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## **Secondary School Heads' and Teachers' Sensitivities about Performance Appraisal System**

**Riffat-un-Nisa Awan\***

**Sultan Sikandar\*\***

**Ghazanfar Ali\*\*\***

### **Abstract**

*This study intended to analyze the teachers' performance appraisal system (PAS) at secondary school level. Population was all secondary school educators, secondary school teachers and their heads in district Khushab. Sample for this study consisted of 189 teachers and 55 head teachers. The literature was reviewed comprehensively to bring to light all the relevant areas of PAS so that the effectiveness of PAS could be sensed for further improvement. For this purpose, two questionnaires, one for the teachers and other for heads were developed. The data were evaluated by computing percentages and by applying t-test and ANOVA for make different comparisons by using SPSS ver.20. Data for appraisers' attitude, feedback, motivation, appraisers' biasness and system effectiveness indicates overall positive response of secondary school teachers and heads. It can easily be deduced that secondary school teachers have their deep concern on the attitude of their head teachers. They were not satisfied with the feedback given to them. They were lacking motivation for enhancement of their performance. They demanded that evaluation should be done without any favor and fervor. They also desired changes in the current PAS and prevailing appraisal practices. It is recommended that effective feedback may be given to the teachers immediately after the performance appraisal is conducted. Moreover, the whole process may be updated for using it as a tool to trigger the performance of the teachers.*

**Keywords:** Performance Appraisal, Appraisers' Attitude, Feedback, Motivation, Appraisers' Biasness, System Effectiveness

### **Introduction**

Evaluation of employees' performance and giving them feedback is a pre requisite for effective organizations. Performance appraisal is a system which assists the supervisor to detect deficiencies and motivates the employees to work with great zeal. It is a valuable tool for employees' evaluation and a yardstick for their performance. It

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gives feedback to the employees and supports them to comprehend needs or criteria of specific job needs (Varkky, Koshy, & Oburoi, 2008). Managers can increase employee engagement through robust performance management techniques and tools (Mone & London, 2018).

Effective appraisal is the process of assessing employees' performance in comparison to some already fixed organizational standards. Performance appraisal not only supports employees to understand their working abilities but it also helps the appraisers along with the organization as a whole and guides them to plan for the future. Patten (1982) suggests that performance appraisal is an administrative tool for planning and controlling the work so that the intended outcomes are achieved. Mone and London (2018) consider building trust, managing team learning, creating empowerment conditions and maintaining communications about performance, all are critical to employee engagement.

Research on PAS has long history and has been the topic of research in business and educational organizations for last 100 years (DeNisi & Murphy, 2017). DeNisi and Murphy consider 1970-2000 as heyday of performance appraisal research. The worth of performance appraisal is increasing day by day and every organizational management is utilizing it as the most effective tool playing pivotal role in enhancing the performance of the employees.

Performance appraisal has numerous names according to its different attributes and functions like performance evaluation, performance review, employee appraisal, personnel rating and employee evaluation. Performance appraisal has also been described as any judgment that may affect the position of employees concerning their retention, transfer, termination, promotion, adjustment in salary or recommendation for further training.

Performance appraisal is indispensable in present times especially in education sector to meet teaching/learning standards. Appraisal system is also inferred by Stronge, (2002) that performance appraisal is communication, commitment and collaboration in disguise which supports to enhance teacher's work excellence. Similarly, Aguinis & Pierce (2008) opined that it is a system which measures and improves the achievements of teachers. According to Wilson (2005) PAS comprises of knowledge of teacher, motivation, assessment and perfections in diverse grey areas. Rewarded teachers accomplish their tasks in a better way than their colleagues. It motivates the employees and prepares them to perform better. It is a fact that motivated teacher causes effective learning and which is ultimate goal of education (Craig, 2011).

Appraisal in schools provides a source for intimating teachers about their work quality and detecting domains of work that still need to be improved. It helps heads in controlling the work and using staff resources in most effective way. Moreover,



performance appraisal documents help them for making decisions i.e. training needs, transfers, pay, promotions, continued employment, or terminations of employees etc. In several organizations appraisal results are being used to establish rewards i.e. pay or promotions and can also be helpful to identify the poor performers who need to be given some kind of counseling, demotion, dismissal or decreases in pay.

The existing techniques of performance appraisals in public sector schools of the Punjab are procedural and it is a fact that these techniques are not being utilized properly and effectively (Sikandar, 2015). There is a lack of cooperation and coordination among school leaders and teachers. Head teachers mostly do not have the skills and proficiencies required in this regard. Moreover, they do not give objective evaluation for avoiding conflicts and clashes.

During the last few decades private sector educational institutions are flourishing. Public sector high schools are not giving the desired results and hence focus of the community is shifting rapidly towards private sector. Research in the area reflects that public schools are having better physical facilities and highly qualified teachers as compared to private sector schools (Iqbal, 2012). Government is deploying its maximum available resources to uplift public schools but still the results are not satisfactory. Hiring and firing in private sector is always based on performance but in public sector, though performance is appraised but its results are not properly utilised. Shahzad, Bashir, and Ramay (2008) found a weak relation between performance appraisal and perceived performance of employees in Pakistani higher education institutions and same is the case of school sector. Effective Performance appraisal is a key element which if properly utilized in public schools, as is done in private institutions, can be very beneficial in achieving the targets set by the school education authorities.

The present study has focused on the analysis of teachers' PAS at secondary school level in district Khushab. The main objective was to explore the perceptions of secondary school teachers and heads about the dimensions of current performance appraisal practices (Appraiser's Attitude, Motivation, Feedback, System Effectiveness and Appraiser's Biasness) and to compare their perceptions demographically (i.e. gender and experience).

## **Methodology**

### ***Population and Sample***

Population of the study consisted of head teachers and teachers of 117 Higher Secondary and Secondary Schools in public sector in District Khushab (44 female and 73 male). The researchers selected 30 boys' schools and 25 girls' schools, to make the sample more representatives, using random sampling technique and from these 55 schools, 120 male and 100 female secondary school teachers (4 from each school) were

selected conveniently. Responses were received from 189 secondary school teachers (111 Males and 78 Females) and 55 Headmasters/Headmistress (30 Males and 25 Females).

### *Research Instrument*

The questionnaires were adapted (Khan, 2009) for secondary school teachers/educators and Headmasters/Headmistresses of schools separately. Changes were made according to need and some new items were also added in different dimensions. Some additional items related to their managerial aspects were also included. Expert opinion was taken for establishing validity. For the purpose of reliability questionnaires were administered in ten secondary schools of tehsil Noor Pur Thal. The instruments for secondary school teachers and heads were found reliable with Cronbach Alpha coefficient .826 and .851 respectively. The questionnaires were modified in accordance with the findings of pilot study.

### **Results**

The data were analyzed using percentages for exploring the teachers' perceptions regarding performance appraisal and t test was used for measuring the group differences, with the use of SPSS.

Table 1

*Percentages of teachers' perceptions regarding performance appraisal*

No	Items	(SD+D)	U	(A+SA)	Mean
	My Head Teacher				
1	gets annoyed at my average performance.	11.4	8.7	80.0	3.81
2	threats me at times about his /her authority.	78.7	2.7	18.6	2.25
3	affects negatively on my performance with unjustified attitude.	50	6.7	43.4	2.86
4	does not give due recognition to my excellent performance.	44.7	4.7	50.6	3.03

Data shows that 80.0% of respondents think that their Head Teacher gets annoyed at their average performance. Result shows that 78.7 % of respondents disagreed about the head teacher threats about his/her authority. About half of respondents disagreed that unjustified attitude of heads affect negatively on their performance and agreed that heads does not give due recognition to their excellent performance.

Table 2

*Percentages of teachers' perceptions regarding feedback*

No.	Items	(SD+D)	U	(A+SA)	Mean
1	My Head Teacher conveys me performance evaluation results through my colleagues if they are poor.	56.6	6.0	37.4	2.72
2	I need more feedback about achievement of my job objectives.	2.0	2.7	95.3	4.15

Data indicates that 56.6 % of respondents disagreed, that their heads communicates their results of performance evaluation through their colleagues if they are poor. Data shows that 75.3% agreed that the feedback of my head teacher is sufficient to overcome my short comings. Data shows that 95.3% agreed that they need more feedback whether they are achieving their job objectives.

Table 3

*Percentages of teachers' perceptions regarding motivation dimension*

No	Description	(SD+D)	U	(A+SA)	Mean
1	My Head awards me higher ratings in PER when I perform better.	10.7	3.3	86	3.93
2	I receive adequate recognition from my Head when I achieve my job objectives.	13.3	3.3	83.4	3.91
3	Achieving my objectives through best performance increases my chances of promotion.	34.7	4.7	60.6	3.39

Data reveal that 86.0% agreed that head teacher awards high ratings in Performance Evaluation Report (PER) when good performance is displayed. A big majority (83.4%) agreed that if they achieve their job objectives, they receive adequate recognition from their heads.

Table 4

*Percentages of teachers' perceptions regarding appraisers' biasness*

No	Description	(SD+D)	U	(A+SA)	Mean
1	My Head ignores my good performance when he/she is angry with me on personal matters.	83.3	5.3	11.3	2.08
2	Biased attitude of my Head Teacher affects my performance negatively.	45.3	4.0	50.7	3.01
3	Unbiased attitude of my Head Teacher boosts me for higher level of performance.	18.7	5.3	76	3.65
4	Head Teacher treats all faculty members equally.	22	2.0	76	3.68

Data shows 83.3 % of respondents disagreed on item no 1. Data shows that 50.7% agreed that their heads biased attitude affect their performance negatively. Results show that 76.0% agreed that unbiased attitude of my head teacher boosts me for higher level of performance and 76.0% agreed that my head teacher treats all faculty members at equal levels.

Table 5

*Percentages of teachers' perceptions regarding system effectiveness*

No	Description	(SD+D)	U	(A+SA)	Mean
1	The present PER Performa meets my performance evaluation requirements.	69.3	6.0	24.6	2.41
2	The existing PAS matches with my job description contents.	72	5.3	22.6	2.35
3	All aspects of my performance are reflected in the PER.	78.6	3.3	18	2.23

Data shows that 69.3% of respondents opined that the prevailing PER form does not meet their evaluation requirements and 72 % of respondents disagreed, that the existing PAS matches with their job description contents. Data also shows that 78.6 % of respondents disagreed that all aspects of my performance are reflected in the PER.

Table 6

*Percentage, and Mean of Teachers and Head Teachers on all Dimensions of Performance Appraisal (N =Teachers 189, Heads 55)*

Variable	Respondents	(SD+D)%	(A+SA)%	Mean
Appraisers' Attitude	Teachers	38.01	57.61	3.25
	Heads	12.54	83.09	3.89
Feedback	Teachers	28.18	67.62	3.48
	Heads	14.54	75.31	3.82
Motivation Dimension	Teachers	11.94	84.78	3.92
	Heads	4.63	87.90	4.06
Appraisers' Biasness	Teachers	41.32	53.75	3.12
	Heads	25.62	63.31	3.41
System Effectiveness	Teachers	39.17	55.32	3.16
	Heads	24.15	64.80	3.48

Table 6 reveals that, for all dimensions, larger percentage of respondents is in agreement with the items asked. However, overall response on all the dimensions explicitly shows that head teachers have over rated themselves on all the dimensions whereas the teachers are less positive about their appraisal activities as compared to heads.

Table 7  
*Gender difference of PAS (N =male 111, females 78)*

Indicators	Variables	Mean	SD	t	Sig.
Appraiser's Attitude	Male	56.16	6.38	-2.662	.009
	Female	59.15	4.89		
Feedback	Male	23.91	4.11	-2.421	.017
	Female	25.64	2.78		
Motivation	Male	42.45	5.53	-2.766	.006
	Female	45.12	4.00		
Appraisers' Biasness	Male	34.56	3.54	1.127	.264
	Female	33.74	4.05		
System Effectiveness	Male	25.28	4.16	-.205	.838
	Female	25.41	2.78		

Results of t test tell that female teachers rated appraisers' attitude, feedback and motivation more positively than male teachers, there was also significant difference in mean scores appraisers' attitude of male teachers (M = 56.16), and female teachers for (M = 59.15), ( $t = -2.66$ ,  $p = .009$ ). Same was the case of Feedback (M = 25.64,  $t = -2.42$ ,  $p = .017$ ) and motivation (M = 45.12,  $t = -2.76$ ,  $p = .006$ ). For appraisers' biasness and system effectiveness results tell that both groups were not significantly different.

Table 8  
*ANOVA for differences among groups of teachers with different teaching experience*

		Sum of Squares	Df	Mean Square	F	Sig.
Appraiser's Attitude	Between Groups	189.35	3	63.117	1.687	.172
	Within Groups	5463.10	185	37.419		
	Total	5652.46	188			
Feedback	Between Groups	133.84	3	44.614	3.083	.029
	Within Groups	2112.99	185	14.473		
	Total	2246.83	188			
Motivation	Between Groups	255.90	3	85.302	3.173	.026
	Within Groups	3925.56	185	26.887		
	Total	4181.47	188			
Appraisers' Biasness	Between Groups	41.31	3	13.772	1.014	.388
	Within Groups	1982.95	185	13.582		
	Total	2024.27	188			
System Effectiveness	Between Groups	106.37	3	35.460	2.472	.064
	Within Groups	2094.26	185	14.344		
	Total	2200.64	188			

Table 8 shows that there was a statistically significant difference in feedback scores in scores for groups with different experience  $F(3, 185) = 3.083$ ,  $p = .029$  and motivation  $F(3, 185) = 3.173$ ,  $p = .026$ .

