examined the discourse of condescension through the method of critical discourse analysis; Shojaei and Laheghi (2012) investigated political ideology in news translations Lefevere's (1992) designed critical discourse analysis framework. Thus, such researches in the field of CDA come to convey the idea that how multifunctional, the language of Media Discourse is, and how vital it is, that this discourse should be investigated with a keen eye.

3. Research Methodology

This section of the paper elucidates the perspectives, methods and framework incorporated for the study.

3.1. Research Perspective

The philosophical school of thought concerned with understanding of the nature of knowledge is termed as epistemology. This insight into the world of knowledge can be obtained by utilizing particular methods of inquiry out of a huge variety of the devised systems (Hirschheim, Klien & Lyytinen, 1995). Thus, in this paper, the epistemological approach has been employed because the research aimed to examine and critically analyze the discourse utilized in a media text.

3.2.Research Method

The methodology of Critical Discourse Analysis has been followed in order to decipher the perspectives embedded within the selected media text. According to Bardici (2012), media texts erect discursive truths that create an effect on the intended audience. This further implies that the authors often, directly or indirectly, employ a number of linguistic strategies that prompt the reader to react and perceive things in a specific way, following an ideology, directed by the author.

3.3.Theoretical Framework

Discourse analysis can employ multiple frameworks and methodologies in order to decipher the hidden meaning lying within the text (Lea, 1996). Accordingly, the current study has employed the works of different authors, including Fairclough (1995) and Van Dijk (1985, 1988a, 1988b), collectively to formulate the basic framework which has also been utilized in previous studies by Carvahlo (2000) and Bardici (2012). This theoretical framework consists of the following steps which aid in performing a critical discourse analysis of the media text:

(1) Surface Descriptors and Structure
(2) Objects
(3) Social Actors
(4) Language and Framing
(5) Ideological Standpoints

The selected media text 'Dangerous Contradictions' by Babar Sattar has been sampled through the technique of Convenience Sampling. The above mentioned stages shall be explored by a detailed textual analysis of the aforementioned piece of writing in the next section of the paper.

4. Analysis and Discussion

This section of the paper deals with application of the aforesaid Theoretical Framework along with a comprehensive discussion on the outcomes achieved after critical discourse analysis has been conducted on the selected text.

4.1. Surface Descriptors and Structure

Surface components of the text are as important as the text itself, because they immediately deliver a meaning on their own (Bardici, 2012). Therefore, it becomes imperative to examine the surface elements and draw together the implied connotations.

4.1.1. Date of Publication

The article under discussion was published on September 22, 2014. This date marks the point in time when the protest of PTI and PAT had continued for more than a month, and was reaching its finishing spot. The time of publication gives further validation to the arguments of the author; because it conveys the idea that he has carefully and logically observed all the happenings for the past month and has then finally jotted down his opinion on it.

4.1.2. The Author

Babar Sattar, the author of the article under discussion, is an advocate by profession. According to Pakistan Herald, the author is an eminent name in the field of law and journalism. Further on, he obtained his education from abroad. His well-built educational and professional profile also establishes the fact that his argument is not to be taken lightly. His name, itself, establishes a mark of reliability and authenticity on the mind of the reader. This further strengthens his argument from the very beginning.

4.1.3. Size of the Publication

Dangerous Contradictions contains around 1034 words, which conveys the immense value given to this event, of Protest from PTI and PAT, by the newspaper *Dawn*. Not only this, but the physical setting of the article on the newspaper also reflects an ideology; the article has been placed in the top most central part of the Editorial page of the newspaper. This placement reveals that the newspaper wants the reader to pay attention to this piece of writing as soon as he opens the Editorial section.

4.2. Objects

Discursive objects or topics help in *'deconstructing'* the particular text under study (Carvahlo, 2000: 22) and they further help in realizing the various themes underlying the discourse being scrutinized (Bardici, 2012). The basic intent of writing the article is to bring into the limelight the impact of sit-ins and protest by PTI and PAT to derail the contemporary Government of the country. Moving onwards, their demands have been put forth which have been proven to be self-contradictory as the leaders try to seek help from the same system against which they have assembled a phalanx. Secondly, their role as vigilantes has been criticized as it vividly demolishes the foundation of democracy for which we have been struggling for decades. Another important observation is the frequency of censure against Tahir-ul-Qadri compared with the invective against Imran Khan. As we analyze the article, it reflects the development of polemic against Imran Khan and his demands as they are corroborated to be deleterious for the social, political and economic state of the country by giving references of different articles of the constitution which are being condoned because of the obdurate nature of Tahir-ul-Qadri and Imran Khan.

4.3. Social Actors

According to Fairclough (1995), the social actors are the sources for the author around which he builds his argument. The significant social actors playing their conspicuous or furtive social roles as presented in the article are the Political Leaders of the governing and protesting parties, Militia, Judiciary, Police, and the general masses. However, another important actor hidden within the text is the real writer as he has shared and reflected his prejudice with respect to the ongoing protest by manipulating the language to meet the needs of the disinterested representation of reality. Some of the minor actors included within the discussion to build the argument are Election Commission, Returning Officers and Media.

