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Message from Patron in – Chief

The editorial Board of Journal of Research on social Science is bringing out issues with considerable zeal and compunction. The readership of the Journal is on the rise which augers well for its future. There is a growing awareness amongst the NUML University teachers about the need for productivity in the field of research. The Journal of Research in Social Sciences is sure to enter the mainstream of International Social Science research efforts with its emblem of global recognition. The standard of good research has to be achieved will rigour. The present issue has honoured the presenters of International Conference on Higher Education held on 26-27 March 2014 by including their distinguished presentations. Ii is a good example of providing proper recognition and ambience for all the budding researchers to chip in their efforts in the field of social research. I wish the contributors prominence and progressive performance in the years to come.

Message from Senior Advisor

Research in social sciences has now embarked on the high way of epistemic journey towards the ever- receding goal of the ideal of reaching many splendored goddess called truth. We are quite familiar with the ultimate purpose of research which is to reach the truth. The quantitative research in natural sciences has already reached a few strides towards this ideal of knowing truth about things as they are, particularly their main features or their constitution. The disciplines of physics and Chemistry of objects of nature have taken help from the sister discipline of mathematics and have unraveled a large area about the province of reality through quantification. The journey was easy because of the inanimate nature of the objects of nature. The social sciences on the contrary are travelling a different direction and working in a different plane. Their concern is about the distinctive nature of life which escapes the narrow confines of determination as evidenced in much of the areas of natural science research. The study of uniqueness of life is the sole prerogative of social sciences. The truth about life cannot be captured in any type of conceived formula because human nature is blessed with a free-will which has no confines. Hence the task for the social scientists and researchers is to immerse into the field of knowing truth about the unique nature of human life in all its manifestations at the individual or group levels. It is through the continuous and coordinated efforts of social science researchers that the many splendored features about truth in human context can ever be visualized. There is always more room for further research bon voyage for all the researchers in social sciences and early return to the forum of Journal of Research in Social Sciences (JRSS) to exhibit their prized findings.

Image Framing of Pakistan in China: A Case Study of Xinhua News Agency

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Abstract

This study examined the framing of the image of Pakistan in Xinhua News Agency from July 2012 to June 2013. Framing theory and quantitative content analysis method were used in this research. This study revealed that Xinhua News Agency has given substantial coverage to Pakistan. Pro-Pakistan frames were more dominant than anti-Pakistan frames. Weak frames were higher than both pro-Pakistan and anti-Pakistan frames. Lawlessness, peace, friendship, threat and responsibility images were portrayed but lawlessness image of Pakistan was more evident in the news reporting. Overall Xinhua News Agency positively portrayed the image of Pakistan.
Key words: Pakistan; framing; image; China; Xinhua

Introduction

The image of a country is a much contested area which has many dimensions. Human beings in a global village receive an abundance of information through different channels key among them the mass media, especially as concerns other countries where physical experience is not easily possible for most individuals. Hence, people are much dependent on media for information. Rahman (2007) explained that "it is generally assumed that media texts do not "mirror" realities as they are sometimes believed; they constitute versions of reality in ways which depend on the ideological disposition, social positions, interest and objectives of those who produce them" (p.1). The role of media is not only limited to information and awareness of the masses but it also constructs images of different countries. Li and Chitty (2009) stated that "with the coming of globalized communication, there has been a flow in national image construction" (p.1). Similarly, Kunczik (1997) stressed that the "images of certain nations, however right or wrong they might be, seem to form, fundamentally, through a very complex communication process involving varied information sources"(p.1).

These images always play an important role in understanding of the outside world but only become visible when individuals communicate with other people or media transmit those images. So the image of any country is directly related to the different factors such as diplomatic relations, political, economic interests, defense relations and standing of that country in international community. This is often reflected in the media.

Media is a key player in the modern world as a source of information where in the past; information was not easily accessible to most individuals and mostly remained the property of authorities or executives which used such information for publicity or propaganda. Media role in the construction of images is acknowledged by most communications researchers regardless

of media bias or objectivity thereof. Moeller (1999) described the power of media in today's 24/7 all-news, all-the-time environment and pointed out that the potential for manipulation and distortion of information is exponentially greater than it was even 15 or 20 years ago. According to Wu (2010) "the majority of people have no chance to personally see what a foreign nation is like, but they see the images of these countries in the media" (p.913).

This study is focuses on image framing of Pakistan in China. Many previous studies indicate that a wave of terrorism has severely affected the Pakistani image in world media particularly in Western media. Pakistan and China both have historical friendly relations and are cooperating with each other in different fields such as economy, defense and culture. However, unlike the case with Pakistan image studies in the West, there are few image studies on Pakistan in China. In the absence of past studies, it is rational to study the media image of Pakistan in China and to highlight the different factors which are influencing Pakistani image in China. Therefore, the researchers have chosen Xinhua News Agency (hereafter referred to as Xinhua) on the basis that it is the largest official news agency of China.

The main purpose of this study is to examine the media portrayal of Pakistan in China such as to analyze different frames and images used in Xinhua's coverage of Pakistan. In light of these purposes, this study would try to find the answers to the following questions:

RQ1: What frames are dominant in the Xinhua's coverage of Pakistan from July 2012 to June 2013?

RQ2: What kinds of images are salient in the news frames of Pakistan in the Xinhua coverage?

RQ3: What kinds of slants are used within the news stories in the coverage of Pakistan during July 2012 to June 2013?

Literature Review

After 9/11, a large body of literature about the image of Islam, Muslim countries and Pakistan was produced. Most of the studies have used framing theory as a theoretical framework. Some researchers have used framing analysis to analyze the media texts and some has used framing as quantitative content analysis method. For instance, Rahman(2007) studied the images of Muslim women in Time and Newsweek between 1979 and 2002. She analyzed the women of Saudi Arabia, Iran, Afghanistan, Turkey, Egypt, Indonesia, Malaysia, Bangladesh and Pakistan. She found that the "veil" was used as symbol of backwardness. Islam is portrayed as a violent and oppressive religion. She explained the different portrayals and frames used for different countries' women. According to her, ally countries' women have given less negative portrayed as compared to enemy countries women. Turkey, Egypt and

Saudi Arabian due to friendship relations with US received almost negligible negative coverage. But Iranian and Afghanistan women received a high negative coverage. Iranian women were depicted as militant, while educated women were depicted as fans of western lifestyle. Afghan women were framed as helpless and that the invasion of Afghanistan would bring liberty from wearing the veil and therefore the women would be "thankful to "superior west" to give them "freedom". Malaysian and Indonesian women were portrayed as following "gentle and progressive Islam". Muslim women who hold high political positions received positive coverage. Former Pakistan Prime Minister Benazir Bhutto got high positive coverage with descriptions such as "strong willed aristocrat who was educated at Harvard and Oxford".

Similarly Imam (n.d.), in a study of perceptions of Islam in the European context concluded that the media portrayal could be captured in the following words: "Most western media are

using the September 11th event to capitalize its political gain. These media depict Islam as "Fundamentalist", "Extremism" and "radicalism".

Ali (2007) studied how Newsweek and Time covered twelve Muslim countries which are categorized as US allies, US enemies or neutral countries between 1991 and 2001. He concluded that all twelve Muslim countries were portrayed more negatively as compare to positive. "The words like radicalism, extremism and fanaticism, fundamentalism, terrorist, extremist, militants and violent were found to be linked with three other words Muslim, Islam and Islamic".

Pedziwiatr (2010) explained the way Polish media portrayed Muslim and Islam. He explained that Polish media portrayed Muslims as "other" and "new folk devil" in their articles. He concluded that journalists who have limited knowledge about Islam and Muslims provided false information to the readers. Journalists even tried to link Islam and Muslim with terrorism and terrorists. In their negative portrayal they went further to state that Muslims are violent by nature. These portrayals, he averred, are the result of "news values" and lack of Muslim leadership in Poland as compared to other western countries.

Another study was conducted in a non-west, non-Muslim country, with the results turning out totally different from western media. This study was carried out by Ahlin and Carler (2011) and tackled Argentine media framing of Muslims. The study analyzed three newspapers to find out how the newspapers "framed" and "primed the topic." They found that the newspapers did not frame Muslim as "other" like other western media but frame them "other" in term of politics, religion and culture. The other important finding was that Muslims were not linked with terrorism or terrorists as the case would be in western media as seen above. In another study in Europe, Allen et.al., (2006), worked on issues revolving around security and phobia for Islam in the UK, the Netherlands, Germany, France, Spain and Italy after 9/11. In the case of UK, due to newsworthiness, media portrayed Muslim and Islam negatively. The media used different notions to describe both conceptions such as Islamic mind, crude weapon, them, and others, global Muslims, etc. In the Netherlands, media after 9/11 give prominent coverage to incidents which were related to Islam and Muslims. The media also became the source of debates about Islam and Muslims. Differences among different religious groups were exposed due to different stories in Netherlands. In case of Germany, the writer described how Germen media portrayed Islam and Muslim by giving prominent coverage to negative statements to heat up debate against Islam and Muslims. In
France, media tried to show Islam as "potential danger" and something to be feared. In Spain, the media projected an "internal enemy" discourse. In Italy, the media portrayed distorted images of Islam and Muslims. Islam was painted as "totalitarian Order." Media projected political wars as religious wars in the world. Muslims were linked with terrorists and fundamentalists.

Ali (2012) studied the portrayal of Turkey and America in Newsweek and Time magazines for the period 1991-2001. His results showed that Newsweek published 23 articles about Turkey while Time Magazine published 118 articles about Turkey as Muslim country in Europe. Turkey being a Muslim country, both magazines chose strong and provocative language like 'Turkey between Allah and the army', 'Turkey's first Islamic prime minister' and many more. Both magazines gave more coverage to negative news and Islam and Muslim were focused on.

Salaita (2012) looked at American media coverage of revolutions in the Arab world. He found that during the Arab revolution period of 2010-11, the corporate American media

portrayal was different from past. Comparing with past, the media gave favorable coverage to the Arab world. The writer argues that the favorable coverage is because of the changing socio-political environment and US interests in the region. But like past, the coverage of Israel remained the same. Abrahamian (2003) explains that the US mainstream media framed September 11 within the context of Islam, culture and civilizations. According to writer, the New York Times published articles with eye catching words like 'This is a religion war', 'jihad 101', 'Defusing the holy bomb', 'Barbarians at the gates'. Beside these, "Islam" was framed in ill terms such as 'absence of democracy', 'educational shortcoming', 'willingness of young men to blow themselves up'. Media only focused on those stories which were linked with Islam and terrorism but ignored those which were against US policies in the past or interests like Tony Blair story regarding Palestine issue.

Fahmy (2004) did a comparative analysis of Afghan Women during and after the Taliban regime, using AP Wire Photographs. She maintained that after fall of Taliban regime, women were portrayed more as involved, more socially intimate and symbolically equal to the viewer. The depiction was a sign of visual subordination and framing stereotypes, she argued. Women still wore burqa after the fall of Taliban regime and this indicated the culture and traditions of the society.

Pakistan Image Studies

Due to Pakistan's geopolitical position, it has received a considerable coverage in US media. But this coverage is directly related to US interests in region. Khan (n.d.) analyzed the image of Pakistan in The New York Times, The Washington Post and The Wall Street Journal from October 1999 to May 2007. He found that Pakistan was framed as "foe" both before and after 9/11. The editorials used "Islamic militants", "Islamic Warrior forces", "Mad Mullahs", "and "Muslim bomb" kinds of stereotype words against Muslims. Similarly, Siraj (2006) in his study of media framing of Pakistan in the US, analyzed portrayals in New York Times and Washington Post one year before 9/11 and one year after 9/11. He found that Pakistan received more unfavorable coverage in these two newspapers. Both papers framed Pakistan as foe and fundamentalist state. Both newspapers covered the stories which were related to US global strategy. Mughees-Uddin (n.d.) studied the Pakistan image for a 10 year period in New York Times between 1980 and 1990. The researcher found that the tone of newspaper towards Pakistan was highly negative due to Pakistan's nuclear program with newspapers criticizing the US military and economic support to Pakistan while they gave favorable coverage to economic aid for the Afghan war. According to the researcher, this study rejected the previous studies which projected the view that US media follows the US foreign policy but it concurred with other researchers who believe that due to free media, the US media follows an independent approach.

Moeller (n.d.) analyzed 13 main US newspapers of between September 11, 2001 to December 31, 2002 and From January 1, 2006 to January 15, 2007. Through qualitative research, she concluded that US newspapers had adopted "war on terror" frame for the coverage of Pakistan. She further stated that the newspapers generally adopted seemingly without conscious recognition administration's monolithic framing of terrorism as well as the demonizing of an entire population as in this case Pakistani Muslim men and boys. Pakistan as compared to Iraq did not get space on front pages but in some cases the coverage was stronger. The coverage by the newspapers was more independent, more critical, more nuanced than coverage of other theaters in the "war on terror" .

The above literature demonstrates the framing of Muslim countries and Pakistan in the media. The researchers also adopted framing theory for said study.

Theoretical Framework

Media Framing Theory

Media framing theory is most commonly used by media researcher to find out frames in the media messages or texts. Researchers also use this concept for method (framing analysis) as well. The researcher in this study adopted media framing for theoretical framework. This theory is helpful to select appropriate frames from the Xinhua regarding Pakistan. Sociologist Erving Goffman (1974) introduced a theory of frame analysis to provide a systematic account of how we use expectations to make sense of everyday life situations and the people in them (as cited in Baran and Davis, 2000).

News frames are always present in media coverage. Some scholars argue that framing is a part of agenda-setting and some believes that this is an independent theory. Gitlin (1980) explains framing as a 'significant social force' which formulates public ideology". Chang (1988) maintains that "the opinion of Americans on international issues mostly depend on the mainstream media" (as cited in Siraj, 2006:20).

According to Saleem (2007) that "framing was developed by social psychologists, but it is an appropriate approach to study and explain the role of the news media in defining and refining issues for the public. Several studies indications suggest that the concept of "framing" and the study of "media framing" are now more or less established as a field in mass communication studies"(p.111).

Miller (2002) argues that "framing is a process through which the media emphasize some aspects of reality and downplay other aspects. Framing can be accomplished through the consideration of particular subtopics, through the size and placement of news item, through the narrative form and tone of the presentation, and through particular details include in the media coverage".Entman (1993) said to frame is "…is to select some aspects of perceived reality and make them more salient in a communication text, in such a way as to promote a particular problem definition, casual interpretation, moral evaluation, and or treatment recommendation"(p.52).Gitlin (1980) defines frames as "persistent patterns of cognition, interpretation and presentation of selection, emphasis and exclusion, by which symbol-handlers routinely organize discourse, whether verbal or visual" (as cited in Saleem, 2007).

Obad (2003) posits that "one of the vital factors in news coverage is framing. Framing technique in mass media is part of the agenda setting. It is journalistic product, which is presented in a way that influences audience's perception about an issue in order to formulate public opinion/image either positive or negative of specific interest"(as cited in Siraj,2006). According to Tuchman, (1978), "framing is something of subjective association in an event". Norris (1995) stated that news frames are cognitive schemata, and journalists usually work with news frames to simplify, prioritize and structure the narrative flow of events."Ramaprasad and Majid (1995) argue that framing is inevitable, while making news stories, as it provides a podium at which journalists spot problems, scrutinize reasons and construct moral judgments"(as cited in Siraj,2006).

Scheufele (1999) developed a process model of framing. "Frame building; frame setting; individual-level effects of framing; and a link between individual frames and media frames (i.e.,) journalists' and elites' susceptibility to framing processes" (p.115). Gamson and Modigliani (1987) stress that media frames "a central organizing idea or story line that provides meaning to an unfolding strip of events" (p.143).

According to Smith (1997), "media framing can be considered a vehicle of social construction and is crucial to understand the media's role in the portrayal of social issues and events".Graber (1988) argues that "when journalists choose content and frame it, they are constructing reality for their audiences, particularly when the story concerns unfamiliar matter and there is no way to test its accuracy". Moreover, Gamson (1989) argues that "a frame is the essence of a large unit of public discourse, which is a "package". For Gamson (1989), "framing is the primary meaning –making activity in producing news and media programs, in which active agents with specific purposes are engaged constantly in a process of providing meaning. Gamson (1989) explains that "facts have no intrinsic meaning. They take on their meaning by being embedded in a frame or storyline that organizes them and giving them coherence, selecting certain ones to emphasize while ignoring others" (as cited in Choi, n.d.).

Reese (2001) argues that "media frames can be a noun, the result of framing process or a verb, which implies an active role in the frames creations". He further stated that "frames are organizing principles that are socially shared and persistent over time, that work symbolically to meaningfully structure the social world." Tankard,et.al., (1991) argued that "the notion of media frame has been loosely and often left undefined. It is frequently used in a vague way or as a metaphor". Jamieson and Waldman (2003) suggested "the metaphor of a frame - a fixed border that includes some things and excludes others - describes the way information is arranged and packed in news stories. The story's frame determines what information is included and what is ignored" (as cited in Saleem, 2007). De Vreese (2005) defined the framing process which includes production, content and media use perspectives. To analyze the frames both deductive and inductive methods are used (Gamson 1992; Hertog& McLeod, 2001). This study has applied deductive method in which frames are normally defined and operationalized before study. According to Entman (1993) frames are identified by "the presence or absence of certain keywords, stock phrases, and stereotyped images, sources of information and sentences that provide thematically reinforcing clusters of facts or judgments." Gamson and Modigliani (1989) theorized the concept of "framing devices" to identify frames (metaphors, exemplars, catch-phrases, depictions and visual images (as cited in De Vreese, 2005)."

Methodology

For the selection and analysis of the selected data, a quantitative content analysis method is used. The period for this study is one year from July 01, 2012 to June 30, 2013. Wimmer and Dominick (2000) maintain that the time period to be examined should be sufficiently long so that the phenomenon under study has ample chance to occur"(p.140).

All the news stories related to Pakistan within the above time period are treated as population (universe) for this research study. For sample, the researchers took all the news stories which contain "Pakistan" in their headlines and hence derived 506 news stories. Headlines are the coding unit of the frames and images and for the slant; every 5th complete news story is a coding unit.

The researchers used 'pro-Pakistan' and 'anti-Pakistan' frames as the main frame analysis levels. The frames that do not fall into pro-Pakistan and anti-Pakistan frames are considered 'weak' frames rather than 'neutral' frames. Any headlines which favor the Pakistani position, the situation in Pakistan, or any issue in Pakistan would be treated as pro-Pakistan frame. All positive frames are coded as pro-Pakistan frames, for an example:
1. "Relations with China remain cornerstone of Pakistan's foreign policy: PM"
2. "Pakistan's concern over drone strikes discussed with U.S. envoy"
3. "Pakistan tightens anti-terror laws to curb terrorism financing"

Every headline which does not support Pakistan or issues related to Pakistan or having unfavorable impression towards Pakistan would be considered as anti-Pakistan frames. All negative frames within the headlines would be coded as anti-Pakistan frames and examples are;
1. "U.S. sanctions key figures of Pakistan-based terror group"
2. "U.S. asks citizens to maintain extra vigilance in Pakistan"

If a story only presents facts or figures and has no clear impression in the favor or against Pakistan, it would be considered a weak frame. For instance:
1. "Sri Lankan cricketer breaks records against Pakistan"
2. "Pakistan reopens NATO supply routes: Clinton"
3. "Indian special plane brings stranded passengers back from Pakistan"

In this study, slant refers to the writer's attitude and tone towards Pakistan by dividing slant into three categories i.e. favorable, neutral and unfavorable. The slant is considered as favorable if the story depicts Pakistan more positively. For slant, the whole story would be contextually judged and decided favorably if more arguments go in the favor of Pakistan. If the story through contextual impression and themes depict Pakistan more negative and unfavorable way then it would be considered as unfavorable. If there are competing favorable and unfavorable arguments in the story and have no clear visible favorable or unfavorable arguments or the story is only basis of general facts then such story would be treated as neutral slant.

The characteristics of Pakistan which are present in the headlines of news stories would be considered as different images for Pakistan. These images are peace, lawlessness, friendly, threat, responsibility and "others". The image would be considered as "peace" if the headlines indicate peaceful political and economic activities are going on in Pakistan. Terrorism, killings and uncertainty due to these activities are considered as "lawlessness" image of Pakistan within headlines and frames. If a story depicts Pakistan as a responsible country, cooperating with international community and fulfilling its obligations and duties as per international standards, it would be coded as "responsibility" image. If the headlines and frames show the friendship and cooperation between Pakistan and China, then such headlines would be coded as "friendly" image. If international community or any other country sees Pakistan as threat for its people or country due to policies adopted by Pakistan or incidents happening in Pakistan then such stories are considered as "threat". Besides the above, all other stories would be treated as "others"

Hostli's(1969) formula is used to check the reliability of the data. The reliability of nominal data in terms of percentage of agreement is defined as:

Reliability= 2M/N1+N2

Where M is the number of coding decisions on which two coders agree, and N1 and N2 are the total number of coding decisions by the first and second coder, respectively" (Wimmer and Dominick, 2000). The inter-coder reliability was done with help of one PhD student and only 10% news stories were taken for frames and images and the result was 90% but for slant the result was 93%.

Findings and Discussion

Xinhua gave more favorable and balanced coverage to the Pakistan despite of terrorism incidents in study period. Xinhua mostly reported all these incidents on the basis of facts without giving own judgments like other western news agencies.

Pro-Pakistan frames (36.6%) in the headlines of news agency are higher as compare to anti-Pakistan frames (3.2%) and weak frames (60.3%) respectively. This indicates that during this period, Xinhua published more neutral framed news.

The same trend is present in the slants. Neutral slants like weak frames are 66.3% whereas favorable frames are 24.8% and unfavorable frames are only 8.9%. These results indicate neutral reporting of Xinhua for Pakistan. The rationale behind such balanced reporting is that Xinhua tries to report facts and figures without its own interpretation. Secondly, Xinhua has also reported Pakistani relations and issues with other countries where the Chinese government may not have its own interests like clashes between Pakistan and India on their common border, Pakistan-US relations, Pakistani relations with Iran or other Arab countries. Pakistani law and order efforts, governance, economy and bilateral relations received favorable and pro-Pakistan frames.

The salient images within headlines are different from the frames and slants where weak frames and neutral slants have double share. In the images, lawlessness is more prominent than other kinds of images. As the frequency of negative incidents and reporting are higher, so the lawlessness image is also higher (38.9%). Xinhua has gave considerable coverage to the Pakistani efforts for regional and global stabilities and engagement with other nations so the 'responsible state' image is also very visible within headlines (22.53%). The frequency of news regarding Pakistan-China friendship, bilateral visits, statements are less within the one year period, as a result friendly image of Pakistan counts less within the different images. Although such stories are less, still all these stories reflect friendly image of Pakistan. Western countries and India always see Pakistan as a threat with reference to terrorism, therefore, the threat image is also present in the news stories but as compared to other images, the ratio is only 1.78%.

Both Pakistan and China have been enjoying good friendly relations for many decades in which both nations, despite different political and ideological backgrounds, supported each other at the highest levels. Xinhua is an official news agency of China and follows the same path and has reported Pakistan positively. During high level leadership visits to each other, Xinhua depicted friendly images in the reporting. "Relations with China remain cornerstone of Pakistan's foreign policy: PM". "Pakistan and China enjoyed complete trust and conversion of views on all bilateral and international issues," Prime Minister Gilani said while addressing the Chinese students who called on him in Islamabad. Gilani said that Pakistan firmly opposes any attempts to undermine China's sovereignty and territorial integrity, according to a statement from the prime minister's office. "I reiterate Pakistan's full support to China's core issues including China's position on Taiwan, Tibet and Xinjiang," he stated. He also said "we were grateful for China's steadfast support to Pakistan's sovereignty and territorial integrity."

Pakistan lost in terms of lives and economy in the war on terror as compared to other countries. The terrorism activities happened every single day and the government was unable to control the incidents despite heavy physical and economical losses. During this period, Xinhua reported 197news of terrorism and bombings out of 506 news items. The high number of such stories reflect lawlessness image of Pakistan. As a result of such unfortunate incidents and the coverage of such hard facts, Pakistan comes across as a lawless country in the eyes of Xinhua journalists. Although Xinhua just reported the incidents as they occurred, the higher frequency of such incidents in Pakistan itself provided lawlessness image to the external publics. Some news headlines are: "7 killed, 5 injured in attack on army camp in eastern Pakistan, 7 killed, 14 injured in blast in southwest Pakistan,4 injured in firing near paramilitary forces' headquarters in NW Pakistan, 8 security personnel killed as check post attacked in SW Pakistan, IED blast kills 3 people in NW Pakistan".

Xinhua, in the coverage of such incidents quoted the following private channels: "According to the local media reports, the attack took place at about 5:30 a.m. local time on

Monday when five militants, one coming in on a motorbike and others in a car, launched an attack on an army camp, "The attackers escaped the scene after the firing, according to the report by local Urdu TV channel Express." , "At least eight security personnel were killed and three others were injured when some unknown militants attacked a check post in Pakistan's southwest port city of Gawadar on Saturday afternoon, local media reported.", "At least three people were killed and four others got injured on Thursday night when a bomb blast hit Pakistan's northwestern tribal region of Khyber Agency, local media reported." "Local administrator told local Urdu TV channel Dawn News that all the killed and injured persons were the loyalists of the Lashkar-e-Islam, a union of Islamist and criminal gangs operating with thousands of members." "Local Urdu TV channel Geo quoted unidentified army sources as saying that one I-L 78 cargo-transport plane bought from Ukraine was slightly damaged by rocket-propelled grenades fired by the militants from outside the airbase."

Pakistani private news channels created the "breaking news culture" due to their unprofessional and sensational media reporting of such incidents. Because of the race for breaking news and rating, only such negative news were reported again and again, without confirming official sources and proper investigative reporting. Xinhua is also using such sources for these kinds of incidents which are only reflecting negative images of Pakistan due to higher negative coverage by local news channels.

Table no. 1 Overview of news frames about Pakistan in Xinhua

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pro-Pakistan	185	36.6	36.6	36.6
	Anti-Pakistan	16	3.2	3.2	39.7
	Weak	305	60.3	60.3	100.0
	Total	506	100.0	100.0	

Table no. 2 Overview of slants present in Xinhua articles about Pakistan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Favorable	25	4.9	24.8	24.8
	Unfavorable	9	1.8	8.9	33.7
	Neutral	67	13.2	66.3	100.0
	Total	101	20.0	100.0	
Missing	System	405	80.0		
Total		506	100.0		

Table no. 3 Images present within news frames regarding Pakistan

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Peace	55	10.9	10.9	10.9
	Lawlessness	197	38.9	38.9	49.8
	Responsibility	114	22.5	22.5	72.3
	Threat	8	1.6	1.6	73.9
	Friendly	9	1.8	1.8	75.7
	Others	123	24.3	24.3	100.0
	Total	506	100.0	100.0	

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Conclusion

Because of the friendly China-Pakistan relations, Xinhua also frequently used pro-Pakistan frames, favorable tones and positive images of Pakistan in the coverage of Pakistan during 2012-2013. Within pro-Pakistan and anti-Pakistan frames, Xinhua used more pro-Pakistan frames while anti-Pakistan frames are less. The tone towards Pakistan is also more favorable than unfavorable. Terrorism activities badly damage the Pakistani image in the news stories so negative image (lawlessness) is higher than positive images (responsibility, peace) in the news. During this period, Xinhua covered all the issues including war on terror, law and order, economy, culture and sport, bilateral relations, foreign relations and domestic politics. However the magnitude of soft news is less compared to hard news. Xinhua news relied on local media stories which are usually sensational and anti-government. As local media is the main driver of negative news about Pakistan, the use of the said local media sources inevitably led to a negative framing and a negative image of China by Xinhua.

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Why the Modern Intellectual Cannot Reach the Truth?

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Abstract

The pendulum of our age swings with the thrust of relativism, the amplitude of uncertainty while hinging on subjectivity. Paradoxes that defy the best brains, stir the calmest hearts and threaten the conviction of most, revolve around Truth. Reality is a supreme puzzle harder to join after the ascent of intellect. Most religions demand leaps of faith too big for inquisitive minds. Science's relentless pursuit of facts renders it cold for human emotions. Philosophy cannot avoid and instead drowns in the waves of its times. Psychology mocks man's dignity by deeming him a puppet dancing to an unheard tune. Intuition and imagination in Art and Literature fail to serve the utilitarian ends of materialism. Hedonism is a forbidden tree whose fruits poison man's soul; so pleasure, too, is not a beacon of guidance. Thus a cry for intellectual unity among all kinds of people seems fruitless. Yet, one definition of truth worthy of highest consent is that it has to pass the deepest scrutiny of reason and stand the longest test of time.

Keywords: intellectual, truth, relativism, intuition, pursuit of facts

Introduction

Is there anything that is qualified to be called the Truth? Do we need a Truth to live for? Can there ever be a single Truth which would unite the whole world without any conflicts? Or is Truth the unmatched utopia which will never prevail beyond wishful thinking? Does Truth stand independent of us? Is Truth only an illusion of our psyche? Is it an inevitable epiphenomenon of the natural disposition of our brain? Do we see things as they are or as we are? Is there a visionary who, blessed with the height of wisdom, possesses a magical answer to these unsolved riddles of our times? The History of Western Thought is full of false prophets who claimed to bring man out of darkness.

Once upon a time, man was foolish, naïve, "backwards" and irrational. When he would set his eyes upon the mighty mountains, he would think of a Creator behind them. When he would witness the undisturbed alternation of sun and moon, he would imagine a God moving them. When he would see his body designed with fragility and perfection, he would ascribe the same cause to it. When he would be in need, he would lift his hands for a prayer. When he would be confused about right and wrong, he would open a Holy Book. However, thanks to science, technology, intellect and progress, there is no such idiocy anymore. Now he can explain everything with science and logic. He does not need fairytales to be fascinated with; perhaps he has grown too wise for them. How superstitious was he!

The above is an excerpt from the diary of a modern man as to how he views religion. Is not it wondrous that some of the most educated and intelligent people turn completely stupid when it comes to religion? People who can design highly complex integrated circuits fail to understand a simple teaching of religion. We have already read the modern man's explanation, but the secret is much deeper than that which, if understood, would not have given birth to so many "isms".