Table 9  
*LSD post-hoc test of multiple comparisons on feedback*

Dependent Variable	(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.
Feedback	0-5 years	11-15 years	2.882*	1.277	.026
		more than 15 years	1.863*	.839	.028
	6-10 years	11-15 years	2.480*	1.214	.044
Motivation	0-5 years	11-15 years	3.686*	1.741	.036
		more than 15 years	2.429*	1.143	.035
	6-10 years	11-15 years	3.506*	1.660	.036
		more than 15 years	2.250*	1.016	.028

LSD Post-hoc test indicated that the mean score of feedback and motivation for 0-5 teaching experience was significantly different from 11-15 and more than 15 years teaching experience group. Similarly teachers with 6-10 years teaching experience were significantly different from teachers with 11-15 years teaching experience and more than 15 years teaching experience.

### **Findings**

Major findings of the present study deduced from the analysis of the data are as under:

Majority of the respondents think that their head teachers get annoyed at their average performance and penalize them and gives them poor ratings in PER. They denied the threats by head teacher about their authority. Nearly half of the respondents said that unjustified attitude of their head teachers effect their performance negatively and their heads do not give due recognition to their excellent performance.

Head teacher does not convey poor performance evaluation results through colleagues. More than 95% teachers need more feedback about the achievement of job objectives.

Majority of the head teachers award high ratings in PER if good performance is displayed. Teachers receive adequate recognition from the heads if they achieve job objectives. Teachers denied increase in promotion chances on achieving job objectives through good performance

Teachers appreciated the heads for not being annoyed on personal matters, and consequently not giving poor ratings in PER by ignoring good performance. Half of them opined that biased attitude of heads negatively affects their performance. Not all of them agree that heads treat all faculty members at equal levels.

Teachers consider that the prevailing PER form does not meet their performance evaluation requirements. They think that it does not reflect all aspects of their performance and the existing PAS does not match with job description contents.

Data reveals that response of secondary school head teachers about themselves regarding appraisers' attitude, motivation, appraisers' biasness, feedback dimension and system effectiveness was positive. However, overall response on all the dimensions explicitly indicated that head teachers had over rated themselves whereas the teachers were less positive about their appraisal activities as compared to heads, although teachers had shown their agreement with appraisers' attitude, motivation, appraisers' biasness, feedback dimension and system effectiveness.

Both secondary school male teachers and female teachers were of the same opinion on appraisers' biasness, and system effectiveness whereas females were significantly different than males and more positive about appraisers' attitude, feedback and motivation. Males were more dissatisfied with appraisers' attitude and think that heads did not motivate them. They were also considering that feedback is not sufficiently given.

Groups of teachers with differing teaching experience in the sample were of the same opinion on appraisers' attitude, appraisers' biasness and system effectiveness while they have difference of opinion on feedback and motivation. More experienced groups were less positive about their heads in terms of their role as a motivator and they were dissatisfied with the level of feedback provided by the heads.

## **Discussion**

Performance Appraisal no doubt is the most effective factor which plays its pivotal role in the achievement of organizational goals (Akinbowale, 2013). Keeping in mind its importance and role, the researchers opted this topic for research. The first prominent finding indicates that mostly heads give positive appraisals about their teachers. This finding come to an agreement with the view point of Kamphorst and Swank (2012) stating that for a wide range of parameters the manager tend to give positive appraisals. This finding also expose that there is no difference in performance evaluation of high performers and low performers. Excellent performance by hard working teachers is not going to give them any extra increment or any other financial benefit. It does not increase their promotion chances.

Khan (2009) has conducted research on effectiveness of performance appraisal in technical institutes and colleges. Findings and results of this study assimilate with the current study. In another study Iqbal, et al., (2013) reflected a positively significant relationship between employee's performance, performance appraisal and motivation, which make the motivating role of heads more important as is the case in this research.

Adofu (2011) in his study revealed that appraisers did not give feedbacks to the employees being appraised. This study gives the same finding as teachers were not satisfied with the feedback dimension of appraisal. Feedback should be promptly given and properly discussed with teachers because it gives an opportunity to them for continuous improvement (Dechev, 2010) and positive feedback boosts their self-confidence (Kamphorst & Swank, 2012). Jabeen (2011) was also convinced that the employees' motivation was being effected by performance appraisal. This serves as a source of motivation for teachers who would in return do their utmost efforts to achieve maximum for their organization.

Results endorsed that secondary school head teachers had over rated themselves on all the five dimensions probably because they themselves opined that they were performing their responsibilities in an effective manner but the teachers' opinion was quite different. A research by Ishaq, Iqbal, and Zaheer (2009) in public and private organizations of Pakistan gives the same results where managers were having different view from employees about PAS effectiveness.

Teachers and head teachers consider that current Performance Evaluation Report (PER) Performa is not according to the professional standards for teachers of our country. Ikramullah, Shah, Khan, Hassan, and Zaman (2012) also stressed the psychometric soundness of rating form. In fact the performa was being used in all the departments of the Punjab Government. It is a reality that nature of job, working mechanism, job description and working standards are quite different in every department. It definitely cannot cover all the dimensions and aspects of teaching and learning. It can easily be deduced that secondary school teachers have their deep concern on the attitude of their head teachers. They are not satisfied with the feedback given to them. They demand evaluation without any favor and fervor. Both the heads and teachers also want revolutionary changes in the current PAS and prevailing appraisal practices.

### **Conclusion**

Data received from both heads and teachers made explicitly clear that all the secondary school teachers and head teachers had responded positively on all the five dimensions. Overwhelming majority of teachers was criticizing that their head teachers were not giving due recognition to their performance. Moreover, prevailing performance appraisal practices were just a routine matter in public schools. Head teachers were very casual in their approach and were dealing with all teachers on equal basis.

It was recommended that training about performance appraisal might be imparted to both teachers and head teachers. Head teachers needed to be unbiased to achieve the desired and expected targets. Current PER Performa might be revised as per needs of teaching community for effective evaluation of performance. PAS prevailing



in secondary schools needs great consideration in this regard and needs to be more objective.

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## **Relationship between Emotional Intelligence and Job Satisfaction of University Teachers**

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### **Abstract**

*Emotional Intelligence is an emotional stability and balanced behavior in social interaction. Job satisfaction is one's likeness or enjoyment derived from job. Both the variables are very important for university teachers as they have to deal with emotionally most unstable persons. Their balance behavior and satisfaction can produce balance society. The study was aimed to highlight the co-relation between the variables emotional intelligence (EI) and job satisfaction (JS) of university faculty regarding their age, gender, designation, qualification and work experience of university teachers. University teaching staff from Social sciences faculty was the population of the study. 288 teachers were selected randomly. Two instruments were used one adapted and other adopted to assess their level of emotional intelligence and satisfaction from their job. The investigations showed that professors and the sample who have above 50 years age are stable persons further they are satisfied from their job and associate professors and teachers between 46-50 years of age are unstable and unsatisfied with their job. Teacher below 25 years of age possess highest level of EI and JS. The university administration was recommended to formulate the policies and take care of their employee's needs.*

**Keywords:** Emotional Intelligence (EI), Job Satisfaction (JS), University Faculty, Designation, Qualification, Work Experience.

### **Introduction**

Human personality is a combination of emotions. The role of emotions can't be separated from human life. Emotions act as a driving force. Emotions give meaning to person's life. The importance of emotions can't be denied in personal, social and professional life. In fact every person needs to have control over emotions in order to perform socially acceptable roles. The control over emotions is a learned behavior contributed towards a specific form called emotional intelligence. Emotional intelligence is a skill learned through some activities. According to Mehrad, Hamsan, Redzuan, and Abdullah (2015) 'Emotional Intelligence' is realizing, evaluating and

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monitoring individual's behavior and reactions which identifies the moods which emerged in private and social situation. Everyone experience certain emotions during his/her personal, social, academic and the professional life. He/she exhibits different kind of emotions at different stages of life. So it is important to have control on our own emotions along with managing others emotions during social interaction. Otherwise the unstable emotional state can make life miserable (Rosete & Ciarrochi, 2005; Silick & Schutte, 2006).

Different people in different streams of life described Emotional Intelligence in different ways. According to McCluskey (2000) Emotional Intelligence gives awareness about ourself and world around us. It helps to improve the performance and increase the harmony in life. The control over emotions in personal life also helps to lead a successful professional life. Newstrom (2007) described you cannot ignore emotions from organizations as you cannot ignore emotions from people.

The job satisfaction is another major construct of one's life. Robbin and Coulter (2005) described that job satisfaction is general attitude of a person towards his job. It can be described that a person has high JS level are proved to be highly motivated, committed and have concern regarding their job. They try to improve the efficiency and reputation of an organization.

Universities are the nurseries for the future development of nation. The teachers in universities are nation builders. They have a pivot role in the construction of society. The teachers are responsible to train students and make them able to take charge of different sectors in the society including, schools, economy, court, pharmacy, banks politics, engineering etc. They transmit the culture, knowledge, wisdom and their experience to next generation and make them able to live a successful, happy and satisfied life. No doubt teachers' role is very demanding and needs highly stable and controlled behavior to perform these responsibilities it is necessary that the teachers must possess high level of EI and they have satisfaction from the job.

For any organization it is very difficult to retain skilled and qualified teachers if they don't care about their needs. One such need is satisfaction from their job, which is related to different aspects such as salary, chance of promotion/selection, their work load, working conditions, unbiased supervision, awards/rewards, involvement in decision making about their professional life. This satisfaction is directly related to the emotional stability and management at work place (Awang, Hanim & Mohammed, 2010). Therefore, the faculty's EI level enables academicians to manage their own emotions and others (colleagues and students) emotions (Kassim, Bambale & Jakada, 2016). There is dire need investigate the argument that the university faculty who high level of EI are satisfied from their job to make the necessary arrangements for teachers to get maximum performance.



The human emotions remained focus in literature since long from the Greek Philosophers and still have central importance in 21<sup>st</sup> century. The term ‘emotional intelligence’ was introduced by Mayer and Salovey (1997) further elaborated by Reece and Brandt (2005), they describe EI is an ability to monitor personal emotions and feelings along with others emotions and feelings to determine the thinking and behavior. According to them emotional intelligence is comprised of four components.

- (1) Perceptions of emotions: It is a skill of recognizing emotions and content based on emotions.
- (2) Emotional acceleration of thinking: It is the understanding of emotional event in logical way.
- (3) Understanding and analyzing emotions: This is how to extricate, tag and comprehend emotions.
- (4) Emotional regulation: It is conscious effort to regulate the control the feelings and emotions for stimulating their own development.

On the basis of Mayer and Salovey’s (2005) description about EI, different models were emerged one is mixed intelligence model. Mixed model of emotional intelligence was propagated by Goleman (1995). According to Goleman this involves intellectual ability and personality dimensions. Its cognitive part helps to understand and control the emotions and its personality parts contributes towards recognizing needs and feelings of others to make the interaction effective. According to Goleman Intelligent Quotient (IQ) contributes only 20% in successful personality development of an individual. This is one component there are several other competencies which can’t be ignored to make a person successful in his life. The other preferred competencies and characteristics of emotional Intelligence were categorized as intrapersonal and interpersonal competencies. For the assessment of emotional intelligence Khan and Kamal (2010) developed an inventory named as Self-report measure of emotional intelligence (SRMEI). It was based on Goleman (1998) Mixed Emotional Intelligence model, and was preferred for measuring emotional Intelligence of teaching faculty in this research.

The satisfaction from the job is another most important variable affecting the professional life of individual. Individual spend his time working with organization if he is not satisfied from his job he will try to switch the job which can make him emotionally unstable person, which is not beneficial for individual as well as for organization. Organizations are recognized by their individuals and vice versa, switching job make organizations unstable and harm the professional life of individual too. So, the satisfaction from job is another important factor which can predict the commitment of an employee for the retention in an organization. Satisfaction is a construct, different components together define it. The job satisfaction is combination of factors like pay, promotion, work place environment, and co-worker’s behavior,

supervision and communication system within the organization. EI and JS leads each other as if the individual is satisfied from his job he possess stable emotional behavior and if some is emotionally stable he can satisfy himself from his job.

Keeping in view the above discussion and research studies conducted previously the current research was designed to investigate the bonding between the emotional intelligence and the job satisfaction of university teaching faculty in Pakistan. On the basis of literature review following research objectives have been tailored for investigation.

The study was aimed to explore five different objectives:

#### ***Research Objectives***

1. To investigate the levels of EI and JS of university teaching faculty regarding different age groups.
2. To identify the levels of EI and JS of university teaching faculty regarding their teaching experience.
3. To find out the levels of EI and JS of university teaching faculty in comparison to their qualification and designation.
4. To assess the relationship between EI and JS of university teaching faculty.
5. To measure the difference in EI and JS of male and female university teachers.

#### **Methodology**

The study was quantitative in nature from the descriptive research type survey method was used to achieve above stated research objectives. University teaching faculty was the population of the study. The teaching faculty working at faculty of social sciences in public sector universities of Islamabad and Rawalpindi were the population of the research. Both are twin cities. One is the capital of Pakistan. All the universities are well equipped, working under the guidelines provided by Higher Education Commission Pakistan. There were only five universities in the target area which have separate and similar disciplines at faculty of social sciences. Total 288 teachers (122 females and 106 males) were randomly selected as sample. Two different likert scales were used as instruments detail is as follows.