4.4. Language and Framing

Language and its use deliver certain plausible moves which shape up the opinion of the reader as per the demand of the author, indirectly (Wodak, 1999). In such a manner, particularly in the media discourse, the author links persuasion with credibility and truthfulness (Van Dijk, 1988). Framing is usually defined as the process of composition of facts with opinions, be they objective or subjective, in order to construct and have a holistic view of reality (Carvalho, 2000). The art of framing is used galore in case of the Print Media as it is dependent upon language, which is used to present a reality which is meant to be portrayed to the masses. Critical Discourse Analysis helps unravel the framing of the concerned piece of writing by firstly beginning the examination from its title:

4.4.1. Headline

The word *'contradiction'* itself has a negative connotation of repudiating the veracity of a statement by putting forth one's own argument. The writer has tried to have a strong impact by the use of this word and also the addition of '*dangerous',* before it,catches the attention of readers and makes them realize that the text under the heading contains unprecedented kind of contradictions deciphered as a result of these protests. The probity of these statements-cum-demands has been challenged by the writer in the form of interrogative expressions that we find every now and then, as we proceed on with the article. The first contradiction comes at the very outset of the argument where PAT solicits to take aid from the institutions that it declares to be reprehensible:

> *"But what are you thinking if you seek to delegitimize an existing order, cast aspersions on its institutions, inspire hate against its procedures and outcomes, and then appeal to the same institutions to produce outcomes of your liking."*(Sattar, 2014)

The second round of contradiction appears with the demand of PTI to establish a Judicial Commission for a summary investigation of 2013 elections, which the author mentions, are deemed as a conspiracy according to Imran Khan. However, it turns out to be apocryphal because this quasi-Judicial Commission should not only overlook the accusation of Imran Khan on the Former Chief Justice Iftikhar Chaudhry, Election Commission and the Returning Officers, but it should also never allow the MNAs to have a fair trial under the Article 10-A. In a nutshell, this Judicial Commission has a single responsibility to corroborate that Imran Khan won the elections held in 2013, according to the author. Therefore, the element of framing begins from the headline as portrayed from the previous discussion.

4.4.2. You-Attitude

The beginning is the most important part of a text. Keeping in view the same significance, the writer has commenced with his argument from the word '*you'*. Then your attitude is a common practice found in our day to day discourse, particularly used to lay emphasis on the addressee of a discussion (Rodman, 2001). After the scrutiny of the article, we infer that your attitude has been used by the writer to address different social strata and social actors of the country as discussed under the heading of social actors. The first '*you'* has been written to address the two major protesting mobs assembled to bring a revolution, which hitherto seems next to impossible because of the immaturity of their demands, according to the author and the facts, as reflected in the article. In other words, the implied addressee of the first '*you'* are Tahir-ul-Qadri and Imran Khan.

There is another occasion, in the article, where the implied addressees are once again the two leaders of PTI and PAT, who are being accused of implementing their order with the use of force:

> *"If you seek to enforce such moral position through the use of force, you're demanding right to violence under the garb of protest."* (Sattar, 2014)

The writer tries to establish the idea that their intention is to even cross the limits when it comes to safeguarding their own authority. Moving onwards with our analysis, we come across another '*you'* which addresses us, the general masses:

> *"By protesting against an objectionable action or policy you record your disapproval while appealing to the conscience of the society and/or decision-makers. The demand is essentially moral in nature."*(Sattar, 2014)

We are being informed that it is our moral right to protest against the prevailing injustice. However, there is a twist or swing that is reflected by the writer's choice of words, when he writes: '*and/or decision-makes'.* The use of such an expression can be considered as a deictic reference towards the establishment which is held to be the actual decision maker of the country. They are either controlling the conscience of the society explicitly and overtly by being is power as reflected by the word *and*, or they are covertly controlling the country by their implicit control on the Government.

It is the beauty of Critical Discourse Analysis which reveals the thinking and intentions of the writer for using such expressions which could have been written in a straightforward manner. It is due to the same reason that the columnist has given the indirect reference of the armed forces by using the word *Khakis*:

> *"The khakis have clarified that they are not intervening."*(Sattar, 2014)

4.4.3. Prejudice against Imran Khan

Critical analysis of the article as a discourse reveals another important element of prejudice against Imran Khan who has been censured time and again in the article compared with the criticism on Tahir-ul-Qadri. Expressions like '*Imran Khan insinuates', 'except when they rule in PTI's favour', 'PTI workers obstructing prison vans, IG police threatened by Imran Khan', 'PTI workers secured by force by the mighty Khan'* (Sattar, 2014) are a vivid portrayal of framing and shaping up the argument in such a befitting manner which would ultimately develop an utter abhorrence against the leader of PTI extemporaneously in the reader. Another proof for this proposition is the absence of Tahir-ul-Qadri's name in the whole article which reflects a soft corner in the mind of the author for the leader of PAT, however, it is not the case when referring to the leader of PTI, whose qualities have been reflected by the use of words like '*vigilante'* and '*overawe'* in the following lines:

> *"We see vigilantes controlling the right of way on Constitution Avenue and even Supreme Court judges have to take a detour to reach the court."* (Sattar, 2014)

In addition, writer has revealed that Imran Khan has broken all the laws in an attempt to protect the law by referring to different articles during the discussion.