The body-soul duality has confused some of the most sophisticated minds since ages. Spiritual masters of all traditions claim that the soul, too, has organs. Let us consider what Western Philosophy calls as the mind-body problem. Neuroscientists claim the dualism of mind-brain to be true; the mind is to soul what the brain is to body; the mind is a 'spiritual' brain

distinct from the biological brain. To understand how they interact, let us consider computer technology as an analogy. Intelligence itself belongs to the software but it cannot perform its function without its information processor i.e. the hardware. Mind is like the software whereas brain is like the hardware. Furthermore, in both cases, the earlier is non-material whereas the later is material.

Perhaps the two most fascinating scientific discoveries in the last few years are as follows. Firstly, the biological heart which has been considered as only a blood-pump since ages is actually a lot more than that i.e it is an intelligent organ. Secondly, there is a dualism of heart as well i.e besides the biological heart, there is a spiritual heart.

[1]Recently, a relatively new medical discipline known as Neurocardiology has uncovered the presence of the neurons in the heart, the same type of cells that are present in the brain. There are as many as 40000 neurons in the heart. The nervous system of the heart is made up of these neurons which are capable of processing information without the help of neurons from the brain. The neurons of the heart obtain information from the rest of the body and make appropriate adjustments and send back this information from the heart to the rest of the body including the brain. In addition to this, these neurons possess a kind of short-term memory which allows them to function independently of the central nervous system.

[2]These findings prompted the nervous system of the heart being mentioned as the "brain in the heart". The heart possesses its own little brain, capable of complex computational analysis on its own. Data clearly indicate that the intrinsic cardiac nervous system acts as much more than a simple relay station for the extrinsic autonomic projections to the heart. An understanding of the complex anatomy and function of the heart's nervous system contributes an additional dimension to the newly emerging view of the heart as a sophisticated information processing centre, functioning not only in concert with the brain but also independent of it.

[3]The heart communicates with the brain in 4 different ways. Firstly, its nerve cells or neurons transmit information to the brain. It is called neural traffic and research has shown that the heart sends more neural traffic to the brain than the other way round. Secondly, the heart has been found to secrete a very powerful hormone called Atrial Natriuretic factor (ANF) that has a profound effect on many parts of the body including those portions of the brain that are involved in memory, learning and emotions. Thirdly, with every heartbeat, pressure waves are generated and when these travel through the arteries to the brain, there are recordable changes in the electrical activity of the brain. Finally, the heart has an electromagnetic energy field 5000 times greater than that of the brain. Since the heart's energy field is greater than that of the brain, it has a profound effect on the brain's functions.

[4]Even though the timing of the heartbelt can be influenced by the brain (through the autonomic nervous system), the source of the heartbeat is present within the heart. There appears

to be no need for nerve connections between the heart and the brain. That is why, when a person has a heart transplant, all the nerve connections between the heart and brain are cut but that doesn't stop the heart from working when it is placed in the new person's chest.

[5]It is common knowledge now that the heart of the unborn child develops and starts pumping long before the brain comes into existence. Even though the actual event which triggers the beating of the heart cells of a baby is not known, it is suspected that the mother's heart energy conveyed in primal sound waves contains the information that is the code that jump-starts our life. Once the heart begins to beat, it continues to beat throughout a lifetime (auto rhythmic beating function) even when the brain stops working in cases like 'brain death'. Brain death is described as a condition when brain activity has stopped forever. Hence even when the brain dies, the heart can still live. But when the heart dies (unless we find a replacement for the heart), the brain cannot live. Thus, the brain needs the heart for its survival more than the other way around.

[6]Joseph Pearce, in "Evolution's End", claims that the biological heart is governed by another higher unseen order of energy. The behaviors of people after heart-transplants reflect that of the late donors. Experiments were done on two cells taken from the heart and observed through a microscope. In the first experiment in which they are isolated from one another they simply fibrillate until they die but when similar cells are brought near to each other, they synchronize and beat in unison. They don't have to touch they communicate across a spatial barrier. Our heart made up of many billions of such cells operating in unison is under the guidance of a higher, non localized intelligence so we have both a physical heart and a higher universal heart and our access to the latter is dramatically contingent on the former.

Intelligence used to be defined as only rationality expressed by the brain and measured by IQ tests. In 1983, Howard Gardner of Harvard revolutionized the whole concept of intelligence. He showed 7 distinct kinds of intelligence – logical/mathematical, linguistic, musical, interpersonal, intrapersonal, spatial & bodily/kinesthetic. He claimed that IQ-tests measure only the first two types. In 1996, Daniel Goleman, in his famous book 'Emotional Intelligence' showed that life depends far higher on the ability to manage emotions rather than mental abilities alone. Emotional intelligence is of a humanistic type whereas logical intelligence is of a selfish type. Thus intelligence devoid of heart turns man cunning and insensitive. Some deem emotions as only the by-product of brain but it has been shown that emotions are much faster than the thought process and surpass the linear-reasoning of the brain. J. Andrew Armour proved in his book "Neurocardiology" that amygdala, the portion of brain dealing with emotional memory processing, is influenced by the heart.

On a less scientific and much simpler, philosophical and experiential level, we can understand the heart-brain interaction by reflecting on how we reason in our everyday lives. An emotion or feeling gives birth to a thought process. The sequence of the reasoning progresses in the direction as governed by the emotion behind it. The final conclusion which we label as rationale is nothing but the super-imposition of the initial emotion. Man, as we all know, is primarily governed by passion. There are very few instances in which his rationality is unaltered

by his emotions. His heart and mind are fully interconnected. Feelings arouse thoughts and thoughts stir feelings and this vicious cycle goes on.

Where man becomes rational in a neutral manner, that is, without favoring his emotions, is mostly the scientific domain. Conclusions of scientific investigations and experiments are more often than not free from adulterations and biases. Why is that so? Why is a scientist more often than not honest in scientific truths? It is because the conclusions have nothing to do with the fulfillment or negation of his desires; but the same scientist will never be that honest in concluding religious truths because, he knows it will directly interfere with his desires. Even in scientific matters like evolution and creation, scientists who are inwardly anti-religious lose their honesty. Atheist Richard Dawkins, who can be called a "fundamentalist Scientist", despite claiming to be a pure rationalist, rejects a refutation of Darwinism which is more rational than its defense. Scientists, too, are humans like us.

Is intuition a source of intelligence? How can people create art or become great artists with neither learning or studying art nor having an arts degree? They call it artistic sense. But what is artistic sense? Artistic sense is nothing but intuitive intellect invested for art. The rationalists recognize it in the domain of Arts but shun it when it comes to religion. It is their intellectual dishonesty and hypocrisy. Without intuition no one can compose music or write poetry. 'Gut feeling' and '6th sense', too, are human experiences that cannot be denied. Why does someone in love possess such a strong and accurate sixth sense regarding his beloved? Heart is way above being just a romantic-sounding word.

Knowledge itself is neither Western nor Eastern. Science is neither materialistic nor spiritual in its scope and purpose; it is concerned with the observation, collection and definition of facts and the derivation from them of general rules. But the inductive conclusions derived from them are not based on facts and observations alone but are influenced, to a very large extent, by the intuitive attitude towards life and its problems. The great German philosopher, Kant, said: "It seems surprising at first, but is none the less certain, that our reason does not draw its conclusions from things, but ascribes them to it" [7]. This ascription cannot be free from intuition coming from the heart.

"If you are not deceived by the mirage, be not proud of your understanding. Your freedom from this optical illusion is due to your imperfect thirst" - Urfi[8]

One seldom comes across a more beautiful explanation of the phenomena of perception than the above words of the Persian poet. With a vehement desire to drink, the sands of the desert would give the impression of a lake but due to the absence of a keen desire for water, one cannot perceive it. A person with hatred for someone will see faults in him that do not even exist, whereas, a person in love with someone finds gems in him out of no where. Human knowledge is only a perception of the reality, not the reality itself. In quantum physics, even the distinction between subject and object has ceased to exist. We see things as we are not as they are. Perception, too, is the work of heart.

Till now we have discussed heart in the light of modern science and simple philosophy. Although it has certainly shed new lights on many things but we have not yet answered the question raised at the start. It is said that where all human intellect ceases, the sagacity of

revelation starts. Similarly, where scientists and philosophers have nothing to say further, a deeply spiritual or religious man will have a lot to offer. The role of biological heart and the existence of spiritual heart that Science has discovered now were revealed in the Quran, in more than 100 verses, 15 centuries earlier. But Islam did not just settle there and took the concept to another level altogether. It further explained the role of spiritual heart (*qalb*) as well which would, in turn, create all the difference.

A mirror reveals the true picture only when it is itself clear and clean. When an impurity mars it, the image is dimmed and if it becomes covered with dirt, it cannot reveal a true reflection. The *qalb* is a mirror. When it is freed from vices, it is spotless and speaks only the truth. When a vice takes place, a black spot appears on it and if the vices go on persisting, the black spot grows bigger till the heart becomes completely blind to the truth. Just as the brain has an IQ level reflecting capability to understand many things, the heart has a purification level which indicates its capacity to comprehend the Ultimate Truth.

Truth is infinite and cannot reside in a finite container. Human senses have limitations with mortality written all over them. Although the human brain is amazing to reach beyond the stars or inside a micro particle but it, too, would fail to give the right output in some of the fundamental questions of life if it receives input from a corrupt master (*qalb*). *Qalb* is the only organ which has the potential to grasp the infinite despite human limitations. Quran says that God neither exists in the heavens nor on the earth but only in the *qalb* of His true followers. The *qalb* is His home but He enters it only when it is clean enough for Him.

The modern man, in his sheer ignorance, thinks that religion doesn't appeal to him because, unlike the older times when man hadn't developed logical competence, now he has intellectually progressed too much to even need religion. In truth, his heart has been darkened so much due to sins that he has lost the ability to see the reality. God describes such people as deaf, dumb and blind who can neither see the truth nor hear the truth nor speak the truth. When Muhammad (pbuh) said that our heart is the organ which governs our body, his words were spoken from a spiritual point of view because from the physical perspective, even a school-kid knows it. The indifference to religion in the modern age is not because of intellectual superiority but due to spiritual inferiority.

People can be brilliant in their professions with impure hearts because most require only good brains. Religious knowledge, however, is quite different from secular knowledge. If Ghazali, Rumi or Ibn-al-Arabi used logic to the fullest for their brilliant philosophies, it is because with a heart similar to theirs, reason will always reach the truth. The problem with the modern man is that he uses logic as much as them but has a heart not even worth comparing to them. As much as intellect guides man, it leads him astray - the criteria being state of the heart. Modern man's intellectual discourse is mostly a rational expression or rather justification of the call of lower-self (*nafs*).

It is noteworthy to compare the ancient and modern concepts of Philosophy. In Greek tradition, it was considered *hikmah* (wisdom). For Muslims, philosophy was nothing but an honest search for the truth. In today's academics, the discipline of philosophy comes under Arts because now it has been robbed of its serious nature and is more just a creative ability to think without any profound veracity, with more emphasis on originality rather than depth. Iqbal must have seen the highly obscured vision of Russel, Nietzsche, Freud, Marx and Rousseau, when he said that, "man's reason aims at the conquest of the world of matter; his love makes conquest of

the infinite. Knowledge devoid of love is nothing but juggling with ideas" [9]. Quran rightly described pseudo-intellectualism as nothing but mental conjectures devoid of reality.

Rumi saw the heart, being a special inner insight, bringing us into contact with aspects of reality other than those open to sense-perception and intellect. Intellect, according to him, only restrains the living heart of man and robs it of the invisible wealth that lies within. While admitting the superiority of intuitive intellect over rational, Iqbal said that "where thought grasps Reality piecemeal, intuition grasps it in its wholeness. One fixes its gaze on the temporal aspect of Reality; the other on the eternal. One slowly traverses, specifies and closes up the various regions of the whole for exclusive observation; the other is present enjoyment of the whole of Reality" [10].

The issue with the modern man is that he is so in love with this illusionary world that his rationality is bound to suit only his emotions which are non-religious and non-spiritual in nature. That is why even when he opens a Holy Book, his interpretation deprives him of the truth and the celestial verses fail to penetrate into his dark heart. On the other hand, the same man, amazingly, shed tears on a mere song or a movie or a novel despite knowing it is only art not the truth! The issue with religion is that it is too deep to be grasped without a receptive heart, and certainly not for the shallowness and superficiality of the modern age. Thus Islamization of knowledge is Islamization of man which in turn is Islamization of hearts.

A Sufi once said that no real understanding of the Holy Book is possible until it is actually revealed to the believer just as it was revealed to the Prophet. Sufis of the past were able to derive many hidden meanings behind seemingly simple Quranic verses. Hazrat Ali gave a lecture from *isha* till *fajr* on only the first letter of *Bismillah*. These people had hearts of gold; we only wear gold on our skins. The spiritual heart (*qalb*) is the organ of higher knowledge when pure. The holy book is not another collection of papers, letters and ink. It is an infinite ocean of knowledge, but only for the thirsty - not for the heedless, arrogant, "civilized" and "refined gentlemen" of the 21st century! The reason why most cannot perceive God in anything in life is because they have too much of everything else, instead, to long for. A Sufi once said that this universe is His book to take lessons from it.

The modern age speaks too much of enlightenment of the mind, whereas, with a darkened heart, the mind will only give birth to an inverted reality. No wonder arrogance is known as dignity; indifference is known as tolerance; humbleness is known as weakness; material greed is known as ambitiousness; vulgarity is known as freedom; lust is known as love; insensitivity is known as rationality; conscience is known as confusion; short-sightedness is known as practicality; conviction is known as fundamentalism; higher conviction is known as extremism; denial of human limitations is known as genius. The best illustration of inverted reality is human prosperity, a term we hear earlier than we learn how to crawl. By devoting himself solely to increase the quantity and quality of *ghair-ullah* (non-God), man is now inevitably fascinated with all but God whereas the essence of religion was none but God.

What appears as the decay of religion and the rise of intelligence is in reality nothing but the death and emptiness of hearts turned idle, unable to hear that eternal inner voice. Nietzsche said God is dead. I say conscience is dead. The pinnacle of delusion is that modern man has assumed his superiority amongst creations as an unconditional state whereas it solely relies on his acts – man can even be lower than the beasts. Man is great only because he has will and yet doesn't sin, not because he sins and can rationally justify it as well. The latter case represents that of the modern man and he is so proud of it. He defies the truth using an instrument which alone cannot even measure it. If man flies to the highest sky of reason, he would nothing but the clouds of Truth, only if the wings of faith take him that far!

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Determinants of Profitability in Banking Sector of Pakistan

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Abstract

In this research paper the determinants of profitability are analyzed in Pakistani Banking Sector. Return on Assets (ROA) is the most widely used ratio in this regard. The period under analysis for 5 years was selected mainly because during this period, the world banking sector showed a huge declining trend in profitability due to global economic recession with many renowned banks filing for liquidation and this affected the Pakistani banking scenario as well, and the nation's banks both public and private showed a declining trend. The other reason for choosing this period was due to the sectors specific changes that occurred inside Pakistan, mergers and acquisitions to name a few. Our analysis is mainly concerned with calculating Leverage, Tax Rate and capital adequacy of the selected 10 banks and then comparing them with ROA. Along with it, the impact of variables will also be analyzed in order to see how much fluctuation that is made in banks profitability and what kind of role is played by these variables. After this analysis positive and negative trends and their effects are examined because of these variables. When these trends and effects are known to banking sector and government they will take measures which will uphold the sector as well as country's economy.

Key words: Determinants of Profitability, ROA, leverage, tax rate, capital adequacy.

Introduction

A bank is taken as a model of depository financial institution (Nachane, 1999) so that's why banking sector is one of the main constituents of any economy. The changing trend of globalization has introduced changes in the environment of business and so Pakistani banking sector has also adopted these changes (Ahmed & Rehman, 2008). But in last decades the banking sector all over the world has faced a great recession due to decline in the investment trend. Pakistani banking sector reforms were initiated early in 1990s under the legislative supervision of State Bank of Pakistan to transform the sector into a proficient and strong banking system to support the country's economy.

Banks are ranked on the basis of their profitability, business expansion and gross margin (Singh, 1974) and their main function is to accumulate surplus funds and make them available for investment (Oldfield, 1976). They make profits through lending and incur costs in relation to their own size (Acharya, 2003) i.e. larger the banking organization, higher will be the profitability and its expense. The competition among national and international banks and new technological changes lead towards the major changes in financial and monetary environment of banks (Spathis, Kosmidoua & Doumposa, 2002), hence identify their impact on bank's profit is the major research objective nowadays in business world (Baggs & Brandor, 2006).

For analyzing the impact of profitability (ROA) by leverage, tax rate and capital adequacy of banking sector in Pakistan this study has been conducted. In the analysis three determinants namely leverage, tax rate and capital adequacy are calculated and their impact is analyzed over profitability of the selected banks through different methods.

Literature Review
ROA

ROA (Return on Assets) is the percentage which shows the company's assets profitability in generating revenue (Tarawneh, 2006) but it is considered as more volatile (Baucus, Golec & Cooper, 1993).

Leverage

Leverage tells us the way by which we can know from our sales that how much EBIT (earnings before interest and taxes) will be.know the way of calculating Leverage, helps to measure the financial solvency of a business and see how dependent it is upon borrowing; also higher leverage lowers the credit rating (Mittoo & Zang, 2010), but sometimes it shows a negative effect (Dang, 2010) The main purpose of leverage is to maximize the profitability by optimizing the gains of leverage (Chatrath, Chaudhry, Ramchander & Sharma, 1993). The higher leverage's positive effect is strongly anticipated by the investors (Safieddine & Titman, 1999). Managerial discipline about the firm is improved by leverage and as well as the customer's concern also (Arping & Loranth, 2006).

Tax Rate

In economics, the tax rate means burden ratio (represented in percentage) at which a business and individuals are taxed. Several methods are used to present the tax rates like; statutory, average, marginal, effective, effective average, and effective marginal (http://en.wikipedia.org/wiki/Tax_rate). Tax shield gives leverage to the bank and hence increasing the profitability (Vidmiou, Lawrence & Milne, 2005) (Buser, Chen & Kane, 1981). Tax policies consider the cost and benefits which alternatively increases the firm's profitability (Davies, Egger & Egger, 2010).Also bank's organizational form is associated with tax matters (Hodder, McAnally & Weaver, 2003).

Capital Adequacy

It is the ratio in Percentage of a financial institution's primary capital to its assets, used to calculate of its financial strength and stability(Kosmidou, Tanna, & Pasiouras)(Jagirdar, 1996) and there is a strong positive relationship between profitability and capital adequacy (Ahmad,

Ariff & Skully, 2009)but this relationship is also taken as an ambiguous relation on stability of bank (*Eichberger & Summer, 2005*. Difference between assets and deposits is called capital in banks and if this ratio is larger, deposits will be safer and at a level the capital will be adequate for the enough safety of deposits (Sharpe, 1978).

Theoretical framework
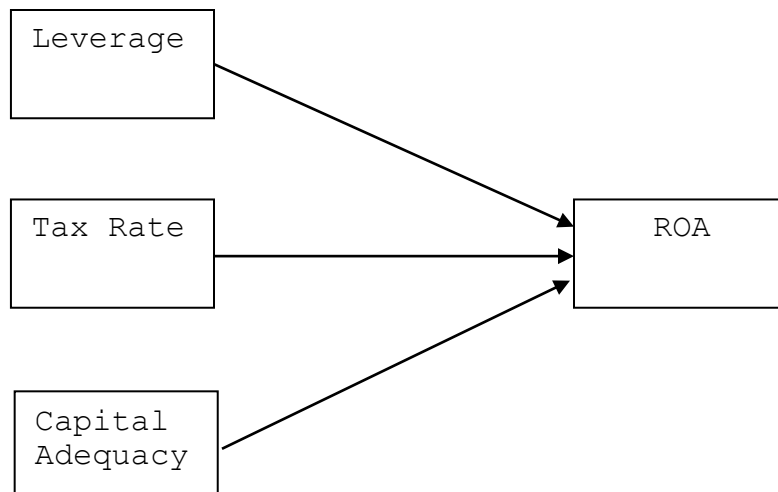
Hypothesis
H-1: Leverage has a significant positive effect on the ROA of commercial banks in Pakistan.
H-2: Leverage has a significant negative effect on the ROA of commercial banks in Pakistan.
H-3: Tax Rate has a significant positive effect on the ROA of commercial banks in Pakistan.
H-4: Tax rate has a significant negative effect on the ROA of commercial banks in Pakistan.
H-5: Capital Adequacy has a significant positive effect on the ROA of commercial banks in Pakistan.
H-6: Capital Adequacy has a significant negative effect on the ROA of commercial banks in Pakistan.

Analysis
        The data collected from different banks are analyzed in SPSS software and their results are pasted and interpreted as under:
Askari Bank of Pakistan
 Table-1: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax Rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	-0.470	0.487	0.107
	Sig. (2-tailed)		0.425	0.405	0.864
	N		5	5	5
Leverage	Pearson Correlation		1	0.375	0.558
	Sig. (2-tailed)			0.534	0.328
	N			5	5
Tax Rate	Pearson Correlation			1	0.270
	Sig. (2-tailed)				0.660
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

        From this table it is visible that the relation of ROA (Return on Assets) and Leverage of Askari bank of Pakistan are negatively related i.e. there is a weak inverse relationship between these variable. This change is -0.470
        ROA and Tax Rate have a weak positive relation in which increase in Tax Rate will increase the ROA with 0.487 but not with the same effect and vice versa.
        In case of ROA and CAR (Capital Adequacy Ratio) the impact is 0.107 of the variance which means that change in Capital Adequacy of Askari Bank of Pakistan will affect its ROA with nearly 10% of the total change.

Table-2: Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	1.616	-1.813	0.177	0.271	0.884	2.548
	(0. 698)	(0. 767)	(0.088)	(0.237)		
ROA	[2.317]	[-2.364]	[2.006]	[1.145]		
	0.259	0.255	0.294	0.457		0.4245

The regression analysis shows that the $R^2 = 0.884$ has a significance impact of 88.4% which shows the variation level of dependant variables over independent variables.

Bank Alfalah Limited

Table-3: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax Rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	0.554	0.352	-0.357
	Sig. (2-tailed)		0.332	0.561	0.555
	N		5	5	5
Leverage	Pearson Correlation		1	0.885	-0.623
	Sig. (2-tailed)			0.046	0.262
	N			5	5
Tax Rate	Pearson Correlation			1	-0.332
	Sig. (2-tailed)				0.585
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

*Correlation is significant at the 0.05 level (2-tailed).

From this analysis, the relation of ROA and Leverage of Bank Alfalah Limited is fairly related i.e. there is a fair positive relationship of 0.554 between ROA and Leverage.

This table also shows the relationship of 0.352 between ROA and Tax Rate, which is a weak positive relationship i.e. have such a relation in which increase in Tax Rate will slightly increase the ROA also and vice versa.

The relationship of Return on Assets and Capital Adequacy of Bank Alfalah Limited is negatively related having a Pearson correlation of -0.357 i.e. the change has an impact of weak negative relationship between these variables.

Table-4: Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	-46.002	52.701	-11.743	6.176	0.437	0.259
	(69.415)	(79.414)	(24.516)	(22.818)		
ROA	[-0.663]	[0.664]	[-0.479]	[0.271]		
	0.627	*0.627*	*0.716*	*0.832*		*0.856*

Regression analysis is showing the $R^2 = 0.437$ which is equal to 43.7% and it interprets that ROA to the extent of 56.3% is affected by other variables. Here Leverage and CAR are moving in the same direction with ROA but Tax Rate has an opposite impact upon ROA of Bank Alfalah Limited.

Muslim Commercial Bank of Pakistan

Table-5: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	-.515	-.609	.365
	Sig. (2-tailed)		.375	.276	.545
	N		5	5	5
Leverage	Pearson Correlation		1	.960**	-.824
	Sig. (2-tailed)			.010	.086
	N			5	5
Tax rate	Pearson Correlation			1	-.890*
	Sig. (2-tailed)				.043
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

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

*Correlation is significant at the 0.05 level (2-tailed).

This table shows that the relation of ROA and Leverage of Muslim Commercial Bank is negatively related and there is a fair negative relationship of -0.515 between these variables, which shows that change in leverage impact the ROA with an inverse change. The correlation between ROA and Tax Rate is fair negative and which shows that if there is an increase in tax rate it will impact ROA with inverse relation. For ROA and CAR, there is a weak positive

correlation for Muslim Commercial Bank of Pakistan i.e. when ROA increases its CAR also increases but with slight impact in the same direction.

Table-6: Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	0.28	0.191	-0.376	0.144	0.640	0.593
	(0.189)	(0.330)	(0.373)	(0.189)		
ROA	[0.150]	[0.578]	[-1.007]	[-0.761]		
	0. .906	*0.666*	*0.498*	*0.586*		*0.715*

This Regression analysis shows the impact of Leverage, Tax Rate and CAR on ROA of MCB with a positive variation of R^2 equals 64%. This shows that the variation between the dependant and independent variables is 64% and in the same direction.

Standard Chartered Bank of Pakistan

Table-7: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	.560	.707	.641
	Sig. (2-tailed)		.326	.181	.244
	N		5	5	5
Leverage	Pearson Correlation		1	.941[*]	.937[*]
	Sig. (2-tailed)			.017	.019
	N			5	5
Tax rate	Pearson Correlation			1	.982[**]
	Sig. (2-tailed)				.003
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

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

The relationship between ROA and leverage of Standard Chartered bank of Pakistan is fair positive with a Pearson correlation of 0.56.

But in case of the correlation of ROA and Tax Rate, increase in Tax Rate will strongly affect ROA of Standard Chartered bank of Pakistan with a relation of 0.707.

The correlation of 0.641 between ROA and CAR is fair positive which shows a slight relation between these variables.

Table-8: Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	0.138	-0.767	1.622	-0.467	0.645	0.607
	(1.343)	(1.763)	(2.058)	(1.273)		
ROA	[0.103]	[-0.435]	[0.788]	[-0.367]		
	0. 935	*0.739*	*0.575*	*0.776*		*0.711*

The regression analysis shows the impact of the variables on ROA is 64.5%, i.e. there is same level of significance between these variables.

National Bank of Pakistan

Table-9: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	.116	-.234	.217
	Sig. (2-tailed)		.852	.704	.726
	N		5	5	5
Leverage	Pearson Correlation		1	-.952[*]	.146
	Sig. (2-tailed)			.013	.815
	N			5	5
Tax rate	Pearson Correlation			1	-.424
	Sig. (2-tailed)				.477
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

NBP is representing a weak positive relationship with a correlation of 0.116. It shows that ROA is not so much affected by the change of Leverage made.

Tax Rate impact ROA with an inverse Pearson Correlation of -0.234, showing a weak positive correlation between these variables i.e. increase or decrease in one variable will affect other with slight difference and in an inverse manner. This may be due to the high capitalization of NBP in banking sector and also being a Government Bank.

This result shows a correlation of 0.217 between ROA and CAR and there is a weak negative relationship that shows when CAR changes, it affects the ROA with a weak negative difference.

Table-10: Regression coefficients, standard errors in parentheses,t-values in brackets and p-values in italic

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	5.397	-5.534	-3.120	-0.336	0.433	0.254
	(6.717)	(6.940)	(3.822)	(0.500)		
ROA	[0.803]	[-0.797]	[-0.816]	[-0.672]		
	0.569	*0.571*	*0.564*	*0.623*		*0.858*

The regression analysis of National Bank of Pakistan shows a relatively a fair significance impact with R^2 equals 43.3%.

Habib Bank of Pakistan

Table-11: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	.071	.057	-.292
	Sig. (2-tailed)		.910	.927	.634
	N		5	5	5
Leverage	Pearson Correlation		1	.868	-.753
	Sig. (2-tailed)			.056	.142
	N			5	5
Tax rate	Pearson Correlation			1	-.948[*]
	Sig. (2-tailed)				.014
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

HBL is a leading bank of Pakistan and the above result between Leverage and ROA shows a very weak and in other words relatively no correlation between ROA and Leverage of HBL, which means that leverage has nearly no relationship with Return on Assets of HBL.
This result also shows a relative no correlation between ROA and Tax Rate i.e. increase in Tax Rate will have no impact over Return on Assets of HBL.
But there is weak negative correlation between ROA and CAR of HBL which shows that Capital Adequacy affects the Return on Assets in a very slight negative manner.

Table-12: Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	-0.135	0.477	-0.518	-0.673	0.726	0.884
	(0.454)	(0. 605)	(0.353)	(0.414)		
ROA	[-0.297]	[0.788]	[-1.468]	[-1.623]		
	0. 816	0.575	0.381	0.352		0.634

This study shows $R^2 = 0.726$ which shows the impact level of 72.6% which is a significant variance between the variables.

Bank-Al-Habib

Table-13: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	.224	-.825	-.363
	Sig. (2-tailed)		.717	.085	.548
	N		5	5	5
Leverage	Pearson Correlation		1	-.263	-.587
	Sig. (2-tailed)			.668	.298
	N			5	5
Tax rate	Pearson Correlation			1	.756
	Sig. (2-tailed)				.139
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

In this analysis, ROA and leverage of Bank-Al-Habib has a weak positive correlation of 0.224 i.e. increase or decrease in one variable will affect the other variable positively but with a very slight relation.

This correlation between ROA and Tax Rate shows a significant negative Pearson correlation of -0.825 which exhibits that Tax Rate has a high negative impact over Return on Assets of Bank-Al-Habib.

There is a negative Pearson correlation of -0.363 exists between Capital Adequacy and Return on Assets which shows that change in one variable will fairly affect the other variable with a negative relation.

Regression
Table-14: Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	-0.174	0.216	-0.217	0.115	0.942	1.449
	(0.155)	(0.162)	(0.058)	(0.054)		
ROA	[-1.123]	[1.334]	[-3.750]	[1.130]		
	0.463	*0.410*	*0.166*	*0.279*		*0.303*

In the regression analysis of Bank-Al-Habib the R^2 equals to 94.2% showing a strong significance impact upon ROA of Leverage, Tax Rate and CAR.

