

## **Critical Reflections on the Behavioural and Phenomenological Structures of Female University Students affecting Quality Education**

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### **Abstract**

*The study critically examined the response of Pakistani female university learners and the perceptions of their teachers and department heads regarding the reflections on behavioural and phenomenological structures of female graduates in Pakistani universities affecting quality education. The main aim of the study is to analyze and find out the underlying considerations of the behavioural and phenomenological structures of female university students, and to assess the extent to which they affect the quality education at postgraduate level in Pakistan. This study has employed qualitative-survey design for identifying the factors deteriorating female university learners' attitude toward quality education, proficiency and caliber, and their collegial interactivity, evaluative performance and creativity. While using questionnaires, this survey enquiry investigated about the root causes of the problem and also about the gaps between psychologically sound behaviour and quality change. Responses were collected from 459 subjects i.e. 310 university learners, and their 111 teachers and 38 heads of university departments from 10 Pakistani leading universities located in Islamabad and Khyber Pakhtunkhwa Pakistan. By employing Chi-square, data were interpreted and statistically tested. The study found behavioural problem the female graduates faced in presenting quality performance affected by psychosocial phenomena. It also found the graduates' lacking competence required for quality education. It recommended for environment conducive for the self and learning, and also proposed the provision of facilitation for personality development for the Pakistani female postgraduate university learners.*

**Keywords:** Behavioural and Phenomenological Structures, Collegial Interactivity, Evaluative Competence, the Self

### **Introduction**

The definition of quality in higher education given by Hayward (in his glossary for the Council for Higher Education Accreditation), refers to the "fitness for purpose" meeting or conforming to generally accepted standards as defined by an institution, quality

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assurance bodies and appropriate academic and professional communities. (Language in India, 2010). Accordingly, all educative endeavours are employed for value based on quality reflecting in the individuality of a person. Quality is one of the most fundamental parameters that determine the merit of learning, education and psychosocial maturity. A quality education makes proficient use off an individual's performance and competency that lead to their self-realization. Self-actualization is based on psychosocial pragmatic proficiency. Hence, this competence varies differently in terms of behavioural, cognitive and social/situational orientations. Quality education is carried out only then if the performance is actually valued and psychosocially realized. Performance as a pragmatic competency is directly associated with the self-actualization of a graduate learner. And the quality of education and research is greatly concerned with the work of a self-actualized learner. Furthermore, a self-actualizing learner needs psychosocial maturity, and interactive ability cannot be detached from the psychosocial environment of a student. It means that the context of situation in which a collegial interaction occurs is very much important. Interactive competence, performance and a social situation appropriate for self-realization are the necessary constituents of behavioural and phenomenological structures necessary for the self-actualization of a university graduate student. That is why the quality of research and education is totally interlinked with the psychosocial proficiency of a learner. Additionally, education and research without quality is just the waste of students' individuality and all other resources. For the last few years, the Higher Education Commission (HEC) of Pakistan is striving hard to induce and maintain the quality of higher education. Quality Assurance Agency has been established at HEC to achieve excellence in higher learning. At university level, Quality Enhancement Cells have been established with a view to creating awareness on modern theories and practices of quality assurance. (Language in India, 2010)

## **Background and Existing Investigations**

### ***Quality Education and the Self***

Self-actualization plays very significant role in shaping an individual's knowledge, skill, creativity, attitude and the whole personality development. A graduate learner with actualized-self possesses valid behavioural and phenomenological structures since he thinks accurately, responds intelligently and performs reasonably in a social setting. The quality, acceptability and impact of a research are interconnected and interdependent with the self-actualization of a graduate learner. Self-actualization is a very high state of satisfaction and realization running through the whole personality development of an individual. It comprises so many other constituents, objects, mediums, modes and ways of thinking, expressing, behaving and creating. It is also

meant for assimilating and accommodating knowledge and skills and attitudes; for receiving and perceiving new things and ideas according to their context; and, for making concepts of others and self. Behavioural and phenomenological structures, affecting performance, absorb in the realm of self-actualization that forms psychosocial ability.

Eysenck (2007) pointed out that “Carl Rogers (1959) believed humans have one basic motive that is the tendency to **self-actualize** - i.e. to fulfill one's potential and achieve the highest level of “human-beingness.” Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough. (Simply Psychology, 2007)

Daniels (2001) stated of “Maslow (1954) since he gave a hierarchy of human needs that is based on two groupings: deficiency needs and growth needs. This hierarchy is made up of *physiological, security, belongingness and love, esteem, cognitive, aesthetic, self-actualization* (to find self-fulfillment and realize one's potential), and *self-transcendence*. According to Maslow's basic concept, a self-actualized and self-transcendent individual becomes wise and aware of what to do in complex situations. Daniels (2001), referring to Maslow's ultimate conclusion, asserts that the highest levels of self-actualization are transcendent in their nature. (Maslow's Hierarchy of Needs, 2007).