4.4.4. Pseudo-objectivity of the Argument

The writer has tried to remove subjectivity from the representation of reality by the use of words like *'our'* and '*one'* which lucidly indicate that the author is not alone in this field of invective. Instead, he is playing the role of being a representative of the masses which is also reflected by the last line of the article in which the writer talks about the repercussions the whole society has to face as a result of demolishing the state and system:

> *"Once delegitimized, the erosion of state authority will affect all uniforms and not just those worn by civilians."*(Sattar, 2014)

Once again, the expression will affect all uniforms is a deictic reference towards the armed forces of the country strengthened by the expression, '*not just those worn by civilians'*. Therefore, the writer is trying to be the mouthpiece of all the strata of society.

4.4.5. Implicit presence of a Real Writer

CDA (Critical Discourse Analysis) also facilitates to unravel another individual hidden within the whole discussion who has tried to keep his subjectivity covert while establishing the argument. It is the real writer or the real Babar Sattar who has shared his views in a sardonic and sarcastic manner within the parenthesis which are basically meant to add extra information within the text. However, in the given article, this punctuation mark has been used to express the subjective prejudice of the real writer keeping it apart from the implied writer being the representative of the masses. Some of the major examples are:

> *"PAT wants a new constitutional order (even if it is coy about it)."*
> *"Imran Khan insinuates that election tribunals are either incapable or in Sharif's control (except when they rule in PTI's favour)."*
> *"The PTI is essentially saying that we, in view of the conclusive evidence we possess (not yet shared with a competent court) have concluded that we won the 2013 elections."*

4.5. Ideological Standpoints

According to Ghannam (2011), ideology signifies reality in relation with interests of specific groups or individuals. In this particular piece of writing, the ideological perspective of the author has been revealed. In such a way, the analytical study disclosed the main objectives of the article which were shaped with the help of framing to convince the readers that the people, who are out on streets and roads to raise their voice for the rights and law, are themselves involved in derailing democracy and breaking the law whenever they would find a chance, be they the advocates of change or revolution.

5. Conclusion

Thus, Critical Discourse Analysis is an ideal methodology to reveal the hidden agenda, objectives and motives by scrutinizing the kind of language that is being delivered to the masses via electronic and print media. The analysis of the article, in light of the frameworks of Fairclough (1995) and Van Dijk (1985, 1988a, 1988b), has revealed how a reality is constructed and presented towards the masses by the special emphasis on objects, actors, language and, the most important element, framing. Thus from a newspaper, we perceive reality as the writer wants us to perceive it, irrespective of the actual facts.

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Exploring the Role of Research and Development (R&D) Council at University Level in Pakistan

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Abstract

Research and development is valuable source to generate advancement and innovation at higher education. It is backbone of the research institutions in collaborating with functional institutions and industrial sector. The study was aimed to explore the role of research and development (R&D) council at university level in Pakistan. Thirty (30) respondents from each university were randomly selected as a sample. Questionnaire was used as a research tool. After validation of the research instrument, researcher personally visited and was involved some personal to collect the data from selected sample (23) universities of public sector in Pakistan. After collecting the data it was analyzed by using relevant statistical formulas.In the light of findings of the study it was concluded that R&D council performed significant role in the research institutions. It was also concluded that most of the stake holders of R&D councils were doing their responsibilities properly and contributing well in the research and development process of the universities. It is recommended that R&D centers should be established mandatory in all of the universities of public sector. Roles and responsibilities of all the personnel of R&D council should be pre-specified for their better contribution in the universities.

Key words: Research and development, advancement, innovations, backbone, quality assurance.

Introduction

The term research and development is used to illustrate a complete set of data about a particular issue and is generally connected with the production of scientific knowledge, methods and instruments. It is a series of steps, techniques, exercises and events that can be applied for creativity and innovations in every field of life. According to OECD (2002), the definition of two components of R&D is: the research is experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundation of phenomena and observable facts. Development is systematic work, drawing on existing knowledge gained from research and/or practical experience, which is directed to producing new materials, products or devices, to installing new processes, systems and services, or to improving substantially those already produced or installed. Research and development provide us knowledge, skills, tools and techniques that are needed to solve the real world problems. Research and development is valuable source to generate advancement and innovation at higher education. It is backbone of the research institutions in collaborating with functional institutions and industrial sector (Bartlett & Burton 2009).