United Bank Limited

Table-15: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	.458	-.643	-.142
	Sig. (2-tailed)		.438	.242	.819
	N		5	5	5
Leverage	Pearson Correlation		1	-.908[*]	-.925[*]
	Sig. (2-tailed)			.033	.024
	N			5	5
Tax rate	Pearson Correlation			1	.707
	Sig. (2-tailed)				.182
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

From this table the Pearson correlation between ROA and Leverage is weak positive i.e. of 0.458 which shows that ROA of United Bank Limited has a weak relation with its leverage.

The correlation of Tax rate and ROA of United Bank Limited and is -0.643 and this exhibit that Tax Rate does affect the ROA of the bank.

This result shows that the correlation of ROA and CAR is weak negative with -0.142.

Table-16: Regression coefficients, standard errors in parentheses,t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	-1.168	1.164	0.227	0.860	0.783	1.206
	(1.349)	(1.297)	(0.699)	(0.759)		
ROA	[-0.865]	[0.897]	[0.325]	[1.133]		
	0.546	0.534	0.800	0.460		0.570

The result from regression analysis shows the impact of Leverage, Tax rate and CAR on United Bank limited is equal to 78.3% which is a prefect positive significance impact.

Allied Bank of Pakistan

Table-17: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	-.759	.325	-.837
	Sig. (2-tailed)		.136	.594	.077
	N		5	5	5
Leverage	Pearson Correlation		1	-.160	.954[*]
	Sig. (2-tailed)			.797	.012
	N			5	5
Tax rate	Pearson Correlation			1	-.408
	Sig. (2-tailed)				.495
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

There is a strong negative correlation exist between ROA and Leverage which shows the impact of leverage is strong negative i.e. when the leverage of the bank changes its ROA changes with a high negative proportion of -0.759.

There is a weak positive Pearson correlation of 0.325 exists between ROA and Tax rate. In this table the impact of Tax rate is weak positive on ROA of Allied Bank of Pakistan.

This table shows a relationship of strong negative correlation of -0.837 between Capital Adequacy Ratio and ROA of Allied Bank of Pakistan.

Table-18: Regression coefficients, standard errors in parentheses, t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	1.503	3.800	-0.198	-5.310	0.776	1.152
	(1.025)	(6.600)	(0.393)	(6.356)		
ROA	[1.466]	[0.576]	[-0.505]	[-0.835]		
	0.381	*0.667*	*0.702*	*0.557*		*0.580*

The regression analysis shows $R^2 = 0.776$ which means that there is 77.6% impact of the three variables on ROA of Allied Bank of Pakistan which is a significant impact.

JS Bank

Table-19: Correlation Matrix of Return on Assets, Leverage, Tax rate and Capital Adequacy

		Return on Assets	Leverage	Tax rate	Capital Adequacy
Return on Assets	Pearson Correlation	1	-.405	.934[*]	-.907[*]
	Sig. (2-tailed)		.498	.020	.034
	N		5	5	5
Leverage	Pearson Correlation		1	-.306	-.002
	Sig. (2-tailed)			.616	.998
	N			5	5
Tax rate	Pearson Correlation			1	-.917[*]
	Sig. (2-tailed)				.028
	N				5
Capital Adequacy	Pearson Correlation				1
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

This analysis of JS Bank shows that the correlation between ROA and Leverage is -0.405, which is weak negative and it exhibits that the change in leverage does not affect highly the ROA of the bank.

Here the correlation exists between Tax rate and ROA is strong positive which shows that the change in Tax Rate has highly affected the ROA of JS Bank during last five years. Also the correlation is 2-tailed and is at 0.05 levels which show that there is a statistically significant correlation between ROA and Tax Rate of JS Bank i.e. increase and decrease in Tax Rate significantly relate with the increase and decrease in ROA.

The above result also exhibits a strong negative Pearson correlation of -0.907 which shows that the Return on Assets and Capital Adequacy of JS Bank has an impact which is relatively strongly negatively related and change in Capital Adequacy will highly affect the Return on Assets of JS Bank. Here also the correlation is statistically significant at 0.05 level between ROA and CAR of JS Bank and which means that increase and decrease in CAR do significantly relate to increase and decrease in ROA.

Table-20: Regression coefficients, standard errors in parentheses,t-values in brackets and p-values in italic:

Dependent Variable	Constant	Leverage	Tax rate	Capital Adequacy	R-Square	F-Statistics
	0.790	-0.637	-0.554	-365	0.996	1.804
	(0.252)	(0.129)	(0.411)	(0.074)		
ROA	[3.135]	[-4.923]	[-1.349]	[-4.924]		
	0.197	*0.128*	*0.406*	*0.128*		*0.085*

The regression result shows R^2 equals to 0.996 which means that there is a significance of 99.6% which is very high significance impact level.

Conclusion

The objective of this study was to analyze and explain the relationship between the determinants which play a vital role in the Return on Assets (ROA) of the banks in Pakistan.

This analysis explains the relationship between Leverage, Tax Rate and Capital Adequacy with ROA and is conducted on the data of 10 banks for the past 5 years in banking sector of Pakistan. In view of the above analysis, it has been concluded that the effect of all the determinants selected are different on Return on Assets of each bank. Some banks are positively affected by the change and some are negatively affected. The conclusion on majorly effected banks is;

- Leverage has a positive impact on Return on Assets (ROA) because out of ten banks selected, six are affected and out of those six banks three banks are fairly affected by the change in Leverage which affected the ROA positively.

- Tax Rate positively affect Return on Assets and from our analysis on ten banks, nine are affected positively and out of these nine banks two banks are highly effected and three are fairly effected by the change in Tax Rates during past five years. Hence on the basis of these results it is concluded that the Tax rate has a major impact over Return on Assets of any bank.

- Capital Adequacy affect is negative with Return on Assets (ROA)of mostly banks and it is also clear from the above analysis that seven out of ten selected banks are negatively affected by the change in their Capital Adequacy and also out of these seven banks, three banks are strongly affected by this change.

In view of above, it is concluded that Tax Rate affect has high positive effect over Return on Assets of banks (i.e. if Tax Rate is increased, ROA will also be increased with greater effect and vice versa) and then the capital Adequacy affect negatively on Return on Assets of banks (which means that if the Capital Adequacy is increased, the ROA of a bank will be decreased and vice versa).

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Impact of Macroeconomic Variables on External Debt in Pakistan

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Abstract

This study analyzed the impact of the macroeconomic variables on the external debt of Pakistan. These macroeconomic variables include imports, exports, GNP, international reserves and external debt servicing in the case of Pakistan for the period 1972 to 2012. To analyze the impact of macroeconomic variables Co-Integration Analysis and Ratio Analysis were applied. The empirical results demonstrated that the existence of long run association between external debt, imports, exports, international reserves, GNP and external debt servicing. The ratio analysis unfolded the fact that military regime had performed well enough to deal with these ratios Total External Debt Outstanding(ED) to GNP, External Debt to Exports, Debt Service Payment to Exports, Debt Service Payment to GNP, International Reserves to Debt Service Ratio and International Reserves to Imports whereas democratic regime could not manage theses ration efficiently. On the whole, results of the study showed that macro economic variables are much important to determine the level of external debt which further affected the economic growth of the economy.
Keywords: External Debt, Gross National Product, Exports, International Reserves and External Debt Servicing JEL Classification: E 61, F 13

Introduction

Pakistan is borrowing loans since its inception from the various different international financial institutions and the other developed nations and therefore, debt burden is of serious concern in viewpoint of debt servicing on economy. It has also been experienced that in the case of Pakistan debt burden has negative as well as positive impact on economic growth. Since 1970's public debt burden has been foremost development challenge for Pakistan economy. Pakistan has to reduce its debt that leads to sustainable and equitable economic growth. Pakistan has been receiving foreign aid from last many years and still large amount of borrowing is continued. Large amount of its budget is being eroded by repayment of its debt amount and interest payments (Muhammad and Ali 2010). Foreign assistance has been of different categories for example project aid, commodity aid, food aid, balance of payment support etc, has played a vital role in the economic development of Pakistan. As a part of an interdependent world where international economic, financial, technological and social interaction is growing faster in two opposite dimension, on the one end it is mounting probability of world prosperity and on the other hand broadening the gap between developed and developing nations manifold. While some countries have successfully managed to elevate the economic growth, many other are striving hard to get the economic gains of this race. Diverse approaches are being adopted to expedite the

progress. To bridge the national saving gap, efforts are being added by encouraging international external resources. In some cases, the external inflows are escorted by technology, in other these are not; same approach has been followed by the Pakistan (Fasih Uddin, 2008).

As capital importing country, Pakistan needs to utilize external resources which further push its National GDP growth rate in a way that allow future debt servicing out of income generating through the productive employment of international financial assistance as well as domestic available resources Adequate debt burden determination depends on investment problem under the uncertainty in the economy. Changes in the international environment pose a permanent threat to the actual performance of economy. It may lead to macro disturbances for example in a period of depression exports market shrinks and also deterioration in terms of trade. There is possibility of inadequate utilization of international assistance due to political instability and internal economic conditions. Other form of misuse of international financial assistance when it is used to raise the national consumption rather employing it in productive investments opportunities, So until foreign capital is used in a way which further contribute in the national income, the debt servicing has to be financed out of unchanged GDP. Off course, to evaluate country's debt position and to establish its debt capacity to absorb and repayment of debt is complex process. Lessons from the preceding debt dilemma are being incorporated in the reform agenda of the country for the future economic planning. Growing public debt does not augur well for macro-economic stability as well as growth as it wields aloft pressure on interest rates plus crowding out domestic total private investment. A for as developing countries are concerned, the high interest cost related to domestic debt places a significant sprain on budgetary resources, with a negative spread out effects on social sector and development expenditures and a slow pace in growth momentum (Economic Survey 2009-10). For external debt, creditors may demand a lower interest rate (as is the case with most multilateral and bilateral agencies), but the exchange rate threat inbuilt in the buildup of foreign currency debt keeps a country defenseless to developments on the external side and in international markets. Consequently, policymakers face alternatives not only to in what extend public debt to mount up, but also the opus of the portfolio regarding source, availability, costs and risks which are unswerving with the government's medium-term fiscal, monetary, and exchange priorities. Fiscal profligacy in the form of large subsidies, policy formation in context of hike in the oil prices in 2007, mismanagement in revenue collection, pressure on budgetary resources caused by security situation, and efforts to remove the inter-corporate debt in the energy sector, have led to a relatively quick rise in public debt (Economic Survey 2009-10). Pakistan, a fragile economy, has also been facing not only economic but political crisis as well which predate the global financial crisis. The cumulative effect of the depreciation of the Rupee against the US dollar, on the one hand, and the weakness of the US dollar against third currencies (including Special Drawing Rights, SDR) in which a significant portion of Pakistan's external public debt is denominated, have also played a substantial part in the overall increase (Economic Survey 2009-10).

Total Public Debt (TPD) scored a growth of 12.2 percent in the first three quarter of the current fiscal year 2009 and reached at Rs.8, 935 billion at the ending June 2010. This raise in the public debt stock is appreciably lesser than the swift increase of 22 percent in the preceding year. The domestic currency in term of rupee component improved by Rs.631 billion or 16.3 percent to Rs.4, 491 billion at end comparing to Rs.3,860 billion of end-June 2009. This rise reported 71 percent of the aggregate boost in total public debt. Conversely, there was an increase of Rs.253 billion in the foreign currency debt stock which makes the outstanding 29%. It is exciting to note that opposite to fiscal year 2010, the raise in the total public debt during the

current year has generally been through the domestic sources. A relative stable foreign exchange rate, appreciation of a dollar against other major currencies, and inadequate access to multilateral and bilateral debt based flows has required this shift in mix financing. Public debt is progressively more composed of domestic currency debt, which share has climbed from 53% of end fiscal year 2009 to 55% in month of March 2010 (Economic Survey 2009-10).

The core objective of this study is to empirically analyze the impact of macroeconomic variable which include debt service payment, Gross National Product (GNP), imports, exports, and international reserves on the total external debt of Pakistan in general and also to measure the debt burden and debt service capacity of Pakistan economy the autocratic and democratic regimes as well. The former will be analyzed by using the Co-integration analysis while later objective will be achieved through the application of Ratio Analysis by using Total External Debt Outstanding(ED) to GNP, External Debt to Exports, Debt Service Payment to Exports, Debt Service Payment to GNP, International Reserves to Debt Service Ratio and International Reserves to Imports through time series date since 1972 to 2012.

Literature Review
Alesina and Perotti (1996) conclude that since the middle of 1960s cyclically adjusted budget deficits have been generally the result of rise in government expenditures and upsurge in interest payments. Hasko 2007 has examined by using the method of Vector Autoregressive Method (VAR) that dynamics of public debt of OECD economies is that miseries to monetary plus fiscal policy have played a crucial role in total public debt development since the mid 1970s. Loganathan, Sukemi and Sanusi (2010) reveal about the Malaysian economy, the macroeconomics performance of external debt burden is sustainable. The external debt is explored to have close relation with macroeconomic indicators performance such as the government revenues, balance of payments and reserve. Mahmood, Rauf and Rehman (2009) have reported that debt dynamics uphold the primary balances both of fiscal and current account deficit and exchange rate factors were principally responsible for deterioration of the debt ratios. The interest rate issue has been overall modest and is not main source of any positive development towards the alteration in debt to GDP ratio in Pakistan.

Colaco (1985) explains debt servicing vulnerability in the developing countries by analyzing three contexts. First, the size of external loans has reached to a level that is very high than equity financing, resulting in discrepancy between debt and equity causing distortion in debt to equity ratio. Secondly, the fraction of debt at floating interest rates has increased radically, so borrowers are hit openly when interest rates go up. Thirdly, maturities have reduced considerably in large part because of the diminishing share of official flows. All the above mentioned factors are pertinent to Nigeria and South Africa.

Feldstein (1986) argued that the debt burden is not an issue of freeing resources to debt service payments but also doing so in a way those alter these resources into foreign exchange. It is believed that indebted countries are able to get this by escalating exports but in fact the experience implies that maintaining the growth in exports is too tricky. In contrast, the ratio of imports of developing economies moves upward more quickly than that of the advanced countries.

Bauerfreund's (1989) findings show that external debt servicing commitment decreased investment levels in Turkey, in 1985. In addition to this, the debt overhang is an outcome of the both internal and as well as external economic policies.

Sachs (1989) has investigated many conduits through which an upward public debt might ruin long-run growth prospects in developing countries, specially focusing on foreign borrowing. A large public debt might cause debt overhang, a position in which investment are declined or deferred since the private sector predicts that the rate of returns from their investment projects will help out to pay back creditors.

Savvides (1992) asserted that if a borrower country is not capable to pay back its external debt, debt payments (rescheduling or roll over) become connected to the country's economic performance. The country gets benefits out of it only partially from an upsurge in output or exports because a proportion of the increase is used for debt servicing and accrues to the creditors.

Lane (2000) provides a significant support for the anticipation of the literature that deals with the developing countries (LDCs) facing limited access to international credits. Specially, the principal relationship in the data is the tight positive connection between the levels of external debt and country output, which is the fundamental feature of many models of international credit rationing. Moreover, the major influence of trade openness on external debt is quite robust and has the natural understanding that more open economies are batter credit risks.

Chaudhary and Anwar (2000) have pointed out and investigated the problem of rising foreign debt burden in the region of South Asian. The increasing addiction of South Asian countries on external funds is apparent by their debt load and debt servicing to GDP ratios DS/GDP. The debt statistics are terrible and signify that these countries are on the threshold of economic bankruptcy. The ratios of debt to GDP as well as foreign exchange earnings both exhibit escalating trends of foreign reliance beyond sustainable level.

Pottillo, Poirson, and Ricci (2001) examine the consequences of debt on economic growth of a country. They analyze a variety of countries almost 93 for the time period of 1968 to 1998. Their conclusion suggests that haughty burden of debt impede economic growth, mainly due to decrease in the effectiveness of investment, not due to its volume.

Kemal (2001) explains the accumulation of debt and its propositions for economic development and poverty in Pakistan. The study demonstrates that debt accumulation (domestic as well as external) and debt servicing have an impact on the poor people adversely. The results of the study show that notwithstanding the fact that debt outstanding as a percentage of GDP of Pakistan surpasses that of all South Asian countries but it is not still distressing as to go for debt write off which impiles that Pakistan economy is able to service its debt.

Clements et al. (2003) and Cohen (1993) support the aforementioned impact of debt, as they view that the negative impact of debt on growth works not only through its impact on the stock of debt, but through the flow of service payments on debt as well, which are probably to 'crowd out' public investment. This is so due to service payments and repayments of external debt soak up resources and decrease public investments. The destructive side of debt servicing on growth is attributable to the drop of government expenditure consequential from debt-induced liquidity constraints.

Wijeweera, Dollery and Pathberiya (2005) find adverse impact of debt servicing on the economic growth but insignificant, the raison d'être is that the foreign indebtedness is not too soaring in Sri Lanka. The results show that the Sri Lanka is not in a position to have debt overhang problem. Furthermore, they conclude that there is no short run relationship between debt service payments and economic growth.

Friedman (2006) examines the persistence of the effects of fiscal shocks on deficit and indebtedness in the USA from time of 1960 to 2004 in four and five variables VAR models

inclusive of GDP growth, inflation, public expenditure or revenue items or the actual deficit, and the debt to GDP ratio. He discovers the size and persistence of fiscal shocks to the evolution of debt and deficit ratios and finds a high continuance in the reaction as in the current research.

Dogruel and Dogruel (2007) analyzed that, growth performance has a significant effect on external debt in selected Latin America and the Caribbean (LAC) and East Asian and Pacific (EAP) countries, and Turkey. This might be associated to integration of these economies with the world economy through liberalization. Nakatami & Herera, (2007) attempt to expose the facts that the burden and dynamics of external debt illustrate that they do not add much to financing economic development in developing countries (LDCs). In most of the cases, debt accumulates because of the servicing commitments and the principal amount itself. In view of ongoing discussion, external debt turns into a self-perpetuating mechanism of poverty spreading, work over-exploitation, and a constriction on development in developing countries.

Ayadi and Ayadi (2008) have summarized in their study that debt service to GDP ratio validated a negative relationship in conformity with theory and anticipation for South Africa economy. The debt stock, though, has a significantly sturdy positive relation with production growth confirming the advantageous impact of debt in South Africa. While in case of Nigeria, debt service exerts a positive, but statistically insignificant, impact on output of Nigeria and South Africa.

Emerging Market Monitor (2008) presents an economic outlook for Pakistan for the year 2008. It highlights that the default risk facing Pakistan's foreign debt can be attributed to plummeting currency, mounting fiscal, trade and current account deficits, growing inflation, low foreign exchange reserves, and a high degree of political risk.

Hameed, Ashraf and Chaudhary (2008) find that stagnant export and foreign exchange earnings, jointly with profound reliance on external resources, are the core factors contributing to the deterioration of the external debt variables. The towering debt burden has stemmed from mismanagement of resources, macroeconomic imbalances and loss of competitiveness in the international market.

Javid and Arif (2009) have offered a dynamic analysis of the hypothesis that fiscal spending enlargement is expansionary during the period 1970 to 2008 in Pakistan. The interest rates turn upward in the phase of expansionary fiscal spending. As government debt accumulates with fiscal expansion, the growing risk of default or escalating inflation risk reinforces crowding out through interest rates. In Uganda, country has performed tremendously well since the middle of 1990s. Uganda has also weathered the hurricane of the financial crisis well, as its macroeconomic variables such as debt, government deficits and economic growth have stayed stable. Uganda has gained from debt relief and its external debt to GNI ratio has remained lower during the international financial crisis, which has impact on the country but in a comparatively gentle way, in part due to the diversified nature of its exports. (Overseas Development Institute, London, 2010).

An analysis of immense debt changes in 19 advanced economies suggests a pattern of asymmetric contributions from the primary balance, interest-growth differential and stock-flow adjustment Debt surges were connected with curiously large stock-flow adjustments, demonstrating, perhaps, governments' propensity to hide deficits during periods of fiscal stress. Abbas, Belhocine , ElGanainy and Horton (2011).

Presbitero (2011) finds by applying multivariate analysis the evidence conferred in the article on the relations between total public debt and economic growth in low-and middle-

income economies is consistent with the existence of a debt overhang and a debt irrelevance zones, as already established with respect to external debt

Cordella, Ricci and Ruiz 2010 find that Industrialized economies are better capable than developing ones to borrow and employ domestic and foreign .financing in a creative way, without any macroeconomic instability whereas in developing countries the negative consequences of debt overhang are probably to offset the possible gains deriving from the availability of additional resources primarily due to institutional feature.

The above mentioned literature indicates that the problem of total external debt is worth of importance in achieving economic growth and it will be interesting to make analysis of external debt in military and democratic regime of Pakistan economy.

Historical Pattern of External Debt Trend and Economic Growth in Pakistan

In first twenty years after independence in 1947, Pakistan experienced apex growth rate in South Asian region. In 1965, Pakistan started to export more manufactured goods compared to Indonesia, Malaysia, Philippines, Thailand, and Turkey collectively. Pakistan economy enjoyed amazing level of growth rates over the succeeding decades. The growth rate in the 1980s remained over 6 percent annually, after the earliest of the 1990s it fell down on average 4 percent a year. Pakistan turned out to be the slowest growing country in South Asia region, and then Pakistan faced reverse situation of its previous performance. Never ending fiscal deficits became root for escalating debt and rising interest payments, which combined with defense expenditures to cut sharply into development spending (Pakistan Development Policy Review, 2002).

Table 3.1 demonstrates that in 1960s, Pakistan scored 6.77 percent followed by prudent economic policies and green revolution during Aube regime. The growth in GDP of Pakistan was observed on average 4.84 percent in 1970s. Pakistan economy experienced fluctuated economic growth. In the early of 1970's, there was a downward trend in the economic growth of Pakistan in consequence of political instability and the repercussions of 1971 war. Pakistan economy managed 6.45 percent GDP growth in the late 1970's and till 1988 on account of consistent economic policies and Afghanistan War. In subsequent years, it declined to 4.6 percent in 1990s coupled with the high overall fiscal deficit of 6-7 percent of GDP that had adverse consequence on the debt ratios. While in 2000's growth rate remained 4.8 %.(Malik, Hayat and Hayat 2010).

FIGURE 1 GROWTH OF PAKISTAN IN PERCENTAGE

GDP Growth of Pakistan in Percentage
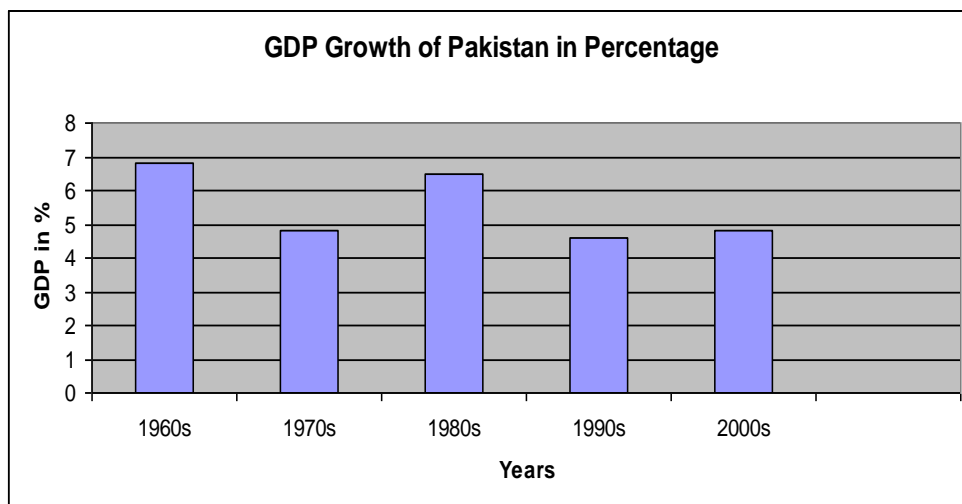
Source: Economic Survey of Pakistan 2009-10

Historically, the Government of Pakistan has been experiencing budget deficit since 1947. In earlier stages, debt was taken during Ayub regime to build up the dams and industrial developments. It was the only time in the history of Pakistan money acquired from a foreign country was utilized efficiently. However, situation totally changed after his tenure and the incident of separation of East Pakistan after 1971. These events brought harsh turn for the Pakistan economy. The foreign aid which Pakistan received was of two category's project specific and development programs. Pakistan also received most of its external economic support in subsequent years through the mix" consortium" deice organized by the International Bank for Reconstruction and Development (IBRD) in 1960. The consortium included Belgium, Canada, France, Italy, Japan, the Netherlands, the United Kingdom, the United States, West Germany, the World Bank, and the International Development Associations (IDA).(Fisher and Abbas , 1972).

Pakistan has a long history of dealing with large fiscal deficits. It had two undesirable effects: first a large increase of domestic debt to GDP ratio since 1974 and second a sharp increase in the interest cost. Theoretically speaking, on the domestic side, large deficits cause pushing up the inflation rate, interest rates, and dampening savings and private investment whereas concerning to external side, it tends to boost the current accounts deficits and external indebtedness. These advances in effect become the key factors to limit the performance of the economy in the long run (Ahmad 1994).

Table 1: External Debt and Current Accounts Deficits as Percentage Of GDP

Years	External Debt as % of GDP	Current Accounts Deficits as percentage of GDP
1970's	51.68	5.5
1980's	44.12	3.9
1990's	52.93	4.5
2000's	33.31	3.9

Source: Economic Survey of Pakistan 2010-2011

In the 2000s decade, there was observed reduction in the total stock of external debt and foreign exchange liabilities in Pakistan from 51.7 percent of GDP at end June 2000 to 28.1 percent by end June 2007 and it again turned down to 26.9 percent of GDP end March 2008. The growth at an average of 1.3 percent was reported in external debt and foreign exchange liabilities (EDL) since 2001 to 2007. Nevertheless, the EDL increased at an exceptional pace of 13.3 percent during the preceding nine month July –March 2007- 2008, the ever highest in a single decade. The endeavors made by the debt management were supported by the increase in the foreign exchange earnings between the time spell of 2001 and 2007. For instance, the EDL as a percentage of foreign exchange earnings which were reported 297.0 percent in 1999-2000, reduced to 127.1 percent at the end March 2008. Despite this favorable development, the fiscal year 2007-2008 has been hard-hitting for the debt management of Pakistan. A sharp reduction in non debt creating inflows was viewed to finance the highest ever current accounts deficit in recent economic history in the same fiscal year. Therefore, the feasible option was debt creating inflows or less dependence on foreign exchange reserves to curb the issue of ever highest current accounts deficits. In the subsequent years, external debt and foreign exchange liabilities reported $55.9 billion at the end of the June 2010 and further it increased to $59.9 billion in the end of the march 2011 while Pakistan witnessed decrease in EDL as a percentage of GDP from 51.7 % at the end of the fiscal year 2000 to 28.2% till the end of March 2011.Between 2010 and 2011, EDL has risen in nominal terms but declined on the subject of GDP. This situation played critical

role supported by current account deficit and steadiness in exchange rate at part of debt burden of Pakistan economy. Pakistan economy reduced its debt burden facilitated by comparatively stable rupee and significant drop in financing the current account. Pakistan has sustained its foreign exchange reserves and prevented the economy from any further unpleasant situation in an association with International Monitory Fund (IMF) Stand-By Arrangement (SBA) but it further caused substantial rise in total external debt. (Economic Survey 2010 - 2011).

Methodology

The present study focuses on the impact macroeconomic variables on external debt of Pakistan economy in military as well as democratic regime. Model 1 Co-integration Analysis, investigates the long run associations between the macroeconomic variables and external debt in general while Model 2, Ratio Analysis is applied to measure the debt burden and debt service capacity of Pakistan economy in both regimes separately through six ratios: i) external debt outstanding to GNP, ED/GNP ii) External debt to exports ED/EP iii) debt service payment to exports DS/EP, iv) debt service payment to GNP, DSP/GNP v) international reserves to external debt ratio IR/ED and vi) international reserves to imports IR/IP.

Model 1: Co-integration Analysis

Johansen Co-integration analysis and Error correction model (ECM) is applied for the period 1972 to 2010 to analyze the long run relationship between total external debt, imports, exports, international reserves, GNP and external debt servicing. The general requirement for the application of co-integration method is to have same order of integration of variables at hand. A time series data set, if stationary after being differenced once is understood to be integrated of order 1 and is, represented as I (1).

The ADF results present that all the variables are non stationarity at differences. All variables tabulated values are greater than calculated value which reveals the significance.

Table 2: Unit Root Tests: Level Form and First Difference

Variables	Level	First Difference	Conclusion	Level	1st Difference	Conclusion
		ADF			PP	
ED	1.05	-3.9*	I(1)	1.68	-3.06*	I(1)
IP	0.11	-3.8*	I(1)	-0.16	-4.34*	I(1)
EP	0.80	-5.5*	I(1)	0.90	-4.17*	I(1)
IR	0.71	-5.22*	I(1)	0.68	-6.16*	I(1)
GNP	-0.65	-6.5*	I(1)	-0.67	-5.69-	I(1)
EDS	-1.26	-5.9*	I(1)	-1.39	-9.0*	I(1)

Note: The * indicates significance at 1%. MacKinnon (1991) critical values for rejection of hypothesis of a unit root for both ADF and PP at 10%, 5% and 1% level of significance at constant and trend are -2.60,-2.94, -3.62 respectively.

Since the variables in the model are non-stationary and are integrated of same order, that is integrated of order one, we now apply the Johansen co-integration test to determine the long term relationship between the variables.

The Johansen co-integration model was applied. The maximum Eigen values criteria are used and likelihood ratio test is applied to test no co-integrating vector against the alternate hypothesis. The results are reported in Table 3 indicate that there are three co-integrating vectors. Therefore, there exists long run relationship between external debt, imports, exports, international reserves, GNP and external debt servicing.