Accordingly, self-actualization refers to psychosocial maturity with the quality of being realistic, self acceptance, spontaneity and naturalness. A self-actualizing person possesses good interpersonal skills and can play very effective social roles. He maintains privacy and autonomy, and accepts challenges. He respects democratic values and manifests very positive attitudes. He possesses a very philosophical and unhostile sense of humour, creativity with transcendence of heart and mind.

#### ***Psychosocial Competence (Behavioural and Phenomenological Structures)***

Behavioural and phenomenological structures of a graduate learner is based on his psychosocial competence development. The psychosocial development refers to psychological development in a social realm. It means that the psychosocial development is how a person's mind, emotions, and maturity level develop throughout the course of his lifetime. It entails mental, physical and environmental elements necessary for an individual's biopsychosocial development. These different biological processes and social interactions develop psychosocially sound individuality.

“Erickson's “psychosocial” term is derived from the two source words i.e. psychological (or the root, 'psycho' relating to the mind, brain, personality, etc) and social (external relationships and environment), both at the heart of Erickson's theory.

It is also extended to biopsychosocial, in which bio refers to life, as in biological". (Erickson's Psychosocial Development Theory, 1950)

### ***Quality Education in Pakistan, an Unrealized Dream***

Raai,A.A. (2010), mentioned Scott (1998) pointed out that "higher education systems are under great pressure to improve the quality of education they offer. Universities across the globe are redefining their goals, and needful steps are being taken to their Ph.D. programmes compatible with greater global competitiveness". (Language in India, 2010)

In spite of the high PhD bulk, HEC itself criticizes Pakistan higher education for the lack of quality y. There are multifarious factors of this problem, but language, curriculum and self-esteem are the most striking factors that can determine the parameters of quality education. Quality research, a graduate learner's linguistic competence and self-actualization are interconnected with each other. Thus, high quality research requires an environment that satisfies the psychosocial and biological needs of the graduate learner.

The Ph.D. degrees of the Pakistani universities need to train the students/students/scholars with skills like observation, critical analysis and finding solution and designing tools. In Pakistan, like in many other countries of the world, most of the research in the fields of natural sciences and technical education is carried out, and very little emphasis on research in languages or humanities is found (Language in India, 2010)

In this regard, performance indicators work to determine quality research. Such quality determiners are regarded to be the quality of teaching, quality of student evaluation, quality of situation and student satisfaction. Some other indicators of quality measurement are libraries and laboratories, the effective management and good leadership. Thus, the quality education demands conformity with the desirable human needs and existing valuable standards of education, students/students/scholarship, and communication.

### **Aim of the Study**

This qualitative-survey enquiry mainly aimed to analyze and explain the core concerns and factors of the behavioural and phenomenological structures of female university students that deteriorate higher education in general; and, to assess the extent to which these structures affect the quality education at postgraduate level in Pakistan in particular. Likewise, this qualitative-survey design further aimed to identify the factors spoiling university female students' quality assertiveness, their proficiency and caliber, and their collegial interactivity, evaluative performance and creativity. It was

additionally intended to guide, strengthen and help those female students who faced problems at university in Pakistan.

## **Hypotheses**

The following hypotheses were tested:

- i) The behavioural and phenomenological structures of female university students deteriorate higher education and quality research
- ii) The behavioural and phenomenological structures of female university students do not deteriorate higher education and quality research

## **Rationale and Justification of the Study**

Since most of the university investigations proved that postgraduate education, research and needed environment there in the universities of Pakistan had been deteriorated by some of the permanently existing deep-rooted psychosocial problems, that is why this qualitative survey had been very highly mandatory to probe into the ground realities and suggest some commendable and innovative changes to stop the deterioration any more at postgraduate level in Pakistan.

## **Significance**

The study is intended to focus on the development of the behavioural and phenomenological structures of female university students, and to improve the quality education at postgraduate level in Pakistan. This study significantly employs the ways how to stop deteriorating female university learners' attitude toward quality education, proficiency and caliber, and their collegial interactivity, evaluative performance and creativity, that is why it is beneficial for the management, teachers and students as well.