#### ***Research Instruments***

*Emotional Intelligence (EI).* The emotional intelligence was measured by a likert scale named as Self-Report Measure of Emotional Intelligence (SRMEI) which was developed by Khan and Kamal (2010). This SRMEI was based on Mixed Emotional Intelligence Model of Goleman (1998). It was consisted upon 60 statements and designed on a scale ranging from always, often, sometimes, rarely to never. The coding of the scale done in the way 5 stands for always and 1 for rarely. Reverse scoring was done for negative statements. The score range of said scale varies from 60

– 300. According to this, if someone has score below 150 he/she has low level of emotional intelligence and one who get above 150 score on scale possess high emotional intelligence.

*Job Satisfaction (JS).* Job satisfaction of university teaching faculty was measured by scale developed in 1997 by Spector named as Job Satisfaction Survey (JSS). It contains 36 statements used to measure the job satisfaction of an employee. It was designed on 6 point Likert scale. The score range varies from 36-216. The satisfaction level of an employee was based on the scores obtained on scale. If the achieved score range is from 36 to 108 it stands for un-satisfied, if the score lies in the range 109-144 it is described as ambivalent and 145-216 stands for satisfied with job.

The Khan and Kamal scale (SRMEI) was in Urdu language. The permission was taken from National Institute of Psychology (NIP), Islamabad before using the scale. The job satisfaction survey (JSS) was standardized tool it was available for non-commercial researches. The scoring procedure of both the instruments was according to the manual given by the authors. The content of the instruments were culture free and easy to understand and found suitable for university teachers.

#### *Validity and Reliability of the Instruments*

The SRMEI was in Urdu language. It was validated by forward and backward translation i.e. first from Urdu to English and again from English to Urdu language with the help of experts from Language and Psychology departments. English version was administered to collect data. JSS was standardized instruments but got validated by the experts before data collection. Because the SRMEI were translated so both were pilot tested. The internal consistency of the statements were measured by co-efficient of Cronbach alpha. The reliability of Urdu version SRMEI was 0.82 and reliability of translated version was .83. The reliability of JSS was 0.80. The university teachers were requested for their response. Out of 288 teachers only 160 (100 females and 60 males) teachers completed the instruments. The response rate was 70%.

#### **Data Analysis**

Collected data were analyzed by using frequency, percentage, mean score, Pearson's correlation, and t-test.

Table 1  
*Demographic Detail of respondents*

Variable	Frequency	Percentage	Variable	Frequency	Percentage
Gender			Designation		
Female	100	62.5	Lecturer	103	64.37
Male	60	37.5	Assistant Prof	43	26.87
Teaching Experience in years			Associate Prof	6	03.75
1 – 5	86	53.75	Professor	8	05.00
6 – 10	29	18.12	Age in years		
11 – 15	11	6	Below 25 years	7	04.37
16 – 20	12	7	26 – 30	72	45.00
Above 20	22	13.75	31 – 35	26	16.25
Qualification			36 – 40	18	11.25
MA / M.Sc	53	33.12	41 – 45	16	10.00
MS / M.Phil	56	35.00	46 – 50	6	03.75
PhD	51	31.87	Above 50	15	09.37

The information of table 1 will be used for further discussion. The contribution of female teachers is more than the male teachers. Majority are beginners as they have less than 5 years of experience and less than 30 years of age. They are lecturer and having MS/M.Phil qualification.

The first objective was ‘to investigate the levels of EI and JS of university teaching faculty with respect to age’.

Table 2  
*EI and JS of university teaching Faculty with respect to their age*

Age in years	N	Mean of EI	Mean of JS
Below 25 years	07	220.00	149.43
26 – 30	72	220.58	148.06
31 – 35	26	219.00	146.81
36 – 40	18	226.78	149.06
41 – 45	16	222.13	143.69
46 – 50	06	220.00	125.33
Above 50	15	232.27	158.73

The above information shows the most satisfied person from their job are above 50 years of age. They are also emotionally stable and intelligent people. The most un-

satisfied teachers belong to the age group between 46 to 50 years. The emotional intelligence level of other teachers is almost same. Little variation has been observed. The lowest emotional intelligence level has been observed between the age group of 31 to 35 years. Teachers fall in age group between 36 to 40 years are emotionally intelligent as they got 226 score and they are a bit satisfied from their job.

The second objective was ‘to identify the level of EI and JS of university teaching faculty with respect to teaching experience’.

Table 3

*EI and JS of university teaching faculty with respect to teaching experience*

Teaching Experience in years	N	Mean of EI	Mean of JS
1 – 5	86	210.78	150.05
6 – 10	29	224.21	142.69
11 – 15	11	211.09	142.18
16 – 20	12	223.50	144.00
Above 20	22	224.77	150.18

The teachers having above 20 years of experience are emotionally stable and satisfied from job. The teachers have less than 5 years of experience, although they have lowest level of emotional stability, but they are highly satisfied with their job. Low emotional stability may be because of their age as it is found that with increase in age teachers become emotionally stable. The respondents who have 6 to 10 years of teaching experience they are more emotionally stable but have low job satisfaction.

The third objective was ‘to find out the levels of EI and JS of university teaching faculty with respect to qualification and designation’

Table 4

*Mean score of EI & JS of university teaching faculty regarding their qualification*

Qualification	N	Mean of EI	Mean of JS
MA / M.Sc	53	210.10	146.45
MS / M.Phil	56	220.65	150.93
PhD	51	224.80	145.57

The analysis of data showed the teachers having PhD qualification possess high emotional intelligence but less satisfaction from their job. The teachers with qualification of MS/M.Phil have low level of EI but reported high level of JS in the sample.

Table 5

*Mean score of EI & JS of university teaching faculty in connection to their designation*

Designation	N	Mean of EI	Mean of JS
Lecturer	103	219.88	147.51
Assistant Professor	43	220.36	147.98
Associate Professor	6	218.71	138.50
Professor	8	224.77	156.25

The findings revealed that professors are emotionally stable and satisfied from their job and associate professors are unstable and dissatisfied from their job. Lecturers and Assistant professors possess almost same level of EI and JS.

The fourth objective was ‘to assess the relationship between EI and JS of university teaching faculty’.

Table 6

*Relationship between EI and JS*

Variables	N	r	P
EI & JS	160	0.486*	.000

\* Significant at  $\alpha = .05$

The values in table 2 shows there is significant and positive relationship between EI and JS of university teaching faculty.

Table 7

*Relationship between EI and JS of university teaching faculty according to different age groups*

Age in years	N	r	P
Below 25 years	7	0.828*	.021
26 – 30	72	0.478*	.000
31 – 35	26	0.533*	.005
36 – 40	18	0.520*	.027
41 – 45	16	0.296	.266
46 – 50	06	-0.043	.935
Above 50	15	0.511	.052

\* Significant at  $\alpha = .05$

The relationship between the variable emotional intelligence and Job Satisfaction of university teaching faculty with age is significant till the age of 40 years. This relationship is not significant but moderate between two age groups i.e. 36 – 40 years and above 50 years. The different finding appears as this relationship is negative between the age group of 46 – 50 years.

The fifth objective was ‘to measure the difference in EI and JS of male and female university teachers’.

Table 8

*Gender-wise difference between EI and JS of university teaching faculty*

	N	Emotional Intelligence					Job Satisfaction				
		Mean	SD	t	df	p	Mean	SD	t	df	p
Female	100	224.0	18.6	1.603	38.5	.112	147.9	21.0	.153	158	.879
Male	60	217.3	28.9				147.2	19.6			

The analysis of data in table indicates no significant difference was found regarding gender on both the variables i.e. EI and JS of university teaching faculty. The mean scores showed female teachers are emotionally stable and more satisfied from their job in contrast to their counterpart.

### **Discussion and Conclusion**

The first objective was about the level of EI and JS with respect to age. The findings showed that mean value of EI & JS remained the same till the age of 30 years but during the age of 36 to 40 years only emotional intelligence level increases. It means university teachers when join the job almost have same level of EI and JS, with the passage of time they learn how to regulate their own emotions and accept others. Their emotional intelligence level increases during the age of 36-40 years. Further investigation showed the level of EI and JS decreases at the age group of 46-50 years means when a university teacher reaches at the age of 46 there may be some factors which affected the EI and JS level of university teachers and who they possess a stable level of EI and JS now it's decreases. According to Mayer, Caruso and Salovey (2016) Emotional Intelligence is best measures as ability. It is not social or personal intelligence. It shows this construct is not permanent. Likewise mean value on Job Satisfaction Survey also varies with the time. The relationship between both variables indicated both the variables are not permanent. These have significant positive relationship. If one increase the other too as founded by Ashraf, Ahmad, Shaikh and Bhatti (2014). They found emotional intelligence has significant relation with job satisfaction. One can affect the other. However the result of first research objective when correlated with the findings of the table 7, it was found that at the age group of 46 to 50 years EI and JS has negative relationship although it is not significant but it shows the age group 46 to 50 years in university teachers life is a significant period.

The second objective was about the level of EI and JS with respect to teaching experience of university teachers. The findings showed both EI and JS levels are on its peak during first 5 years and above 20 years of job experience but when a person reaches at 11-15 years of their job experience EI and JS levels decreases.

The third objective was about the level of EI and JS with respect to qualification and designation of university teachers. It is found that EI level increases with qualification but JS level decreases. The teachers with M.Phil/MS degree are highly satisfied with their job. Different results were found with respect to designation. EI and JS level of lecturers and assistant professor is higher than the associate professors. A Professor has highest EI and JS level.

The fourth objective was about the relationship between EI and JS level of university teachers and it is found that significant positive relationship exists between both the variables. The EI has significant relationship with age till the 40 years. After 40 years of age this relationship is not significant. Even at the age 46 to 50 years a negative relationship was found between these variables.

The fifth objective was about the difference in EI and JS levels of male and female teachers. They have similar levels of EI and JS as no significant difference is found.

The findings of the study are consistent with Carmeli (2003), Hasankhoyi (2006) and Gardner and Stough (2003) with respect to significant relationship between EI and JS. Some findings of our study are contrary to Mousavi, et. al. (2012). They found EI and JS are higher between 11-15 years of experience but this study showed it's decreasing. One of the finding of current study is higher qualification has significant relationship with EI & JS. This finding supports the previous literature (Alam, (2009); Seyal & Afzal (2013); Ashraf, Ahmad, Shaikh & Bhatti (2014) and Kassim, Bambale & Jakada (2016)) in the way that EI & JS has significant positive correlation. Gu (2016) study these variables with public school teachers and concluded that with increase in teaching experience teachers were more un-satisfied from their jobs because of heavy work load.

The findings showed no significant difference in EI and JS regarding gender exists which is contrary to the findings of Ahmad, Bangash and Khan (2009). They found male have higher EI. The findings regarding age and Job satisfaction supports the findings of Saner and Eyupoglu (2012) as teachers above 50 years of age have higher JS level at higher education institutions.

The findings of table 7 showed significant results. It's about the significance of relationship between EI and JS. The value of  $r=0.83$  is highest when respondent is below 25 years of age. The value of 'r' is decreasing when the respondent get older. The values in table 7 showed moderate significant positive relationships exists till the respondent is at the age of 40 years then its decreasing. If EI is an ability as claimed by Mayer, Caruso and Salovey (2016) then what is the reason of decreasing the value of 'r' between the age group of 46-50 years? After 50 years this relationship found moderately positive. It means there are some other factors which are affecting the



emotional intelligence of university teachers. When the finding of table 7 is compared with the values of table 4 and 5, it appears that associate professors possess lowest level of EI and JS in contrast to this PhD degree holder has highest level of emotional intelligence but lowest level of job satisfaction. This can be easily correlated with university policies and working environment for associate professors at Pakistani universities.

Ability is acquired it can't be lessen with the age, designation and qualification rather it is learnt with the increase in said variables. Usually the older person is more mature and stable in his thinking and actions and it is supported by the findings of table 5, 6 and 7. Although EI and JS were studied with the assumption that these are independent variables one is ability as stated by Reece and Brandt (2005) and Mayer and Salovey (2005) presented ability based model of EI. Further according to literature and definition EI is an ability to control and regulate emotions in social interaction and JS is a construct related to fulfillment of one's needs related to his/her job as when needs are not satisfied it leads to un-satisfaction and creates emotional instability. So EI is not ability. It is behavior and can be affected in different situations. The significant relationship between these variables also strengthens this argument. This situation needs consideration from university administration and human resource department of universities.

### **Recommendations**

On the basis of findings and conclusion it is recommended for university administration and Human resource Departments to formulate such policies that support and fulfill the needs of university teachers. Training sessions regarding emotional intelligence may be conducted for university teachers which lead to emotional stability and they may get more satisfaction from their job. The needs of associate professors may be considered for their satisfaction from their job otherwise they can switch the job which can create problem for university administration, as in the absence of senior faculty university ranking may be affected.