Table 3 Johansen Co-integration Results

Eigenvalue	Likelihood Ratio	5 Percent Critical Value	1 Percent Critical Value	Hypothesizied No. of CE(s)
0.929447	224.3373	104.94	114.36	None **
0.896076	139.4925	77.74	85.78	At most 1 **
0.704719	67.04139	54.64	61.24	At most 2 **
0.495291	28.00694	34.55	40.49	At most 3
0.166586	6.126183	18.17	23.46	At most 4
0.009176	0.294978	3.74	6.4	At most 5

*(**) denotes rejection of the hypothesis at 5%(1%) significance level. L.R. test indicates 4 Co integrating equation(s) at 5% significance level

Error Correction Model

Once the co-integrating vectors have been estimated among external debt, imports, exports, international reserves, GNP and external debt servicing one can proceed to carry out VECM analysis. If variables in the system are non-stationary and co-integrated then Error correction model can be applied. The VECM results present the short run dynamics and error adjustment if there is some disequilibrium. The results of error correction model given in Table-3 confirm the co-integration results and indicate the presence of error correction term for "external debt, imports, exports, international reserves GNP and external debt servicing".

Table 4 reveals the normalised co-integration results with respect to external debt. "0.47" indicates that, about 47% of the previous disequilibrium has been removed in the present period for external debt. The results of the error adjustments show that external debt, imports, export and international reserves have negative significant error correction terms indicating that when disequilibrium occurs these policy variables adjust significantly in the long run path and lead to long run equilibrium path. This further confirms the existence of co-integration among these macro economic variables.

Table 4: Error Correction Model

Co-integrating Eq:	ED(-1)	EDS(-1)	EPGS(-1)	GNP(-1)	IPGS(-1)	IR(-1)
CointEq1	1.00000	-0.473439	-3.216364	-0.17417	0.013102	2.236566
		-0.87718	-0.3362	-0.03354	-0.13709	-0.34238
		(-0.53973)	(-9.56676)	(-5.19335)	-0.09557	-6.53231
Error Correction:	D(ED)	D(EDS)	D(EPGS)	D(GNP)	D(IPGS)	D(IR)
CointEq1	-0.332838	0.001804	0.200048	0.681103	0.917246	-0.52522
	-0.11271	-0.06883	-0.08372	-0.81409	-0.17641	-0.12187
	(-2.95293)	-0.02621	-2.3895	-0.83665	-5.19939	(-4.30960)

The statistical values of t-statistics for some of our variables are significant in lag 1 and lag 2 as well. The higher values of F-statistics make all the lag terms of model statistically significant and show the long run impact on the external debt. The coefficient of determination R-squared values of our variables is lying between 0 and 1 which shows the goodness of fit of model. R-squared is 87%.

Model-2   Ratio Analysis
Ratio Analysis of Democratic Regime of Pakistan Economy

The Ratio Analysis was applied to calculate different economic ratios in democratic regime. The ratio of external debt to Gross national product ED/GNP provides an indicator of country's debt-servicing capacity in the long run. In the Bhutto regime, this ratio increases in Pakistan mainly due to the poor performance of the economy. The core problems were nationalization and outside movement of potential domestic investors. Side by side, economy also witnessed GNP average growth 4.8%. In next democratic regime comprised on Benazir Bhutto and Nawaz Sharif in 1989 to 1999, in this period, this ratio moved upward due to capitalized interest in debt stock as result of debt rescheduling agreement with the donors. At the end of last 2000s decade of Zardari regime, though external debt increased historically but due to high nominal GNP, ratio seems declined.

The ratio of debt outstanding to exoprts ED/EPGS is a basic measure of the level of indebtedness of economy and regarded as an important measure of risk incurred at part of the lenders. A debtor country is likely to face a high risk of running up arrears when its ratio of debt to exports exceeds the level of 200% (William Cline 1985). This ratio started to decline little for Pakistan during the Bhutto regime reflecting an appreciation in the long term debt servicing capacity of Pakistan and export expansions. In Benazir Bhutto and Nawaz sheriff regime this ratio was observed more than 200% which implies the degree of risk for Pakistan economy mainly due to the low diversification in exports. In the last of 2000s decade, this ratio was almost closed to 200% due to low inflows of foreign debt.

An external debt service ratio to exports EDS/EPGS if less than10% considered to be a desirable for the economy, ratio more than 20% regarded as the upper limit which further increases the stakes of economy (Rasheed 1996). Pakistan economy experienced declining EDS/EPGS ratio as a result of the good exports performance in agricultural, primary and manufactured goods and remittances abroad in Bhutto regime while in the time of Benazir Bhutto and Nawaz Sharif external debt service to exports remained closed to upper limit due to high external debt servicing burden on economy. It declined to less than 10% at the end of 2000s because of the high remittances abroad especially from Middle East, combination of re-profiling of Paris Club bilateral debt on long term debt, substantial write off US bilateral debt stock, prepayment of expensive debt and shift in contracting new loans on concessional terms, debt servicing helped to improve this ratio.

The ratio of external-debt-servicing to GNP, EDS/GNP takes into account the productive capacity of whole economy. This implication is that if GNP is growing much faster than growth in the external debt, it may not pose any serious problem. Pakistan has been successful in reducing or stabilizing these ratios between 3% – 4% during in all democratic tenures mainly due to annual accumulation of high debt, higher cost and lower maturity loans.

International reserves act as a buffer against fluctuation against in foreign exchange earnings. A country with a high ratio of international reserves to external debt IR/ED or high ratio of international reserves to imports IR/IPGS would be in far batter position to service its debt. Both these ratios for Pakistan had an upward trend in Bhutto regime but these ratios declined in Benazir and Nawaz regime due to the reason of high debt and increasing trend in exchange rate. In Zardari regime, these ratios till 2010 were well enough mainly due to coalition support program, decline in international prices of oil and high exports.

Ratio Analysis of Military regime of Pakistan economy:

The ratio of ED/GNP external debt outstanding to GNP provides an indicator of country's debt-servicing capacity in the long run. In 1980s General Zia ul Haq regime, ratio declined markedly with the batter performance of economy as deregulation of inefficient

industries contribution in the national income. In earliest of 2000,s General Pervaiz Musharaf time, this ratio declined due to increasing trend in the nominal GNP, success in reducing the rising trend in external debt, Fiscal Responsibility and Debt Limitation (FRDL) Act 2005 and Export Development Strategy.

The ratio of debt outstanding to exports ED/EPGS is a basic measure of the level of indebtedness of economy and regarded as an important measure of risk incurred at part of lenders. A debtor country is likely to face a high risk of running up arrears when its ratio of debt to exports exceeds the level of 200% (William Cline 1985). In last two military regime, most of the time, Pakistan experienced high ratio than 200% which rank Pakistan economy at high risk mainly due to the low diversification in exports and rising trend in external debt.

An external debt service ratio to exports EDS/EPGS is concerned. In Zia regime, Pakistan economy experienced high trend in EDS/EPGS ratio as a result of increasing trend in external debt servicing comparatively low level of remittances and exports. But in Musharaf tenure, this ratio started to decline to and reached closer to 10% in mid of 2000s because of the high remittances abroad especially from Middle East, combination of re-profiling of Paris Club bilateral debt on long term debt, substantial write off US bilateral debt stock, prepayment of expensive debt and shift in contracting new loans on concessional terms, debt servicing helped to improve this ratio.

The ratio of external-debt-servicing to GNP, EDS/GNP takes into account the productive capacity of whole economy. This implication is that if GNP is growing much faster than growth in the external debt, it may not pose any serious problem. Pakistan has not been successful in reducing or stabilizing these ratios between 4% – 5% during General Zia time the due to annual accumulation of high debt While in Musharaf time this ratio was little lower higher due to the rising trend in external debt , unstable exchange rate and lower maturity loans.

International reserves act as a buffer against fluctuation against in foreign exchange earnings. A country with a high ratio of international reserves to external debt IR/ED or high ratio of international reserves to imports IR/IPGS would be in far batter position to service its debt. Both these ratios for Pakistan had an upward rend in military regime. In the Musharaf tenure, these ratios were more handsome than General Zia. This improvement in reserves can also be attributed to account valuation impact and benefited from lower current account financing requirement and inflows from IMF Emergency Natural Disaster Funds (ENDF) and Coalition Support Program (CSP) also, high exports and remittances.

Conclusion

In the present study the macro economic variables are analyzed in the democratic and military regime of Pakistan economy for the period 1970 to 2010. The democratic regime consisted on Benazir Bhutto and Nawaz Sharif regime while Military regime covers the tenure of General Zia ul Haq and General Pervaiz Musharaf. For the analysis of the long run association among macro economic variables, Co-integration analysis was applied. While to measure the debt burden and debt service capacity of Pakistan economy, ratio analysis was applied in the autocratic and democratic regimes.

The analysis begins by analyzing the impact of macroeconomic variables on external debt. The results show that there exists long run relationship between external debt, imports, exports, international reserves, GNP and external debt servicing. The results of the error adjustments show that external debt, imports, export and international reserves have negative significant error correction terms indicating that when disequilibrium occurs these policy

variables adjust significantly in the long run path and lead to long run equilibrium path. This further confirms the existence of co-integration among these macro economic variables.

The ratio analysis reveals that Total External Debt (ED) Outstanding to GNP, External Debt to Exports, Debt Service Payment to Exports, Debt Service Payment to GNP, International Reserves to Debt Service Ratio and International Reserves to Imports were much batter in military regimes while these ratios were not managed prudently in the democratic regime. On the whole, results of the study show that macro economic variables are much important to determine the level of external debt which further affects the economic growth of the economy.

To end with, debt diminution in the external debt to sustainable levels will not be possible without sustainable economic growth. Rising debt burden and concurrent negative impact on the debt servicing capacity of the economy are core outcome of lower economic growth. Government of Pakistan has to adopt comprehensive strategies for economic revival and debt reduction. The sustainable economic growth is very much important to ensure debt sustainability.

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University Evaluation: an important indicator towards Quality in higher Education

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Abstract

Evaluation is to improve not to prove – Eigen Guba. University evaluation is a widely accepted mechanism for assuring quality in higher education. The objective of this paper is of two folds: first is to describe the benefits and weaknesses of prevailing models in the different part of Europe which are being implemented through their quality offices and second is to sketch certain meaningful outlines about how to commence university evaluation practices in Pakistan. In the beginning, process of university appraisal faced resistance, especially in Greece, Germany and in Eastern part of Europe because the academicians take it as a threat to their employment. Now it is undoubted that the process of university appraisal has gained tremendous acceptance in the countries having advance higher education system like America, Central and Western Europe and in Asia pacific region. The roots of this mechanism can be found in the Carnegie classification of higher education and the accreditation process in the USA. Then Europe followed the same model with certain modification according to their needs. France, Netherlands, Denmark and the United Kingdom were the main players to start this move. The Bologna process in Europe contributed a lot to develop the university evaluation process. The method of this research is based on the analysis of data, collected from different European quality offices during doctoral study.

Key Words: University Evaluation, Bologna Process, Accreditation, Quality assurance, Higher Education

Introduction

The term "*education*" has various purposes, ranging from bringing a positive change in behaviour to restructuring a society and this depends on the purpose for which the expression is being exercised. The most common purpose of education according to researcher is, "*the process by which societies transfer knowledge, skills and culture to its younger generation*" for the adjustment to civilization and the same is being done through educational institutions by a conscious effort. Because of their vital functioning, academic institutions are considered as the "*sensitive organs*" of a society because they quickly feel change, happening around the globe. These educational organizations prepare individual of a society to serve two functions, first to accept change and second is to create a defensive mechanism to save the inherited culture of any society. Since the educational establishments have abilities to influence the environment and grace of this characteristic they are treated as the living organism (Morin, 1990). Since they work for humans and they have consciousness and this serves for the educational institutions as well in the form of "*university evaluation.*" The question is why every society gives emphasis to education and the answer can be seen in the analysis of culture given by Ralph Linton in the study of man (Smith, B., Stanely, W., and Shores, J. 1957). Generally, a culture is composed of three essential elements: "*universal, specialities and alternatives.*" Universal are those elements

of a culture which are generally exercised by a majority of the adult population like the food we eat, dresses we wear, religion we practice, ways of greeting, and the tradition by which one educate their children**.** Since, education is a universal element of a culture, so one cannot isolate it from the society and the culture. Thus to protect culture, modification in the curriculum and the aim of the education is vital. There is a gradual evolution from "*education for intellectual development to education for professional development* or simply *education for employment*" and this change has supported the idea of Adam Smith, "*Education as an investment*." The basic theme is that education returns its investment like a factory, but long as that of an industrial unit, not only to individuals but to societies as well. Education for employment has modified the thinking of organization as well as a common man because universities have started to think public as clients and ultimately the consumers have also started to consider "universities like a supermarkets" (Maret, 2007, Brennan,J. and Patel,K. 2011) and furthermore the knowledge based economy has opened new "market opportunities." That is why universities are moving towards branding and we can see the different trade name or slogans like, "top-tier university", "top-ranked university", "elite university", "leading university", "world-renown university", "world-acclaimed university" etc., (Sadlak, J. and Cai,L., 2007). Certain states like France and Germany have taken interest to restructure their universities because these governments wish to include their universities at the top in the ranking list, if not all, at least one. However, to acquire any of the above stated "title", universities have to fulfil certain evaluative process, e.g. the simple process of "accreditation" or a relatively complex process of "university ranking" and with a modest and popular method called, "*university evaluation*." Basically, these are the measures a university has to take in achieving quality or to "*enjoy academic freedom*." Thus "institutional appraisal" is similar to the concept of "right and responsibilities." But let us consider it as a research question, whether the quality issue is a new arrival or it is an inherent part of an educational system and if phenomenon of quality is a by default characteristic, then why there are notions like "Universities on the Cat Walk" (Coates, 2007). Although we may assume, quality as an intrinsic part of an organization, which is a simple answer, because organization excellence is a conscious effort. While, the extrinsic reinforcement to enhance "quality" is an intentional effort to commercialize higher education like, a private producer knows the "importance of quality" for his article before marketing. Sooner or later universities will have to move towards the phenomenon of "Quality." Consequently, such types of movement will push universities to create competition within and among HEIs and there is a consensus among quality mangers that the same can be done through "*university evaluation*." European universities enjoy the privilege of university independence and academic freedom by passing through both types of evaluation, i.e. "Internal and external evaluation" through their respective quality assurance offices, which also provide the guarantee of the political independence from the state. In fact, the process of university evaluation is a harmony between academic knowledge and academic reputation. That is why; evaluation serves various purposes such as, appraisal of different programs and institutions, certification of student, ranking of students and academic institutions, evaluation for selection, recruitment, promotion and allocation of rewards, maintaining a common standard within the higher education system or it may be used for scholastic improvement. It is evident that appraisal is a key component for a university to progress and without evaluation, ranking of any kind, from students to university is impossible. Due to differences in nature between university evaluation, ranking and accountability, the scope of the university evaluation is broader as compared to that of the accountability, because the concept of accountability revolves around a particular person or some

time it may be limited to financial issues and in certain cases the concept of reward or punishment accompanied. While the mechanism of evaluation covers the whole system, thus Evaluation provides relatively in depth information about an institution. Generally, evaluation is divided into two main themes: summative and formative. The Summative evaluation is a "decision-oriented" while formative evaluation is a "development-oriented" approach. The primary focus of the universities "should be the production and diffusion of knowledge as stated by Humboldt (Kawaguchi, 2008). Evaluation should assess: are universities achieving Humboldt objectives or not?"

Objectives and Methodology

For this research article there are two vivid objectives. First is to describe the benefits and weaknesses of the prevailing university evaluation models in Europe, which are being implemented through their quality offices, so that we may compare our standing as opposed to different parts of Europe, like eastern, western or central Europe. The second objective is to sketch certain meaningful outlines, about how HEC can commence institutional evaluation practices in Pakistan. This article is a part of my doctoral research and the data obtained from fifteen quality offices of different European states. These offices were visited in person and information was gathered from high up of quality agencies.

Theoretical aspect of Evaluation

The concept of university evaluation is not new, however the certain dynamics have changed. In the early days, institutions were evaluated in terms of students' enrolment in order to allocate finance and staff. The teachers were evaluated in terms of the annual performance report (APR) and these are the traditional forms of evaluation (Malicet, 1997). In Europe the idea of "evaluative state" was given by Neave in the late 1980s (Neave, 1988). This means that organizational head is responsible for administrative decision or action taken for the betterment of an establishment. With the massification of universities, insertion of professional quality managers and public awareness about the importance of higher education, the conventional methods of appraisal were insufficient and there is a need to find creative ways so that appraisal can be done in a professional manner. The creation of various evaluation models is the fruit of cooperation among experts. Subsequently the methodology, philosophy, and politics of evaluation changed between the sixties and nineties (House. R, 1990) and this has changed the dimension of evaluation from monolithic to pluralistic notion with multiple methods and criteria. During 1980s, the pure concept of evaluation was given by bureaucrats in the dictionary of modern thoughts (Bullock, 1988). As a result an evaluator has to think beyond the learner and curriculum evaluation. The major purpose of evaluation is to provide judgement about an issue, object, policy, a program or an institution. It is a process of determining up to what extent the educational objectives or an institutional philosophy have been realized (Tylor, 1950) and this support the well established fact of "evaluation by objectives". The same can be stated as, "the information provided for decision making" (Cronbach, 1963 and Alkin, 1969). This is a proactive approach and is also called formative evaluation (Stufflebeam D., and Shinkfield A. 2007). The followers of summative evaluation define it as "the process of determining the merit, worth or the value of some product" (Eisner, 1975, & House, R. 1980). So, evaluation is an activity having both judgement and description (Guba and Lincoln 1981). Other than formative and summative evaluation there is a third form of evaluation that is called administrative evaluation, where senior evaluates juniors but the converse is not true. To avoid favouritism in evaluation, it can be defined as the systematic investigation of merit or worth of any object. The judgmental nature during evaluation is hard to eradicate, that is why evaluation is qualitative in

nature (Abernot, 1988). He confined himself to academic evaluation having three significant roles: first, it indicates students' result; second, it provides the qualitative data in the form of teachers' opinion like participatory or regular, whereas the third one is the teachers' general perception about his students for instance average, intelligent etc. In researcher's opinion second and third expressions is closer, so in scholastic perspective evaluation has two purposes: evaluation for precision and evaluation for approximation. The purpose of evaluation should be to help someone in improving and then evaluation is an examination conducted to assist in improving the program. Keeping in view the improving side, one can refute about the misconception that evaluation is judgmental in nature. In evaluation one should try to evaluate the positive aspect instead of the dark side. Eigen Guba has supported same theme by considering that "Evaluation is to improve, not to prove." This is clear that the judgmental nature of evaluation may create anxiety among others. The evaluation of higher education revolves around the four fundamental questions that are based on 'fitness for purpose' approach. The first question is what are the mission and objectives of an institution? Are the objectives justified and valid? The third question reveal working, Is there a dynamic system of internal quality assurance? The fourth question deals with, whether university has the ability or capacity to change in order to overcome its shortcoming so that the system may achieve the targeted objectives and whether the system is able to identify new objectives. Is it proactive or simply reactive? Although the literary purpose of university evaluation is either accountability or improvement, but there are hidden objectives of university evaluation as well (Amaral, 2008).

European perspective about Quality through institutional evaluation

Evaluation is a capital component of quality and evaluative environment is an essential element for universities: either for the routine verification or in the form of maintenance mode (Amaral. A., and Rosa, 2008). The appropriate and formal procedure of evaluation in higher came around 1990s and a regular debate was started over the rationale of evaluation. The basic query was, either it will serve the purpose of improvement or it will be a political instrument of control. Although, there were two schools of thought regarding the evaluation in Europe: there is a group of thinkers who believe the existence of "evaluative state" in Europe (Neav, G. 1988). He was in favour that the system of university evaluation is always there and it is not something which is incorporated externally and it is an intrinsic part of policy making. On the other hand, there was a school of thought from Germany and Czech Republic who has cultivated the myth for longer time that universities are of the same quality (Federkeil and BÖling, 2007, Šebkova, 2004). That is the reason due to which, Germany and Czech Republic are a little behind in the process of university evaluation. Even though, quality is one reason of university evaluation, and there are many other reasons such as, gradual retreat from welfare states, public expenditure constraints, globalization, the growth of transnational education, increasing pressure for international or cross national recognition of qualification (Harvey, 2004). The increasing economic crisis is forcing all governments to use the available resources efficiently for national economic prosperity.

There was not a single quality assurance agency till the beginning of 1990s. The institutional evaluation programme (IEP) was launched by the CRE Association of European Union in 1993, for its member state and later in 2001 the Association of European Union and the European Union Rectors' Conference merged into a new organization– the European University Association (EUA) (Sursock & Amaral, 2008). The landscape of quality assurance relating to higher education was totally different from present scenario. There were newly established quality assurance agencies in a handful pick countries, like Denmark, France, the Netherlands

and the United Kingdom and they are considered as the pioneer of the field. Other countries were trying to establish these quality agencies and among them Sweden and Spain while Finland and Norway were conducting a pilot project for the future quality agency (Kristoffersen, 2010). The need of quality was observed in late 1980s, when the higher education system became massive and functions of higher education system started to multiply for instance the number of university students increased, the feeling of new higher education institutions, the higher education status given to some colleges, establishment of private institutions along with public institution and increase number of professors and students has replaced the formal elite system of higher education (Trow, 1996). The Erasmus programme was another motive to start the quality movement in Europe because the member states desired to increase students' mobility (Kristoffersen, 2010). There were two apparent threats to this proposal, first if the host country will recognize education as equivalent to the study from the native country and second the states wanted assurance that courses studied in other countries will be equivalent and appropriate in quality. To study the dynamics of higher education, the European commission has started a number of pilot projects and the first project was about the quality assurance taken by the European council of ministers under Dutch presidency in 1991. This pilot project was basically a quality assurance survey on Education, Training and quality assurance mechanism in the members' state. The findings were not so encouraging because only few member states have introduced the external quality assurance mechanism. The commission then decided to increase these pilot projects and experts group then proposed to review teaching and learning in selected disciplines using a common approach of evaluation. This project was approved in 1994. The four leading countries, France, Denmark, the Netherlands and the U.K were given responsibility to formulate the guidelines for evaluation. The project focused on classroom observation, including peer review and fit was recommended that the management group will provide training to the peers. There were 17 countries in the project and among them 15 were member states at that time, along with Norway and Iceland and 46 institutions of different countries were evaluated. Final conclusions were presented at a conference on the Canary Island in 1995 with the recommendation that member countries will exchange information, provider peer, and transfer experience and methodological development. The conference was ended with four suggestions: First, to create awareness about the need for evaluation, second to improve the existing system of evaluation, third to transfer and share of experience within the European member states and lastly to give evaluation a European dimension.

Later we see some big changes in the field of evaluation when European ministers of higher education signed a historical Bologna accord and they established European association for quality assurance (ENQA) in 2000 and later for meta evaluation they organized, European quality assurance register EQAR and these efforts have multiplied the process of evaluation. These steps were legalised and institutionalized. Moreover, they were forced to follow the process of university evaluation.

Evaluation models used by Different quality agencies in Europe

Before starting appraisal evaluator imperatively considers which component they are going to judge. While considering evaluation of higher education institutions, "*Input, process and output*" are three principal factors that encompass the system of evaluation. Indeed, input usually represents those areas that are concerned with basic infrastructure or facilities, for instance quantity and quality of books available in libraries, access to online journals, informative facilities of computer laboratories and the Internet, the number of laboratories established etc. The second factor is an important step by which an institution translates stated

objectives (set by the States) into policies and the converse is also true, universities translate the state guidelines into short, medium or long term objectives. Nevertheless, process factor has another dimension, and it is about university governance i.e. how a university proactively implements government policies. It is possible that by considering the mid variable (process), the other two variables can be controlled and the system may function automatically. If we analyse deeply, the main input in universities is the students apart from the resources and the output also the students. So the emphasis on the process factor seems to be logical. The final step is the "*output factor*." Other than discovers, inventions and patents, students are the main output of an educational institution. The output factor determines what sorts of changes had been taking place after spending a certain period of time in an institution. This product is quite different from that of industry due to capricious human nature. To accomplish any of the above stated factors, the team follows certain model, criteria, plan, or guidelines provided by the concerned quality agency. It was observed that before the existence of the European association for quality assurance (ENQA) there was hardly any consensus over the model of evaluation used by the quality agencies. The traces can even be seen today. For example, Austrian and Finland agencies use the "audit model." It is the type of verification where certain experts called auditors try to inspect the different areas like administration, academic, program or financial etc. Initially, certain trained people from the relevant agency can participate in this activity, but after the objection from the academic community they started to include the peer from the intellectual side. In Finland, institutions with two good audit reports can have the status of "Centre of excellence" which is a great honour. When someone describes the audit model, the mind shifts naturally towards financial aspect only and this is the feeble side of this model. It is difficult to provide justification that the said form encompasses all the areas to be evaluated. Second the word auditor creates a sense of insecurity among teachers. The Flemish part of Belgium uses the guidelines/ criteria given by the minister of education through peers and they have no right to alter these standards. Institutional evaluation is a state law and the universities have to conduct an evaluation once in a five year time. While, the French part of Belgium uses a formative approach and according to this approach program, department or an institute is evaluated before commencement because the agency wants to provide prior information. Although this is a proactive approach but the real weakness of the courses or a program comes to surface after the completion of the first cycle. This means the single approach cannot bring forth the true evaluative picture. Schools' evaluation is another distinctive feature of this agency. It is evident that France, the United Kingdom, Holland and Denmark are the pioneer in this field. Apparently they used the peer review model, but along with peer review; they used different methods to enhance quality which remains hidden. For example French representative said that they used a mixture of various models and mainly they focus on SWOT analysis (strength, weaknesses, opportunities, and threat). While the Swedish agency focuses on the outcome model, the Swedish quality agency is different from other competitors because they have achieved the first two phases, i.e. Input and the process factor and now they are moving towards the output factor where they want to calculate the cost of per student per course. This is because of their vision to keep the Swedish brand famous around the globe like Volvo, IKEA etc. Those who are beginners follow European Standards and Guidelines (ESG).

Table 1: European standards and guidelines

S.No	*ESG for internal quality assurance within HEIs*	*ESG for External quality assurance within HEIs*
1	Internal quality mechanisms	Internal quality assurance procedure
2	Periodic Review	Development of external quality assurance process
3	Students' assessment	Selection of criteria
4	Quality assurance of teaching staff	Procedure
5	Learning resources and Students' support	Report writing
6	Information system	Follow up procedure
7	Public information	Periodic review
8		Agency's research and improvement mechanism

All the models used at present in Europe either it is outcome model by Sweden, the formative by the French part of Belgium, or the audit by the Finland, Austria or England or the four-stages by the Hungarian. The main component is "peer review." Since each states wants to develop a different brand of evaluation to sell in the evaluation market of higher education because it has the potential to flourish in the coming days. In spite of unanimity, certain resistance is there, for instance the Polish agency considers that ENQA is a political body and they prefer European quality assurance register EQAR. Similarly, Swedish agency is moving towards "output" and they did not allow a right of appeal to institutions against evaluation. Likewise, Germany is thinking to move towards "Consultation" and the UK wants to shift towards "briefing papers" instead of internal evaluation etc. In spite of all the constraints, the brand name and their owner will definitely count in future.

Table2: Model of evaluation used for evaluation of HEIs (Higher education institutions)

Country	Peer Review	European Standards and Guidelines	Audit model	Formative evaluation	Four stages
UK	√	√	X	X	√
Holland	√	√	X	X	√
France	√	√	X	X	√
Belgium (FL)	√	X	X	X	√
Portugal	√	√	X	X	√
Switzerland	√	√	X	X	√
Austria	√	√	√	X	√
Germany	√	√	X	X	√
Poland	√	√	X	√	√
Italy	√	√	X	X	√
Spain	√	√	X	X	√
Finland	√	√	√	X	√
Belgium(Fr)	√	X	X	√	√
Hungry	√	√	X	X	√

In the above table it should be kept in mind that peer review, European standards and guidelines (ESG) are the segments of the four stage model. The word "model" has many interpretations, but unanimously this is used as "a standard or example for imitation or comparison.[11]" Sometimes it may also be considered as the symbolic or graphical representation between different variables. Actually a model is the composition of outlines that tell how an evaluator or others think about certain processes (Vial, 2001). About 40% of the quality agencies are following *"European standard and guidelines"* but this is not a model. These are the general

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[11] Dictionary.reference.com

frameworks which are being used to bring the European higher education on the same page of quality.