## **Methodology**

### ***Research design and Procedure***

This study is qualitative survey design. It investigated the critical reflections on the behavioural and phenomenological structures of female university students affecting quality education, and determining the factors deteriorating the quality education and research. This study found the factors affecting the goals at postgraduate level, while exploring the relationship of the psychosocial competence and the creativity and self-actualization of the graduate learners. It considers a significant correlation of the behavioural and phenomenological structures with the creativity, competence and self-actualization level of the postgraduate students and scholars.

This study also analyzed educational implications of the given structures and their relevance with the conscious, behavioural and success levels. It was intended to promote both the phenomenological development and situational implementation of

any required progressive learning styles that could fully equip the postgraduate students at doctorate-granting institutions.

A qualitative and survey research methodology was adopted in carrying out this study. The procedures focused on reflections on the graduates' behaviour, the given psychosocial phenomena, their performance and self-actualization as needed for quality education. The survey method was appropriate to explore the behavioural contexts and creativity problems and to also find out psychosocial impact on the self-actualization of the postgraduate learners and scholars. The study was conducted as correlational. Comprehensive questionnaires as qualitative research tools were designed for collecting data from the respondents. Data were analyzed by qualitative and co-relational statistics like: Chi Square, Mean Differences, Percentages, etc.

### ***Choice of Setting/ Population***

According to HEC report 2021, there are 188 HEC recognized universities and degree awarding institutes in Pakistan. Out of these 188 HEC recognised institutions, only 10 universities have been selected for the study on the basis of need-cum-accessibility. For this purpose, the proper university setting was chosen to examine opinions regarding critical reflections on the behavioural and phenomenological structures of postgraduate university learners affecting quality education in the context psychosocial self-actualization. In this study, the main subjects were university female students and research scholars, their teachers and Heads of Departments. The respondents were from those Pakistani universities that offered the programmes of M Phil and PhD, such as:

- i) Postgraduate students/scholars reading in MPhil or PhD programmes, Semester Fall 2010.
- ii) Teachers of the university departments offering MPhil and PhD programmes in various disciplines.
- iii) Heads of the university departments offering MPhil and PhD programmes in various disciplines.

### ***Sample***

122 subjects, as the sample size for the study, were randomly selected on availability basis from the following chunks of population:

- i) Randomly selected postgraduate students/scholars reading in MPhil and PhD at NUML, IIUI, AIOU, University of Peshawar, Hazara University, AWKUM, University of Malakand, CUSIT, Abasyn University and Northern University.
- ii) Randomly selected teachers of the university departments offering MPhil and PhD programmes at the above selected universities.
- iii) All heads of the university departments offering MPhil and PhD programmes at the above selected universities.

### ***Instruments***

The data collection approach was a structured questionnaire. Three different pre-structured questionnaires were designed for different groups, but the basic contents focussed on the main problem of reflections on behavioural and phenomenological structures in a psychosocial context affecting quality education and research of the Pakistani postgraduate university learners. In addition, personal observations and experiences of the university learners, their teachers and Department Heads were assessed to discover their specific needs and their impact on them.

The structured questionnaires for M Phil and PhD students/scholars, and their teachers were administered to the randomly selected respondents at NUML, IIUI, AIOU, University of Peshawar, Hazara University, AWKUM, University of Malakand, CUSIT, Abasyn University and Northern University by the graduate learner personally by hand and also through email. Survey-correspondence techniques at the concerned university departments of the selected universities were employed for collecting valid and accurate data from both the students/scholars and their teachers.

### ***Analysis of Data***

The procedure for the data collection and analysis was carried out as that the Data collected by means of questionnaires from the randomly selected postgraduate university learners, teachers and heads of the given disciplines at the selected universities were analyzed by applying statistical formulae. Comparison of the response frequency was made by percentages for demographic profile. For measuring the psychosocial perspectives and self actualization factors *Chi square* was applied. Sampling error was calculated to judge the adequacy of the sample.

Moreover, for further analysis qualitative and correlational statistics like Mean Differences, Percentages etc. were applied. Findings, conclusions and recommendations were made. The following basic areas were critically analyzed.

- Learning and Behavioural Competencies
- Psychosocial Factors and Phenomenological Structures
- Communicative Proficiency and Self-Actualization
- Self-Identity and its educational reflections
- Intellectual engagements and the Self-reliance
- University Environment
- Sociological Perspectives

### **Results**

As the researchers observe that the quality of most of the recently conducted researches is not so good in Pakistan, but poor since its purpose has just been winning a university degree, while filling no gap. Correspondingly, main objectives of the investigation were to

determine the problem areas of the female university students/scholars faced during their courses and research. It also established the importance of standards, emerging trends in education and research at university level. Beside the error in choices made by the female university graduate learners, some of the difficulties in the way of creativity and self-actualization of the graduate learners were also pointed out and utilized in preparation of tools for this study.