Bako (2005) described that research is a systematic inquiry whose objective is to provide information to solve problems. It is a systematic and objective process of obtaining, recording, and analyzing data for decision making. It is a careful study or investigation of existing facts in order to discover new realities. The term research and development is based on logical relationships i.e. research involves in explaining the data collection methods, obtaining the meaningful results, explaining any limitation associated with data collection and interpreting results, while development stands for production in the form of purposeful material and technology for the industrial sector.

Today many universities have lost the capacity for doing sustainable research. Shabani (1996) noted that while many countries recognize the importance of the role of research in the socio-economic development process, they failed to give required priority to the development of the various resources needed for research activities. Matos (1999) emphasized that without research universities will lose the capacity to offer first class graduate studies, the capacity to motivate and retain their best brains, the capacity to train the new generation of research fellows and scientists. There are many constraints and challenges facing the development of research in the universities. Traore (2002) identified the constraints to include, lack of strategic vision in research, lack of infrastructures, poor research funding, poor remunerations for research staff among others.

Research and experimental development encompasses original work undertaken on an organized basis in order to enhance the accumulation of knowledge, together with knowledge of an individual and society. According to Lauer (2006) this stock of knowledge is used to develop new applications. In education, R&D plays a key role in developing useful products for use in educational institutions, for instance the school, e.g. teacher training resources, student learning materials, sets of behavioral objectives and an institutional administration means. In economics, there has been a very noticeable increase in the interest economists has revealed in the course of invention and in industrial research and development. The emergent bulk of research results on productivity turned the attention of economists concerned with economic growth in direction of the process of technological change.

In various industries/firms commence research and development investment in order to build up new products or new processes. Market force give private firms with the incentives are extravagant for R&D to engage in research and development activities. Experimental development is organized effort, representation of active facts gained from research and practical understanding, which is engaged to produce fresh resources, goods and plans to install latest processes, systems and services (Opie, 2004).

The higher education sector generates new knowledge through the performance of research and development and it produces the highly qualified people needed to renew itself and to work in other sectors of the economy as they compete in a global market. According to Matos (1999) research productivity which is the recognizable output of research is an important concern to the university. Role of R&D council in higher education institutions is strategically important to increase scientific knowledge, skills and technology through research work for overall local and national development. Research and development is intentionally important in the public universities, as it is necessary to ensure quality of research work.

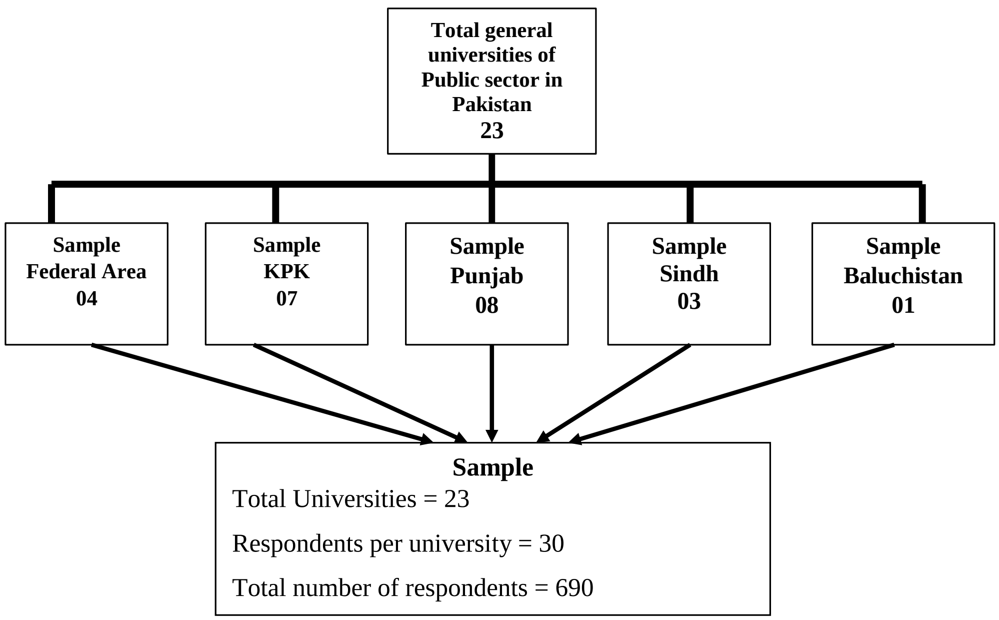
Objective of the Study

The study aimed to explore the role of research and development council at university level in Pakistan and to propose certain measures to improve the situation.