Four stages Model of Evaluation:

The concept of university evaluation (not accreditation) in Europe is a relatively an emerging field of study as compared to United State but the concept of university evaluation is extracted from the American accreditation style. It was in early 1990s, when the CRE Association of European Universities (Currently EUA), launched the institutional Evaluation program as an activity of its member institution to observe the quality under the Dutch presidency. The model used by ENQA for quality assurance is called the "*four-stage model*" which is the refined product of the Bologna process. There are four different stages, including: "the self-evaluation report, the site visit by peer review, publication of the evaluation report and the follow up." Due to these four steps it is called the four-stage model. Since finances are involved in this process of evaluation and agencies have to pay remuneration to national and international reviewers, so agencies having sufficient resources like to include international reviewer in their panel, while countries or agencies having limited resources prefer national reviewers in their panel in spite of clear guidelines by ENQA, they have to include 20% European or international reviewer. The latest version of the four-stage model according to European standards and guidelines is described in the following diagram:

First Stage	→	**Self Evaluation**	→	**Universities are responsible**
Second Stage	→	**Site Visit (Peer Review)**	→	**External Peer Review**
Third Stage	→	**Report writing and Publication**	→	**Evaluation Committee and Quality agencies**
Fourth Stage	→	**Follow–Up**	→	**Agencies' Responsibility**
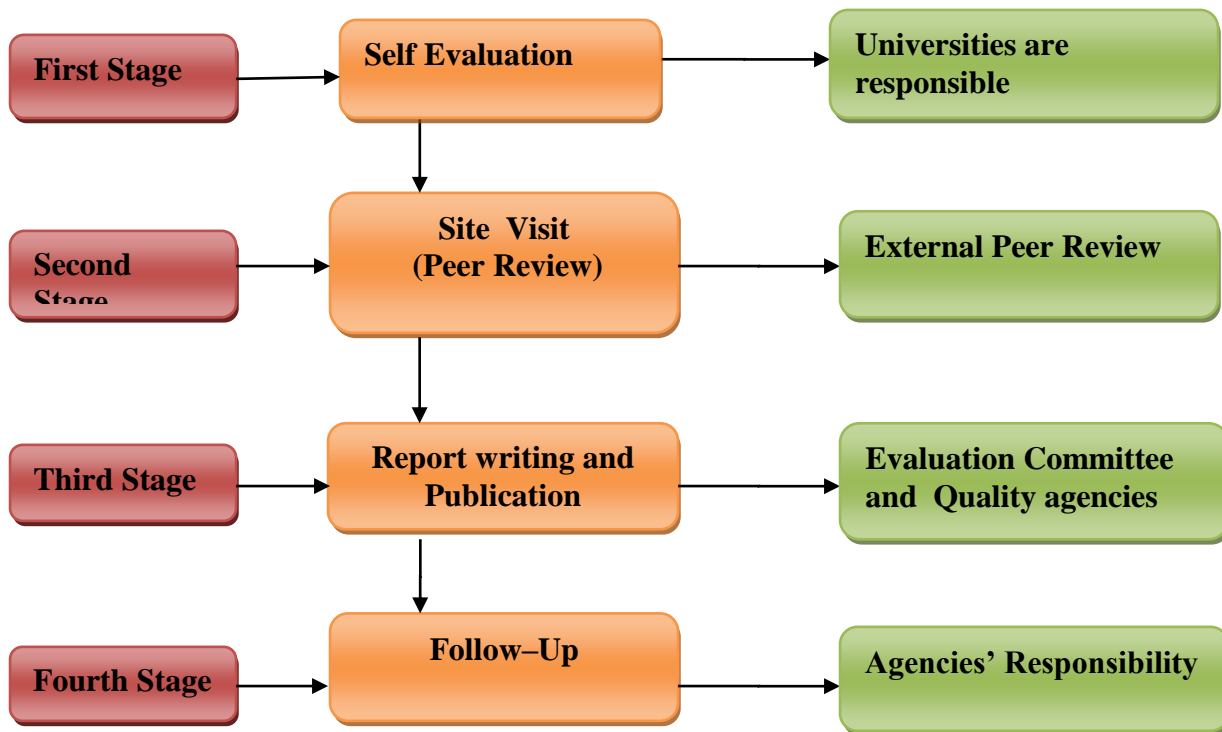
Stages	Activities	Actors

Fig: Four-stage models of evaluation

Guidelines for evaluation of HEIs in Pakistan

The researcher would like to present an idea relating to external evaluation for HEIs. Presently the universities in Europe have a varied cycle of appraisal i.e. from five to eight year cycle (eight years in case of French community of Belgium). This means a university has to conduct an evaluation activity after every five years. In university development, the role of "leadership" plays a vital role and vice chancellor in Pakistani culture remains the final authority in decision-making. The leader of the university is like a window of to and fro to the world. The intellectual depth and vision are reflected in the quality of the university. It is clear from history; the greater universities are led by renowned president. According to the president of the Yale University, Harvard University would not be a World-class University without considering the effective role and efforts of its late president, "Charles William Eliot" (Victor, 2007). Similarly, the President of Peking University, Cai Yuan-Pei set two things; first he modernized the Peking University and second formulated the guidelines for other Chinese universities. Actually, these are the presidents who changed these simple intellectual houses into intellectual and economic engines for social advancement.

The head of an institution is responsible on two ends; first he receives government policies, process these guidelines and produce the results for the state and second he is responsible for every action that takes place within a campus. Universities are nothing without leaders who make the institutions world famous like Harvard, MIT, Cambridge, Oxford, the Sorbonne etc by the grace of their vision and exemplary leadership.

So the University will be evaluated either under the leadership of Mr. X or Mr. Y. That is why, experts like Stufflebeam and Shinkfield (2007) described two types of evaluation with reference to its use, summative evaluation for accountability and formative evaluation for improvement. Since in our culture, a vice chancellor usually serves an institution for a period of four years and then he has to leave the post or avail an extension.

According to researcher's opinion a university should be evaluated during the last year of his tenure and let us suppose we call him Mr. X. The evaluation report will serves as accountability for Mr. X and this will be considered as the ex-post evaluation, which will serve the function of accountability. After the selection of a new vice chancellor, the same report should be handed over to incoming, we simply called it Mr. Y and it will serve as ex-ante that is for improvement. Therefore the same evaluation report will serve as two functions simultaneously, summative as well as formative. The evaluation document will serve as summative for Mr. X and formative for MR. Y and this interconnection may help in improving a university on a regular basis. That is why; "*evaluation is a process by which a university can compare it with preceding years*." This document should welcome the incoming officials. This is called the mixed method approach of evaluation. This means the external evaluation report can be used as a cross check to verify the findings given in a self-evaluation report.

There is another useful dimension related to this concept, the agencies need not to worry about the follow-up step. In so doing, agencies can save a good amount of energy and this routine activity can be given practical shape and may prove as an important phase in the process of university evaluation. The incoming VC will have to complete a follow-up activity along with the formulation of new objectives for the rest of his tenure. This will reduce the follow-up step of the model stated above. Although, there is no empirical data available showing up to what extent the head of an institution benefit from this report, but there is still

reservation up to what extent these reports are useful for an institution (Amaral et al, 2008). A review was conducted on the external quality of the auditing system in Sweden and it was asked from the head of the department of the audited institutions about the auditors' report (Stensaker, 1999). The opinion was divided into two groups, the first group replied that they have their own quality assurance strategies and the auditors' report is not important and the other group replied that it has small but an important effect on the whole development process. The incoming person will hopefully show a good response and the policy-maker can overcome the problem of follow up. The other benefit is that the model will now transform into three stages as shown in the the following diagram:
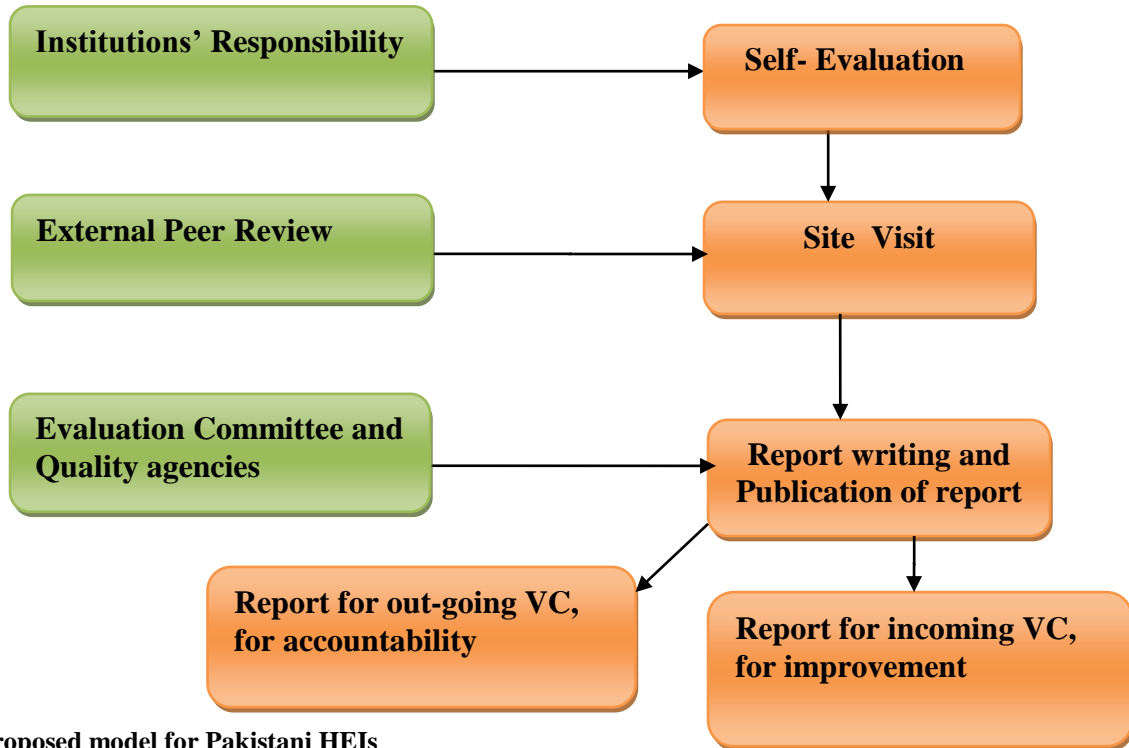
Fig: Proposed model for Pakistani HEIs

The report should be handed over to incoming president before adopting his new responsibilities, so that one can make a deep analysis of the published report and can prepare strategies to improve the areas that are mentioned in the evaluation report as well as make general improvements by formulating new objectives. The question is how the transformation of the report can help the incoming official. This can be explained by using a concrete example. Suppose a university starts a project to increase the Ph.D faculty and the time line of the project is eight years. The president Mr. X draws the outlines of the project and in the fourth year he completes his tenure and Mr. Y takes charge and instead of starting a new project s/he can continue the same project for the fourth year. The evaluation report should not be used to count the object or just as a formality. Rather, it should reflect the ways that institution is moving forward.

The proposed model can reduce the cost up to 25% from that of the original model and the effectiveness of the evaluation may also arise because using this approach the agencies have to focus only on three stages and hopefully the efficiency will enhance considerably. Certain agencies follow the practice of four-stages in documents, but they do not give much attention to follow-up processes.

Analysis and Conclusion

The process of university evaluation is acquiring acceptance in different parts of the world due to several reasons. By evaluating an institution, a university wants to improve its visibility on local, regional, national or international canvas. The visibility or academic recognition is a long term investment of an institution and in return a university welcomes the renowned faculty, famous researcher, and talented students. Above all, a university wants to achieve economic independence. This is possible by obtaining royalty from different projects and by registering patents, providing new inventions and other achievements are some of the sources for independence.

At present, the four stage model in Europe is the main structure of evaluation and it is a modified form of the American accreditation model, and the inclusion of "Peer Review" fluctuating cost of this model. The traces of "Peer Review" can be seen in Holland, where a "research committee" uses this theme and in the United Kingdom a "peer committee" normally evaluate the scientific work of their colleagues. Since, the model of evaluation is still in evolutionary stage and countries like France, UK, and Portugal, have a colonial past. So, the market of evaluation for HEIs will not be limited to certain states only, and it will cross the boundaries of Europe. The sole objective of 21 Pakistani vice chancellors visit to QAA, UK in 2011 to get informed about university evaluation practice in UK for improving quality is strong evidence that we will lag behind England. The success of evaluation model will help to eradicate mal practices from higher education.

Self-evaluation and the selection of review panels (Peer review) are two key areas where differences can be seen. The reason behind this difference is the diversity in purpose of institutional evaluation, for example, the countries of central Europe focus on accreditation, whereas Western Europe mainly focuses on evaluation and are gradually moving towards ranking. A few countries like Belgium, Switzerland and Austria evaluate only programs not institutes, so the purpose and interest of each country are different. European grant is one of the motives due to which quality agencies use these European standard and guidelines in their national perspective. Sweden is shifting its focus towards the students' output, Germany wants to introduce "consultation" by replacing accreditation and evaluation where as Hungary is interested in output factor and the UK is moving from self evaluation of briefing papers. Finally, it can be summarized that European agencies utilize more or less the same ingredients for different recipes.

Now let us come towards the situation in Pakistan. For successful appraisal it is recommended that no two reviewers from the same university should include in the panel, even no two evaluators from the same city. In the European context, it is obligatory to include 20% international reviewer in the team. They may be from Europe or outside the Europe, but there is a condition that the person should know the higher education system of that country. To avoid language and understanding problem, the quality office invites the evaluator from the neighbouring country. We can follow the same norm. For example, the review committee normally consists of five persons, two general reviews, one or two technical reviewers along with supportive staff. Pakistan has four provinces. If HEC wants to evaluate the university in Punjab, they can invite evaluators from other provinces and vice versa, because it is hard to invite international reviewers either from India or from Europe.

The final question is: what the characteristics of a renowned university are and what measure a university has to take so that academic world may feel fragrance in its surroundings and there is a need to investigate the stated issue in further detail.

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Role of Gender and Professional Orientation in Linguistic Determinism: A Psycho-Social Analysis of 'Strong' Male Pakistani Speech
Salma Qayuum

Abstract

In this study, the idea of men's strong language was explored in Pakistani setting by considering their speech in English as well as in Urdu. Sex and professional background were found to be strong determinants of male speech. The features of 'strong' male speech included preference of strong and stressed forms, rising tone, slow tempo and substitution of / I / with /ʌ/ in English speech. Two Urdu diacritics zabar and zeir were considered considering their metaphoric explanations in pronunciation. The group, whose speech patterns were analyzed, exhibited uniform features of speech resulting in a strong male group identity which created solidarity among the members. In Pakistan, the desire to maintain male, social identity is a form of learned motivation acquired as a result of specific cultural upbringing and professional orientation.

Key words: Community of practice, linguistic determinism, male speech, gendering of language, Common Underlying Conceptual Base (CUCB), learned motivation

Introduction

Dr Samuel Johnson in the 18th century remarked that 'language is the dress of thought'. The same idea was later explored in the 20th century by Edward Sapir and Benjamin Lee Whorf resulting in the famous Sapir- Whorf hypothesis. Sapir and Whorf explored their ideas in American –Indian settings and they focused mainly on how cultural orientation affected the production and reception of language. I have explored the same ideas in Pakistani setting by considering gender and professional background as additional dimensions.

'Gender' and 'professional background' greatly influence a person's existence in Pakistan and thus influence the way a person thinks and speaks. I have tried to understand how far these two factors determine thought and speech patterns in Pakistan and establish a male group identity.

Delimitation of the Study

Speech of males and females differ considerably in Pakistan and gender plays a vital role in language production. Here, I have focused only on 'males' speech patterns of 12 army officials (Junior Commissioned Officers or JCOs) who came to National University of Modern Languages (NUML) to do a language proficiency course in English for six months. Their ages varied between 35 to 55 years. They were given language training in both speaking and writing, yet for this study, only their speech patterns were focused. Their speech in English as well as in Urdu was considered for the analyses. The study was exploratory and descriptive in nature. Thus the analyses made in the end and the insights drawn are both situated and purely subjective. The author was interested only in the prominent features of speech of this specific group that formed their identity as one *community of practice*. No generalization claims are made about the results in the end.

Ideas on Language and Thought

In Sapir and Whorf hypothesis, the relationship between language and thought seems to be a simplistic one. The psychologists like Vygotsky view it as a complicated one (Vygotsky, 1962 : 2). The behaviorists discuss the same idea differently and say that all adult human

behavior is the outcome of *learned motivation*, which ultimately causes *habit formation* (Hulse, Deese & Egeth, 1975: 166 & 169). This means that the upbringing of a human child and early experiences provide impetus for the later human behavior including language learning. Being cultural beings, we all have ideas about men's and women's speech patterns (Johnson, 2000: 91). Such *folk linguistic* ideas are mostly subjective and might not be supported by the language specialists. Thus cannot be universal, yet they aid in understanding culture specific speech habits. The Pakistani male speech (especially that of the army officials) is distinctively 'strong', as it bears a dominant mark of maleness, and thus can be distinguished from other patterns of speech.

Background of the Study

The learners of English language in Pakistan are almost all polyglots. They are used to speaking their mother tongue while communicating with their family, yet when they enter into school for formal education; they are supposed to speak the national language, that is, Urdu. Learning English language is also compulsory as it is official language of the country, but it involves training only in the *formal* aspects of the language. Thus, mainly the grammatical rules are taught with major emphasis on the written form of the language. The situation changes when one enters into professional life, as s/he is now expected to 'use' language *functionally*, that is, how language is actually used for communication (Halliday, 1994: 39). So, training in just the *formal* aspects is thought to be automatically generating know-how about the *functional* use of the language. This leads the learners towards a dilemma which brings many of them to National University of Modern Languages (NUML).

Human communication is a combination of linguistic and non-linguistic aspects. Linguistic aspects include *formal* grammar and *functional* use of language in actual communication. The non-linguistic aspects such as facial expressions and bodily gestures develop and function independent of each other in childhood, yet an interaction and interdependence develops during maturation resulting in a harmonious, balanced communication (Halliday, 2004: 240). The multilinguals, while learning a new language in adulthood have a different case. These experiences are not only linguistic but also cultural as well as professional.

Most Pakistani learners of English language who join short functional courses have a multilingual, cultural as well as professional background, as most of them have already started their professional life. Thus they have a unique language processing device called *Common Underlying Conceptual Base* or CUCB (as discussed by Istvan, Kecskesv Tunde & Papp, 2000: 53 & 55). In this language processing system or CUCB, all the languages known to the language user are continuously interacting and conflicting with the *formal* rules of each other. Consider a language user knowing only two languages Punjabi and English. His/ Her language use will most probably be a combination of both these languages. For example, in English, the production of vowel sounds involves no obstruction of air stream and it is always non-nasal (Giegerich, 2003: 12). A Pakistani learner of English language whose mother tongue is Punjabi will most probably be producing nasal vowels while speaking English language because his/her CUCB influences him/her to do so. Similarly, a person with a CUCB is likely to mispronounce the words with consonant clusters at the initial position of the English words like strong /strɒŋ/ , blade /bleɪd/, clean /kli:n/ etc. and might be producing pronunciation like /sʌtrɒŋ/ , /bʌleɪd/, /kʌli:n/ inserting an additional vowel sound /ʌ/ in the first syllable in each word. The reason for it is that in Urdu language consonant clusters are not found in the initial position of a word but the CUCB orients the Urdu speaking learners of English to do so.

'Gender' is a very important aspect of identity in Pakistan be it biological one or the linguistic one. As a language teacher, I have been teaching English language to learners of both

sexes coming from different linguistic and professional backgrounds. I have been noticing these features for the last ten years which I can recall in the retrospect. However, to be clearer, I wanted to study these features systematically. Generally, in the English language (Functional Courses) department, students of mixed abilities and from different educational background come and thus, mostly, in each class, there are heterogeneous learning groups. Last year, I got a chance to teach a group of the army officials and I decided to study their speech patterns as a group. They had one thing in common: They all shared the same professional background. Thus they could be treated as a 'homogeneous' group. I delimited my work to the language use of only 'male' army officials' speech, as they are physically the 'strongest' males in the society.

Speech Features Focused in the Study

I have analyzed the strong speech of Pakistani army officials by considering the use of strong versus weak forms of words and through suprasegmental features in their speech including *intonation, stress* patterns and *tempo*. To study their speech patterns in Urdu language, I have also studied the use of two diacritics *zabar* and *zeir* in Urdu.

Some Ideas about Urdu Language

The Pakistani learners of English language always have an understanding about Urdu as almost all of them are taught this language in formal institutions. Thus it is always in the minds of these learners or CUCB, and keeps on affecting their speech in English language. For understanding speech in Urdu, a few points have to be kept in mind. These points have been discussed below. Urdu has been presented in the Roman script ,and for the clarification of pronunciation in Urdu as well as in English, I have taken symbols from the International Phonetic Alphabet as illustrated in Hancock (2004: pp. 10-48).

1. In Urdu, there is grammatical gender. Thus mostly, nouns are strictly categorized as male or female, for example, 'truck' is a male and 'car' is a female. Similarly, 'dagger' is a male and 'kitchen knife' is a female. Usually, the idea of 'strength' is associated with male gender and thus the object or ideas with which 'power' is attached, are treated as males whereas 'weakness' is looked upon as a female characteristic, thus objects or ideas bearing the mark of 'weakness' are given female gender.

2. Most nouns, adjectives and even verbs are inflected. These inflections mainly mark the distinctions of number and gender. For example an /ɑː / ending in Urdu means 'single' and 'male' whereas an /I/ means 'single' and 'female'. Consider these words in Urdu language: *kala* (dark man or boy) /kɑː lɑː /, *kali* (dark woman or girl) /kɑː lɪ/,   and *mota* (fat man or boy), /məʊtɑː /, *moti* (fat woman or girl) /məʊtɪ/.

3. Diacritics are sometimes used for pronouncing short vowel sounds. There are six diacritics in all. These are: *zabar, zeir, peish*, *tashdeed, jazm* and *izaafat*. The last diacritic might not appear in written form at all. (http://www.columbia.edu/itc/mealac/pritchett/00urdu/urduscript/section05.html?) Retrieved on: 16.7 2013).

Placement of Diacritics

The diacritics appear on different places of a letter in the written form. In Urdu there are only two possibilities: either a diacritic is placed over a letter or it is placed under a letter. *Zabar, peish, tashdeed* and *jazm* all are placed on the upper side of a letter. *Zeir* is an exception as it is placed under a letter. *Izaafat*, if ever mentioned in writing, appears within a letter as in the expression Quaid-e- Azam, the signs on both sides of 'e' that look like hyphens represent the diacritic *izaafat* in Urdu. This clearly exhibits that in Urdu most diacritics are placed over a letter.

Metaphoric Explanation for the Placement of *Zabar* and *Zeir*

Zabar is pronounced the same as /ʌ/ sound in English and *zeir* is pronounced the same as /I/ in English. Metaphorically speaking, *zeir* means 'below' (in Persian) and 'defeat' and *zabar* is equivalent to 'upper' (in Persian) and 'succeed'. Thus physical placement of a diacritic is an important feature as with it the ideas of success or failure are attached. These ideas unknowingly remain active in the minds of the speakers and thus can be used while analyzing Pakistani male speech.

Methods of Data Collection and Analysis

I have studied the features of male speech by using observations and diary notes. Both these methods were used for recording the proceedings in the formal classroom setting. For getting information about the language use of these army officials in informal settings and their pronunciation in Urdu language, I used to talk with them in Urdu after the class activities were finished. I also noted down their speech patterns in Urdu language during their interactions with me, other teachers and among themselves outside the class.

Observations were initially non-participant, and direct. Eventually, I engaged in participant observations to initiate language production from these learners on the lines that I was interested in exploring. I used to give them speaking activities in which language production could reveal the features that I was interested in exploring. The recurring patterns appearing in the speech of all the speakers at different times helped me create categories and refine my ideas. The proceedings and understanding gathered through each such activity were later noted down along with my personal analyses. Every speech feature that appears in a table was analyzed separately. That is why each category appears in a separate table.

Note: The observations, diary notes as well as responses to the activities were converted into statistics for convenience of analyses. In this article, only the final form of the data appear in percentage (after rounding off) in whole numbers.

A Word of Caution for the Reader

The speech specimens picked are only a *part* of the *whole* speech of these army officials and have been included because they are relevant to my area of interest and study. It has to be kept in mind that these army officials were familiar with the phonological rules of English language that they were trying to learn. They had studied and practiced them in the class. I was teaching speaking and reading skills to this group. In the speaking skills class, I introduced and practiced with them the phonology of English and the formal rules attached with it for example the distribution of English sounds into vowels and consonants, the difference between the *strong* and *weak forms* of words, *fluency devices* such as *assimilation, elision, contractions* and the difference between *stressed* and *unstressed* forms as well as the intonation patterns. They were very keen on learning the *formal* rules.

Ethical Issues

It was a longitudinal study. The ethical matters related to research process like consent taking from these army officials was done right before data collection. I clearly told these army officials about the purpose of my work and the nature of activities that were going to be done in the class. The information that appears here is with the informed consent of the whole group, yet I have not mentioned the names of the research participants in my study and each one of them has been represented by a letter in the English alphabet.

Each table below covers a specific speech feature of the research participants over a period of six months and the percentage mentioned in front of each letter exhibits the frequency of occurrence of that feature over six months.

Table I: (Use Of Strong Or Weak Forms)

Army Officials	Strong Forms	Weak Forms
A	98%	2%
B	90%	10%
C	99%	1%
D	89%	11%
E	85%	15%
F	92%	8%
G	90%	10%
H	88%	12%
I	80%	20%
J	50%	50%
K	83%	17%
L	91%	9%

Analysis of Table I

The table indicates that in the overall speech of the research participants, the 'strong' forms of pronunciation were preferred over the 'weak' forms. This was a recurring feature of the speech of the research participants and they did not follow the rules of English speech despite clear-cut instruction. This remained a dominant, persistent feature of these participants throughout their stay in the university.

Table II: (Intonation Pattern)

Army Officials	Preference of Rising Tone in Speech	Preference of Falling Tone in Speech	Mixing Both Tones According to Situation
A	100%	0%	0%
B	99%	0%	1%
C	90%	0%	10%
D	100%	0%	0%
E	93%	0%	7%
F	100%	0%	0%
G	95%	0%	5%
H	90%	0%	10%
I	92%	0%	8%
J	92%	0%	8%
K	100%	0%	0%
L	97%	0%	3%

Analysis of Table II

The table above clearly indicates the tonal preference of the research participants which is rising tone. This tone remained the prominent feature of the research participants. Though they were taught about other tones as well, and they practiced them well in the class, yet their actual independent speech remained mainly monotonal. Mixing of tones was a rare phenomenon and appeared only when explicitly reminded and soon afterwards, they would start using only the rising tone. Falling tone was generally avoided. The end of each sentence and the ending of conversation or speech was always in the rising tone. Intonation is a way of displaying ones' assertiveness (Halliday's idea as cited in Candlin, 2007: 99), and the dominance of the rising tone in the speech of the participants demonstrates their confident, assertive behavior.

Table III :(Use of Stressed and Unstressed Words)

Army Officials	All Words Stressed	All Words Unstressed	Mixing Stressed/ Unstressed Words
A	98%	0%	2%
B	90%	0%	10%
C	100%	0%	0%
D	96%	0%	4%
E	98%	0%	2%
F	92%	0%	8%
G	100%	0%	0%
H	100%	0%	0%
I	60%	0%	40%
J	70%	0%	30%
K	80%	0%	20%
L	100%	0%	0%

Analysis of Table III

Table III displays the preferences for stressed, unstressed or a mixture of both forms of words in the speech of the research participants It indicates that most of them preferred stressed word forms and never used unstressed forms. This was a recurring feature of the speech of all the research participants.

Note: For table IV, the speed of speech has been considered. The criteria for measuring speech speed was that production of 10-15 sentences per minute was treated as 'slow' speech, whereas production of more than 15 sentences per minute was taken as 'fast'. Any production of sentences per minute that lied between these two limits was treated as 'medium' speech which was neither 'slow' nor 'fast'.

Table IV :(Tempo of Speech)

Army Officials	Slow Speech	Fast Speech	Medium Speech
A	80%	0%	20%
B	80%	0%	20%
C	82%	0%	18%
D	76%	0%	24%
E	90%	0%	10%
F	100%	0%	0%
G	90%	0%	10%
H	96%	0%	4%
I	98%	0%	2%
J	80%	0%	20%
K	60%	0%	40%
L	62%	0%	38%

Analysis of Table IV

The table above indicates a clear preference for 'slow' speech by most research participants. The reason behind is obvious: preference of 'strong' forms over 'weak' forms, frequent use of 'rising' tone, and preference of 'stressed' forms over 'unstressed' forms required more energy, effort and time resulting in 'slow' speech.

Some Speech Specimens Regarding the Use of *Zabar* or /ʌ/ Sound and *Zeir* or / ɪ / Sound

The research participants not only used to change the pronunciation of the English words but they also did the same with Urdu language. For the convenience of the reader, I have picked

some examples from the speech of the participants in which they frequently changed the 'standard' English pronunciation even after instruction. First some examples in English language use are mentioned and then some frequently mispronounced expressions in Urdu language are pointed out.

Note: As far as the pronunciation of letter 'o' in the list below in Table V is concerned, I have mentioned only the American English pronunciation as it is closer to Pakistani male pronunciation of this letter. It should also be remembered that pronunciation change happens in English words having more than one syllables and usually takes place in the last syllable. In the monosyllabic words, the feature is not found. In Urdu words, However, this rule does not apply and pronunciation change can happen in any syllable.

Table V: (Replacement of / I / With /ʌ/ In English Speech)

Words	Standard Pronunciation	Pronunciation of the Army Officials
Knowledge	/nɑ:lIʤ/	/nɑ:lʌʤ/
College	/kɑ:lIʤ/	/kɑ:lʌʤ/
Village	/vIlIʤ/	/vIlʌʤ/
Cottage	/kɑ:tIʤ/	/kɑ:tʌʤ/
Ticket	/tIkIt/	/tIkʌt/
Wicket	/wIkIt/	/wIkʌt/
Shopping	/ʃɑ:pIŋ/	/ʃɑ:pʌŋ/
Solid	/sɑ:lId/	/sɑ:lʌ d/
Packet	/pækIt/	/pækʌt/
Office	/ɑ:fIs/	/ɑ:fʌs/

Note: For the convenience of the reader, the vocabulary specimens in Urdu language appear in Roman script, and the English translation of the word has been provided in parentheses.

Table VI :(Replacement of / I / With /ʌ/ In Urdu Speech)

Words	Standard Pronunciation in Urdu	Pronunciation of the Army Officials
Hifazat (Safety)	/hIfɑ:zʌt/	/hʌfɑ:zʌt/
Shamil (Included)	/ʃɑ:mIl/	/ʃɑ:mʌl/
Lazim (Compulsory)	/lɑ:zIm/	/lɑ:zʌm/
Hazir (Present)	/hɑ:zIr/	/hɑ:zʌr/
Zahir (Obvious)	/zɑ:hIr/	/zɑ:hʌr/
Hasil (Get)	/hɑ:sIl/	/hɑ:sʌl/
Nazim (Manager)	/nɑ:zIm/	/nɑ:zʌm/
Zalim (Cruel)	/zɑ:lIm/	/zɑ:lʌm/
Malik (Master)	/mɑ:lIk/	/mɑ:lʌk/
Malish (Massage)	/mɑ:lIʃ/	/mɑ:lʌʃ/

Overall Analysis of the Male Pakistani Speech

Urdu is clearly segmented into consonant and vowel sounds. Maleness is equated the acceptance of challenge and toughness. In speaking, this toughness is exhibited by preferring difficult forms of speaking. This toughness in speech is not only maintained in Urdu, but also in English language. One such example is retention of the hard sound /d/ in the frequently used word 'madam'. Pakistani male speech is rhotic, thus every/ r/ in every word is pronounced no matter where it comes at the initial position, in the medial position or at the final position of a word. This adds extra effort in speaking. Similarly the 'strong' forms of words are emphasized

over 'weak' forms. Rising tone is preferred over falling tone and stress is placed on every word as both these features are associated with maleness. Similarly, the preference of *zabar* over *zeir* also is a way of establishing and celebrating male identity. The physical placement of a diacritic in written form is important. Thus in the conscious 'male' speech, *zeir* is unconsciously avoided and *zabar* is emphasized even while speaking English language. This sometimes causes a mispronunciation, but never mind.