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## **Effectiveness of Explicit Pragmatics Instruction in Developing Business Communication Skills: A Study of Teachers' and Students' Perceptions**

**Muhammad Asif Javed\***

**Hazrat Umar\*\***

### **Abstract**

*Language is a means of communication, and pragmatics helps in understanding and using the language of real use. This study explores teachers' and students' perceptions of the inclusion of explicit pragmatics in the instruction of business communication contents to enhance learners' competence to produce effective business communication discourse. Qualitative-pluralistic approach has been used for data collection. Business communication course contents were taught with the incorporation of relevant contents from pragmatics, and afterwards feedback from 120 students was sought through open ended questions. Besides, ten instructors of business communication were interviewed to find out the need and feasibility of teaching explicit pragmatics in business communication classrooms. The results of this study show that explicit instruction of pragmatics is highly beneficial in learning the basic concepts of business communication. It is recommended that explicit instruction of pragmatics be made a compulsory part of teaching business communication skills.*

**Keywords:** Pragmatics, explicit instruction, business communication, perceptions

### **Introduction**

Linguistics scientifically studies language as a tool of communication from various angles and pragmatics deals with the language of real life use and addresses the communicative competence for the appropriate use of language for successful communication. The basic course contents of business communication skills on communication cycle, Seven Cs, intercultural communication, verbal and non-verbal communication, and interpersonal communication are vital to learn business communication in classroom (Chaney, 2005; Murphy, Hildebrandt, & Thomas, 2007). It is generally observed that the business graduates cannot communicate effectively when they join their professional careers after the completion of their academic qualification. Various empirical studies find that communicative contents can be better learned through explicit pragmatics, and pragmatics may be included in the classroom

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instruction of specific communication skills (Amaya, 2008; Bardovi-Harlig, 2013; Brock & Nagasaka, 2005; Ellis, 2004; Othman, 2011; Rose & Kasper, 2001). The instruction of relevant concepts of pragmatics along with the course contents may facilitate in learning language for specific purposes.

This study explores teachers' and students' perceptions of effectiveness of core concepts of pragmatics for developing students' pragmatic communicative competence. This study proposes that instruction of explicit pragmatics helps learners in learning the basic contents of business communication skills. The study is significant as it explores the critical role which pragmatics can play to enhance the professional communicative competence of business students.

## **Literature Review**

### *Importance of Communication Skills for Professionals*

Communication skills assist professionals in performing their jobs and making advancement in their career (Roebuck, Sightler, & Brush, 1995). Through improving language skills, future business professionals can compete effectively in the expanding global market (Orban, 1994, p. 422). Pragmatics assists learners in using "language appropriate to particular communicative events", in using "the relevant utterances necessary for being considered a competent conversant", and "interpreting meaning contextually" (Brock & Nagasaka, 2005, p. 18).

### *Importance of Pragmatics for Language Instructors*

The knowledge of pragmatics can empower the instructors with the relevant cultural, social, professional perspectives. Delivering education in cultural context is vital in the present era (McCarthy, 2001, p. 125) to enable learners cope with challenges after the completion of their studies.

### *Significance of Explicit Knowledge of Pragmatics in Business*

Pragmatics helps in learning "how-to-say-what-to-whom-when" (Bardovi-Harlig, 2013, p. 68) and is, expected to be helpful for business administrators to meet the communication challenges they encounter in their day-to-day interactions in diverse situations. The explicit knowledge of pragmatics helps communicators in behaving according to acceptable societal norms, linguistically as well socially (Othman, 2011, p. 101).

### *Major Segments in Pragmatics*

Pragmatics deals with a triangle of three closely linked contributors: 1) speaker/encoder's intention, 2) contents of the contexts and 3) interpretation made by a competent hearer/decoder (Gauker, 2008). The encoders are supposed to "design their utterances against the common grounds they share with their addressees—their common experience, dialect, and culture" (Schober & Clark, 1989, p. 211). "People

understand each other in conversations by gathering evidence about each other's intentions"(Schober & Clark, 1989, p. 211). Pragmatic competence is associated with the learners' sociopragmatic and pragmalinguistic skills.

### *Pragmatics and Language Functions*

Language performs various functions through speech acts i.e. complimenting, requesting, complaining and apologizing, as well as through different type of discourse, and through speech events of different nature(Kasper & Rose, 1999). Pragmatics studies language from formal/informal and social perspective in a communicative event with a focus on those "factors that govern our choice of language in social interaction and the effects of our choice on others"(Crystal, 1987, p. 120).

### *Explicit Instruction of Pragmatics*

According to Lin (2007), "The education of pragmatics is necessary and important in our globalized world" (p.91). Similarly, Rose (2012) states that the knowledge of pragmatics facilitates professionals in making adjustments in specific social, cultural and cognitive situations for the production and comprehension of language. The courses on communication skills need to be enriched to enable the learners for their future professions(Korn, 2004, p. 589).

### *Implicature and Entailment*

Implicature is a kind of inference drawn without extra information. Implicature is what communicators can imply, suggest or mean, apart from the actual words in an utterance (Cap, 2010, p. 211). Implicatures are generated when Gricean cooperative maxims are flouted. These include the maxims of quality, quantity, relevance, and manner. Entailment deals with the relationship between two interlinked statements, where the truth of one statement depends upon the truth of the other(Yule, 1996a). Entailment depends upon the language but implicature depends upon the conversational context.

### *Context and Shared Knowledge*

Context contributes in formulating utterances and interpreting their pragmatic meanings. Natural languages are context dependent(Åkerman, 2009, p. 155). Context is also closely related to the shared knowledge of communicators. Besides the linguistic context, co-text and physical context also contribute to meanings. The surrounding words in a text attribute certain meaning to a specific word besides the effects of physical location, time and place(Yule, 1996b, p. 129).

### *Pre-existing Knowledge Structures*

Communicators rely on their pre-existing knowledge structures for interpreting the unsaid or unwritten part of utterances, and familiar patterns and structures assist in experiencing similar structures(Yule, 1996a, pp. 85-86). These structures are called

schemata. “A script is pre-existing knowledge structure involving event sequences”(Yule, 1996a, p. 86). Background knowledge structures are culturally determined and make cultural schemata(Yule, 1996a, p. 87). Pre-existing knowledge of the linguistic conventions formulate conventional schemata. Pragmatics can help in understanding the various dimensions of schemata and their underlying factors(Yule, 1996b, p. 62).

The review of the relevant literature establishes the importance of knowledge of pragmatics for effective communication skills. The review also shows that no study has been conducted to explore the opinions and perceptions of instructors and students of business communication. This study examines the opinions and perceptions of instructors and learners of business communication about the effectiveness of explicit instruction of pragmatics in developing business communication skills.

### **Methodology**

Pluralistic qualitative approach has been used for data collection. The data have been collected through: 1) the feedback of 120 students of business studies in business communication skills classrooms, and 2) the opinions sought through semi-structured interviews from ten teachers of business communication. Purposive sampling technique was used and prior consent was sought from the participants. As the present study is qualitative in nature, the data have been triangulated for the sake of trustworthiness.

### **Procedure**

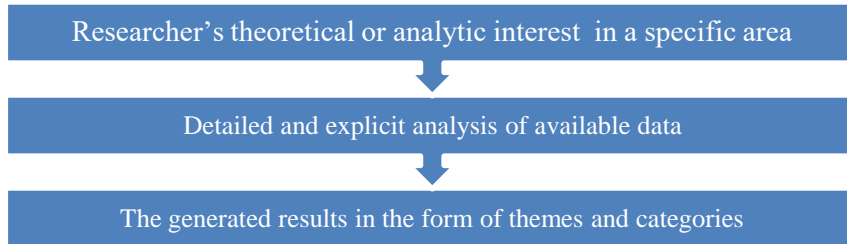
The business communication instructors were interviewed on the following themes:

- i. Aims of Business Communication Skills Courses
- ii. Recommended Text Books and Course Contents
- iii. Inclusion of Explicit Pragmatic Contents into Business Communication Courses

This research was a single group experimental study on the pattern of “one group posttest only” (with no control group) which is an “applied research to evaluate intervention effectiveness with individuals”(Gast, 2010, p. 13). These students were first taught course contents of business communication skills. Afterwards, they were explicitly taught relevant contents from pragmatics and were asked to answer open-ended questions on the usefulness of pragmatics in business communication skills. The process was completed in five weeks.

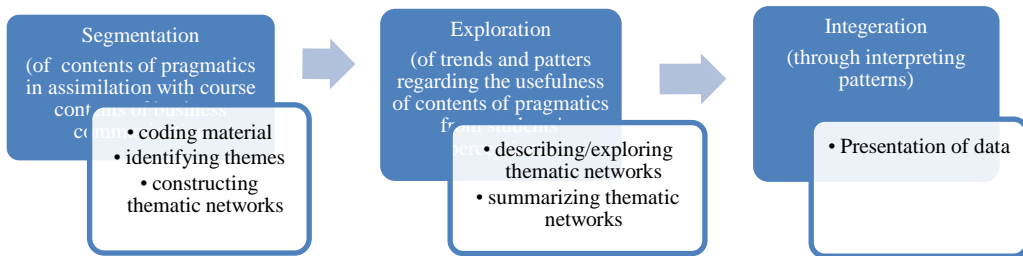
The students’ responses on pragmatics have been analyzed through Attride-Stirling’s (2001) ‘theoretical thematic analysis’. This form of analysis tends “to be driven by a researcher’s theoretical or analytic interest” in a specific area; it is “more explicitly analyst-driven”; and gives “a detailed analysis of some aspects of the

data”(Braun & Clarke, 2006). The pattern of theoretical thematic analysis is portrayed in Figure 1 as under:



*Figure 1. Pattern of theoretical thematic analysis*

The students' responses have been presented in the form of figures and under their respective headings. Figure 2 below depicts the model for analyzing the students' responses.



*Figure 2. Model for analyzing students' responses. This figure has been developed from Attride-Stirling's (2001) "analyses employing thematic networks".*

## **Results**

### *1) Teachers' Opinions on the Role of Pragmatics in Business Communication Skills*

The responses of the instructors are summed up as follows:

#### *Aims of Business Communication Skills Courses*

According to the instructors of business communication, the students of business studies are prepared for diverse business scenarios to perform their future roles as entrepreneurs, managers, team leaders, and other multidimensional roles. Communication skills significantly add value in the students' academic learning. Effective communication skills assist business administrators in making advancement in their careers and grow their businesses. The instructors are of the view that business



market is becoming increasingly glocal, and pragmatics enriched communication skills help business administrators in performing their roles effectively.

### *Recommended Text Books and Course Contents*

The instructors reported that most of the course books recommended for business studies and business communication are written by foreign authors, and can only partially address the needs of contemporary indigenous organizations. The course contents devised for various subjects of business studies and business communication also have a reflection of the recommended/available course books. On the other hand, the students of business studies and other management sciences are prepared to work for local organizations after the completion of their qualifications. The instructors feel a need of reviewing and revising the course contents to handle the challenges which their students would face in their professional careers.

### *Inclusion of Explicit Pragmatics into Business Communication Courses*

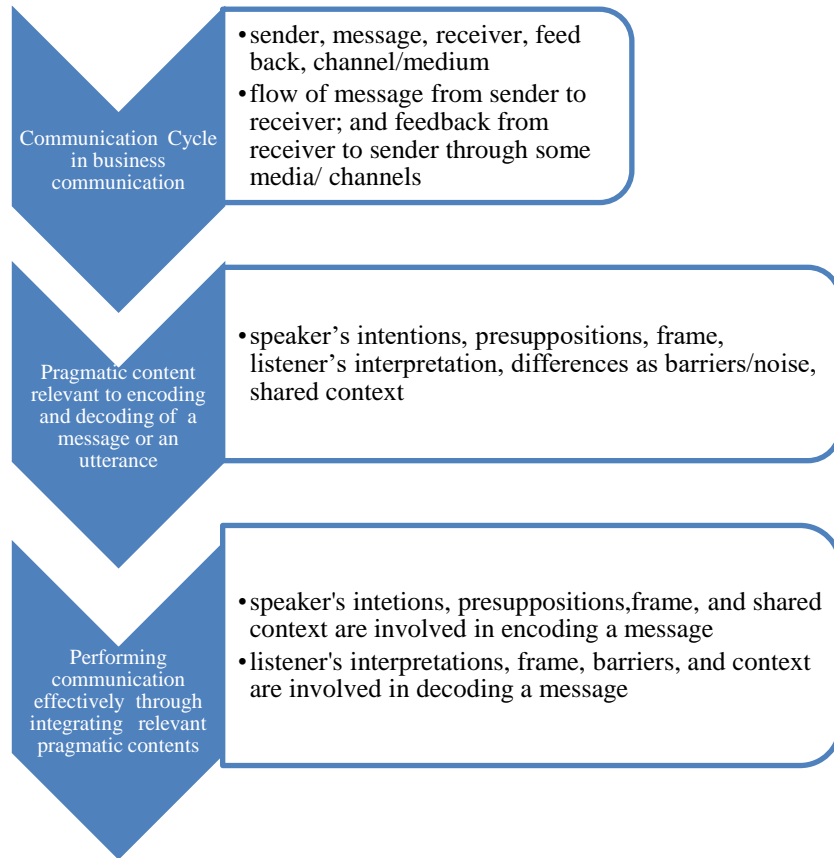
The instructors agreed that many course contents already have implicit reflection of pragmatics. Pragmatics is useful in producing desirable interpersonal skills. Since the courses on business communication skills aim at preparing business graduates for effective communication in their professional careers, therefore, the course contents may be made more effective through the inclusion of explicit pragmatics to enable business administrators to perform their tasks with improved interpersonal skills. The knowledge of pragmatics helps in understanding the relationship between linguistic forms and their impact on the users and assists in conveying the desired meaning in a specific context and assuming probable interpretations by the audience. The instructors opine that pragmatic competence of business administrators helps them understand the constraints of a communicative situation and communicate according to the sociolinguistic norms of society.