Research Methodology

The study was survey type and descriptive in nature on the basis of probability sampling methods. Thirty (30) respondents from each university were randomly selected as a sample including; ten (10) research supervisors, five (05) chairmen and heads of departments, five (05) deans of faculties, one (01) R&D head, five (05) R&D officials and four (04) quality assurance personnel. Questionnaire was designed as a research tool in the light of objectives and keeping in view the related literature. After validation of the research instrument, researcher personally visited and was involved some personal to collect the data from selected sample (23) universities of public sector in Pakistan.

Sample



Analysis of the data

The collected data was tabulated and analyzed using chi-square, mean score, frequency and by simple percentage methods. Data analysis and its interpretation given as below:

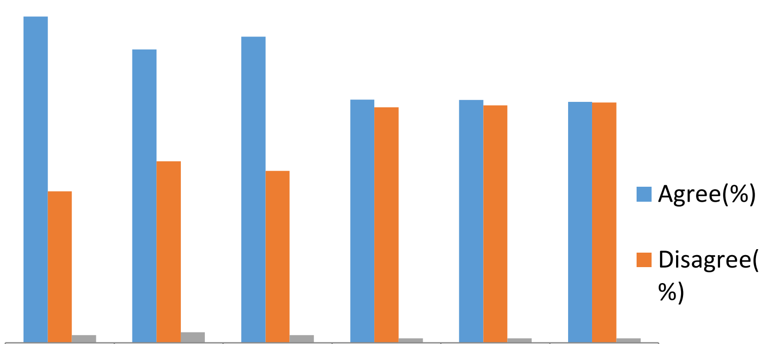
Table 1
Role of Research and Development (R&D) Council at University Level in Pakistan

Statements	**Responses**								**S.D**	**Mean**
	Disagree		**UD**		**Agree**		**Total**			
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**		
Vice Chancellor	215	31.2	11	1.6	464	67.20	690	100	1.286	3.43
Dean of Faculty	258	37.4	15	2.2	417	60.40	690	100	1.310	3.27
Chairman of Dept.	244	35.4	11	1.6	435	63.00	690	100	1.295	3.34
Head of R&D	337	48.5	6	0.9	347	50.06	690	100	1.314	3.01
Research Supervisor	337	48.9	6	0.9	347	50.02	690	100	1.283	3.00
Chairman BASR	323	49.5	6	0.9	342	49.60	690	100	1.314	2.98

(Overall mean %) **41.88%** **1.35%** **56.77%** **3.16**

The role of research and development (R&D) council in the university and research institutes of higher education comprises the responsibilities of vice chancellor, dean of the faculty, chairman of the department, head of R&D, research supervisor and chairman BASR. The data in above table indicated the role of R&D council and showed that 67.2% of the respondents agreed with appreciating the efforts of vice chancellors in taking research initiatives by the R&D cell through providing technical and financial assistance, 60.4% respondents agreed that dean of faculty facilitates and monitors research process of the faculty members, 63.1% respondents agreed that the chairman ensures research quality of the department , 50.1% of the respondents agreed with the statement that head of R&D provide gave roadmap for R&D in the universities, 65.8% respondents agreed with the statement that research supervisor involve actively during research process, 50.3% respondents agreed that chairman BASR approves research proposals timely. Collectively, most 56.77% of the respondents agreed that R&D council play active role in promoting research activities. Mean score 3.16 show inclination towards agree side which means that most of the stakeholders of R&D councils play active role in promoting research activities.

Figure: *Role of Research and Development (R&D) Council*



	Vice chancellor	Dean of faculty	Chairman of dept.	Head of R&D	Research Supervisor	Chairman BASR
Agree(%)	67.2	60.4	63	50.06	50.02	49.6
Disagree(%)	31.2	37.4	35.4	48.5	48.9	49.5
UD (%)	1.6	2.2	1.6	0.9	0.9	0.9

Results and Discussion

This research study aimed to explore the role of research and development (R&D) council in the public sector general universities of Pakistan. The R&D council play an important role to promote research culture in the universities. Further it collaborate the local research institutions with the national and foreign universities to transfer knowledge and expertise. Role of R&D comprises the initiatives of the vice chancellor, dean, chairperson and head of the department, director of quality assurance and R&D officials to promote research. Gay (2005) described that major purpose of R&D is to sort out new methods of teaching, learning and research.