Vygotsky viewed 'language' and 'thought' to develop separately. However, in maturation, a point in development is reached where both become synchronized (Vygotsky, 1962: 76). During infancy and even in adolescence, when a Pakistani male's social identity is not yet established, both phenomena work independently but when social group identity is set, it becomes impossible for either to function independently. It is a two-way process. Thus not only language determines thought but also thought determines language. Professional orientation being an important factor in establishing group identity also plays a vital part in casting the thought pattern. Thus is another important factor in determining speech along with gender.

Thomas, Wareing, Singh, Peccei, Tornnborrow and Jones (2005) describe a speaker's language use as a way of establishing his/her group identity (p. 164). Social identity theory (SIT) states that people who want to emphasize their group identity, tend to exhibit uniform linguistic behavior (Meyerhoff, 2007: 70 & 71). Exhibiting specific tough features of pronunciation in the speech of Pakistani army officials is a discursive practice which not only creates their 'male' identity but also a 'strong' professional group identity and solidarity among its members.

In Pakistan, pronunciation is a strong determinant of gender identity and the dominant 'gender' is 'male'. For the group under study, this maleness was practiced and celebrated through a specific 'strong', 'uniform' language use which was cast into the mold provided by gender identity and professional background before it was uttered.

Language is 'man made' (Dale Spender's comment as cited in Burke, Crowley & Girvin, 2001: 139). Man not only makes but also breaks its rules; as is obvious through its changed pronunciation in Table V and VI. Sapir and Whorf's idea that 'language determines thought' stood true for this group. Men in Pakistan are expected to speak in an authoritative, assertive and strong way even in subordinate roles. The strong male thinking injected during upbringing of Pakistani males got reflected and projected through the speech of the group under study.

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Modular Approach to Curriculum Development: Teaching Of International Relations

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Abstract

This paper examines the effectiveness of modular approach in delivering curricular objectives in the specific context of the M.A. International Relations (IR) programme of the University of Modern Languages (NUML), Islamabad. The validity of the concept was demonstrated by the researcher through classroom trial of reorganized and enriched modular contents pertaining to Theories of International Relations, one of the courses taught as part of the said programme. The intended objectives of the developmental study were secured to significant degree of success as shown through statistical confirmation of learning gains obtained in a test-teach-retest cycle. The research design was geared to assess students' learned awareness of national and global concerns and his/her sensitivity to core cultural issues. The findings firmly established modular approach to curriculum as being contemporarily valid and effective in its specific context and, concomitantly, re-confirmed the findings of earlier researches by other NUML researchers pertaining to the effectiveness of modular approach. The modules developed as part of the research undertaking are intended to serve as an example for enthusiastic and dedicated teachers to follow in their grass-roots level endeavor towards further modular conversion of NUML curricula.

Keywords: Curriculum Development; Modular Approach; International Relations

Introduction

The modular approach and its attendant research methods have been in vogue for several decades. However, research needs to be specific to local situations and practices in order to produce comprehensive teaching materials and invoke effective strategies so as to ensure proper manipulation of variables that influence the learning outcomes. When developed with due regard to the principles of curriculum development as expostulated by Ausbel, Beauchamp, Postlethwaite, Piaget, Bruner, Vygostsky, Taba, Zais, Gardner etc. the modular approach helps secure learning outcomes in a broader scope thus effectively de-encapsulating a curriculum otherwise confined in its reach by narrow definition of objectives.

Rigidly textbook-bound curriculum fails to capture the imagination of the teachers or broaden the minds of the students. It promotes rote learning that precludes internalization of knowledge. The student does not develop a proper worldview, a sense of prudence and a commitment to peace that is crucial to a prospective diplomat for success in chosen career. In absence of modular arrangement of curricular material, the teacher is not bound to follow any particular scheme and therefore sequence and continuity of contents cannot be ensured.

The aim of this paper is to assess the effectiveness of the modular approach to curriculum development in teaching of M.A. (IR) courses at NUML. The research effort was organized to respond to the following questions:

1. Is modular approach to curriculum effective in delivering curriculum objectives of M.A. (IR) programme of the University of Modern Languages, Islamabad?

2. Does the present research re-confirm the findings of earlier researches by other NUML researchers pertaining to the effectiveness of modular approach?

The Research was accordingly designed to secure the following specific objectives:

1. Demonstrate the effectiveness of modular approach to curriculum in the specific context of NUML M.A. (IR) classroom through teaching and evaluation of proposed modules in respect of one of the courses through test-retest cycle.
2. While re-organizing the material, incorporate opportunities for increased teacher-student and contents-student interaction, and add evaluation mechanism for immediate confirmation of successful transmission of individualized concepts.
3. Facilitate development of awareness of national and global concerns, sensitize the students to core cultural values and prime concerns, and motivate them towards diplomatic career.
4. Enable students with analytical, communication, negotiation, problem-solving and job-related skills to prepare them to compete in professional life.

Review of Literature
Modular Approach

The conceptual framework of modular approach is rooted in the ideas that brought a revolution in the cognitive theory starting around 1960. Ausbel, Beauchamp, Postlethwaite, Piaget, Bruner, Vygostsky, Taba, Zais, Gardner, and lately Posner, Pring, and Petrina, etc. emphasized the need for learning how knowledge is constructed in student's brain, how it should be organized and transmitted and, how it should be evaluated.

What is a Module?

Oxford Dictionary defines 'module' as "*modul-us* small measure, limit or standard of measure, machine for water, module in architecture, also rhythmic measure…" Under Para 2d. *Poet.* Module is described as a model for imitation, a type or pattern of excellence, a perfect exemplar of…" Under 4d. *Arch.* Module is denoted as "one of a series of production units or component parts that are standardized to facilitate assembly or replacement and are usu. prefabricated and self-contained structures". Under 4g. Module is stated as a unit or period of training or education.

S. N. Postlethwait (1985), in entry under the title 'Modular Approach' in International Encyclopedia of Education describes 'Module' as:

… a self-contained and independent unit of instruction with the primary focus on a few well-defined objectives. The substance of a module consists of materials and instructions needed to accomplish these objectives. The boundaries of a module are definable only in terms of stated objectives…. a self contained instructional package covering a single conceptual unit of subject matter. (Vol.6, p. 3398). [1]

Based on Creager and Murray's study of 1971, S. N. Postlethwait (1985) describes a module as consisting of the following components: (1) Statement of Purpose; (2) Desirable pre-requisite skills; (3) Instructional objectives; (4) Diagnostic pretest; (5) Implementers for the module; (6) The modular programme; (7) Related experiences; (8) Evaluative post-test; (9) Assessment of module. [1]

Modular Curriculum

UNESCO approved definition of a Modular Curriculum is: "Organization of the curriculum or of instructional courses in self-contained units designed for management by the learner" (http://www.ukat.org.uk). [2] The International Bureau of Education (IBE), a UNESCO

Institute and an integral part of it, uses the term 'modular training' instead of modular curriculum depending upon the nature of undertaking (IBE Official Website). [3] In the Finnish application of the modular curriculum every single subject (course) is broken down into a sequence of modules. Each module is taught separately. University of New South Wales in Australia uses modular approach in their Gifted Education Professional Learning Package that consists of six modules (http://www.gerric.arts.unsw.edu.au). [4] S. N. Postlethwait (1985) writes: "Nearly all individualized instruction is based on the use of modules, minicourses, conept-o-packs, or otherwise defined components of a whole" (p.3398). [1]

Previous researches that support modular conversion programme at NUML includes one by Soofiana Khatoon (2004), who researched 'Differential moral sense development through modular and traditional approaches'. Khatoon opines:Self instructional units allow teachers to focus on student deficiencies in subject matter that must be corrected and also serve to eliminate the necessity of covering subject matter already known by the student…. Modules are designed in such a way that students can read it even without the help of teacher…. The approach encourages the comprehension rather than the memorization of facts (pp.12-13). [5]

Innovative Applications of Modular Approach

Modular approach has seen many innovative applications. Notable among these are: Postlethwait's Audio-tutorial Approach, Fred Keller's Personalized System of Instruction, Smith, Stanley and Shores Model, and DACUM.

Audio-tutorial Approach

S. N. Postlethwait (1972) had started using audio tapes to supplement the instructions called 'minicourses' in botany at Purdue University in early 1960s. The system consisted of audiotapes, printed study guides, visual aids, and actual botanical samples. 'Mini-courses' permitted variable credit, self-pacing and employing teaching assistants 'to aid students in understanding complex concepts'. Postlethwait reported that the audio-tutorial approach had proven to be an effective and successful learning experience for many students (Postlethwait et al. 1972).

Personalized System of Instruction

In 1963 Fred Keller and Gilbert Sherman developed a 'Personalized System of Instruction' called the 'Keller Plan'. The approach used written materials and tutors to provoke student's interest and test the student's progress over individualized subject matter units. Research data indicated 'significant improvement of learning when this approach is properly implemented' (Keller, 1968). James A. Kulik and his co-workers furthered the research on 'Personalized System of Instruction' (PSI) and concluded that 'students in PSI courses generally outperform students in conventional courses' (Kulik et al. 1976).

Web-casting / Multi-casting

Web-based multimedia is widely in use in Europe, US and Australia both for institution-based instruction as well as distance-learning. The expositions that are invariably in modular form are broadcast on FM as well as web-cast on internet live. Students can interact with the professor in real time. Web-cast facilitates interactive learning to students in their work places or at home. The facility is in use by several universities such as Leicester and Middlesex in the UK (http://www.multimedia.co.uk). [6]

Approaches in Organized Curriculum Development

Several approaches have been employed for curriculum development at organizational level. Only two are mentioned below:

Smith, Stanley and Shores' Action Research Model

Developed by Smith, Stanley and Shores and described in their book *Fundamentals of Curriculum Development* (1957), this model stresses that 'curriculum change is social change' involving parents, students and teachers. Its strength resides in the relationships between these actors, school and community organization, and the authority of professional knowledge. Smith and co-authors emphasized that the curriculum exists in the 'extensive web of expectations' prevailing in the community, that Action Research is cyclic in nature, and stated that it goes through the following four essential stages (p. 444):

1. A diagnostic study of the school-community situation to ascertain the constellation of forces that maintains the present curriculum.

2. The induction of change in the existing equilibrium so as to loosen up the established constellation of forces.

3. The control of various forces in order to move the level of curriculum practice in the desired direction and to the desired amount.

4. The establishment of the new constellation of forces to sustain the new curriculum (as cited in Zais, 1976, p. 466). [7]

DACUM Approach to Modular Curriculum

Another interesting alternative application of modular approach is DACUM (Developing A CurriculUM). The DACUM process is a structured type of occupational or 'task' analysis that is used to identify knowledge gaps and improve curriculum. The basic characteristics of the DACUM are:

1.   Curriculum needs to include 'real-world' preparation for an occupation.

2.   An occupation can most effectively be described in terms of successfully performed 'job tasks' or competencies.

3.   The 'expert worker' is the best resource for recognizing and describing job tasks.

The DACUM process comprises three main elements: (1) needs assessment, (2) a data gathering workshop, and (3) curriculum development. The idea in holding a workshop is to "bring together a focus group of expert workers in a specific field or occupation for a brainstorming session to produce a chart that lists the tasks performed by an entry-level worker in the occupation" (http://www.dacum.org). [8] Brainstorming techniques are used to discuss and reach a consensus on a job title, job description, and identification of the areas of competency and tasks. Robert Norton states that DACUM is a 'significant technique for initiating needed cooperation (between business and education) in tech-prep (Norton: 1993]'. [8]

Wills notes that the DACUM process 'tends to produce training materials that are highly task specific' [Wills 1993]. Hanser states that 'One breakdown in the school-to-work transition process stems from the inability of traditional job and task analysis methods to help us identify, understand and communicate the skills needed for success in the high performance workplace [Hanser: 1995]'. [8]

Awareness of National and Global Concerns

Awareness, consciousness, concept, thought, knowledge and action are the operative terms in our understanding of information processing in student's mind. 'Aware' is defined by the Oxford Dictionary (1989 2nd ed. Vol. I) as: "Watchful, vigilant, cautious, on one's guard, informed, cognizant, conscious, sensible". 'Awareness' is defined as: "The quality or state of being aware; consciousness". 'Consciousness' is defined as: "The state or faculty of being conscious, as a condition concomitant of all thought, feeling and volition; 'the recognition by the thinking subject of its own acts or affections". The Dictionary extends

the meanings of the term to collective consciousness: "Joint or mutual knowledge attributable as a collective faculty to an aggregate of men, a people, etc., so far as they think or feel in common; internal knowledge or conviction; the state or fact of being mentally conscious or aware of anything". 'Concept' is defined as "A thing conceived… 'draft of abstract', thought, idea, disposition, frame of mind, imagination, fancy, opinion". 'Conception' is defined as: "The action or faculty of conceiving in the mind, or of forming an idea or notion of anything; apprehension, imagination" (pp.653-655). [9]

Brazilian educator Paulo Freire, the author of *Educacao como Pratica da Liberdade* and *Padagogy of the Oppressed* (1970) uses the term 'conscientizacao' that stands for "learning to perceive social, political, and economic contradictions, and to take action against the oppressive element of reality" (p.19). [10]

Abdullah Umer Nasseef (1994) quotes three types of awareness recommended by D. Dickson to be generated through science-education curricula and adds a fourth one viz. religious awareness:

What Dickson proposes as a solution to (social) problems is to introduce three types of awareness in science education: (1) social awareness including an awareness of relationship between science and society; (2) environmental awareness i.e. impact of science on physical environment and ecosystem; and (3) global awareness that should result in a sensibility towards problems encountered in developing the world and those faced by the less-developed nations, and that of the role played by science and technology in creating these problems…. I agree with Dickson but he has forgotten the fourth type of awareness, that is, religious awareness that holds a central place in the trio of (aforementioned) types of awareness (p.101). [11]

Research instruments were accordingly designed to test awareness of war, peace, terrorism, democracy population explosion, migration, tourism and travel, food, famine, aridity issues, sharing of water resources, public health, pollution and conservation of fish and wildlife, sovereignty, security, identity, dignity; trade, cultural and educational concerns.

Theories of International Relations

The modules developed for the purpose of this research broached the following areas and domains: world politics; nationalism and transnationalism; national states – the traditional structure; the world system, the state and the individual; the international political economy; idealism and realism in state politics; geopolitical theories; imperialism, colonialism and fascism; super power and hegemony; communication, negotiation and decision-making skills; liberalism; and national and global concerns. The teaching materials were organized in twelve modules, each roughly equating one week's load.

Foundational Principles of Curriculum Development

George J. Posner reflects that George Beauchamp's description of curriculum (in Posner's typology) has two different senses: (1) a document is a product not a process; (2) it is "used as a point of departure for instructional planning" (Beauchamp, 1972, pp.55-66). [12] Posner sums up the views of curriculum specialists:

Some definitions promote a particular doctrine and are thus programmatic. Phrases such as "experiences ... having a maximum of life-likeness for the learner" (Rugg, 1927, p. 18) and "set up in the school for the purpose of disciplining children and youth in group ways of thinking" (Smith, Stanley, and Shores, 1957, p. 3) are highly programmatic. Others such as those of Goodlad and Richter, Saylor and Alexander, Wilhelms, Beauchamp, Ragan, and Krug … make no statement prescribing an ideology for the curriculum and are, therefore, non-

programmatic or descriptive. Programmatic definitions take a position, and exhort; whereas non-programmatic definitions describe the nature of curriculum (pp.55-60). [12]

Zais in *Curriculum: Principles and Foundations'* (1976) describes the following sources of aims, goals and objectives: (1) Empirical Sources *viz.* studies of the society, studies of the learner and self-integrative needs such as those for self-realization; (2) Philosophical Sources; and (3) Subject Matter Sources (pp. 301-305). [13]

Pring R. (n.d.) quotes from Barnstein *On the Classification and Framing of Educational Knowledge in Young* (1971): "How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public reflects both the distribution of power and the principles of social control (p. 145-146)". [14]

Hypothesis

"The students of M.A. (IR) class at NUML taught through a modular approach to curriculum will perform better than those taught through traditional methods, in that, they will demonstrate a higher level of awareness of national and global concerns, and a higher degree of sensitization to core cultural values, and, will make a bold choice of career when compared with the latter".

Methodology

For classroom trial the population was divided into two groups. The Experimental Group, identical in 'entry conditions' to the Control Group, was subjected to treatment. Both groups were subjected to pre-test and post-test. The differential gain was measured for the 15 students each that participated in the experiment. The learning gain thus registered was considered attributable to teaching under modular approach and improved teaching strategies.

Research Design

The research followed the following design:

Group	Pre-test – Treatment – Post-test				
Experimental Group	O	-	T	-	O
Control Group	O	-	-	-	O

A period of four months was allowed between pre and post tests.

Data Collection

Population and Sample

The population of the M.A. (IR) programme of the National University of Modern Languages, Islamabad averages 150-180 students at any given time. The sample Experimental Group comprised one typical class, in this case Semester 1 (Morning Session) numbering 15 students denoting 10% overall representation.

Randomization of sample was not possible as the teaching experiment and testing was related specifically to one particular course viz. 'Theories of International Relations' at one specific level i.e. Semester 1.

Table 1: Class Composition: (a) Population, (b) Sample

Category	Male	Female	Social Sciences/Pol Science	Economics/ Commerce/ Mass Comm	Languages
(a) Population	69	87			
(b) Sample (Exp. Gp.)	3	12	10	3	2
Representation	4%	14%	66%	20%	14%
Representation (Total)	< 10 % >				

The Instruments

The following instruments were used for the purpose of tests: (1) Instrument No. 1: Current Affairs Quiz; (2) Instrument No. 2 - Awareness Measuring Scale; (3) Instrument No. 3 - Sensitivity to National Culture and Interests tested through a subjective report; and (4) Instrument No. 4 - Motivation, Self regulation and Self-Efficacy through a self report that demanded a declaration of career choice.

Controlled Variables

Independent Variable**:** Teaching of IR concepts and selected job-skill training through the modules in the classroom was regarded as the Independent Variable. Cognition of new knowledge and modification of behaviour was considered dependent upon and attributable to this independent variable.

Dependent Variables: The following likely outcomes of the treatment were identified as the Dependent Variables that signified desired cognition and modification of behaviour attributable to teaching through modules:

(1) Awareness of national and global concerns;

(2) Sensitivity to core cultural values and prime interests; and

(3) Exercise of bold option in the matter of choice of diplomatic career.

All indicators lay in the domain of 'Consciousness'. All were quantifiable and verifiable through the means of purpose-designed questionnaires and reports.

Uncontrolled Variables

The following variables pervaded the class trial and could not be controlled during the treatment and / or testing: (1) Possession of sophisticated learning competencies; (2) Individual Student's Concept of Self-Efficacy; (3) Intensity of exposure; (4) Associational Learning; and (5) Internet Access / Media Exposure.

Data Analysis

Statistical Treatment

Hypothesis was tested through a pre-test-treatment-post-test cycle. Data was subjected to statistical treatment in quest of significance in respect of intra-group and inter-group difference between means of the observed raw scores:

Table 2: Comparison of Means

Group / Test	Pre-Test "Awareness" On a Scale of 16 (X1)	Post-Test "Awareness" On a Scale of 16 (X2)	Pre-Test "Sensitivity" On a Scale of 7 (X1)	Post-Test "Sensitivity" On a scale of 7 (X2)	Intra-Group Comparison
Experimental Group	6.87	8.93			H1: X2>X1
			5.2	6.47	H2: X2>X1
Control Group	5.9	8.73			
			3.4	4.33	
Inter-Group Comp.		Exp X2 >Cont X2		Exp X2 >Cont X2	

Findings/Inferences/Recommendations/Conclusion

Findings

The researcher found the students, initially, to be contented with bare minimum knowledge and a mere superficial understanding of the concepts, having formerly been subjected to rote learning as the preferred mode of learning. Through diverse stimuli the rote syndrome was attenuated and students were encouraged to find self-motivation intrinsically and build on their inner sense of achievement in having mastered new knowledge and skills rather than seek superficial performance indices based on mere reproduction of text. Students were now required to demonstrate their understanding of the concepts through participation in class discussions which were rather frequent.

There were signs of visible change within a fortnight once the students' fears of ending up with poor grades were allayed. By and by they understood the new rules of the game. 'Authority' in classroom was replaced by participation, diligent note-taking by understanding the concept, and chasing of the pre-supposed expectations of the lecturer by fulfilling the demands of the subject. Researcher's effort met wholesome success when students who were initially reluctant even to ask questions or volunteer an answer started contributing to group discussions and defended their view point of view vehemently.

Perhaps the most rewarding moment for the researcher was when during a role simulation exercise, the group leaders simulating as Prime Ministers of two belligerent nuclear-armed nations were observed to be 'realistically' under pressure in virtual environment.

Inferences

As evident from the data shown in Table 1, while the two groups entered at compatible levels, the Experimental Group performed better than the Control Group vis-à-vis both the indicators. The following is observed from the statistics:

1. Experimental Group and Control Group comprised 15 members each that had identical and comparable background as evident from Pre-Test scores.
2. Experimental Group's Mean Post-Test score on 'Awareness' Scale (8.93) was higher than its Pre-Test score (6.87) by a factor of 2.06 on a scale of 16 representing a gain of 30% over its Pre-Test score. The gain was considered attributable to teaching through modular approach.
3. Experimental Group's Mean Post-Test score on 'Sensitivity' Scale (6.47) was higher than its Pre-Test score (5.20) by a factor of 1.27 on a scale of 7 representing a gain of 24.4% over its Pre-Test Score. The gain was considered attributable to teaching through modular approach.

4. Experimental Group's Mean Post-Test score on 'Awareness' Scale (8.93) was higher than Control Group Post-Test score (8.73) by a factor of 0.20 on a scale of 16 representing a nominal superiority of 2.2% over Control Group's Post-Test score.
5. Experimental Group's Mean Post-Test score on 'Sensitivity' Scale (6.47) was higher than Control Group's Post-Test score (4.30) by a factor of 2.17 on a scale of 7 representing a superiority of 50.5% over the Control Group Post-Test score.
6. The Experimental Group thus showed a 10:7 or 20% higher concentration of Diplomatic career options than the Control Group attributable to teaching through modular approach.

Recommendations
1. Teaching through modular approach, proven effective by present and previous researches at NUML in delivering curricular objectives, may be adopted as the standard approach in NUML IR Programme.
2. All currently taught curricular contents may be reorganized and enriched by the teachers in the light of current / recent classroom experience and converted to modular form.
3. The task of modular conversion may be supported by a dedicated teams of subject specialists.
4. The curricular modules may be value-added through inclusion of supplemental reading, audio-visual materials, case-studies and role-simulation exercises.
5. With a view to enhance the impact of audio-visual techniques each IR classroom may be equipped with a computer and multimedia / DVD projection device.
6. In teaching of IR courses, particular emphasis may be placed on developing skills pertaining to analysis and problem-solving, map-reading, communication and negotiation, conflict-resolution, and job-related competencies.

Conclusion
In the light of the inferences of the research, it is generalized that:
1. Teaching through a modular approach is more effective in delivering curricular objectives of NUML M.A. IR Programme as compared with teaching through traditional methods.
2. The present research re-confirms the results of earlier researches by S. Khatoon and other NUML researchers pertaining to the effectiveness of modular approach.

The class experiment and testing was specifically tailored to the academic environment of NUML. Caution needs to be exercised in extending the generalization(s) to extra-territorial situations.

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A Study of Inclusive Stakeholder's Perceptions for Successful Inclusion at Higher Education in Pakistan

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Abstract

The purpose of this study was to describe inclusion and the successful practices implemented in higher education classrooms. The study utilized qualitative and quantitative methods to examine faculty attitudes related to technology use, pre-service teacher training programs, administrative support, and collaboration among higher education institutions. The data was collected from the various stakeholders to see their perceptions about inclusive education Executives, teachers and students of inclusive higher education institutes at district Lahore. Interview protocol and self made questionnaires were used to collect information regarding topic of the study. Results and conclusions from the study researched indicated; a lack in proper teacher training associated with collaboration; students with learning, emotional, or physical disabilities; and implementing inclusive programs. Recommendations for improving the effectiveness of inclusion include; administrative support, meaningful professional development related to collaboration and assistive technology, and a more diverse teacher training curriculum among higher education institutions.

Keywords: inclusion, higher education, successful practices

Introduction

The term inclusion refers to the practice of including another group of students in regular classrooms, with problems pertaining to health and/or physical, developmental, and emotional problems (Ernst & Rogers, 2009). Laws such as No Child Left Behind and IDEA have placed responsibility on schools to ensure all students have an equal opportunity to complete the same curriculum expectations and requirements. Success with inclusion may depend on proper teacher training, professional development, positive teacher attitudes, collaboration and the use of technology.

Proper training of faculty is a necessity for inclusion to be successful. The professional development topics should include making appropriate instructional and curricular modifications. In addition, more information and training should be made available on how to effectively support teachers of inclusive classrooms in a variety of ways, including consulting teaching, cooperative teaching, instructional assistants, and teacher assistance teams (Idol, 2006). Different instructional methods must be learned through accredited teaching programs and relative professional development. Rao (2009) asserts that many instructional techniques help teachers assist students of all abilities to succeed in a general education setting.

Technology can be used to assist the special education and general education teachers' ability to work in a cooperative role. In many instances, the general education teacher takes the lead in a cooperative role. In order for inclusion to have a positive outcome, both teachers need to have an equal and specific role. Scheeler, Congdon and Stansbery (2010) conducted a study in

which peer coaches' gave immediate corrective feedback via bug-in-ear technology. Peer coaches were able to give instructional tips and support to the teacher while class was in session. Technology is also being used as a supportive tool for students with special needs. One-third of all teachers receive as much as ten hours of hands on computer training; and most training is designed to use the computer as an object of instruction, rather than a tool for instruction (Howell, 1996). Computer based technology ranges from basic computer software intended to assist students with learning disabilities to adaptive input devices designed to assist students with physical disabilities. Technologies are available to assist teachers in accommodating the needs of inclusive students. Barbetta and Spears-Bunton (2009) acknowledged seven useful technologies to assist struggling students. The technologies include digital text, text-to-speech, word prediction, cognitive organizational, electric reference, speech or voice recognition, and alternative writing. Teacher's attitudes towards assistive technology play a role in the success of inclusive programming.

Collaboration between teachers of general education and special education is often a challenge. Schools typically use three types of support systems for teacher collaboration. The support systems include; consulting teacher model, supportive resource programs, and instructional assistants (Idol, 2006)**.** The first is the cooperative teaching model. Teachers in general education and special education work in a variety of ways to co-teach within the same classroom. The teacher in special education and general education develop curriculum and instructional strategies to assist students with special needs within the classroom. Collaboration between teachers of general education and special education is often a challenge. Schools typically use three types of support systems for teacher collaboration. The support systems include; consulting teacher model, supportive resource programs, and instructional assistants (Idol, 2006)**.** The first is the cooperative teaching model. Teachers in general education and special education work in a variety of ways to co-teach within the same classroom. The teacher in special education and general education develop curriculum and instructional strategies to assist students with special needs within the classroom. This model allows the teacher in the special education classroom the ability to work one on one or in small group settings within the general education classroom. The second is the consulting teacher model. A professional in special education acts as a consultant to the general education teacher. Typically, districts ISD or other outside source meets with the general education teacher as an instructional coach. Professionals in special education suggest different strategies and methodologies the general education teacher can use within the class. The third is supportive research programs. Teachers specializing in resource special education and general education are given the ability to collaborate on individual curriculum to be taught in a resource room setting. The student then applies learned skills in the general education classroom. The fourth is the use of instructional assistants. Instructional assistants are typically paraprofessionals who work with an individual student throughout the day. Instructional assistants may work within the general education classroom or in an alternative location, allowing one-on-one instruction. Typically, Instructional assistants are reserved for students with more severe disabilities. Cooperative teaching is being implemented more and more in today's schools. Collaboration must include informing parents regarding accommodations concerning special needs students. Accommodations are in place to ensure the success of students. One aspect of a student's success is performance on standardized tests. In many instances, parents are not aware of accommodations allowed in test taking or how to interpret test scores (Crawford & Tindel, 2006).

In Pakistan the practice of inclusive education is new, especially at higher education Institution, inclusive education is not so broad. The education policy 2009-2015 has emphasized the term inclusive education and its implication. But, to make this practice successful at higher education, the practice should be refined and new strategy would be needed. There are gaps in teaching learning process at inclusive higher education institutions. The researcher is interested to explore these gaps and recommend the solutions to fulfill these gaps.

Statement of the Problem

The study aimed at analyzing the practices necessary for successful Inclusion at higher education**.**

Nature of the study

It was a descriptive research, further it was a mixed designed study and followed a survey research.

Objectives of the study

Following were the main objectives of the study:

1. To investigate the current status of Inclusive education at higher education in terms of its successful practices like teachers professional development, assistive technology and collaboration among Institutions.
2. To explore the perceptions of inclusive education stakeholders about the successful implementation of inclusive education at higher education.

Research Questions

Following were the research questions of the study:

1. What is the current status of Inclusion of students with special needs at higher education in terms of its successful practices like teachers' professional development, assistive technology and collaboration among Institutions?
2. What are the perceptions of inclusive education stakeholders about the successful implementation of inclusive education practices at higher education level?