### *2) Students' Perceptions of the Effectiveness of Pragmatics in Business Communication Courses*

The results of the students' responses in regard to the open-ended questions are as follows:

- 1. How are contents of pragmatics (speaker's intentions, presuppositions, frame, listener's interpretation, differences as barriers/noise, shared context) helpful in understanding communication cycle?*

In this section, students' perceptions and preferences regarding the advantages of contents of pragmatics in understanding and performing communication cycle effectively have been presented. Figure 3 shows relationship between concepts from pragmatics and communication cycle.



*Figure 3. Relationship between concepts from pragmatics and communication cycle.*

### *Sender's Roles and Responsibilities*

The sender should consider his/her own and the receiver's frame before encoding and relaying a message. The receiver may interpret the message quite differently from what the sender intends to convey. The sender should understand the possible interpretations which can be made by the listener and make his/her intentions more obvious in an utterance. A sender should also consider the frame of a particular (his/her own and the receiver's) society.

### *Receiver's Roles and Responsibilities*

The receiver should consider his/her own frame while decoding/interpreting a message as his/her biases may affect the decoding of the message. The receiver should

understand what the sender has intended to convey through a message below its surface meaning.

### *General Considerations in Message Formulation*

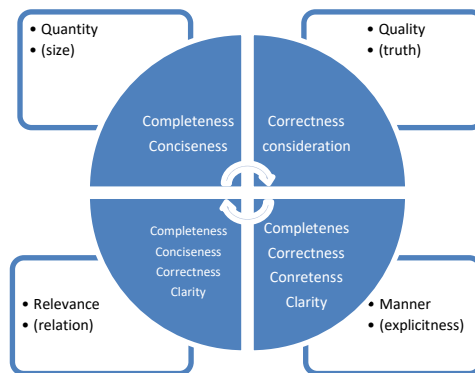
Communicators of a communicative event may have different frames. Their frames can become barriers in successful communication. Shared context makes contribution in making message more meaningful. A message should be more detailed if there is less shared context and vice versa. Non-verbal communication (gestures, facial expressions, eye contact etc.) are also helpful in interpreting the unsaid part of a sender's message.

### *Importance of Pragmatics*

Pragmatics helps in understanding the back-story of every conversation and facilitates communication when the receivers are from different frames. Awareness of pragmatics assists in situational communication through making it audience oriented.

2. *What are the advantages of incorporating Gricean Cooperative Maxims in understanding 7Cs (completeness, conciseness, consideration, concreteness, clarity, courtesy and correctness)?*

The respondents view that Gricean cooperative maxims of quality, quantity, relevance, and manner are closely associated with Seven Cs and they are a value addition to 7Cs. Observance of maxims minimizes misunderstandings in business correspondence, and helps to conduct business effectively and efficiently. The relationship between Gricean maxims and Seven Cs is shown in Figure 4.



*Figure 4. Relationship between Gricean cooperative maxims and Seven Cs.*

### *Quantity*

Quantity is associated with ‘completeness’ and conciseness’ and helps in making a message comprehensive, of appropriate bulk and length, assists in better understanding of 7Cs for composing a brief message

### *Quality*

Quality endorses fairness and honesty in business activities and communication, without anything doubtful or false in the both. Furthermore, quality helps in making a message reliable, trustworthy, and believable.

### *Relevance*

Relevance adds interest in a message for receivers by making a message relevant to their needs. Relevance also helps one to analyze one’s own communication whether it is appropriate or otherwise. Maxims of relevance assists in communication process while preparing/encoding and decoding a message.

### *Manner*

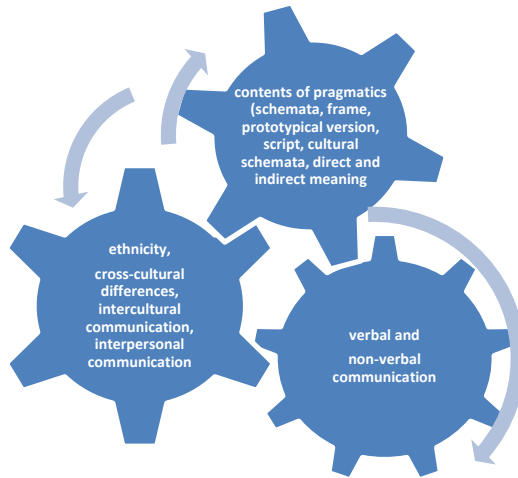
A business message needs to be explicit enough to enable a receiver understand and act accordingly. Manner is closely associated with clarity and concreteness. Maxims of manner also helps in deciding the content-nature of a business message i.e. formal, semi-formal, and informal.

### *General Importance of Cooperative Maxims*

Cooperative maxims are helpful in analyzing flouts of various standardized correspondence principles and causes and effects of such flouts in business communication. Cooperative maxims are of great value for business professionals in their day-to-day interactions.

3. *What are the benefits of contents of pragmatics (schemata, frame, prototypical version, script, cultural schemata, direct and indirect meaning) in understanding ethnicity, cross-cultural differences, intercultural communication, interpersonal communication, verbal and non-verbal communication?*

The students’ responses on the relationship between pragmatics and courses contents related to ethnicity, cross cultural differences, intercultural communication, and verbal and non-verbal are presented in Figure 5 below:



*Figure 5. The role of concepts of pragmatics in verbal and non-verbal communication.*

### *Schemata*

Awareness of different cultures through schemata helps to fulfill communication purposes in business communication. Basic knowledge gained through our experiences helps in business communication. Cultural schemata help in intercultural communication.

### *Cultural Schemata*

Awareness about others' cultures helps to interact and deal with them. Cultural differences are portrayed through dress, food, manners, education, language etc. Understanding of pragmatics may facilitate in interaction with the people from different backgrounds.

### *Frame*

Frame is a fixed pattern that penetrates into daily matters and routine of individuals. An individual has his/her personal norms, and communicates accordingly. Background knowledge and beliefs influence what one perceives, thinks and acts. It is not necessary that all people of one culture think and judge alike. Some individuals use direct way of explaining and some use indirect way of explaining their standpoints.

### *Prototypical Version*

Various cultures and sub-cultures may have their own patterns of what to state directly and what to state indirectly. Though culture is communal in its nature but individuals retain their own beliefs and behaviors. It is not necessarily that in one culture all individuals think, behave or communicate alike. Individuals have their own

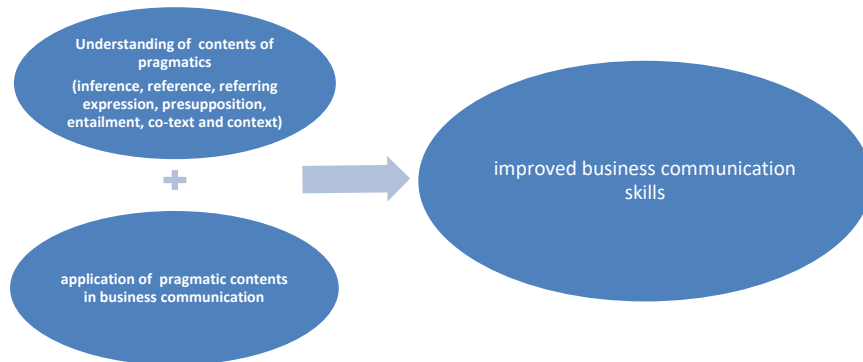
patterns to communicate which may coincide with either their communal culture or their individual preferences.

### *Script*

Event sequences help to understand various happenings. Script is a scheme that may be applied differently by the people of different cultures. Frame, prototypical version and schemata help to assume the culture and ethnic background of communities.

4. *How are contents of pragmatics (inference, reference, referring expression, presupposition, entailment, co-text and context) beneficial in improving business communication skills?*

Both sender and receiver are responsible for managing pragmatic aspects of their utterances. Figure 6 presents the participants' responses on the role of pragmatics in improving business communication skills.



*Figure 6.* The impact of understanding and applying pragmatics on business communication skills.

The students' responses in this regard are presented below:

### *Inference*

Inference is a cognitive process which helps receiver in interpreting the unsaid part of an utterance. Interpretations may depend on the context and co-text. Inference is a means to understand reference or entailment.

### *Reference*

Reference helps to identify certain people, events, things etc. around us which lie in our communicative experience. Reference in a message should be easily understandable for the receiver. We attach references through referring expressions in the form of words and phrases we use for persons or things.

### *Referring Expression*

Referring expressions provide hint for precise interpretation, and assist in identification. For example, the phrase ‘class representative or CR’ is used to identify a specific student among the whole class. A certain referring expression can only be understood within a certain community and rarely by an out-group. Both reference and referring expression are important to draw inferences.

### *Presupposition*

While we speak or write, our utterances convey what we have presupposed. Presupposition depends on the knowledge of the communicators and contents of a message should be chosen carefully. Presuppositions help in supposing and assuming certain contents of a business message, and facilitate receivers in precise perception. If a receiver has already some information, the sender need not put that information in a message. Saying the utterance “Rida’s dog is cute” includes a presupposition that ‘Rida has a dog’.

### *Entailment*

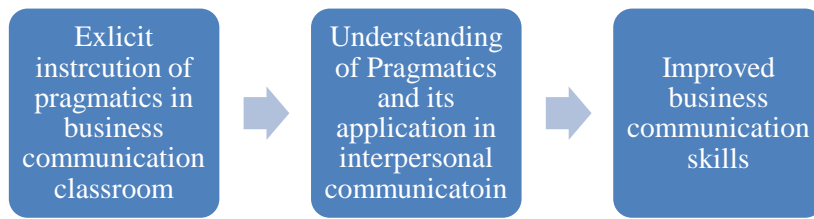
Entailment is to say something about someone or something e.g. ‘Rimsha’s dog is cute’. Entailment should be clear enough to understand. Entailments predict certain presuppositions, that is to say, presuppositions are reflected/conveyed through entailment. The entailment ‘Rimsha’s dog is cute’ contains a presupposition that ‘Rimsha has dog’.

### *Co-text and Context*

Words change or lose their meanings when their context or co-text is changed or omitted. Co-text is formed through surrounding text of a word whereas context is formed through physical environment. Physical environment i.e. physical context plays a vital role in business communication as any communication or business transaction occurs in a specific physical context. Context provides certain specifications which help communicators converse accordingly. Context defines the status of a person. A person is an employee in office, whereas a son or brother at home. A sender has responsibility to convey information and knowledge to the reader through context and co-text. In case of shared context, a sender should avoid putting such information as is already known. Context provides the whole background about a word or a situation.

### *5. How is the knowledge of ‘pragmatics’ beneficial in improving business communication skills?*

The participants perceive that explicit instruction of pragmatics is helpful in improving business communication skills. Figure 7 developed from students’ responses show the role of explicit instruction of pragmatics in business communication skills.



*Figure 7: Impact of explicit instruction of pragmatics*

Pragmatics harmonizes the communication between sender and receiver. Pragmatics helps to identify the influences on communication. Pragmatics helps business administrators in formulating messages and interpretations of received messages contextually. Pragmatics helps business administrators in determining and interpreting the unsaid part of a conversation. Both sender and receiver have assumptions; these assumptions may differ from each other's. Pragmatics helps business administrators to communicate with people through making careful assumptions about the people they interact. A sender makes assumptions about the receiver on the basis of his/her past experience regarding what the receiver can interpret. Pragmatics helps business administrators in realizing that a sender's intended meaning and the receiver's interpreted meaning may differ on the bases of their assumptions. Pragmatics helps business administrators in seeking, utilizing and delivering required bulk of information related to a business transaction, and thus it facilitates in making effective communication during various business transactions.

Audience is more important in a communicative event, and a sender is responsible to facilitate audience in making appropriate interpretations according to the sender's intended meaning. Pragmatics enables a receiver to interpret an utterance according to the particular context. Nonverbal communication has its contribution in communication process. Unsaid is unavoidable in communication. Unsaid part may be communicated through nonverbal communication. A sender may keep many things unsaid intentionally.

### **Discussion**

The results on the importance of pragmatics for developing professional communicative competence among business students for their future corporate roles are supported by the literature (Bardovi-Harlig, 2001, 2013; Thill & Bovée, 2016). Thus, the courses of business communication need to be redesigned and modified to prepare the learners for the communicative situations they are likely to face in their professional lives. Explicit instruction of pragmatics is found beneficial in producing pragmatic competence among learners (Kasper & Rose, 1999) and it may facilitate in learning



business communication skills in diverse social, cultural and professional perspectives(Othman, 2011).

Explicit instruction of pragmatics is beneficial in diverse socio-cultural contexts and in understanding socio-cultural and other interpersonal communication differences (Riddiford & Joe, 2010) and likewise it can be effective in corporate communication in conveying and receiving business messages. Business communication proficiency developed through explicit instruction of pragmatics prepares business students for the required professional communicative competence. Explicit knowledge of pragmatics facilitates in understanding the variations of quantity, quality, relevance, manner, politeness, face, face saving acts, face threatening acts, extroversion, proficiency, verbal and nonverbal communication features and many other patterns from pragmatics which is also supported by Yule (1996a). Business is all about communication (Thill & Bovée, 2016), and pragmatics may facilitate in effective and appropriate professional communication.

### **Limitations**

One of the limitations of the present study is that it includes data collected from instructors and learners of business students only. It could have been improved by including the opinions of the business administrators form the corporate sector. Moreover another weakness of the study is that the researchers used one group posttest design only in this study.