**Table: 1** Opinion of Heads of University Departments about MPhil/PhD Sscholars (N=22)

Opinion about maintaining high degree of quality research:

H<sub>0</sub>: Opinion is uniform among the heads

H<sub>1</sub>: Opinion is different among the heads

	Level of Agreement							Total
	SA	A	SWA	N	SWDA	DA	SDA	
f <sub>o</sub>	0	3	9	4	3	3	0	22
f <sub>e</sub>	3.14	3.14	3.14	3.14	3.14	3.14	3.14	21.98
f <sub>o</sub> -f <sub>e</sub>	-3.14	3.14	5.86	3.14	3.14	3.14	-3.14	12.14
(f <sub>o</sub> -f <sub>e</sub> ) <sup>2</sup>	9.86	-0.14	10.94	0.86	-0.14	-0.14	9.86	
(f <sub>o</sub> -f <sub>e</sub> ) <sup>2</sup> / f <sub>e</sub>	3.14	0.02	3.48	0.74	0.02	0.02	3.14	<b>10.56 = <math>\chi^2</math></b>
df = 6	P = 0.05			<b><math>\chi^2</math> = at 0.05 level= 12.59</b>				

Table shows that the calculated value of  $\chi^2$  (10.56) at 0.05 level is less than the table value of  $\chi^2$  (12.59) for all responses of the heads of university departments about maintaining high degree of quality research. Therefore, it is concluded that opinion response is less significant, and H<sub>0</sub> is accepted.

**Table: 2** Opinion of University Heads of Departments about MPhil/PhD Students (N=22)

Opinion about student's/scholars' psychosocial problems affecting quality:

H<sub>0</sub>: Opinion is uniform among the heads

H<sub>1</sub>: Opinion is different among the heads

	Level of Agreement							Total
	SA	A	SWA	N	SWDA	DA	SDA	
f <sub>o</sub>	0	6	3	3	2	6	2	22
f <sub>e</sub>	3.14	3.14	3.14	3.14	3.14	3.14	3.14	21.98
f <sub>o</sub> -f <sub>e</sub>	-3.14	2.86	-0.14	-0.14	-1.14	2.86	-1.14	0.02
(f <sub>o</sub> -f <sub>e</sub> ) <sup>2</sup>	9.86	8.18	0.02	0.02	1.30	8.18	1.30	
(f <sub>o</sub> -f <sub>e</sub> ) <sup>2</sup> / f <sub>e</sub>	3.14	2.60	0.01	0.01	0.41	2.60	0.41	<b>9.18 = <math>\chi^2</math></b>
df = 6	P = 0.05			<b><math>\chi^2</math> = at 0.05 level= 12.59</b>				

Table reveals that the calculated value of  $\chi^2$  (9.18) at 0.05 level is less than the table value of  $\chi^2$  (12.59) for all the responses of the heads of university departments about



psychosocial problems affecting quality education and research. Therefore, it is concluded that opinion response is less significant, and  $H_0$  is accepted.

**Table: 3** Opinion of University Heads of Departments about MPhil/PhD Students (N=22)

Opinion about provision of facilitation and motivation at university departments toward behavioural competence, phenomenological structures, self-actualization and quality education and research:

$H_0$ : Opinion is uniform among the heads

$H_1$ : Opinion is different among the heads

	Level of Agreement							Total
	SA	A	SWA	N	SWDA	DA	SDA	
$f_o$	2	7	3	4	3	3	0	22
$f_e$	3.14	3.14	3.14	3.14	3.14	3.14	3.14	21.98
$f_o - f_e$	-1.14	3.86	3.14	0.86	3.14	3.14	-3.14	9.86
$(f_o - f_e)^2$	1.30	14.90	-0.14	0.74	-0.14	-0.14	9.86	
$(f_o - f_e)^2 / f_e$	0.41	4.75	0.02	0.24	0.02	0.02	3.14	<b>8.60 = <math>\chi^2</math></b>
df = 6	P = 0.05				$\chi^2 =$ at 0.05 level= 12.59			

Table reveals that the calculated value of  $\chi^2$  (8.60) at 0.05 level is less than the table value of  $\chi^2$  (12.59) for all responses of the heads of university departments about provision of facilitation and motivation at university departments toward behavioural competence, phenomenological structures, self-actualization and quality education and research. It is concluded that opinion response is less significant, and  $H_0$  is accepted.