The Vice Chancellor is major stakeholder of the research and development (R&D) council in the public sector university. He is an administrative head of the university and is responsible for developing an appropriate policy to enhance the productive research in the university. The results of study reveals that majority of the vice chancellors always encourage the initiatives of R&D. The dean of faculty is an important element of the R&D council in the university. He is an administrative head of his faculty and is responsible to monitor the research process of the supervisors in various departments. The results of the study indicates that most of the deans of the faculty involve actively in planning process of R&D activities to provide technical and financial help to the supervisors and researchers during research process. The chairman of the department is an important member of the R&D council in the university. Being a head, he is responsible to ensure the quality of research work of the research supervisors and scholars in the department. Results of the study further explores that majority of the chairman of the department monitors the research process and ensures quality of research work in the department. The head of R&D center is an important part of the R&D council in the university. He gives roadmap for R&D mechanism in the universities. He coordinates with the research supervisors and heads of departments to facilitate them in the research. He officially manages the record of national and international publications and research projects. He has expertise regarding research and development mechanism. The findings of the study further shows that more than half of the head of R&D centers give roadmap to strengthen the research mechanism. The role of research supervisor is very important in research and development council. He is responsible to involve actively with the researchers during research process. The results of the study further show that almost half of the research supervisor involve actively during research process in the university. Chairman Board of Advanced Studies and Research (BASR) is part of the research and development (R&D) council in the university. His major responsibility is to conduct meetings regularly and approves the research proposals timely. The results of the study further indicates that less half of the total respondents do not satisfy with the efficiency of BASR.

The overall mean score 3.16 show inclination towards agree side which shows that most of the respondents seems agree with the role of vice chancellors, deans of the faculties and chairmen of the departments regarding R&D council, on the other hand, almost half of the respondents seem agree with the role of R&D heads and research supervisors, while less than half of the respondents seems agree with the efficiency of chairman of BASR to approve research proposals timely in the public universities of Pakistan.

Conclusions and Recommendations

Role of research and development council is very important to ensure the quality of research, to increase the research productivity, to collaborate with the industry, and to create research culture in the universities and institutions of higher education. This research study concludes that establishment of R&D centers is mandatory in all of the public sector universities and research institutions of higher education. It further concludes that already established R&D centers need to up-grade through providing necessary technical and financial assistance. The study recommends that vice chancellors, deans of the faculties, chairmen of the departments and research supervisors should be involved more actively during research process. It recommends that they should encourage, facilitate, monitor and supervise to all the efforts and process of research and development. The study further recommends that chairman of BASR should conduct meetings according to schedule and approve the research proposals timely. One of the new approaches is to form R&D board of management in the public universities. This board will become an effective arm of the university management to implement the research policy. It will have the capability to evaluate the work done by any R&D center and institute.

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A Critical Analysis of Education System in Pakistan with Special Reference to its Productivity

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Abstract

This paper encompassed a vast panorama of education system in Pakistan and its outcomes into the society. The purpose of this research was to critically analyze the educational system and its consequences into the society. The method used for the research was descriptive and qualitative. The review of literature revealed that the education system in Pakistan is mostly contrary to Islamic values and contradicts its far-reaching positive message, of real success in this world and hereafter, to the mankind. The study also found that the education we gave is entirely purposeless, not fulfilling our national, cultural and religious needs. Above all is that, the generation, we educated is highly corrupt, immoral, disloyal, unfaithful, materialistic and secular due to meaningless education system. The significant changes in course contents would be helpful to make the education meaningful which will produce positive outcomes into the society.

Key Words: *Education, Right type of education, Outcomes of Education*

1.1 Introduction

It is dilemma of our educational system that its ideology and course contents do not fulfill our religious, cultural, and national needs. This system does not have ability to produce sincere, honest, and devoted individuals for the country. Before the British rule we had such a great education system that the student used to go to Baghdad and Jamia Al Azhar for higher education. Our ancient education system had been developing not only the intellectual, physical, spiritual, and moral capabilities but also the materialistic capabilities of the students. It was the best combination of all the aspects required to produce a balanced personality. Soon after the British rule we lost our golden education system and moral values as well. Lord Macaulay gave his views on our education system in the British Parliament on 2nd February 1835 that

> *"I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such caliber, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self esteem, their native culture and they will become what we want them, a truly dominated nation".* (Kumar, 2012, p. 88).

In his address, he pointed out that Muslims were financially rich, had high moral, spiritual values and great cultural heritage. According to him, the main cause behind the success of Muslims was their ancient educational system. He said that the spiritual and cultural heritage of Muslims is just like a backbone which can only be broken by changing their education system. By keeping a look on our educational system we can see that how true words of the Lord Macaulay are. We are facing the same problems which he suggested to the British parliament. In our educational institutions the development of moral and spiritual values is totally ignored. The compulsory consequences of this type of education are selfishness, boasting, corruption, bribery and crimes. Probably declination of Baghdad, Spain and fall of Bengal was a little loss as compare to our educational and cultural loss because in the declination of these countries we lost the part of earth but in educational and cultural loss we lost our generations.

In our ancient education system, a great stress was given on moral training of the students. There were specific books for the moral training of students which were included into their course contents. Atta's Pand Nama, Nam-e-Haq and Sa'adi's Karima are the famous books on ethics. These books are didactic and they are in Persian rhymed couplets. Both Pand Nama and Karima approved hospitality and condemned miserliness. (Anzar, 2003, p. 17). In moral training of the students, stress was given to such an extent that a mistake of behavior or ill manner was considered a big sin. The students had a fear of Almighty Allah and had a belief that we will be answerable on wrong doing. Due to such ideology the Muslims' societies were peaceful and crime free societies.