### **Conclusion**

It can be concluded from the results that inclusion of explicit pragmatics in the business communication syllabus plays an important role in preparing the students for their academic as well as practical success in their professional careers and real lives. Acquisition and afterwards application of pragmatics can be facilitated through explicit instruction in the classroom, both through teaching and classroom activities. Contents of pragmatics on speaker's intentions, presuppositions, frame, listener's interpretation, barriers/noise, and shared context are helpful in understanding communication cycle. Gricean cooperative maxims are of great advantage in learning and practicing 7Cs of business communication. Concepts of schemata, frame, prototypical version, script, cultural schemata, direct and indirect meaning are beneficial in understanding ethnicity, cross-cultural differences, interpersonal communication, intercultural communication, verbal and nonverbal communication. Inference, reference, referring expression, presupposition, entailment, co-text and context are also beneficial in business communication.

### **Recommendations**

The study recommends the inclusion of explicit pragmatics in the course contents of business communication skills to benefit the students of business studies for the required communicative competence in their later professions. The contents of

business communication courses should be modified according to communicative situations the learners are likely to face during their future professional careers. Further research studies can be conducted to find the effectiveness of explicit instruction of pragmatics in learning business communication through simulated case studies/situations.

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## **Examining the Role of Organizational Justice in Predicting Teachers' Performance in Public and Private Schools**

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### **Abstract**

*Organizational Justice (OJ) is a crucial component of organizational success. For employees' better performance, organizations need to be fair in their system regarding Distributive Justice (DJ), Procedural Justice (PJ), and Interactional Justice (IJ). The present research, therefore, is an attempt to analyze the role of OJ in predicting teachers' performance (TP) in public and private schools in Punjab. This study based on the gathered data from public (620) and private (400) schools' teachers working in 9 districts of Punjab. Niehoff and Moorman (1993) Organizational Justice Scale (OJS) was utilized in this study to collect data from teachers. The descriptive and inferential statistics were applied on the collected data. The study findings revealed that among the three aspects of OJ, the perception of PJ and IJ in public teachers, and perception of PJ singly in private teachers had substantial positive influence on TP. Thus, PJ had been the best predictor of TP. However, it was noticed that DJ has no substantial effect on TP from both sectors.*

**Keywords:** Organizational justice, teacher performance, private schools, public schools, school education

### **Introduction**

In current era, injustice is the main problem of many organizations. To solve the issue of injustice in organizations, many educationists and social scientist identified and described the importance of OJ as a significant instrument for the effective functioning of organizations. Justice system also determined the fitness and efficiency of the social institutions (Bakhshi, Kumar, & Rani, 2009). From last 30 years, the concept of OJ has received tremendous attention from researchers and it has become extensively studied area specifically in the field of organizational behaviour, management and organizational psychology (Cropanzano & Greenberg, 1997). It is a key factor associated with the success of every organization (Ayobami & Eugene, 2013). Greenberg (1986) was the first person who introduced this term for the proper and morally correct dealing of employees. It is also regarded as an individual's feeling

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regarding fair dealing at workplace (Fernandes & Awamleh, 2006). When the employees are rewarded same for their true contribution, struggles and work performed for organization, they displayed satisfaction, sense of belonging and commitment towards organization.

Moorman (1991) believed that OJ is employees' feeling concerning right treatment and fair dealing in their job tasks and the willingness that influence the various job-related issues within organizations. Kim (2009) argued that when employees perceived that they were treated fairly by their organization, they likely to build and sustain mutual associations with the organization. Fairness in the organizational policies, distribution, procedures, and interaction motivates employees and they reciprocate better response to the organization (in the form of positive attitude and increased productivity (Ayobami & Eugene, 2013). Cropanzano, Bowen, and Gilliland (2007), found that OJ has the impending to generate benefits and important resources for organizations and increasing justice in organizations resulted improved outcomes from employees.

In general, OJ is divided into three main facets of DJ, PJ and IJ. Alsalem and Alhaiani (2007) define DJ as the employees' feeling of fair distribution of rewards within an organization. This dissemination of rewards can be based on parity, performance and necessity of employees, whereas in many cases, people decide the impartiality by comparing outcome with other people at workplace. Greenberg (1990) stated that employees' perception of justice in resources sharing developed on the basis of employees' generated output matched with anticipated involvement. Actually, the equity theory presented by Adams (1963) lays foundation for these descriptions. He argued that within an organization the perception of equivalence was developed by comparing the contributions and outcomes of all other people. Moreover, if the feeling of fairness found, the workforce feels committed and satisfied. According to equity theory, if people notice that their performance and involvement ratio are lesser than the outcomes they obtained from the organization, they embarrassed and tried to work hard. While those who highly contribute but rewarded less become demotivated.

Various studies identified that the mechanism of reward distribution used by different organizations is more important as compared to the outcomes itself and display a steady deviation of significance from distributive to PJ. The idea of PJ was evolved from the theory of Thibaut and Walker (1975) which is considered indispensable for employees' exploration and preparation. The PJ is regarded a fairness situation of organizational procedures. Posthuma et al. (2007) define PJ as people perceived fairness concerning procedures, processes, dealings and rules that help to control organizational matters. It is believed that commitment and satisfaction is a function of procedures not only rewards. Bayles (2012) described that giving importance to employees' voice, objectivity in actions and fair decision making are

regarded as the true notion of PJ. Similarly, impartiality in decision-making process, honesty of administration, and justice with workforce are also considered necessary for organizations to increase PJ.

Furthermore, the third important component of OJ is known as IJ. Initially, the idea was first introduced by Bies and Moag (1986) for the inter-personal behaviour and the conduct that employees received when different procedures of organizations implemented. It is based on various standards expressing the collective feelings of employees and indulgent, particularly, when the workforce within the organization was treated with respect, pride and care by their management. Moreover, the in-depth studies in the area of IJ identified two more parts, named as informational justice and interactional justice (Folger & Cropanzano, 1998). The first one deals with level of treatment such as courtesy, respect and care that an employee received from management whereas, the second one emphasized on the level of communication within organization or the information communicated to the workforce that what was the reason of adopting this specific procedure and why this mechanism of reward distribution was implemented.

Many researchers indicated that the prevalence of fairness within organization helps to increase employees' commitment and performance. Performance is regarded as collective behaviour related to particular assignment of an individual which he/she performs. It is the outcome of work, and has a direct positive relationship with employees' satisfaction, organizational goals, commitment and economic growth. As'ad (1995) described that task performance is a state of success and attainment achieved by people at workplace. Furthermore, psychologists describe performance as an explicit factor linked with a single individual, and considered it anything associated with a person or the thing a single person performs. It is also regarded as a state in which work related quality is achieved by an individual. The effectiveness of education sector relies largely upon how workforce is encouraged, developed and endowed with favourable atmosphere to accomplish their tasks.

Many studies have identified the linkages between perceived OJ and employees' performance. Yasar et al. (2014) believed that fairness perception within the organization enhances organizational profitability and employees' performance. Cohen-Charash and Spector (2001) depicted that OJ influences employees' performance and when employees perceived justice in an organization, they get motivated to do something better for the organization. Buluc and Gunes (2014) expressed that the employees' perceived OJ play a significant role in fulfilling the aims, organizational performance and quality. When the performance and efficiency of educational institutions are taken into consideration, it is known that OJ is very important idea. Efanga et al. (2015) identified a substantial positive relationship among OJ and work performance of college lecturers. Bauer and Liang (2003) argued that

when individuals perceive that fair procedures and rules are followed in judging their performance, they likely to demonstrate in a better way. It is highly recommended that the idea of OJ and TP must be examined within diverse situations and cultural and influence of OJ on job performance should be explored. However, the studies were usually conducted in developed countries. Nevertheless, in Punjab, very few studies were performed to identify this important issue. Therefore, the current research is an attempt to provide information base by filling this knowledge-gap by examining role of OJ in predicting TP in Punjab.

### **Materials and Methods**

This study examines the role of OJ in predicting TP. As, the study is quantitative in nature. So, quantitative research paradigm following descriptive design, and survey method was used which is the most frequently used technique for data collection (Haider & Qureshi, 2016). Descriptive research is also considered suitable for studying the current situation.

#### *Participants*

The sampling process of the study was based on four phases. Firstly, 9 districts (Bahawalpur, Rawalpindi, Dera Ghazi Khan, Kasur, Vehari, Gujrat, Okara, Mianwali and Jhang) of Punjab province were selected randomly out of total 36 districts. Secondly, 12 public and 12 private secondary schools (6 boys and 6 girls each) were conveniently selected from each district. Total 108 public secondary schools (54 male and 54 female) and 108 private secondary schools (54 male and 54 female) were selected. Thirdly, 07 SSTs from public and 05 SSTs from private secondary schools were purposively selected. Total 756 SSTs from public and 540 SSTs from private high schools were finally selected. Fourthly, the 9<sup>th</sup> class students' results (2017), who taught by already selected SSTs, were taken from their respective boards as a measure of TP. Total 756 public and 540 private SSTs were contacted to complete the questionnaire. Resultantly, 625 public and 406 private SSTs returned the completed questionnaires. After a thorough review, we rejected uncompleted questionnaires. Finally, a total of 620 public and 400 private SSTs' responses were found suitable representing a response rate of 82.01% and 74.04% respectively.

#### *Measures*

Niehoff and Moorman (1993) OJS was used to gauged the SSTs' reflections regarding fairness in their institutions. After getting authors' permission, the scale was modified to make it suitable for the study. The scale measured three components of OJ. The DJ was measured by 04 items (public  $\alpha = 0.79$ , private  $\alpha = 0.84$ ), PJ was measured by 05 items (public  $\alpha = 0.86$ , private  $\alpha = 0.81$ ), and IJ was measured by 06 items (public  $\alpha = 0.90$ , private  $\alpha = 0.88$ ) respectively. The questionnaire was based on four-point Likert scale for measuring responses and administrated in Urdu, with questions first translated into Urdu and then back translated to English to minimize the possibility of

meaning being lost. Data related to students' marks were collected through students' data noting sheet (SDNS) specifically designed to record the students' marks by obtaining their enrollments' data from their respective schools and BISEs.

Table 1  
*Description of the Respondents*

Characteristics of respondents	Category	Public		Private	
		<i>n</i>	%	<i>n</i>	%
All		620		400	
Average Age		40 Years		27.1 Years	
Average Experience		15.5 Years		4 Years	
Gender	Men	307	49.4	190	47.4
	Women	313	50.6	210	52.6
Location	Urban	314	50.7	210	52.6
	Rural	306	49.3	190	47.4
Job Status	Permanent	519	83.7	123	30.9
	Contractual	101	16.3	277	69.1
Acad. Qual.	B.A./B.Sc.	80	12.9	120	29.9
	M.A./M.Sc.	451	72.8	240	60.1
	M.Phil.	59	9.4	20	4.9
	Ph.D.	2	0.3	0	0.0
	MCS/BS (IT)	28	4.5	20	5.0
Prof. Qual.	No	7	1.1	154	38.4
	B.Ed.	264	42.7	202	50.4
	M.Ed.	344	55.4	40	10.2
	M.A.	4	0.6	4	1.0
	Education.				
	MS.Ed	1	0.2	0	0.0

In the current study, the data comprised of 620 public and 400 private SSTs' responses (see Table 1). For teachers the average age was 40 years and 27.1 years respectively. The average experience of public teachers was 15.5 years and experience of private teachers was 4 years. There were 307 men (49.4%) and 313 women (50.6%) public teachers and 190 men (47.4%) and 210 women (52.6%) private teachers. Majority of public 314 (50.7%) and private 211 (52.6%) teachers reported their school location as urban schools. The majority of the public teachers 519 (83.7%) were permanent and 101 (16.3%) were contractual, whereas in private, majority of teachers 277 (69.1%) were contractual and 123 (30.1%) were permanent. From the perspective of academic qualification, both public and private teachers cover whole range. Majority of public teachers reported their professional qualification as M.Ed 344 (55.4%) and



B.Ed 264 (42.7%). Whilst in private teachers, the share of teachers who had B.Ed degree 202 (50.4%) and no professional degree 154 (38.4%) was relatively high.

## **Results**

In this study, we mainly focus on OJ and its effect on teachers' job performance. Initially, we calculate the basic descriptive statistics of measures. Next, we examined how the OJ explains the level of teachers' job performance with a hierarchical regression analysis.