Opinion of University Heads of Departments about MPhil/PhD Students (N=22)

Opinion about behavioural achievements and performance representations at postgraduate level in the light of quality standards:

$H_0$ : Opinion is uniform among the heads

$H_1$ : Opinion is different among the heads

	Level of Agreement							Total
	SA	A	SWA	N	SWDA	DA	SDA	
$f_o$	2	6	5	4	3	2	0	22
$f_e$	3.14	3.14	3.14	3.14	3.14	3.14	3.14	21.98
$f_o - f_e$	-1.14	2.86	1.86	0.86	3.14	-1.14	-3.14	3.3
$(f_o - f_e)^2$	1.30	8.18	3.46	0.74	-0.14	1.30	9.86	
$(f_o - f_e)^2 / f_e$	0.41	2.60	1.10	0.24	0.02	0.41	3.14	<b>7.92 = <math>\chi^2</math></b>
df = 6	P = 0.05				$\chi^2 =$ at 0.05 level= 12.59			

Table shows that the calculated value of  $\chi^2$  (7.92) at 0.05 level is less than the table value of  $\chi^2$  (12.59) for all responses of the heads of university departments Opinion about behavioural achievements and performance representations at postgraduate level

in the light of quality standards. It is concluded that opinion response is less significant, and  $H_0$  is accepted.

**Table: 4** Opinion of University Heads of Departments about MPhil/PhD Students (N=22)

Opinion about female research students intelligently managing the problem of self-actualization during their studies, presentations and behavioural explicit manifestations:

$H_0$ : Opinion is uniform among the heads

$H_1$ : Opinion is different among the heads

	Level of Agreement							Total
	SA	A	SWA	N	SWDA	DA	SDA	
$f_o$	2	9	7	4	0	0	0	22
$f_e$	3.14	3.14	3.14	3.14	3.14	3.14	3.14	21.98
$f_o - f_e$	-1.14	5.86	3.86	0.86	-3.14	-3.14	-3.14	0.02
$(f_o - f_e)^2$	1.30	10.94	14.90	0.74	9.86	9.86	9.86	
$(f_o - f_e)^2 / f_e$	0.41	3.48	4.75	0.24	3.14	3.14	3.14	<b>18.30 = <math>\chi^2</math></b>
df = 6	P = 0.05			$\chi^2 =$ at 0.05 level= 12.59				

Table shows that the calculated value of  $\chi^2$  (18.30) at 0.05 level is greater than the table value of  $\chi^2$  (12.59) for all responses of the heads of university departments about female research students intelligently managing the problem of self-actualization during their studies, presentations and behavioural explicit manifestations. The opinion response is significant which implies that the research hypothesis is accepted.

**Table: 5** Opinion of University Heads of Departments about MPhil/PhD Students (N=22)

Opinion about Pakistani university learners having sound psychological environment:

$H_0$ : Opinion is uniform among the heads

$H_1$ : Opinion is different among the heads

	Level of Agreement							Total
	SA	A	SWA	N	SWDA	DA	SDA	
$f_o$	1	5	6	4	3	2	1	22
$f_e$	3.14	3.14	3.14	3.14	3.14	3.14	3.14	21.98
$f_o - f_e$	-2.14	1.86	2.86	0.86	3.14	-1.14	-2.14	3.3
$(f_o - f_e)^2$	4.58	3.46	8.18	0.74	-0.14	1.30	4.58	
$(f_o - f_e)^2 / f_e$	1.46	1.10	2.60	0.24	0.02	0.41	1.46	<b>7.29 = <math>\chi^2</math></b>
df = 6	P = 0.05			$\chi^2 =$ at 0.05 level= 12.59				

Table indicates that the calculated value of  $\chi^2$  (7.29) at 0.05 level is less than the table value of  $\chi^2$  (12.59) for all responses of the heads of university departments about sound psychological environment for Pakistani university learners.

**Table: 6** Opinion of university teachers about sociological factors creating problem for students toward self-satisfaction and quality education and research (N=100)