1.2 Objectives of the Study

This study is particularly designed

1. To critically analyze the education system in Pakistan and its outcomes.
2. To differentiate the meaningful and meaningless education.
3. To find out the root cause of the problem and suggest the possible solution.

1.3 Review of Literature

Dr. Rafiuddin differentiates the education and right type of education in an elaborated way. He writes that

> *'The education can be of both types: right and wrong. The aim of right type of education is to produce good individual whereas the wrong type of education produces bad individual. He clears the concept by giving an example that if a thief wants his son to become a successful thief then he must educate him the techniques of breaking the lock, fire the gun, escaping and protecting himself from the police. After his training, he will become an educated individual in his father's eyes. But in our eyes, he is not an educated person because his education is not right'.* (Rafiuddin, 1996, p. 41)

Dr. Waqar Un Nisa Faizi differentiates the right and wrong type of education. According to her, education is a complete growth of a man whereas instructions may refer to learn some expertise to do a task efficiently. She further clears the concept that

> *"A man can be a great general, an efficient carpenter or a first class painter, a lawyer, a mechanic or a pathologist, a renowned doctor, a chemical engineer or a chartered accountant, but still remains a semi-educated ill-mannered, immoral or unrighteous man. Similarly a man be a fine painter, a good poet, or his love of beauty may be highly delicate and sensitive, but he may be, at the same time, be cruel or un-truthful, unsocial individual. He could*

> *be highly selfish and deliberately ignore his duty towards his neighbors or even towards his family. We can see that people who have specialized in certain educational fields are well-instructed persons but we cannot necessarily regard them as truly educated. On the other hand, a man who knows and performs his duty towards himself, his family, his neighbors and humanity and at the same time has acquired a basic knowledge about how can he earn his livelihood honestly and live a better life, should be called an educated individual. He may not have specialized in a particular field of knowledge but lake of expertise does not prevent him from being recognized as a good man".* (Fiazi, 2010, p. 51).

The Noble Quran distinctly differentiated the right and wrong type of knowledge. It is mentioned in the Holy Quran that the devils used to teach the magic to the people. The Quran stated that;

> *"But the devils disbelieved, teaching people magic… And [yet] they learn from them that by which they cause separation between a man and his wife… And the people learn what harms them and does not benefit them. But the (Children of Israel) certainly knew that whoever purchased the magic would not have in the Hereafter any share. And wretched is that for which they sold themselves, if they only knew.* (Al Qur'an, 2:102)

A harmful profession hardly affects one or two generations but the wrong type of education harms many generations. So that it is necessary for education to be in right direction. Only the right type of education would be useful and beneficial for the mankind. Quaid-i-Azam Muhammad Ali Jinnah particularly emphasized on the right type of education. He said *"you know that the importance of education and the right type of education cannot be over emphasized".* (Khan, p. 647). Due to little carelessness it is very possible for education to take a turn in a wrong direction. If the care is not taken in education, it may become dangerous and could produce harmful effects. *Robert Hutchins* says about the sensitivity of education profession that "*Education can be dangerous. It is very difficult to make it not dangerous".* (Zakia, 1995).

The Holy Prophet PBUH laid a great stress on education and particularly on the right type of education. He, through his traditions, emphasized a number of times on the right type of education. He used to pray for the useful knowledge and seek rescue of Allah from harmful knowledge. He often used to say

“O Allah I beg useful knowledge from you and I come in your rescue from unuseful knowledge”. (Al-Basti, 1414 AH)

The Holy Prophet PBUH not only emphasized to pray for useful knowledge but also warned the people who hide the useful knowledge and do not convey to others. He said;

“The one who hid the useful knowledge he will come on the Day of Judgment with the reign of fire”. (Al-Tabrani, 1415 AH)

Our Holy Prophet PBUH ordered his followers to beg the useful knowledge from Allah Almighty and to seek rescue of Allah from unbeneficial knowledge. He said;

“Ask Allah Almighty for useful knowledge and take rescue of Allah from unuseful knowledge”. (Albani, 1407 AH)

Along with the pray for useful knowledge he used to say;

“O Allah! Show us the truth as truth, and bestow adherence to it on us. Show us the evil as evil, and make us stay away from it” (Tafsir Ibne Kathir)

Above mentioned Ahadith clearly demonstrate that the Holy Prophet PBUH gave a very clear concept of education. He did not emphasize to get the education but he particularly emphasized to get the right type of education. He was very conscious about right type of education.