Table 2

*Descriptive Statistics for Distributive, Procedural and Interactional Justice*

Items	Public		Private	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<i>Distributive Justice</i>				
1. My working hours are rational	3.02	.76	2.87	.87
2. I received market-based pay	2.61	.90	1.96	.96
3. I received moderately reasonable rewards	2.77	.98	2.65	.89
4. My work responsibilities are justified	3.20	.70	3.07	.82
Mean Score	2.89	.44	2.63	.68
<i>Procedural Justice</i>				
1. Principal allocates work duties equitably	3.02	.84	2.58	.89
2. In taking decisions, Principal keeps in mind employee's concerns	3.03	.8	2.38	1.11
3. Principal clarifies decisions for employee's satisfaction	3.14	.74	2.9	.84
4. Work decisions are equally implemented to all workforce	2.97	.81	2.8	.83
5. If an Employee is not satisfied, he / she may launch an appeal against decisions	3.09	.84	2.38	1.16
Mean Score	3.04	.49	2.60	.71
<i>Interactional Justice</i>				
When decisions are taken about my job....				
1. Principal fairly and sympathetically treats me	3.26	.75	3.03	.8
2. Principal gives me reverence	3.2	.78	2.96	.85
3. Principal worries for my personal requirements	2.76	.89	2.41	.84
4. Principal truthfully treats me	3.26	.69	3	.79
5. Principal converses with me the consequences of decisions	2.83	.83	2.8	.85
6. Principal justly expresses the decisions	2.98	.86	2.7	.84
Mean Score	3.04	.51	2.81	.60

The results express mean and SD of every question on DJ, PJ and IJ (See Table 2). Average value ( $M = 2.89$ ,  $SD = .44$ ) of public SSTs in comparison with private SSTs ( $M = 2.63$ ,  $SD = .68$ ) clearly demonstrate that teachers of public schools are more agreed and satisfied concerning DJ. Similarly, the SSTs of private schools are also

somewhat satisfied and agreed with benefits and compensations that they received in institutions. Moreover, regarding PJ, the average value ( $M = 3.04$ ,  $SD = .49$ ) of public SSTs was again higher than private ( $M = 2.60$ ,  $SD = .71$ ) demonstrating higher level of satisfaction of public teachers with organizational procedures. Similarly, the high average value ( $M = 3.04$ ,  $SD = .51$ ) of public SSTs as compared to private teachers ( $M = 2.81$ ,  $SD = .60$ ) evidently showed that the teachers of public schools are highly satisfied and agreed regarding IJ.

Table 3  
*Pearson Correlations for Dimensions of Organizational Justice and Teachers' Performance*

	M	SD	1	2	3	4
<i>Public</i>						
1. DJ	2.90	.45	—			
2. PJ	3.05	.50	.34**	—		
3. IJ	3.05	.52	.28**	.58**	—	
4. Teachers' Performance	51.85	10.16	.12*	.16*	.19**	—
<i>Private</i>						
1. DJ	2.64	.69	—			
2. PJ	2.61	.72	.77**	—		
3. IJ	2.82	.61	.79**	.81**	—	
4. Teachers' Performance	45.28	8.87	.32**	.28**	.45**	—

\* $p < .05$ . \*\* $p < .01$

Table 3, reveals the Mean score, SD and relationship (correlation) between the variables of the study. In dataset of public SSTs, association among DJ and PJ,  $r = .34$ ,  $p < .01$ , and DJ and IJ is positive and significant,  $r = .28$ ,  $p < .01$ . The correlation is also positive and significant between PJ and IJ,  $r = .58$ ,  $p < .01$ . Moreover, teachers' performance also has positive and significant correlation with DJ,  $r = .12$ ,  $p < .05$ , PJ,  $r = .16$ ,  $p < .05$ , and IJ,  $r = .19$ ,  $p < .01$ . Likewise, in dataset of private SSTs, the relationship between DJ and PJ,  $r = .77$ ,  $p < .01$ , and DJ and IJ is positive and significant,  $r = .79$ ,  $p < .01$ . The correlation is also positive and significant between PJ and IJ,  $r = .81$ ,  $p < .01$ . Furthermore, teachers' performance also has positive and substantial association with DJ,  $r = .32$ ,  $p < .01$ , PJ,  $r = .28$ ,  $p < .01$ , and IJ,  $r = .45$ ,  $p < .01$ .

Table 4

*Teachers' Perceived Organizational Justice – Background Variables Comparison*

Variable	Organizational Justice (Public)		Organizational Justice (Private)	
	Mean	SD	Mean	SD
Gender				
Male	3.00	0.39	2.53	0.65
Female	3.02	0.40	2.82	0.53
t	t (618) = -.601, Sig = .548		t (398) = -4.78, Sig = .000	
Location				
Urban	3.03	0.36	2.79	0.57
Rural	2.99	0.42	2.57	0.63
t	t (618) = 1.399, Sig = .162		t (398) = 3.604, Sig = .000	
Job Status				
Permanent	3.01	0.40	2.78	0.60
Contractual	2.98	0.38	2.67	0.62
t	t (618) = .808, Sig = .419		t (398) = 1.993, Sig = .047	
Acad. Qual.				
B.A./B.Sc.	3.09	0.38	2.66	0.55
M.A./M.Sc.	3.01	0.38	2.74	0.65
M.Phil.	2.94	0.44	2.39	0.77
Ph.D.	2.67	0.47	2.80	0.53
F	F (4, 615) = 1.736, Sig = .124		F (4, 395) = 2.242, Sig = .044	
Prof. Qual.				
NO	3.13	0.41	2.66	0.62
B.Ed.	3.04	0.41	2.77	0.63
M.Ed.	2.99	0.38	2.47	0.57
M.A. Education	2.77	0.50	3.05	0.10
F	F (4, 615) = 1.273, Sig = .279		F (4, 395) = 3.286, Sig = .021	

Inferential statistics (t-test and ANOVA) were used to find out effects of background characteristics as independent variables and teachers' perceived OJ as dependent variable (See table 4). The results indicate no substantial variance among male and female public SSTs concerning OJ,  $t(618) = -.601$ ,  $p = .548$ . Whereas, difference is high among private male ( $M = 2.53$ ,  $SD = .65$ ) and female ( $M = 2.82$ ,  $SD = .53$ ) SSTs  $t(398) = -4.781$ ,  $p = .000$ . The residence wise analysis again describe no major difference between public SSTs of urban area and rural area concerning OJ,  $t(618) = 1.399$ ,  $p = .162$ . Whereas, major variance was found concerning OJ in private SSTs among urban ( $M = 2.79$ ,  $SD = .57$ ) and rural ( $M = 2.57$ ,  $SD = .63$ ),  $t(398) = 3.604$ ,  $p = .000$ . Similarly, again no significant difference was found among permanent and

contractual public SSTs concerning OJ,  $t(618) = .808$ ,  $p = .419$ . However, in case of permanent ( $M = 2.78$ ,  $SD = .60$ ) and contractual ( $M = 2.65$ ,  $SD = .62$ ) private SSTs, the difference is again significant regarding OJ,  $t(398) = 1.993$ ,  $p = .047$ . Moreover, academic,  $F(4,616) = 1.736$ ,  $p = .124$ , and professional qualification of public teachers regarding OJ,  $F(4,615) = 1.273$ ,  $p = .279$  have no significant difference. Whereas, in private SSTs, the difference for academic,  $F(4,395) = 2.242$ ,  $p = .044$  and professional qualification  $F(4,395) = 3.286$ ,  $p = .021$  was found significant for OJ.

Table 5  
*Hierarchical Regression Analysis with Performance of Public-School Teachers' as Dependent Variable*

Predictors	Step 1 $\beta$ (t)	Step 2 $\beta$ (t)	Step 3 $\beta$ (t)
Distributive Justice	-.012 (-.298)	.013 (.304)	.009 (.200)
Procedural Justice		.074* (1.724)	.100*** (1.967)
Interactional Justice			.048** (1.859)
Model R <sup>2</sup>	0.030	0.129	0.146
$\Delta R^2$	=	0.09	0.05
Model F	0.089	1.530*	1.326***

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Considering the public-school teachers' performance as a dependent variable, the impact of OJ dimensions as predictors were investigated (See Table 5). The first model involves the single variable that is, DJ, as predictor of teachers' performance. The DJ did not significantly associate to SSTs' performance in public schools. However, after the inclusion of PJ at second step, the amount of explained variance in teachers' performance increases by .9% to an overall level of 12.9%. Therefore, it showed that PJ explained considerable variance in dependent variable. Moreover, inclusion of IJ as a predictor variable in third step yielded a little change in the amount of variance explained in teachers' performance. Step 3 shows that a unit increase in PJ ( $\beta = .100$ ,  $p < .001$ ) will bring 10% increase in TP while value of  $R^2$  (.146) indicate a small-size influence of all justice components on the performance of public SSTs. The results revealed the major contribution of PJ and IJ in describing variances in TP  $F(3, 617) = 1.326$ ,  $p < .001$ ).

Table 6

*Hierarchical Regression Analysis with Performance of Private School Teachers' as Dependent Variable*

Predictors	Step 1 $\beta$ (t)	Step 2 $\beta$ (t)	Step 3 $\beta$ (t)
Distributive Justice	.053* (1.207)	.141 (1.788)	.116 (1.316)
Procedural Justice		.169* (2.135)	.201** (2.162)
Interactional Justice			0.064 (.664)
Model R <sup>2</sup>	0.040	0.119	0.152
$\Delta R^2$	=	0.07	0.03
Model F	1.043*	2.302*	1.679**

\* $p < .05$ , \*\* $p < .01$

Considering the private school teachers' performance as a dependent variable, the impact of OJ dimensions as predictors were investigated (See Table 6). The first model examined, involves the single variable only, that is, DJ, as predictors of teachers' performance. The DJ found to be significantly related to teachers' performance. After inclusion of PJ at second step, the amount of explained variance in teachers' performance increases by 7% to an overall level of 11.9%. Therefore, it showed that PJ explained small variance in dependent variable. The inclusion of IJ as a predictor variable in the third step yielded a negligible change in the amount of variance explained in teachers' performance. Step 3 in Table 6 shows that a unit increase in the PJ ( $\beta = .201$ ,  $p < .01$ ) will bring 20.1% increase in TP. However, value of  $R^2$  (.152) shows small-size influence of all justice facets on performance of private SSTs. The results reveal that t-value is only significant for PJ (2.162) in step 3. It demonstrates major contribution of PJ in explaining variance in teachers' performance,  $F(3, 397) = 1.679$ ,  $p < .01$ .

### **Discussion and Conclusion**

The educational situation of Pakistan clearly demonstrates that teachers, the main elements of change, faced many problems during the deliverance of their responsibilities. A number of studies reported that various factors affect TP in schools and OJ is also among these variables that influence TP in public and private institutions. Present research is an effort to examine the role of OJ in predicting TP. According to the results of the study, thee SSTs of public schools are more satisfied regarding DJ at

their workplace. They expressed that benefits which they received from their schools are justified and reasonable however the SSTs of private schools are less agreed and satisfied with the compensation offered to them by their schools. Likewise, public school teachers are temperately satisfied with procedures used to deal the employees in schools. Furthermore, they argued that the procedures used by school management are generally fair and transparent but SSTs of private schools are again not much agreed with PJ regarding his issue. They expressed that their management do not involve them in decision making process. Furthermore, SSTs of public schools are moderately and SSTs of private schools are slightly agreed with IJ at workplace. In general, we may argue that both public and private teachers perceived moderate and little fairness in schools.

The results of gender-wise analysis also indicated that teachers of public schools did not vary expressively concerning OJ. This finding is similar to Al-Zu'bi (2010) who reported no major differentiation among perceptions of male and female respondents' regarding OJ. Similarly, findings of Ghodsian and Mehdizadeh (2015) also explored no substantial variation among administrations' insight regarding OJ and TP in terms of sex separation. The findings of Heidari et al. (2012) also in line with findings of this research and indicated no significant difference between dimensions of justice based on gender, academic level, work experience and education. Ahmadzadeh et al. (2012) reported no substantial association among respondents' gender, education level and perception of OJ. However, a sizeable difference was noticed in private male and female SSTs concerning OJ. High average score of female SSTs identified that females have positive perception about OJ and, they are looking more satisfied and agreed regarding prevalence of OJ in their institutions as compared to males. Moreover, Kniveton (2004) argued that males give more importance to money and monetary benefits while females give importance to relish the work. In the same way, Brockner and Adsit (1986) noticed that males always showed very high concern in matters of DJ as compared to women.

Correspondingly, location-wise analysis revealed that public SSTs from urban areas and rural areas schools do not vary meaningfully in terms of OJ. On other hand, private SSTs from urban and rural schools vary substantially concerning OJ. In both public and private sector schools, a high average value of urban SSTs indicated high satisfaction level with regards to OJ than rural teachers. Moreover, in permanent and contractual public-school teachers, the observation regarding OJ also does not vary in substantial terms. However, it varies substantially in Private SSTs. Overall, high average value of permanent teachers revealed the high satisfaction level of permanent teachers regarding OJ in their institutions as compared to private SSTs. For teachers of public schools, the study results also expressed an insignificant difference among teachers' academic level and perceived OJ. These findings of this study are also in line with the results of Al-Zu'bi (2010) who reported no major association among

individuals' perception of OJ and academic qualification. Whereas, in our study, the findings are significant for private SSTs. Moreover, for public SSTs, the influence of teachers' professional qualification was also not substantial regarding OJ. This situation further explored that SSTs having M.A Education, M.Ed, B.Ed or no professional qualification did not put any meaningful effect on OJ. But in our study, the effect of professional qualification regarding OJ was found in private SSTs.

This study results, primarily confirm the findings of various previous researches that studied the OJ in connection with many other vital factors and TP (Allen & Meyer, 1990). According to the results of the hierarchical regression, the role of PJ in both public and private datasets was more vibrant in explaining teachers' performance. Cohen-Charash and Spector (2001) indicated that among the three dimensions of OJ, PJ is the key determinant of employees' performance. The findings of Ahmed (2010) also described the significant impact of DJ and PJ on TP. Likewise, results of Aryee, Budhwar, and Chen (2002) are also very similar with the results of our study. In the current study, PJ and IJ in public teachers and PJ in private teachers emerged as the main contributing factors. Wang et al. (2010) identified that among the three facets of OJ, IJ is the most important predictor of employee performance.