No	Statement
B.VI(b)01	The clashes of contextual reflections and phenomenological structures
B.VI(b)02	Symbols and nonverbal communication based on the contexts
B.VI(b)03	Respect for various types of social norms and morality that make behaviour
B.VI(b)04	Impact of social sanctions and penalties differ from society to society
B.VI(b)05	Demand for the reflection of social values in university based research
B.VI(b)06	A culture of cheating and copy right violation that distort the genuineness Pressure group
B.VI(b)07	factor and the social structure of the university research writers
B.VI(b)08	Dominant ideology of powerful social, economic and political interests
B.VI(b)09	Cultural diffusion because of climate, technology, population and geography
B.VI(b)10	Multicultural education and globalization
B.VI(b)11	Ethnocentrism contrasting with cultural clashes and countercultures
B.VI(b)12	Parents' role in the early socialization of the graduate learners
B.VI(b)13	The graduate learners' self-social image and popularity in the society
B.VI(b)14	Family background and home-centered problems of the graduate learner
B.VI(b)15	The social acceptance of race and gender with equality
B.VI(b)16	Disparities in schooling and teaching approaches regarding values and customs
B.VI(b)17	The rapid changing role of the mass media and technology
B.VI(b)18	Group work association, coordination and cooperation among the graduate learners
B.VI(b)19	Guidance centres with socio-cultural resourcefulness
B.VI(b)20	The explosion of population and its impact on the spirit and physique
B.VI(b)21	Extremism and terrorism affecting the mind and act of the graduate learner
B.VI(b)22	The impact of religion on the life of course of the researches
B.VI(b)23	Influence of heredity and environment on the person
B.VI(b)24	Social injustices and inequalities that demoralize/dishearten the graduate learners
B.VI(b)25	The impact of bureaucratization on the university learners
B.VI(b) 26	The modern schools of thoughts affecting society, religion, education, family and way of life

Table shows statements about the psycho-sociological factors, phenomenological structures and the university research writers with reference to the self-satisfaction, self-reliance, self-realization and other behavioural reflections affecting quality educations and research in the opinion of university research teachers or supervisors. Analysing the data and calculating the results, we found as that follows:

- H<sub>0</sub>: Opinion is uniform among the university teachers  
H<sub>1</sub>: Opinion is different among the university teachers

**Table: 7**

Statement No.	SA	A	SWA	N	SWDA	DA	SDA	$\chi^2$	P
B.VI(b)01	0	20	38	12	12	18	0	71.85	S(<.05)
B.VI(b)02	4	24	30	22	12	8	0	52.84	S(<.05)
B.VI(b)03	3	17	34	24	12	10	0	59.11	S(<.05)
B.VI(b)04	0	22	28	20	30	0	0	79.69	S(<.05)
B.VI(b)05	0	24	26	30	15	5	0	68.07	S(<.05)
B.VI(b)06	0	30	22	28	15	0	5	69.20	S(<.05)
B.VI(b)07	4	25	35	16	10	10	0	62.47	S(<.05)
B.VI(b)08	6	12	36	22	16	4	4	57.31	S(<.05)
B.VI(b)09	3	15	28	24	5	15	10	36.03	S(<.05)
B.VI(b)10	5	36	16	24	10	0	9	63.31	S(<.05)
B.VI(b)11	4	20	32	20	14	8	2	47.23	S(<.05)
B.VI(b)12	9	48	22	0	0	20	0	130.70	S(<.05)
B.VI(b)13	0	30	45	10	0	15	0	127.37	S(<.05)
B.VI(b)14	0	48	20	0	12	20	0	127.23	S(<.05)
B.VI(b)15	0	56	24	16	4	0	0	178.7	S(<.05)
B.VI(b)16	0	47	23	18	12	0	0	124.3	S(<.05)
B.VI(b)17	9	43	18	10	20	0	0	92.68	S(<.05)
B.VI(b)18	6	32	22	15	20	5	0	53.53	S(<.05)
B.VI(b)19	8	30	32	22	8	0	0	77.46	S(<.05)
B.VI(b)20	5	20	35	18	15	0	7	57.30	S(<.05)
B.VI(b)21	0	28	43	17	0	0	12	114.51	S(<.05)
B.VI(b)22	0	19	54	0	0	0	7	172.69	S(<.05)
B.VI(b)23	0	43	32	15	0	0	10	123.73	S(<.05)
B.VI(b)24	0	44	20	24	0	0	12	113.81	S(<.05)
B.VI(b)25	8	25	28	25	14	0	0	60.54	S(<.05)
B.VI(b)26	5	41	30	20	4	0	0	111.43	S(<.05)
<b>Total of <math>\chi^2</math></b>								<b>2333.09</b>	
<b>Total of <math>\chi^2</math> / No of Items = Average <math>\chi^2</math></b>								<b>89.73</b>	
df = 6		P =0.05		$\chi^2$ = at 0.05 level= 12.59					