Methodology

The purpose of the study was to analyze the practices for successful implementation of inclusive education at higher education. The researcher implemented a mixed method research design to fulfill the purpose of the study. The researcher investigated three major practices for successful inclusion at higher education. The three practices were teachers' professional development, assistive technology and collaboration among higher education inclusive institutions. A questionnaire was developed to get the perception of stakeholders. The questionnaire comprised of statements about three practices. Five statements for each practice. The responses were capture at 5 point likert scale. The reliability and validity issues were resolved through pilot testing. The overall reliability index of the questionnaire was .79. The sample of the study included 20 teachers, 60 students and ten executives (head of the departments) at inclusive higher education. The sample was selected by using convenient sampling technique. The collected data was analyzed in terms of means and percentages.

Table- 1 F**ollowing table elaborates the sample distribution**

Institution	No of Executives	No of Teachers	No of Students	Total
GC University Lahore	05	10	30	45
University of Education, Lahore	05	10	30	45
Total	10	20	60	**90**

Data Analysis

Table: 2 Perception of Teachers about practices at higher education

Practice	No of Items	Range of Score	Mean Score	Level of Agreement/ satisfaction
Teachers Professional Development	05	1-5	2.4	Below Average
Use of Assistive Technology	05	1-5	2.7	Below Average
Collaboration among Institutions	05	1-5	1.8	Below Average

Table 2 show that there were five statements for each practice at inclusive higher education. The teachers could score a minimum of 1 and a maximum of 5 score on each item and the score below 3 goes toward disagreement and the score above 3 goes towards agreement of teachers about the statements. Table show that the mean score of the teachers on each practice was below 3 which means that the teachers at higher education are dissatisfied with the three practices for inclusive education.

Table: 3 Perception of students about practices at higher education

Practice	No of Items	Range of Score	Mean Score	Level of Agreement/ satisfaction
Teachers Professional Development	05	1-5	2.0	Below Average
Use of Assistive Technology	05	1-5	2.2	Below Average
Collaboration among Institutions	05	1-5	2.58	Below Average

Table 3 show that there were five statements for each practice at inclusive higher education. The students could score a minimum of 1 and a maximum of 5 score on each item and the score below 3 goes toward disagreement and the score above 3 goes towards agreement of teachers about the statements. Table show that the mean score of the students on each practice was below 3 which means that the students at higher education are dissatisfied with the three practices for inclusive education.

Perception of Executives about the practices for successful inclusion at higher education (Interview results).

Teachers' Training: Proper training of faculty is a necessity for inclusion to be successful. Executives interviewed stressed a need for additional professional development training specific to inclusion. The professional development topics should include making appropriate instructional and curricular modifications. In addition, more information and training should be made available on how to effectively support teachers of inclusive classrooms in a variety of ways, including consulting teaching, cooperative teaching, and instructional assistants. Executives members surveyed strongly agreed that introductory courses related to special education were required at higher education.

Executive members agreed that opportunities existed for cross discipline collaboration regarding the field experience aspect of the teacher education programs.

Use of Technology: Technology can be used to assist the special education and general education teachers' ability to work in a cooperative role. In many instances, the general education teacher takes the lead in a cooperative role. In order for inclusion to have a positive outcome, both teachers need to have an equal and specific role. Technology is also being used as a supportive tool for students with special needs. Technologies are available to assist teachers in accommodating the needs of inclusive students. The technologies include digital text, text-to-speech, word prediction, cognitive organizational, electric reference, speech or voice recognition, and alternative writing.

Collaboration among Institutions: Collaboration between teachers of general education and special education is often a challenge. Teachers in general education and special education work in a variety of ways to co-teach within the same classroom. The teacher in special education and general education develop curriculum and instructional strategies to assist students with special needs within the classroom. Cooperative teaching is being implemented more and more in today's schools. Collaboration must include informing parents regarding accommodations concerning special needs students.

Research Results and Implications

Research indicates a need to train teachers in areas that relate to serving students with special needs in an inclusive setting. New ways of implementing professional development are needed. Professional development needs to shift from one time work sessions, conferences, and courses that have little carry over to the classroom. Preservice teacher training programs must also diversify classes offered to address the changing classroom. Higher education teacher education programs must provide more opportunities for collaborative courses related to both special and general education programs.

Technological devices are a positive tool for teachers and students with special needs. Programs, software, and devices that assist in tasks and instructional modifications are the most useful. Technology does exist to assist teachers in a collaborative role with instructional coaches, but the practicality of this strategy is not realistic in today's classroom. Technology should assist students with learning disabilities. Students with learning disabilities often struggle with material within their grade level content expectations. The use of technology does not come without limitations. Teachers and students need to be trained in the proper utilization of technological tools. School districts may not have the financial resources to implement the use of technology or train teachers effectively in the use of technological devices.

Collaboration between professionals in a secondary classroom reveals mixed results related to success of inclusion programs. Research indicates that there is a disconnect between actual achievement and cooperative teaching practices. Improved professional development and training are needed within the profession to consistently observe improved performance. Many collaborative practices are implemented in classrooms with a lack of understanding on proper execution of theory. Collaborating teachers must have a shared responsibility associated with planning, classroom management, and evaluation.

Recommendations and Conclusion

Successful inclusion programs at higher education require consistent commitment from administrators and staff. Meaningful professional development opportunities related to collaboration, strategic planning, multiple learning styles, and assistive technology would be useful. Visiting inclusive classrooms in other institutions allows for observation and reflection. Successful practices and techniques may then be implemented in the visiting teacher's classroom. Collaboration among professionals do produce positive experiences in the classroom when teachers are properly trained, have common planning, and have a commitment to the process. Higher education institutions are beginning to offer more courses with collaborative and cross discipline themes, yet more must be done.

Assistive technology can also improve teacher's attitudes and achievement in inclusive classrooms. Assistive technology allows students with special needs to have a more active role in the general education classroom, in turn, improving the climate throughout the school. Digital text, cognitive organizational tools, and multiple word processing programs are tools that can benefit students with special needs. Assistive technology should only be purchased when proper training can occur and the technology has many functions to assist multiple students with disabilities. Financial limitations do exist, making selection of assistive technology extremely important.

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Issues and Challenges in Doing Action Research in a Public Sector University
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Abstract

The papers discusses the issues and challenges of doing Action Research project for improving English Language Teaching in Large Classes at bachelor Level at university of Sindh, Jamshoro, Pakistan. The paper also discusses the events of data collection during the project. The data has mainly been collected in two phases: the first for the reconnaissance and secondly for intervention purpose. The paper presents an assessment of how far I was able to achieve research aims set for the success of the project through evaluation criteria formed by discussing and reflecting on the findings of the study. The paper also looks into the future of the research for its broader significance and implications for other teachers, students and researchers. It also discusses the implications and recommendations for English Language teachers dealing with the issues of large classes. This also includes a number of guidelines which have emerged from the fieldwork and while writing up this paper. Lastly, it discusses the contextual issues, which have affected the present study and might affect future research in the similar context.

Keywords: action research, issues, challenges, bachelor level, English language

Introduction

This paper discusses a collaborative action research project conducted for my doctoral studies to improve teaching and learning in large classes at University of Sindh, Jamshoro, Pakistan (UoSJP), a public sector university. The study shows how action research projects can be helpful in brining practical solution of the classroom problems by sharing responsibility with the students for learning and teaching. Through this kind of research new model of teaching can be developed as against traditional lecture method model of teaching prevailing in our educational system. The findings of the study have been validated collaboratively by critically analyzing the outcomes of the research. The context of the study has key importance in validating the findings; however the findings can also be applied in the similar context. Research has been conducted in two phases, the first phase for reconnaissance on the basis of which second phase for forming intervention strategy and its implementation. The research has introduced cooperative practices aimed at understanding how new teaching strategy can be planned implemented. Throughout the research process, there are various themes which have emerged from reflection on the data collected during both the phases. There is a concluding reflection on critical issues that might affect future research.

My position in improving teaching at the University of Sindh, Jamshoro Pakistan (UoSJP) is that of an insider whose structured understanding of the relevant context is enhanced in attempts to improve teaching and learning. This project is aimed to use collaborative methods to improve understanding and practice in all participants through the research process, including myself.

Hence the aim of the paper is to promote 'learning-focused' teaching through critical reflection on professional practice. The study also suggests how students can be empowered to take control of their own learning, by giving them autonomy and, by creating a socially just and democratic atmosphere in a class. It also shows how large classes, exceeding a hundred students,

can be managed by changing teaching methods and by increasing students' participation through group learning and the deployment of group leaders.

Literature Review

Large classes are one of the most important issues for developing countries. Research hasbeen done on relative advantages and disadvantages of both small and large classes (Wrightet al., 1977; Smith and Glass, 1979; William et al. 1985; Zahorik, 1999). Large classes aregenerally considered to be a hindrance to learning due to overcrowding which causesclassroom management problems (Nolasco and Arthur, 1986; Coleman, 1989d; Hayes,1997; Li, 1998). However, a reduction in class-size is not feasible for many developingcountries because of financial constraints. Therefore improving learning in large classes is aquestion that teachers and researchers need to pursue for educational development.

There is a lack of consensus among the researchers on various aspects of class size: for example, what is the optimum number of students in a class? Are small classes better for effective learning? Can class size be fixed for all levels and for all subjects? The issue of large classes was explored systematically in the 1950s and then there has been frequent interest in the issue from the 70s onwards (Glass et al., 1982). For the last two decades, there was increasing interest among researchers in the issue of large classes due to 'widely publicized calls for improving education access for all the world's children' (Benbow et al., 2007, p. 2). Researchers have approached this issue from various angles, from identifying the problems of large classes to suggesting the techniques to handle them. Various angles of classroom dynamics have been discussed with the view of making learning more effective. Researchers often start by addressing the class size phenomenon as a problem for teachers. Some researchers support the argument that large classes are aproblem for teachers whereas others support that reducing class size does not increasestudents' learning. However, there is a general assumption that small classes give better results than large classes (Al-Jarf, 2006). Literature identifies large classes as a common problem in education all over the world especially in developing countries like Pakistan, Sri Lanka, India, Nigeria, and Kenya. There are two main reasons for the emergence of large classes in developing countries: global initiatives for universal education and rapid population growth (Benbow et al., 2007).

Research also points out potential problems of large classes which affect teaching and learning in many ways. Motivating students in large classes is an important task and it is difficult to attain in large classes especially for newly qualified teachers. It also affects classroom instructions and management. Due to financial restraints, there is not sufficient help in terms of teacher assistants, handouts, and technological support that are available for teachers in developing countriesto cope with large classes. Moreover, there is little training available for teachers, especially for university teachers who spend many years in formal education; they spend little time in getting training required for teaching (Shigri, 2009). Faculty also receives little training in publishing, designing, examination, assessing students, or any formal training in conducting research and developing research agenda (Luna and Cullen, 1995; Shigri, 2009).

The review of literature shows that the issue of large classes is complex and controversial in many ways. The definition of large classes, debate over advantages and disadvantages of large classes and the techniques of coping with large classes are issues, which are hard to be resolved unless practice-based research is conducted. It also shows the need for teacher training to cope with large classes. Literature review establishes the need to approach the issues of large classes through effective intervention. It also establishes the need to observe and understand the teaching

ractice in socio-political and sociocultural context, which will be important as UoSJP presents unique learning and teaching conditions. Therefore, attempts to improve teaching and learning will be subject to taking account of contextual issues to form intervention.

Methodology

Since the research aims at bringing practical improvements in the educational context where I am a practitioner, the methodology for the research needs to be such that facilitates the practitioners' research. Action research has provided a suitable framework for ascertaining and developing knowledge through collaboration of colleagues; it is also a suitable methodology for context based and practice-driven research for practical improvement. Therefore, reference to the principle structure and approaches to action research are the dominant features of the paper.

I undertake the issue of language teaching a practice-based approach within the action research framework as outlined by McNiff (2002) and Kemmis,McTaggart and Retallick (2004). Using this methodology, I improve the action by reflecting on my own practice and those of the participants through a collaborative process. This is a typically salient feature of the action research process of on-going cycles of reflection and action (Schön, 1983).

There are the aspects of classroom teaching which I have observed and analysed for in-depth understanding of existing pedagogy and then formed an intervention strategy to improve them through a series of lessons employing innovative teaching methodology.

The study also aimed at suggesting ways to teachers to accept the responsibility of improving their teaching methods through personal research projects. During the implementation of the intervention, instead of just understanding theoretical knowledge about classroom teaching, I have ventured into generating knowledge from the practice to bring about improvements in teaching and learning.

The theoretical approach which I pursue is drawn largely from both, Freire (1972) and McNiff and Whitehead (2005) - in particular the idea that knowledge is not static but fluid and can be generated through action and reflection. The emerging knowledge from the action is an indispensable resource for educational improvement. Thus, research is based on practice and enquiry and research knowledge is generated through interaction with the key participants.

Classroom teaching was observed at UoSJP and students and teachers were interviewed in the first phase of data collection. The teachers' and students' perceptions of education have been understood within their context which problematizes the teaching and learning process which is otherwise taken-for-granted.

The classroom teaching process generally favours some and ignores and marginalises others. The problem is aggravated when some students continue to dominate the class with their participation and others continue to be deprived through the traditional lecture method of teaching. I have attempted to develop teaching methods that focuses one very one in the class based on the assumption that everyone is of equal importance in the class and therefore should be given equal opportunity of participation for learning.

Although much of the improvement has been achieved collaboratively by understanding the teaching methods, the initial impetus was based on Shamim et al.'s (2007) work that addresses the issues of large classes to maximize learning in language classes.

I came to understand that teachers could work to improve their teaching conditions byproviding autonomy for their students in the classroom. Teachers could conduct research onthe issues that concern them by taking account of contextual and sociocultural aspects of their practice; they could also be encouraged and trained in this regard. This study has also involved

teacher training and teacher-development through collaboration with a colleague who will be referred as teacher C in the paper. She has been a key collaborator in the intervention strategy.

I have attempted to remodel and reshape teaching and learning by bringing marginalised students to become an active part of the learning process. The study took place within a particular social, political and professional context. Therefore, dissemination of the findings will need to take account of local cultures and contexts.

Phase One of data collection: Reconnaissance

The overall object of reconnaissance was to gain an in-depth knowledge of teaching and learning patterns by engaging in discussion with teachers and students and observing classroom teaching in real time. I used various relevant data collection tools for the reconnaissance phase.

Preparing intervention on the basis of data collected in Phase One

Preparing intervention was the most critical part of my research and study. The main idea behind forming intervention was making language classes interactive rather than as a traditionally-oriented language teaching method. The flexibility of the plan was considered while planning intervention so as to accommodate changes and improvisation in the action. As an important feature of action research, it directs intervention that accommodates changes as the action takes place.

Intervention was planned for the first semester in Remedial English in two separate classes. Initially eighteen lessons were planned (nine for each class) in Groups A and B. The lessons were adopted from the textbooks of Remedial English course. Each lesson consisted of fifty minutes of classroom teaching time. The lessons were mainly planned with my own judgment and understanding of CLT and with the consultation of the students and the fellow teacher.

Phase Two of data collection

After the data collection of Phase Two, I revisited the design and included the steps of the second phase as they occurred. Sixteen classes were planned for two different departments by two separate teachers practitioners: one by me (group A) and the other (group B) by a colleague. The intervention plan was carefully made on the basis of data collected in the first phase. However, each class brought the data from monitoring strategy and the changes were incorporated for the next class. Hence, each class was seen as part of a spiral cycle which included planning, action, observing, and reflection. At the beginning of the research, I was apprehensive as to how my research would develop due to the unpredictable nature of the action phase. However, the research process unfolded the events as the action was taking place and through reflection on the action, improvements were adjusted in the teaching plans.

The colleague (Teacher C) participated in the discussion regarding her teaching after some of the classes, which brought the data for the planning of successive classes in Group B. Although the plan was to replicate teaching of Group A for Group B, Group B teaching became itself an independent part of the action research cycle. Similarly, the action plan was changed for Group A on the basis of reflection on each lesson. Both the classes were observed through a volunteer student who had recently passed their MA in linguistics. Some of the classes were recorded as well for the purpose of comparison with the classes video-recorded during the first phase. During the action, students' feedback was also taken through a group discussion in both the classes. I tried to take their feedback through an interview after each class. However, that

couldn't be possible especially for the students of Group B as I couldn't have access to them directly due to their busy schedule with other classes. The second phase of the data collection ended with students' interviews from both the departments, distribution of questionnaires, and Teacher C' s interview regarding her overall reaction to the action plan and new way of teaching.

Validity and reliability are very important in research. Data collected through various sources have been used to maintain the validity and reliability of the data as the use of more than one approach to data collection has increased the validity of the data.

Outcome of the study and data analyses

The advancement in research was guided through reflective practice which is informed through the choice of methodology. The study has not only helped in developing pedagogical solutions for ELT in large classes, but it has also contributed to my professional development. My epistemological stance has not been static, but has developed through action and reflection. It has also strengthened my belief that pedagogical development is an on-going issue, which can be improved through a practice-based approach.

The context of study has great importance in understanding the research, therefore my teaching plan was affected with the social settings of the institute and the unpredictable nature of the timetable. Hence, I went into the field with a flexible plan open to changes. I used the criteria for success of action research on the basis of my commitment to improve language teaching in large classes guided by the critical feedback of the participants through various data collection tools. Thus, my work can be judged based on my own criteria established for the success of the work along with the research participants.

The analyses of the initial data show that language learning takes place at the UoSJP in a complex phenomenon, which is common to developing countries. On the one hand, there is a lack of infrastructure; on the other hand, teachers are poorly trained in language teaching.

There is a lack of resources, a lack of suitable furniture for language teaching, and an absence of visual aids. Although there is a change in the syllabus from being literature-oriented to language-oriented, the implementation of this syllabus is still a problem as teachers are less motivated to change their teaching methods due to a lack of required training. Therefore, teaching continues to be in the traditional way regardless of any changes in the syllabus. Reluctance to introduce any change is also due to the sociocultural influences on the teaching. Teachers transfer knowledge rather than sharing it. Therefore, teachers consider that changing teaching methods are difficult because of the learners' traditional orientation and behaviour for classroom learning. It also shows that learning cannot be seen in isolation, but needs to be seen in a broader social, cultural, and educational environment. Teachers as well as students feel comfortable in large classes contrary to their belief about large classes being difficult. However, the teaching method remains unchanged regardless of the number of students in the class. Both students and teachers feel bored in small classes due to fewer students' participating in them, which results in less interaction in the class. Students also feel more comfortable in large classes as there is always interaction taking place in them, and interaction is less in small classes. In small classes, teachers have to speak most of the time not only to cover the syllabus but also to maintain the interest of students.

The issue of mixed ability is reinforced with the teachers' pattern of attention. No pedagogical measures are taken to raise the abilities of the 'back-benchers'. Although teachers were aware that the current education system reinforces the importance of getting a certificate rather than learning, there was hardly any effort to mitigate this condition. There is hardly any effort from the teachers' side to introduce equality among the students in giving attention.

Classes represent a social microcosm where students of different social backgrounds come together; their learning patterns also strengthen their differences .Despite the adverse conditions for change, teachers also show aspirations to change and a willingness to improve the teaching conditions. However, they are aware that due to the prevailing de-motivating conditions a change will be slow as is the case with other public sector institutes. They are also aware of the need for teacher training programmes for improving professional skills.

Reconnaissance into language teaching at the UoSJP has also shown that language teaching is affected not only because of physical conditions, but it is also affected by the teachers 'beliefs about teaching in large classes. Some of the assumptions of the teachers contrast with the students' perception of their learning pattern. For example, students enjoy doing group work, they can peer-assess and are also motivated to accept any change. However, teachers resist change and resist power-sharing with students, whereas, students feel privileged to take more responsibility that can benefit their learning. Therefore, students seem more willing and flexible to adopt different roles and patterns of learning as compared to teachers. Reconnaissance informs that there is a need to find out ways in making learning more effective, by increasing the students' participation in a class, and motivating teachers to take responsibility for improving their professional skills.

I was interested to see the teachers' way of interacting with the students and students' interaction with each other. Video recording also showed the external factors such as students arriving late, echoes in the classroom, and the noise of fans that affect the classes. I also wanted to show the learning outcomes for the new teaching method. The effectiveness of the teacher is shown in recognizing and managing these factors. The visual data can have lasting effects and can also be shown to other colleagues later on who want to adopt new teaching method for better learning outcomes. Using a visual medium can allow colleagues to reflect on their own teaching strategies and use the video as a learning aid. Learning from the teaching in a new way has great value for both Teacher C and me for our professional development. It has helped us in understanding the complex phenomenon of teaching where our methodologies play an important role in the student's learning. My role in the research and assisting her in improving learning and teaching, has given me an in depth understanding of learner behaviour and the teacher's role in it. I have learnt through the analysis of the data that students are willing to change their patterns of learning. They have shown flexibility and willingness to get used to any new learning pattern introduced by the teacher. The students' learning and the impact of the new teaching has been clearly articulated through their interviews. The focus of the study was to improve learning by implementing innovative methods for practical outcomes. It has given students the opportunity to learn in a different environment from the one that they were used to. It gave them the opportunity and confidence to discuss their problems and solve them through their own initiatives supported by the learning methods created by the new teaching methods. It helped them to assess their abilities and work towards improving them. It also brought them closer to the teacher where they could ask and get responses to their queries. It also raised their academic potential for learning for the sake of learning. Although it was hard to predict about grades and the improvement in language skills, the new learning style should have positive effects on their grades and language skills, as their learning method has improved through this study.

I have shown the analysis of data collected to show the true picture of teaching in two separate classes. I have worked closely with the participants in an attempt to change the culture of learning. The classroom teaching and their analysis, participants' interviews, and my own reflection on the data show that I have been successful in achieving many of the targets, which

were set at the beginning of the research, such as increasing students' participation and creating a classroom atmosphere of the class based on social justice and equality.

The process of action research cycle - plan, act, review, evaluate, and improve and move forward - sums up the outcomes of the study. Through the action research process, I engaged with teachers and students for understanding language teaching at the UoSJP I have attempted to understand how teachers and students operate in a complex situation, which is common to many developing countries: namely, a lack of resources, poor infrastructure and lack of teacher training.

Taking contextual factors into account and using my judgment to address the problems, the lessons planned were aimed at improving students' performance in the class which have left positive impacts on their behaviour of learning. The research has met the aims of practical improvement by generating effective measures to improve participants' learning methods. Hence the study has focused on a neglected area of pedagogy and makes a useful contribution to the domain of teaching in large classes. In collaboration with students and teachers, we have explored ways to manage learning in a complex situation filled with sociocultural influences that affect learning. The study also shows the importance of modelling appropriate teaching behaviour through the teacher, and the importance of training students to acquire skills to create knowledge using each other's learning experience.

The classroom teaching was aimed for everyone regardless of their learning capabilities, background education, and sitting-positions. These factors generally affect learning and create an undemocratic and unjust environment in the class whereas through the new teaching, the students' style of learning became different and congenial to acquire education. The value of the students' contribution, knowledge and experience were acknowledged and enhanced, which enabled them to take up the responsibility for their learning and those of the peers.

Considering external factors which affect learning

There are various factors identified, which affect learning in the four domains of teaching where a teacher and student has little or no control over: classroom setting, teachers' lack of required training, political conditions of the university, and exam schedule and workload of a teacher. *Firstly*, classroom infrastructure creates problems like echoing, steel chairs rattle when arranging them in groups, and rearranging them in rows. Noise affects instructions, and it creates an unpleasant feeling for the learner and teachers. It also indicates a teacher's lack of capability of controlling a class. The problem is aggravated during the summer due to the noise of the fans. Giving instructions was a problem that I encountered frequently during the beginning of the lessons. I managed the problem of echoing by changing positions in the class while giving instructions so that I could be audible to everyone. I also repeated the instructions through students sitting at distance positions.

Secondly, lack of training and willingness generate a lack of change in innovation and experiment. Although Teacher C and I tried to overcome this impediment through our commitment, this was a problem for other teachers. *Thirdly,* there were frequent boycotts due to student politics, which affect continuity of lesson. It caused more problems in replicating teaching in Biochemistry due to Teacher C's lack of sufficient collaboration because of her busy schedule and burden of completing the syllabus. *Fourthly*, administration's decision especially in arranging mid-term exams affected the overall teaching in the institute. Lastly, teachers were overburdened with teaching and administrative work as in the case of Teacher C. The scenario reinforces how critical it is to impart education. Despite all these factors affecting learning, an attempt was made to increase learning through a commitment to research.

Implications and recommendations for teaching colleagues

There are two significant issues coming out of my research, which will be helpful for teachers working in large classes at higher education level: 1) change is possible with teachers' commitment to pedagogical improvements, and 2) capable students can be mediators between a teacher and slow learners in helping them make learning possible for all students in a class.

Implementation of the research results

The essential idea of the research was to bring practical and lasting effects to the teaching of large classes. Therefore, it is important to look at how far the findings can be helpful for a lasting and permanent impact on the universities pedagogical issues.

I do not believe that transferring my pedagogy may be fruitful if it is not combined with the teacher's own understanding and knowledge of teaching. Therefore, I do not claim generalization of my pedagogy that I suggest without contextual relevance for it. The teachers' role in the improvement of education is vital as it is s/he who has to carry out the changes and implement them. Therefore, the professional training of teachers is essential. Teachers need in-service training programmes to enhance their professional skills and to be able to manage change. Teacher training programmes are widely supported by the researchers (Farooq, 1995), but merely theoretical knowledge will not help in improving education. Farooq (1995) also realizes the difference between the theoretically remote nature of teaching training, which does not take into account the current and local knowledge about teachers' development. Allix (2003) also suggests the importance of direct involvement in methodological principles to seek solutions to problems by emphasizing the learning experience and by working collaboratively. In short, it requires commitment and motivation for experimenting change.

Significance of this research is embedded in action research process

Freire (1972) attacks the *banking model* where teachers *deposit* knowledge into students. These kinds of practices existed to educate students at UoSJP in which, as Freire (1972, p.58) states ,Instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat. This isthe "banking" concept of education, in which the scope of action allowed to students extends only as far as receiving, filing, and storing the deposits I worked through a completely different model where participants were part of knowledge creation, and where students were treated as subjects rather than objects in the world. Knowledge was not considered to be external to people and laid out to them by teachers butit was generated through interpersonal connection. I have referred to Freire (1972) as a theoretician and practitioner. The focus of the theory isin modelling a different style of learning as opposed to the *banking* model of *depositingknowledge* into learners. The research was, therefore, based on the ideas of emancipation through the acquisition of knowledge by the dialectical process, as Freire (1972) suggests, The teacher is no longer merely the-one-who-teaches, but one who is himself [sic] taught in dialogue with the students, who in turn while being taught also teach. Students were given the responsibility of changing their previous practice and learn a new one through the process of self-teaching and self-learning. The study reveals that students do not need to be fed and have knowledge transferred; they can be part of the learning process by changing their role from a *receiver* of knowledge to a *sharer* of knowledge. Students at the university level are mature enough to understand the teachers' methods and to adjust themselves to them. There are capable students in every class who can give support to teachers in (re)modelling their teachers' role for motivating students, assessing fellow students, and helping

to organize group work. They can become a bridge between those who do not get an opportunity in the class and the teacher by being part 'in the process of liberation' which ' is essential for the oppressed to realize that when they accept the struggle for humanization they also accept, from that moment, total responsibility for that struggle' (Freire, 1972, p. 42).

This study shows the significance of the action research process in bringing practical improvement to education. I have understood that students feel concern for each other's learning, and therefore they can help each other in peer learning. I realized the capacity of students for helping each other and improving language skills. Hence, the study is also significant in realizing students' potential to self and peer learning and their capability of generating knowledge. They can feel confident with their learning by acquiring cognitive skills for improving their language output and learning patterns. Group work can create a habit of exploring, and increasing their understanding towards a more socially just society. The action research process helped me to recreate my identity as a teacher and a researcher. Through this study, I have come to know the importance of dialogue and giving voice to people to generate knowledge that can help in improving learning conditions. The action research process also brought the realization that knowledge is fluid and dynamic; it is not static. I also came to know that each teaching condition is different; therefore predefined theories of teaching may not completely help in all conditions. As a result, my ontological and epistemological values are based on practice. Having presented the significance of the study, in the following section, I discuss how the study can be disseminated for the benefit of teachers, students, and researchers working in a similar context.

Summary and conclusion

I have offered a new way to teach within a challenging context, which I hope will contribute greatly in the field of education. I began by showing how education is imparted and how teachers, as well as students, were dissatisfied with the learning process. The students and I understood that the new relationship was not between one being all-knowing and the other all-receiving. We tried to share knowledge and learn ways of improving learning. The relationship grew during the course of teaching. Our conversation developed the dialogical form which emerged spontaneously from a discussion on the ideas of teaching. I have shown how large classes could be turned into positive teaching and learning experiences, instead of considering them an impediment to learning. Through the teachers' commitment and skilful management of lessons, students can build their confidence and interact with each other in meaningful communication in order to gain and produce knowledge about English and how to use it. Learning from the new way of teaching has great value for both Teacher C and me for our professional and personal development. It is not possible to change the complete situation of learning and teaching through one teacher, but one teacher can contribute to the learning patterns of students a great deal if he/she is committed. I have shown the analysis of data collected to show the true picture of teaching in two separate classes. The data shows that I have been successful with regards to many of the aims, which were set at the beginning of the research.

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Organizational Commitment In Relation To Biographic Variations among College Teachers

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Abstract

Present study was designed to investigate the role of demographic variation in determining the level of organizational commitment among college teachers. A stratified random sample of 50 male and female teachers was collected from two Islamabad Model College for Girls such as I-8/4 Islamabad and Islamabad Model College for Boys, F-10/3 Islamabad. Among them 20 were male and 30 were female teachers, their ages ranged from 25 to 45 years, and job experience ranged from 1 to 20 years. Data was collected through a research questionnaire developed by Meyer and Allen, named as organizational commitment questionnaire (OCQ) which was comprised of fifteen items and three subscales named as, affective commitment scale, continuance commitment scale and normative commitment scale. Collected data was statistically analyzed with the help of various statistics which shows that about 30% teachers have low commitment, whereas 31% respondents carrying moderate commitment and only 39% respondents possess high level of the organizational commitment. Older college teachers were more committed than the younger ones. It was discovered that female teachers have higher organizational commitment as compared to male college teachers and increase in the level of qualification correlates negatively with organizational commitment. Management can use various commitment strategies to shape the behaviour and attitude of teachers by focusing on developing committed employees who can be trusted to use their discretion to carry out job tasks.
Keywords: Biographic Variations, Organization commitment and College teachers.