The above literature clearly shows that the right type of education can only be named “education”. Due to absence of right type of education our education system is totally collapsed. It would probably be more correct to say that its sole aim is to produce manpower for running the administration which is inherited by Pakistan from colonial system (Quddus, 1990). Pakistan is an ideological state based on Islamic Ideology but it is still unclear that what should be the Islamic content of our curriculum. Our system of education is not able to reflect our religious and cultural norms. If we prepare our generation properly, according to our needs and make them faithful and patriotic then they can play their role as useful and secured weapon otherwise we are preparing enemies of our own country. {See (Flaws in Pakistan's Education System)}. According to (Transparency International-Pakistan, 2002) the percentage of corruption in Pakistani police, power, taxation, judiciary, customs, health, land, and education sectors is 27.68%, 15.26%, 12.69%, 9.54%, 8.56%, 5.41%, 5.18%, and 3.38% respectively.

The judges, lawyers, bureaucrats, journalist, policy makers, parliamentarians, doctors, and engineers are highly educated people of any society. They are appointed on higher posts to serve the nation but these highly educated people adopt malicious practices to the utmost degree. The political leaders do corruption throughout the years of their rule and at the end they get a certificate of innocence from the courts. The electronic media anchors, in their own views, do a saintly job, whereas, in the reality they mix the truth with false. Medical doctors play with the lives of the people and take huge amounts of money without bothering people's affordability. The judiciary is providing justice to the people in a way that the judges give unfair verdicts by taking bribery. Lawyers are expert to prove the truth as false and false as truth. Now the question is that all these people are highly qualified and well educated but their education could not stop them from doing corruption. Albeit they got education but they did not get right type of education. Only education does not have ability to stop people from the violation and corruption. On the other hand the right type of education could close all doors of corruption and bad transactions.

By making a comparison between the corruption of educated and uneducated people one can easily learn that the corrupt people are almost educated. A farmer, a labor, or a worker does not usually do corruption to such a huge level that the educated people do. It is also observable that the people belonging to the lower class take care about permissible and impermissible (Halal and Haraam), lawful and unlawful but the educated people transgress the limits. Educated people have given "profit" as the title to the "interest", and vulgar activities to the modernism. The reason is that they did not get the ethical education.

1.4 Methodology

The approach adopted in this descriptive research is qualitative. Previously published and parallel literature including, research articles, periodicals, and theses have been thoroughly reviewed. In addition to that secondary sources were also pulled in from Internet and library and subsequently evaluated after careful assurance of their validity and reliability. Ample amount of time resource and travel was involved since unstructured discussions and consultancies were sought from experienced teachers and PhD scholars. Their opinions added a significant value to the recommendations and endorsed findings of this paper.

1.5 Findings and Conclusion

All above references clearly reveal that there is a difference between education and right type of education. Our education system is totally collapsed due to the absence of right type of education. This system is producing highly selfish, disloyal, morally corrupt and ill-mannered people. These people do corruption as much as they can and are promoting the social crimes. The only reason behind this is that they got the education but they did not get the right type of education. Due to the absence of moral and spiritual values, this education system does not have capacity to stop the individual from doing wrong. The right type education starts not from the traditional instructional institutions but it starts from the very cradle where a child opens his eyes and starts observing the ambient. Initial mental models help recognizing the physical world which later on sets oneself towards right or wrong path. The very approach of choosing either mere education or right type of education originates where the child gets nurturing before starting formal schooling. Educational consultants suggested that most of times the people are unaware of the difference between mere education and right type of education and they choose either path for their children keeping in view the attractive and desirable outcomes. Before the child reaches its mental maturity he finds himself in the educational half way from where it is often difficult to take a corrective turn.

1.6 Recommendations

Being the citizens of an Islamic country we should design our educational system in the light of ideology of Quran and Sunnah. A great emphasis should be given on the moral values and sense of self accountability and responsibility. Our students must be taught in such a way that they believe that Allah is observing their activities all the times.

They should be trained up to such a degree that they prefer to sacrifice luxuries over earning maliciously. High moral and spiritual values should be developed into the students by careful teaching methodology such as teaching self accountability and responsibility besides core curriculum. Not only the books but an obvious practical environment promoting the moral values should be provided to the students so that they can practice the moral values and could see their respective advantages.

Along with these ideological bases some suggestions are given below.

1. The whole educational system must be designed by keeping in view the principles of Quran and Sunnah.
2. Educational course contents, aims of education, and learning environment must be designed in the light of Islamic philosophy of education and our national needs. Verses of Holy Quran, traditions of Holy Prophet PBUH, and events from Islamic History showing the harms of immoralities could be added to the course contents in order to motivate the student to avoid from bad deeds.
3. A proper evaluation should be made in all the phases of education either the educational process is occurring according to defined aims or not.
4. A great deal should be concerned to the moral and spiritual values. For that, both the theory and practical environment should be provided to the students.
5. Hatred for evil and love for good should be developed to such an extent that these values become the central believes of the students.
6. On good morals students should be given some reward to encourage other students.
7. Teachers should be the symbol of excellence and model for the students.
8. Different seminars, lectures, quizzes, speeches, and debates should be arranged on the moral values.

9. A sense of self respect, self confidence, and self accountability should be developed by the right type of education

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