Table shows the significant chi square values (average  $\chi^2 = 89.73$ ) at 0.05 level for all responses of university teachers about sociological, psychological factors and behavioural reflections in phenomenological context creating problem for university

students/scholars toward their self-development, and quality education and research. It reveals the difference of opinions among the respondents. On generalizing the results, it is concluded that the university learners faced problem of: behavioural clashes; communication based on the contexts; respect for various types of social norms and morality; impact of social sanctions and penalties differ from society to society; demand for the reflection of social values in university based research; a culture of cheating and copy right violation that distort the genuineness pressure; group factor and the social structure of the university research writers; dominant ideology of powerful social, economic and political interests; cultural diffusion because of climate, technology, population and geography; multicultural education and globalization; ethnocentrism contrasting with cultural clashes and countercultures; the graduate learners' self social image and popularity in the society; family background and home-centered problems of the graduate learners; the social acceptance of race and gender with equality; the rapid changing role of the mass media and technology; group work association, coordination and cooperation among the graduate learners; guidance centres with socio-cultural resourcefulness; the explosion of population and its impact on the spirit and physique; extremism and terrorism affecting the mind and act of the graduate learner; the impact of religion on the life of course of the researches; influence of heredity and environment on the person; social injustices and inequalities that demoralize/dishearten the graduate learners; the impact of bureaucratization on the university learners; the modern schools of thoughts affecting society, religion, education, family and way of life. It reflects that the research hypothesis is accepted.

**Table: 8** Opinion of university teachers about psychological factors creating problem for scholars toward self-satisfaction and quality education and research (N=100)

No	Statement
B.VI(c)01	Mental health affecting their research competence and self
B.VI(c)02	Attitudes of the supervisors demoralizing their self
B.VI(c)03	Motivation level and instructional strategies discouraging their performance
B.VI(c)04	Emotionality and subjectivity deteriorating their reports and self image
B.VI(c)05	Hereditary differences affecting their research reports and self-image Socioeconomic stressors
B.VI(c)06	deteriorating their competences and self image
B.VI(c)07	Uncertain future deteriorating their competences and self
B.VI(c)08	Adjustment level affecting their competence and self
B.VI(c)09	Intelligence and reflective ability affecting their competence and self
B.VI(c)10	Personality style, attitude and aptitude affecting their competence and self
B.VI(c)11	Threats and insecurity deteriorating their competence and self
B.VI(c)12	Mother tongue and language variation affecting the students/students/scholars
B.VI(c)13	Age and gender deteriorating the university based researches
B.VI(c)14	Misperceptions/ wrong judgments deteriorating their researches

Table shows statements about the behavioural reflections, phenomenological structures and psychological factors affecting the university research writers with reference to self satisfaction and quality research in the opinion of university research teachers or supervisors. In the light of the given data, results are calculated as follows:

**Table: 9**

H <sub>0</sub> :	Opinion is uniform among the university teachers								
H <sub>1</sub> :	Opinion is different among the university teachers								
Statement No	SA	A	SWA	N	SWDA	DA	SDA	$\chi^2$	P
B.VI(c)01	5	34	40	10	0	11	0	110.03	S(<.05)
B.VI(c)02	0	36	22	32	0	0	0	116.19	S(<.05)
B.VI(c)03	6	36	28	20	10	0	0	83.04	S(<.05)
B.VI(c)04	3	28	37	22	8	2	0	89.88	S(<.05)
B.VI(c)05	8	20	38	22	6	4	2	71.29	S(<.05)
B.VI(c)06	7	19	40	24	8	0	2	85.69	S(<.05)
B.VI(c)07	4	36	18	25	12	5	0	70.04	S(<.05)
B.VI(c)08	2	43	35	12	4	4	0	124.64	S(<.05)
B.VI(c)09	3	28	24	20	13	12	0	45.69	S(<.05)
B.VI(c)10	0	38	28	18	8	4	4	85.29	S(<.05)
B.VI(c)11	9	26	32	21	10	2	0	64.74	S(<.05)
B.VI(c)12	6	21	32	20	11	8	2	46.25	S(<.05)
B.VI(c)13	8	17	32	22	17	4	0	51.58	S(<.05)
B.VI(c)14	10	19	30	21	16	0	4	45.14	S(<.05)
<b>Total of <math>\chi^2</math></b>								<b>1089.49</b>	
<b>Total of <math>\chi^2</math> / No of Items = Average <math>\chi^2</math></b>								<b>77.81</b>	
df = 6		P = 0.05			$\chi^2 =$ at 0.05 level= 12.59				