Introduction

Organizations are consciously coordinate social unit, based on two or more people that function on relatively continuous basis, being organizational behaviour theorists Robbins and Judge (2010) define "organizational behaviour as a discipline which explore impacts which individual variations, groups dynamics and organizational structure could have on behaviour in the context of organization, aim of applying such exploration is towards improving organizational' effectiveness".

In an organizational setting employees differ in terms of their appearances, abilities and bio-graphics. Biographic variations include personal characteristics of the employees such as, age, and gender race and work experience.

As organizational commitment is one of the vital attitudes, that is defined by Mowday, Steers & Porter (1979) "as novel state of mind which helps employees to identify themselves with their organizations goals and wishes to maintain membership of their organization. Organizational commitment is a firm belief which can lead employees towards unconditional acceptance of organizational norm, culture, rules and regulation; it is employees' willingness to exert significant efforts on the behalf of organization organizational commitment is helpful to inculcate an intense desire in employee to maintain employment in the organization".

Organizational commitment has been conceptualized and measure in a variety of ways, Meyer and Allen (1987) gave tricomponent approach of the organizational commitment which tends to reflect three general themes such as; normative commitment, affective commitment and continuance commitment, all these are part of an overall attitudinal commitment. According to this approach, commitment binds an individual with his or her organization and thereby reduces the likelihood of undesired job behaviour including absenteeism and turnover.

Meyer and Allen (1984) also differentiates between affective and continuance commitment, and stated "that affective commitment is employees emotional attachment with organization which compel him to identify himself with organization whereas on other hand continuance commitment is perceived costs associated with leaving the organization". Allen and Meyer (1990) also recommended that normative commitment demonstrates a perceived obligation to remain in the organization. for him affective commitment (AC) is an emotional attachment, identification and involvement of employee with the organization and a belief in its goals and values. Employees who have strong affective commitment have greater chances to continue employment with the organization because they want to do so. While continuance commitment is the perceived economic value of staying with the organization compared with leaving it, so employee remains in the organization because they need to do so (Meyer and Allen 1991, 1997).

Various researches established a significant and positive relationship between age and employees' commitment. For example, in 1990 Mathieu & Zajac explored that variable of age has significant positive correlation with organizational commitment. Researchers also proposed that older workers are more likely to hold a higher level of organizational commitment, one explanation for such findings may be the fact that the expectations from older worker on work place is that they can adjust themselves at work (Khurshid, 2012).

Educational qualification is another important biographic factor that has been related to organizational commitment. In 1977 Steers discovered that level of education has inverse relation with organizational commitment. In the same way, in 1990 Mathieu & Zajac conducted a meta-analysis which confirmed that higher qualification is inversely related with organizational commitment therefore, individuals with higher qualifications may have less commitment towards their work place.

It has also been noted that organizational commitment is generally stronger among those employees who have stayed in the organization for comparatively longer period of time.

Job status may be of several kinds but there may be two types, permanent or nonpermanent. Difference lies between the jobs securities involved in both these kinds, which is the basic characteristic of permanent job status. The importance of understanding job security's role has increased with the emphasis over the past decade on employee reactions to major organizational change.

With respect to the study of gender and organizational commitment, some misunderstanding has occurred due to the approach in which this subject has been studied. The gender approach to the study of women and organizational commitment was described as one where the fundamental belief was that, women accept family roles as a chief source of their identity and fulfillment, leading to a different point of reference to work for men, for whom work is supreme. Contrary to it, supporters of the job-model, regarding the study of organizational commitment and women specifies that there were no significant differences between the work attitudes of women and men, and that work attitudes of both sexes developed in similar ways. In a meta-analytic study, researchers (Mathieu & Zajac, 1990) noted a correlation that specified a stronger, although weak, advantage for female employees with respect to organizational

commitment. Mathieu and Zajac reviewed 14 studies involving gender and organizational commitment; here ratings for males were coded with higher values.

Marital status is one of the important biographic factor that could effects employees work attitude, generally married workers are perceive more committed towards their organization than single workers. An explanation for this assumption could be that married workers rather than single workers have more family responsibilities to gratify, for that requires financial support that's why they are more committed to the organization.

The relationship between biographical variables and organizational commitment has been already researched in the Western context; but the relationship among biographic factors and organizational commitment has not been yet completely discovered in Pakistani cultural context especially in the context of college teachers.

Although organizational commitment is an extensive researched area but in the context of biographic and organizational commitment there is lack of research, Therefore, present study was designed to increase knowledge regarding the factors that can predict organizational commitment especially in the context of teachers working in the Islamabad Model Colleges. Due to the fact that there is great variation in biographics of Model colleges teachers regarding age, gender, marital status designation, qualifications, experience and type of job, which are sometime causing variations in determining their job behaviour and compliance of duties.

Objectives

The objectives of study were as following:-

1- To investigate the level of organizational commitment among teachers working in the Islamabad Model Colleges.
2- To find out the impact of biographic variations such as age, gender, marital status, qualification, designation, experience and nature of job in determining the organizational commitment level among teachers working in the Islamabad Model Colleges.

Hypotheses

1. Older college teachers are more committed towards their workplace than the younger ones.
2. Female college teachers are more committed towards their workplace than male.
3. Unmarried college teachers are more committed towards their organization than married ones.
4. Master degree holder college teachers possessed higher commitment towards their organization than M. Phil and PhD degree holders.
5. Teachers working on contract basis are more committed towards their profession than permanent teachers.
6. Experienced college teachers demonstrate more commitment towards their profession than teachers with less work experience.

Population and Sample

Teachers working at Islamabad Model Colleges were population of this research. A stratified random sample of 50 male and female teachers was collected from two Islamabad Model College for Girls such as I-8/4 Islamabad and Islamabad Model College for Boys, F-10/3 Islamabad. Among them 20 were male and 30 were female teachers, their ages ranged from 25 to 45 years, and job experience ranged from 1 to 20 years.

Methodology

Study was exploratory in nature in which quantitative approach was used to explore the commitment level of college teachers towards their workplace. After getting permission from respective college administration, respondents (teachers) were contacted at their respective

workplace and they were asked to participate in the study. Questionnaires were only handed over to willing teachers. After data collection for statistical analysis, statistical package for social sciences was used for data analysis.

Details of the results are as under:

Results

Reliability of scale was determined by dividing it into two parts, reliability of first half of items was .90 and reliability of second half was .96, between the form reliability was .91. in order to measure the level of organizational commitment among college teachers norms were determined through percentile analysis; score of 44.00 fall at 25th percentile indicating low level of organizational commitment, score of 54.50 fall at 50th percentile exhibiting moderate level of organizational commitment and score of 60 falls at 75th percentile illustrating high level of organizational commitment on the part of college teachers.

Table 1:Levels and Percentages of College Teachers' Commitment (N=50)

Levels of Organizational Commitment	n	Percentage
Low Commitment	10	30%
Moderate Commitment	16	31%
High Commitment	24	39%

Table 1 indicates the frequencies and percentages for the 3 categories on organizational commitment experienced by college teachers. Results revealed that 30% teachers have low level of organizational commitment, whereas 31% respondents have moderate commitment and 39% of respondents possessing high level of organizational commitment.

Table 2 : Organizational Commitment In relation to Age (N=50)

		Below 30 (N=13)		31-35 (N=25)		36-40 (N=9)		41-45 (N=2)	
		M	S.D	M	S.D	M	S.D	M	S.D
Affective	15.5	4.5	19.4	3.3	20.5	3.8	21.0	.1	
Continuance	17.3	3.7	16.2	4.5	16.3	3.5		17.0	.6
Normative	15.2	4.1	16.8	3.5	17.0	4.6		20.5	.7
Total commitment		45.0	12.3	52.4	11.3	53.8	11.9	58.5	.14

Table 2 describes the mean and SD of respondents' scores on the variable age, from this table it can be seen that the commitment develops gradually, as younger employees are least committed towards their organizations as compared to older one.

Table 3: Organizational Commitment In relation to Gender (N=50)

	Males (N=20)		Females (N=30)	
	M	S.D	M	S.D
Affective	18.0	4.2	19.3	3.4
Continuance	16.5	4.1	17.0	4.7
Normative	15.5	3.2	19.2	4.7
Total commitment	50.0	11.5	55.5	12.8

Table 3 describes mean and SD of respondents' scores on the variable gender, from this table it can be seen that the female teachers are more committed towards their organizations as compared to male teachers.

Table 4: Organizational Commitment In relation to Marital Status (N=50)

	Married (N=37)		Single (N=13)	
	M	S.D	M	S.D
Affective	18.4	3.4	18.5	3.2
Continuance	16.3	4.3	18.4	3.4
Normative	16.6	3.7	16.3	4.4
Total commitment	51.3	11.4	53.2	11.0

  Table 5 describes the mean and SD of respondents' scores on the variable marital status, from the table it can be seen that the unmarried college teachers are more total committed towards their organizations as compare to married college teachers.

Table 5: Organizational Commitment In relation to Academic Qualification (N=50)

	Master (N=28)		M. Phil (N=20)		PhD (N=2)	
	M	S.D	M	S.D	M	S.D
Affective	18.2	3.7	13.0	4.2	16.0	.9
Continuance	16.5	4.2	18.5	5.7	15.0	.5
Normative	16.2	4.9	17.5	4.7	15.0	.4
Total commitment	50.9	12.8	49.0	14.6	46.0	.18

        Table 5 describes the mean and SD of respondents' scores on the variable academic qualifications, from this table it can be seen that teachers holding Masters Degrees are more committed towards their organization as compared to teacher with different higher qualification level. Interestingly teachers with PhD. degrees are least committed towards their workplace; especially they have lower score on continuance commitment.

Table 6: Organizational Commitment In relation to Designation (N=50)

	SST (n=10)		Lecturers (26)		A. Professors (14)	
	M	S.D	Mean	S.D	Mean	S.D
Affective	19.8	3.3	18.9	3.6	17.6	4.9
Continuance	18.1	2.4	16.2	4.4	15.5	4.7
Normative	19.8	2.6	14.2	4.5	15.2	3.7
Total commitment	57.7	8.3	49.3	12.5	48.3	12.3

Table 6 describes the mean and SD of respondents' scores on the variable designation, from this table it can be seen that the Assistant Professors possesses lower commitment towards their organizations as compared to employees with other designations, whereas teachers who are working as SSET exhibits higher level of organizational commitment towards their workplace.

Table 7: Organizational Commitment In relation to Experience (N=50)

	Less than 1 year (N=13)		1-5 years (N=25)		6-10 years (N=9)		11-15years (N=2)		16-20years (1)	
	M	S.D	M	S.D	M	S.D	M	S.D	M	S.D
Affective	18.8	1.2	17.7	4.9	19.0	3.1	22.7	.7	21.5	.3
Continuance	17.8	4.5	16.3	4.3	16.5	3.5	17.2	.4	17.2	.6
Normative	18.0	1.7	16.4	4.2	15.2	4.3	18.3	.2	20.5	.7
Total commitment	54.6	7.4	50.4	13.4	50.7	10.9	58.02	.13	58.2	.16

Table 7 describes the mean and SD of respondents' scores on the variable of experience or tenure, from this table it can be seen that the those who have more work experience also exhibit higher level of organizational commitment on the other hand employees those with less job experience have lower commitment towards their organizations.

Table 8: Organizational Commitment In relation to Nature of Job (N=50)

	Permanent (N=34)		Contract (N=16)	
	M	S.D	M	S.D
Affective	18.9	4.1	19.3	3.1
Continuance	16.3	4.3	18.3	4.1
Normative	16.4	3.7	17.5	4.2
Total Commitment	42.6	12.1	55.1	11.4

Table 8 describes the mean and SD of respondents' scores on the variable nature of job from this table it can be seen that the contract employees exhibit more commitment towards their organization as compared to permanent teaching staff.

Discussion

The present study was carried out to explore the variation in commitment level of the teachers working at college level. For the measurement of organizational commitment, Organization Commitment Questionnaire was used. The psychometric properties of scale were determined and results showed that the scale has sufficient reliability and validity and can confidently use for the research purpose. To identify levels of teachers' commitment percentile analysis were performed. The criteria to find out the cutoff points was one standard deviation plus and one standard deviation minus the mean score of the data the score of and were determined as cut off points these score falls on 25th and 75th percentile the score up to 25th percentile was considered as low level of organizational commitment and scores falls on 75th percentile was considered as high level of commitment. Rest of the score considered as a moderate level of commitment.

It was hypothesized that older colleges' teachers are more committed towards their work as compared to younger ones. Find of the study supported this hypothesis. The findings of this research were consistent with the theory of commitment that state that as age increases, the level of organizational commitment also increases. According to the finding of this study overall, older teachers were found more commitment with their profession.

In 1983 Morrow claimed that commitment is a function of personal attributes which also include dispositional characteristics. Grusky (1966) proposed that women would become more committed to an organization than man would because they had to overcome more barriers than

men to gain membership did. Hrebiniak and Alutto (1972), found that female were less likely to change their organization compared to their male counterparts. In this regard, a hypothesis was formulated usually female college teachers are more committed towards their profession than male college teachers. Result supports this and it was found that level of commitment was higher in female college teachers.

Previous research discovered that unmarried employees generally found to be highly committed towards their organizations as compared to married or separated employees, in this research a hypothesis was developed regarding marital status of the college unmarried teachers are more committed towards occupation. On commitment finding, suggest that unmarried teachers have high mean score on the total scale of OCQ. As for the variable commitment is concerned result revealed that commitment increased gradually with experienced.

Teachers' qualification and training is another significant factor that affects level of organizational commitment in college teachers. Teachers with higher qualification were less committed towards their organizations than teachers with less qualification. Increase in qualification correlates negatively with commitment level of the employees, while those who cannot plan to seek for further education become more committed. This is because highly educated employees instead becomes committed to their professions which their mobility (Dubin, Champux and Porter (1975).

In 1966 Grusky claimed that reward is among most the important factors that are influencing the degree of employee's attachment with their organization. According to him if an employee discovered that he/she cannot achieve incentive or rewards for which he/she actually deserved, he/she may leave organization and joins another one or if it is not feasible, he/she accepts those rewards, which he/she can obtain and at the same time feeling less committed towards organization. A hypothesis was formulated regarding the commitment; that teachers working on contract are more committed to their profession. Result also depicted that teachers those were working on contract were more committed towards their organization as compared to teachers those are working as permanent faculty member.

Conclusions

1. Biographic variations effect the organizational commitment of college teachers.
2. Older college teachers are more committed than the younger ones.
3. Overall level of organizational commitment is higher in female teachers as compared to male college teachers.
4. Married teachers are less committed as compared to unmarried one.
5. Increase in the level of qualification correlates negatively with organizational commitment.
6. Commitment increases with work experience.
7. College teachers working on contract basis exhibits higher level of organizational commitment as compared to teachers working on permanent basis.

Recommendations

The present study is significant because it provides insights into the organizational commitment of the colleges teachers in Pakistan. It showed that whereas the overall commitment level of teachers working in model colleges in Islamabad depicted that about 30% teachers have low commitment, whereas 31% respondents carrying moderate commitment and only 39% respondents possess high level of the organizational commitment that may lead to high absenteeism and lower job performance.

Findings of present study also showed that highly qualified teachers manifested a lower level of organizational commitment as compared to the less qualified ones, which may lead to increased intention to quit, or poor job performance. The above implications require college management to devise suitable engagement strategy for their present and potential teachers to strengthen their organizational commitment as well as to improve their retention. Moreover, teachers may empower and provided with leadership developmental opportunities in order to improve their professional competence and work performance.

On the basis of empirical investigations, present study recommends that college management may provide psychologically health and supportive environment to their teaching staff and devise some strategies in order to grow commitment level of their teaching staff may be by providing them equitable rewards, growth opportunities and marketable incentives.

It is also recommended that management may assign roles and responsibilities by keeping in view the staff biographic variations like age, gender, marital status, experience and nature of job.

It is also recommended that management may n provide some training to the younger employees so their level of the commitment can be raised. As female college teachers were more committed towards their workplace than males there is a need that management may work to explore the causes of low commitment in males. Finding informed us about the higher commitment level of unmarried college teachers, so there is a need that management may devise some plan which can enhance the commitment level of married teachers. Finding depicted that qualified teachers (having M. Phil and PhD degrees) were less committed towards their organization than teachers having Master degree, management may pay such teachers adequately and provide them good work environment so they may develop their commitment. Finding provided information about differences in the college teachers' level of commitment due to variation in their work experience. Teachers with more work experience were found to be highly committed towards their profession than teachers with less work experience. So there is a need that younger employee may provide acceptance and recognition of their work. Interesting it was discovered that teachers working on contract basis were more committed towards their profession than teachers working on permanent basis. Therefore, it is recommended that college management must empower their teaching staff.

Management can use various commitment strategies to shape the behaviour and attitude of teachers by focusing on developing committed employees who can be trusted to use their discretion to carry out job tasks. for this management may devise its mission according to the need of the teachers because employees identifies with the mission of the organization and if organizational mission is consistent with their personal values then this will lead them towards commitment. Along with this college management can also develop organizational commitment by developing a sense of pride through inclusion in the organization associated with organization's accomplishments and status. This element will increase commitment by this perception that they are the part of organization' accomplishments. Moreover, management can use trust as a strategy to develop organizational commitment because when employees are trusted, employees work beyond their expected duties.

Applied Significance

In Pakistan, there is scarcity of empirical research nearly in all fields of life, one such area is college education. Here teachers are working selflessly in order to educate the youth of nation, in order to accomplish this task they are facing a lot of challenges and pressure. Management has no concern with the teachers' requirements and desire, through this research;

we intended to collect the information about the commitment level in relation to their biographic variation. Now we have a picture of college teachers' level of commitment in relation to biographic variations. No doubt, lack of commitment leads towards turnover, absenteeism and low work performance therefore, findings of the study can be beneficial for the colleges' management because before taking any decision or while preventing and solving employees' problems they must know the individual differences. With better understanding of teachers' individual difference management can device appropriate strategy to attract and retain qualified teachers?

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Anti-Marriage Sentiments in *To the Lighthouse (1927)*: Reasons & Reconciliations

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Abstract
In Nineteenth century England the institution of marriage underwent radical changes. The deplorable status of married women had threatened the very basis of the institution of marriage. Consequently, anti-marriage sentiments crept into society, and by the end of the century majority of women preferred to live single; rather than to marry. This study attempt to evaluate Woolf's Anti-marriage stance, and analyzes her arrangements for the reconciliation to the situation.
Keywords: Virginia Woolf, To The Lighthouse (TTL), Anti-marriage

Introduction

You have given me the greatest possible happiness. You have been in every way all that anyone could be. I don't think two people could have been happier till this terrible disease came. (…) What I want to say is I owe all the happiness of my life to you. You have been entirely patient with me and incredibly good. I want to say that - everybody knows it. If anybody could have saved me it would have been you. Everything has gone from me but the certainty of your goodness (Woolf in a letter to Leonard).

Undoubtedly, this letter shows Woolf's profound emotional attachment with her husband. They did not have children, due to Woolf precarious health, but they did enjoy each moment of life together. They not only shared the warmth of their relation, but also the creative genius. According to Goldman (2006), Woolf's "marriage to Leonard was as ever emotionally central, comfortable, and conducive to her creative productivity, as well as to her intellectual reflection and relaxation" (p. 21). However, it is strange to notice that such a profound devotee of her husband's love would draw characters who uphold anti-marriage sentiments. Woolf's letter is an evidence of her deep-rooted understanding and appreciation of her marriage life. However, it is a wonder why would Woolf let Lily to live an unmarried life, when she herself experienced a splendid married life. This paper attempts to analyze the reasons and reconciliations for anti-marriage sentiment, with reference to *To The Lighthouse* (1927). Nevertheless, before any effort is made to embark on any analysis of Woolf stance toward anti-marriage, a retrospective view of the developments in the institution of marriage during Nineteenth century will be helpful.

In Nineteenth century marriages were considered to be "natural and expected role" (Mitchell, 2009, p.265) of a woman, because "it satisfied her instinctual needs, preserved the species, provided appropriate duties, and protected her from the shocks and dangers of the rude, competitive world" (Mitchell, 2009, p.266). Hence, marriage has become a deciding factor of a "woman's entire future" (Mitchell, 2009, p.267). However, due to certain reasons many complications had crept into the marriage contract. Which gave rise to numerous problems; hence, the institution of marriage became a hotbed of multitudinous social evils. Marriage became a curse for woman; she preferred to remain single, and by the end of the century "among the professional classes one-third of all women may have remained single" (Mitchell, 2009, p.267).

To the Lighthouse (1927) is a novel that unravels Woolf's understanding of the social evolution of the institution of marriage. The novel presents two definite and distinctive approaches to marriage life from the perspective of two dissimilar feminine ideals. Mrs. Ramsay; a representative of by gone life of Victorian England, symbolizes an ideal marriage life, and truest companionship. On the contrary, Lily, a representative of a new epoch, epitomizes an anti-marriage feminine ideal.

Mrs. Ramsay, apparently, enjoys a very smooth marital life. Mr. Ramsay is a great admirer of her Hellenic beauty, and her sight "fortified him and satisfied him" (Woolf, 2006, *To The Lighthouse*, p. 53). She is a motherly figure; lives in "a welter of children" (Woolf, 2006, *To The Lighthouse,* p. 35), and "would have liked always to have had a baby. She was happiest carrying one in her arms" (Woolf, 2006, To The Lighthouse, p. 90).

Mrs. Ramsay is a great advocate of marriage, and to her "whatever laurels might be tossed (…), or triumphs won (…), there could be no disputing this: an unmarried woman has missed the best of life" (Woolf, 2006, *To The Lighthouse*, p. 77). With this self-imposed duty of correcting the lives of people, she successfully fabricates Minta and Paul's match, while Lily and William's marriage never becomes a reality, for which she is always sorry. Irrespective of seemingly joyful interludes, Mr. and Mrs. Ramsay's marriage is marred with a number of implicit episodes of meltdown. According to Lee (1977), "at a realistic level it appears that the Ramsays' marriage was an incompatible union between unsatisfactory characters…" (p. 53)

Reasons for Anti-Marriage Sentiments

Woolf considers three major reasons for the failure of Victorian marriages in general, and Ramsays' marriage in particular. *Firstly*, women were not consulted at the time of formulation of the marriage contract, and still a greater misery was that that they were not considered mature enough to decide prudently. Marriages were settled without woman's consent. In nineteenth century, marriages were financial transactions. Marriages were used as means to gain power and wealth. Although, both, the bride and groom's, families tried to get maximum benefit from it, but it was the groom who would always have an upper hand. The bride, in this matter, was always the loser. Mrs. Ramsay had also been a victim of this insolent scheme, and she was too sorry for "her own transaction" (Woolf, 2006, *To The Lighthouse*, p. 92). Under such a transaction she laments the fact that she lived a strenuous life, when she could have lived it in "some simpler way, some less laborious way" (Woolf, 2006, *To The Lighthouse*, p. 14). For her, this transaction did not bear any fruit, rather has worsened her life. Her dissatisfaction, with her marriage, can be construed from the statement that she felt disturbed, to recall the experiences "which need not happen to" (Woolf, 2006, *To The Lighthouse*, p. 92). Because, she thinks that "she was driven on, too quickly she knew, almost as it were an escape for her too…"(Woolf, 2006, *To The Lighthouse*, p. 93). She disparages the marriage bond. She has suffered and she is preoccupied by the idea that Rose is "bound to suffer so" (Woolf, 2006, *To The Lighthouse*, p. 123) which, neither she nor Rose can alter. That is why for her marriage is not an easy task; rather "marriage needed (…) all sorts of qualities" (Woolf, 2006, *To The Lighthouse*, p. 93).

Secondly, woman's submissive behavior had paved the way for malicious treatment from their husbands. Subjection to husband's authority, was a failure of a married woman as a human being. Mrs. Ramsay's submissive attitude does not allow her to think of herself better or even "in comparison" to Mr. Ramsay, rather she considers herself inferior to him. Mrs. Ramsay herself acknowledges Mr. Ramsay's superiority, and wants the people to "know that of the two he was infinitely the more important, and what she gave the world, in comparison with what he gave, negligible" (Woolf, 2006, *To The Lighthouse*, p. 62). Repeatedly, Mr. Ramsay imposes his

superiority, of gender and intellect, over her. "He is spoilt; he is tyrant; he wears Mrs. Ramsay to death", and would often cast "ridicule upon his wife" (Woolf, 2006, *To The Lighthouse*, p. 10). This ill-mannered treatment arise Mrs. Ramsay's emotional instability. Mrs. Ramsay is the most unaware of her emotional allegiance. At times Mrs. Ramsay nurture strongest feelings towards Mr. Ramsay and attributes deity like characteristics to her husband, who if "required sacrifices (and indeed he did) she cheerfully offered up to him" (Woolf, 2006, *To The Lighthouse*, p. 28) herself. However, she also experiences moments when "she could not understand how she had ever felt any emotion of affection for him". Mrs. Ramsay vacillates between her loyalty and infidelity to Mr. Ramsay, and at such moments of emotional betrayal, "all come(s) to an end" (Woolf, 2006, *To The Lighthouse*, p. 125) for her.

Thirdly, woman was not aware of her potential. She was not aware of herself. Nineteenth century marriages not only meant social, financial or legal slavery, but it killed the very ambition of one's life. It did not allow a woman to experience the challenges of the world and encounter her true self. Mrs. Ramsay, always nurture dreams of establishing "a model dairy and a hospital" and towards which "she did feel passionately" and "would have liked to do, herself" (Woolf, 2006, *To The Lighthouse*, p. 89). However, the greater impediment or hindrance to achieve these goals is her marriage. She is so much infested by the duties of marriage that she is unable to experience her inner-self and materializes her "vision".

Reconciliation

Woolf not only portrayed the drastic picture of married women life, but also gave, or in other words envisaged, the remedy for it, which is explicit in the character portrayal of Lily Briscoe. Firstly, the success of a true relationship is envisioned in the principles of equality and mutual understanding. Secondly, the reconciliation is sought in the talent of creative expression of woman.

Woolf envisaged a form of relationship, free of marriage ties, which stands on purist ground, and without any sort of materialistic favors in mind. In Lily we see an attempt to escape from the shadows of nineteenth century. This Chinese eyed girl is "an independent little creature" (Woolf, 2006, *To The Lighthouse*, p. 29) and at no cost, would bargain her freedom with an unloving and uncaring individual. Lily's relationship with Mr. Bankes is a role model for the woman of early twentieth century. It is with Mr. Bankes that Lily feels perfect peace, and "his friendship had been one of the pleasures of her life" (Woolf, 2006, *To The Lighthouse*, p. 259). It is in Bankes that Lily found a true admirer of her art. They enjoyed mutual understanding and respect. They both travel and visit different parts of the country. Lily helps Mr. Bankes buying new carpet for the staircase. In them Woolf tried to portray a perfect relationship; a relation which can last for long without the shackles of marriage contract.

The dawn of twentieth century brought new demands and roles for woman. The age of slumber had passed and women of the new era embarked on the road of "spiritual awakening" and "imaginative expression" (Tuttle, 1915, p.53). This need for awakening and expression brought radical changes in woman's ideals. It was so dynamic that "nothing less than utter annihilation can restrain its expression" (Tuttle, 1915, p.50). According to Tuttle, woman "may discharge her racial duty as mother creator, and still fulfill a desire for other forms of creation…"(Tuttle, 1915, p.54).

Lily is an archetypal of the new awakened era. She discovers her expression of life and emotion in the realm of painting. She is very passionate about her work. She entertains craze for painting to the extent that she invest most of her time in painting. Bankes is amazed at her zeal for painting and appreciate her when she gets "up before breakfast and off to paint". This passion

of her has engulfed her completely. She is so passionate about painting that she confesses, "she would always go on painting" for the simple reason that painting "interested her" (Woolf, 2006, *To The Lighthouse*, p. 110). Painting gives her energy, and she finds her confidence in her work. When Tansley vocalizes the taunting phrases, "Women can't paint, woman can't write", Lily fights the challenge and she achieves success.

Lily also enjoyed a sort of sexual gratification from her passion. Painting is a "form of intercourse" for Lily. It was during this "passage from conception to work" that she experience "few moments of nakedness". In the due course, she also experiences the ecstasy of creation and creator. She becomes "an unborn soul, a soul reft of body, hesitating on some windy pinnacle and exposed without protection to all the blasts of doubt" (Woolf, 2006, *To The Lighthouse*, p. 233).

As a woman, Lily is more self-aware of "her own inadequacy, her insignificance". These infirmities were once the hurdles in the way of her creativity. But, unlike Mrs. Ramsay, she is brave enough to fight "against terrific odds" (Woolf, 2006, *To The Lighthouse*, p. 32). At the times when women were discouraged by the slogans "women can't write, women can't paint", taking the first step was a great challenge. Both these talents and vocations laid great demands of time and finances on women. According to Woolf (2006), "a woman must have money and a room of her own if she is to write" (*A Room of Ones Own*, p. 259). Like writing, painting required more than that, because it was like "out and out one went, further and further, until at last one seemed to be on a narrow plank, perfectly alone, over the sea" (Woolf, 2006, *To The Lighthouse*, p. 252). It brings one to the verge of isolation and takes the very consciousness of being. Yet, it also introduces one to new vistas and horizons of identity. Painting is not only Lily's passion, but also her reason to live and she finds her true self. It provides her pure satisfaction and enables her to be aware of her inner self. This revelation of her inner self would have been utterly impossible had she consented to Mrs. Ramsay's desires. For Lily marriage "was an odd road" (Woolf, 2006, *To The Lighthouse*, p. 252). The temptations and allurement were numerous to her, but she successfully ventured all and had her "vision" at last.

The discussion concludes at the point that Woolf was not only a woman-of-letters, but has also keen observers of social norms and changes. She suggests for women to change with the changing time, and adopt means through which they can assert themselves more eloquently.

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