Table shows the significant chi square values (average  $\chi^2 = 77.81$ ) at 0.05 level for all responses of university teachers about behavioural reflections, phenomenological structures and psychological factors creating problem for students/scholars toward self-satisfaction, self-development and quality research. It reveals the difference of opinions among the respondents. On generalizing the results, it is concluded that the university learners faced problem of explicit behavioural manifestations, phenomenological structures, self-actualization due to lack of collegial environment necessary for quality education, research competence and self; attitudes of the supervisors demoralizing their self; motivation level and instructional strategies discouraging their performance; emotionality and subjectivity deteriorating their reports and self-image; hereditary

differences affecting their research reports and self-image socioeconomic stressors deteriorating their competences and self-image; uncertain future deteriorating their competences and self; adjustment level affecting their competence and self; intelligence and reflective ability affecting their competence and self; personality style, attitude and aptitude affecting their competence and self; threats and insecurity deteriorating their competence and self; mother tongue and language variation affecting the students/students/scholars; age and gender deteriorating the university based researches; and, misperceptions/ wrong judgments deteriorating their researches. It implies that the research hypothesis is accepted.

## **Implications**

The current study described the context of behavioural reflections, phenomenological structures, psychosocial competence and their impact on quality education and research and also on the self-development of the postgraduate university learners. These contextual data helped to identify and analyse the opinions of university learners, their teachers and department heads by eliciting their requirements for using behavioural representations in classroom situation. As reviewed, this study is the first step to reveal the relationship of behavioural reflections and phenomenological structures with quality education and research and also with the self-development of the postgraduate university learners. In addition, it also provides background data to implement the good contextual curriculum from an innovative perspective which may promote psychosocial competence of the university learners.

To address the embarrassing situation regarding quality education and research, behavioural validity and self-image of Pakistani MPhil and PhD university learners, a few applicable recommendations are very much obligatory to give here. The graduate learner assures if the problem is intelligently managed, optimal successful results can be achieved so far. In this regard the following points may be valued for the best solution of the problem:

- To resolve the problem of behavioural reflections, phenomenological structures of the postgraduate university learners, necessary basic knowledge and facilitation may be given to the female MPhil and PhD scholars. The research teachers and supervisors may facilitate the knowledge and relevant materials in a real context and provide optimum opportunity to their female research students for exploiting their proficiency to explicitly represent their inner self.
- The research teachers and supervisors may guide the female research students about the distinctive learning features, procedures and styles as they are different from those of their own. They may be informed that behavioural

proficiency can be achieved if they may give proper attention to the use of real phenomenological context; and not to its ideal structure only. Moreover, importance may be given to the female university scholars' needs where they can exploit classroom learning for the real world goals.

- The university departments offering research programmes may develop practical activities on interpretation for developing translingual and transcultural abilities in their university learners and it may be an integral component of university education. Such competencies can be achieved through specific additional courses offered during their studies.
- The university departments may provide opportunity to motivate their female students/scholars to converse with; learn the contextual and situational uses; enjoy a friendly environment with positive feedback.
- Pakistani university departments may organize professional conferences that may help the female research students could keep pace with the current trends and issues in education.
- The university departments may guide and facilitate the female writers to prepare learning materials according to the needs of students/scholars. The materials may bear morphological, phonological, syntactic and semantic accuracy. Research curriculum may be integrated focusing on the university learners' proficiency level. Moreover, the research teachers may recommend the available different additional books on technical and syntactic structures for promoting their academic writing and reports.
- Research writing students may attain expertise in specifically organized materials of technical language that can greatly contribute.
- The research teachers may proficiently guide their students/scholars about research methods and procedures, and the use of established standards and acknowledged guidelines that determine the quality of research. They may help them to conduct an inquiry, use its tools and draw conclusions reflecting validity, reliability, trustworthiness and credibility. They may guide the university learners toward the use of established research ethics and rules. In this regard, proper guidance about MLA and APA style of research documentation may be given to university graduate learners.
- The university administration may ensure the availability of language laboratories, digital libraries and orientation programmes for academicians and their university learners. It can enhance the competence and satisfaction level of the graduate learners if their participation may be ensured as compulsory along with the provision of some recreational and financial incentives.



- The university administration may develop such a mechanism of management and supervision that could encourage productive criticism of the academicians and their students/scholars or their performance. The university departments heads may keep a close watch on the loopholes that can cause deprivation and frustration.
- The university administration may ensure research students' access to libraries, academicians, information technology, other sources and resources necessary for their research activities.

The conclusion of this study reflects that behavioural reflections, phenomenological structures and psychosocial development are the trend-setter variables of quality education and research of the university graduate learners. Therefore, a comprehensive educative design of guidance is recommended for saving and developing the behavioural pragmatic ability of Pakistani postgraduate students/scholars for enhancing the quality education and research.

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