The study findings are also similar with the results of Abasi et al. (2014) who expressed main positive effect of OJ on the employees' performance. In their meta-analysis, Colquitt et al. (2001) also revealed a little impact of OJ components on employees' performance. Similarly, Yasar et al. (2014) also explained that high level of OJ within an organization, also increase the probability of better employees' performance and ensure high organizational profitability. According to the results of the current study, it is believed that taking measures that will enhance teachers' performance, particularly emphasizing OJ in schools, will be helpful. Yavuz (2010) identified that if teachers' have positive perception of OJ in school, this will enhance their commitment to their organization and increase their performance. Thus, it may be valuable to improve practices of DJ, PJ and IJ in schools and, school administration should try to find various ways to promote justice that contributes overall employees' performance.

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## **Impact of Social Pressures on Materialism among Students**

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**Mubashira Khatoon\*\*\***

### **Abstract**

*Increased level of materialism among Asian young people lead the current study to investigate underlying factors behind the emergence of this social problem. For this purpose, social pressures were taken as influencing factors, and their impact on materialistic values was highlighted by doing a cross-sectional survey. The survey was gone through on randomly selected 750 university students in Punjab by using questionnaire of social pressures (negative experiences) materialism scale. Both of the scales showed good reliability and validity. After data collection, Smart PLS was considered for impact analysis and measurement model was developed as well as fitted and validated by performing Partial Least Square Algorithm and Path-coefficient boot-strapping. Path coefficients posed that 'living without parents', 'difficulty coping in school', 'sudden drop in family finance', and 'problems in new circle of friends' triggered materialism by up to 80%, whereas 'being head of the family' and 'diminishing love and emotional support from parents' decreased materialistic values up to 20%. Social pressures, informed by this study, should be addressed by sociologists and educationists to help students overcome negatively emerged values i.e. materialism among them.*

**Keywords:** Materialism, social pressures, negative experiences, students

### **Introduction**

Over the past few years, the value of money, lust for status and possessions have increased among Asian people (Awanis, Schlegelmilch, & Cui, 2017; Zhang, 2018) especially among Pakistani adolescents (Zaman, Shah, & Hasnu, 2016). Most of the people became materialistic and have set making a lot of money as one of their future goals (Schor, 2014). Despite the fact that materialism is often seen as a social problem, it is being increased among people day by day. Materialism is argued alarmingly in terms of low subjective well-being, low life satisfaction and poor interpersonal relationships (Sheldon & Kasser, 2008; Shrum, Lee, Burroughs, &

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Rindfleisch, 2011; Van Boven & Gilovich, 2003; Vega & Roberts, 2011). The dramatic change in favor of material-values poses the question that what factors trigger it to be? In respect of the development of materialism, scholars argued that it emerges in individuals as early as pre-school age and develops over time with social comparisons, becoming more complex with age, gender, education, and comparison of playing stuff like toys (Verma, 2009). As they get exposed to adult attitudes about material objects, children conform to consumerism norms that promote materialism (Chaplin & John, 2007). Once children reach adolescence, materialism would have become a stable value. In consequence to the development of materialism from childhood through adolescence, a vigorous debate is made regarding the factors stimulating materialism among children (Goldberg, Gorn, Peracchio, & Bamossy, 2003; Kasser, 2005; Schick, 2002; Seidel, 2011). However, the development factor behind materialism among adolescents aged 18-20 years is somehow ignored, especially in the context of Asian countries. It is crucial for it to be highlighted, so that if materialism brings negative influence in life then its' causing factors should be captured.

### **Related Studies**

The family is considered a primary source to impart the values, concepts, and attitudes, with parents assuming the role of a model (Banerjee & Dittmar, 2008; Roberts, Tanner & Manolis, 2005). They show adolescents what a reasonable consumption looks like (Chaplin & John, 2007). Parents' emotional attachment with their children may also influence the mindset of children. As mothers, who were low on warmth and relied on negative emotional communications were likely to have adolescents, who emphasized financial success as a goal of life (Kashdan & Breen, 2007). Additionally, disruption in families can also be a promoting factor of materialistic values. Contrarily, another study of Chan and Prendergast (2007) in Hong Kong families, informed that Hong Kong teenagers hardly consult family members when in need to get support from them either emotionally or in product purchase decisions. Alongside living in disrupted families, the economic condition of the individuals plays an important role in setting future goals. Chaplin, Hill, and John (2014) conducted a study on impoverished and affluent children and found that the low economic status of families causes the development of materialism among adolescents.

Apart from family influence, pressures other than from family can also have an impact on individuals, such as from peers and school. With regards to problems in peer relationships, Banerjee and Dittmar (2008) concluded from the literature review that when school going students face peer rejection and peer pressure, it becomes a motive to develop materialism in them. Furthermore, Goldberg et al. (2003) studied 9-14 year old youth and concluded that most materialistic individuals had problems in their schooling.

In conclusion, all the major social groups or factors, such as parents, family, financial status, peers and schooling are reported to have correlation or impact on the development of materialistic value. However, the reports are majorly concerned with either children or western nations, rather than exploring factor of promoting materialism among Asian adolescents. To fill this gap, the current study aims to measure the impact of social pressures on materialism among Pakistani university students. Following are the main objectives of this study:

*Objectives of the Study*

- To highlight the level of materialism among university students
- To explore the relationship between social pressures and materialism
- To measure the impact of social pressures on materialistic values among university students

*Research Question*

- What is the level of materialism among university students?

*Hypotheses of the Study*

1. Social pressures have a significant relationship with materialism among university students.
2. Social pressures have a significant impact on materialism among university students

*Delimitation of the Study*

The study was delimited to the province of Punjab and students, studying in 2nd year, 3rd year, and 4th year of their university.

**Methodology**

It was a cross-sectional survey-based causal study, where social pressure and materialism was measured by using a questionnaire with university students. Afterward, a statistical analysis was performed to get quantitative results.

*Participants*

The population of the study was university students from the province of Punjab. For sample selection, 2 large public universities were considered. Equal representation was given to each of the faculty within selected universities. Random sampling technique was used and 75 participants were included from each faculty. The total sample size was 750 students.

*Research Tools*

*Social Pressures:* Perceived social pressures scale was based on six items, adopted from Rindfleisch, Burroughs, and Denton (1997). Reliability of the scale (.823)

falls in good criterion range ( $>.80$ ). Each item of the scale was considered as a separate factor of social pressures i.e. “Living without parents”, “Being head of the family”, “Difficulty coping in school”, “Lack of emotional support”, “Poor Family Finance”, “Problems with peers”.

*Materialism:* Materialism among university students was measured by ten-item materialism scale, developed by Richins and Dawson (1992). Internal consistency of materialism scale was .865, it also falls in good criterion range ( $>.80$ ). Convergent and discriminant validity of the short-form materialism scale was reported as good in Richins (2004). This study estimated construct reliability and validity of the scale as: Cronbach’s Alpha = .741, rho\_A = .786, Composite Reliability = .814, and Average Variance Extracted (AVE) = .534.

### **Data Collection**

A survey was conducted by visiting each of the institutions. There were three sections of survey sheets provided to study participants: 1. Demographic part i.e. gender, age, sector, study area, and locality; 2. The scale of social pressures; and 3. The scale of materialism. To avoid distorted perceptions of respondents ipsative measurement was preferred (Hunt, Bowen & Martin, 2002), and the four-point scale was used for each of the questionnaires. Along with survey questionnaires, informed consent was also given to selected students, in which, the purpose of the study, volunteer participation, anonymity, and confidentiality was assured to them.

### **Data Analysis**

Descriptive analysis of the variables was performed to estimate the materialism level. Correlation between social pressures and materialism was tested by performing Pearson correlation with significance at the 0.01 level. Impact of social pressures on materialism was determined by doing path analysis in SmartPLS 3. PLS Algorithm and Bootstrapping were calculated to check the fitness of the developed model. It was fitted by following the criteria (SRMR range between .05-.08, NFI  $>.50$ ) given by Nunnally and Bernstein (1994) and Hair, Black, Babin, and Anderson (2010). Hypotheses of the study were rejected/accepted on the base of a criterion range of Path coefficients ( $\beta$ )  $\geq .20$ , F Square  $>.02$ , Q-Square  $< 1.00$ , R Square  $>.30$ , T Statistics  $>1.96$  and P value  $<.05$ , given by Chin (1998).

### **Results**

Total of 540 students has properly filled the questionnaires with a response rate of 72%. Among them, 50.3% were male respondents and 49.6% were females, aged 18 years with 39.2%, 19 years with 31.9%, and 20 years with 28.9%. Most of the respondents (62.3%) were urban residents, while the rest (37.7%) was from a rural area. Majority of respondents’ (57.2%) study area was science, while only 42.8% of respondents studied in arts.

In a descriptive analysis of the scale of materialism showed that a majority of respondents (77.7%) used to admire people who own expensive things. For 56.9% of students, some of the most important achievement in life included acquiring material possessions. Only 22.4% of them did not place much emphasis in the number of material objects that people own as a sign of success and only 3.5% were agreed to buy only needed things and their happiness would not base on owing nicer things. Likewise, it was observed through percentage value that only 30% of university students tried to make their life simple as far as possessions are concerned and the things they own have no importance for them. A majority of respondents (96.1%) often spend money on unnecessary things and they (82.6%) own things that they considered necessary to enjoy life. For 87.2% of study participants, their life may have a better turn if they have certain things that they did not have in life. The overall mean value of the scale of materialism was 3.26, indicating a very high level of materialistic values emerged among university students (Table 2).

Table 2

*Level of materialism among students*

Item statement	Strongly disagree (%)	Tend to disagree (%)	Tend to agree (%)	Strongly agree (%)	Mean	Std. Dev.
'I admire people who own expensive things'	19 (3.5%)	101 (18.7%)	106 (19.6%)	314 (58.1%)	3.32	.898
'Some of the most important achievements in life include acquiring material possession'.	79 (14.6)	154 (28.5%)	203 (37.6%)	104 (19.3%)	2.61	.957
'I don't place much emphasis in the number of material objects that people own as a sign of success'*	210 (38.9%)	209 (38.7%)	102 (18.9%)	19 (3.5%)	1.87	.838
'I usually tend to buy the things I need'*	312 (57.8%)	209 (38.7%)	19 (3.5%)	0 (0.0%)	1.46	.565
'I try to keep my life simple as far as possessions are concerned'*	235 (43.5%)	143 (26.5%)	143 (26.5%)	19 (3.5%)	1.90	.912
'The things I own are not all that important to me'*	261 (48.3%)	117 (21.7%)	71 (13.1%)	91 (16.9%)	1.99	1.136
'I often spending money on things that I do not really need'	20 (3.7%)	1 (0.2%)	275 (50.9%)	244 (45.2%)	3.38	.679
'I have the things I really need to enjoy life'	19 (3.5%)	75 (13.8%)	162 (30.0%)	284 (52.6%)	3.63	.551
'My life would be better if I owned certain thing I do not have'	0 (0.0%)	69 (12.8%)	187 (34.6%)	284 (52.6%)	3.40	.704
'I would not be any happier if I owned nicer things'*	330 (61.1%)	191 (35.4%)	0 (0.0%)	19 (3.5%)	1.46	.678
Total score					3.26	.791

Note: An asterisk indicates reverse coded items

In the result of Pearson correlation between social pressures and materialism, it was found that there is a low positive correlation of ‘living at home without parents’ ( $r = 0.137$ ), ‘major sudden drop in family’s financial statuses’ ( $r = 0.164$ ), and ‘being the house head’ to generate family income’ ( $r = 0.209$ ) with materialistic attitude. On the other hand, ‘serious difficulties coping in school’ ( $r = -0.198$ ) and ‘diminishing love and emotional support from parents’ ( $r = -0.166$ ) have a low negative correlation with materialism among university students. Correlations were significant at the 0.01 level. Experiencing problems in a new circle of friends have no significant relationship with material values ( $r = .021$ ) (Table 3).

Table 3  
*Correlation between social pressures and materialism*

	Materialism	2.1	2.2	2.3	2.4	2.5	2.6
Materialism	1						
2.1 ‘Living in the home without parents’	.137**	1					
2.2 ‘Serious difficulties coping in school’	-.198**	.504**	1				
2.3 ‘A major, sudden drop in family’s financial status’	.164**	.263**	.498**	1			
2.4 ‘Diminishing love and emotional support from parents’	-.166**	.267**	.281**	.196**	1		
2.5 ‘Being the house head, it was the need for me to generate family income’	.209**	.190**	-	.171**	.157**	1	
2.6 ‘Experience problems in a new circle of friends’	.021	.586**	.202**	.292**	.147**	.231**	1

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

To measure the impact of social pressures on materialism, the model was developed and fitted in SmartPLS 3 by performing PLS Algorithm. Model fit indices values were: SRMR = 0.06, Chi-Square = 1,493.39, and NFI = 0.519, falling in criterion range of goodness of fit. It was found in performing bootstrapping of path coefficients that difficulty coping in school has a high impact on materialism, as it increased materialistic attitude among respondents up to 82% ( $\beta = 0.821$ ,  $P = .000$ ). Besides, living without parents followed by poor family finance and problems in the circle of friends also increased materialism among university students as the there beta value was 0.582 ( $P = .000$ ), 0.270 ( $P = .004$ ) and 0.140 ( $P = .022$ ) respectively. On the other side, lack of emotional support from parents and being family head in terms of generating family income decreased material value up to 23% ( $\beta = -0.228$ ,  $P = .000$ ) and 20% ( $\beta = -0.195$ ,  $P = .000$ ) consecutively. R-Square value for the impact of social



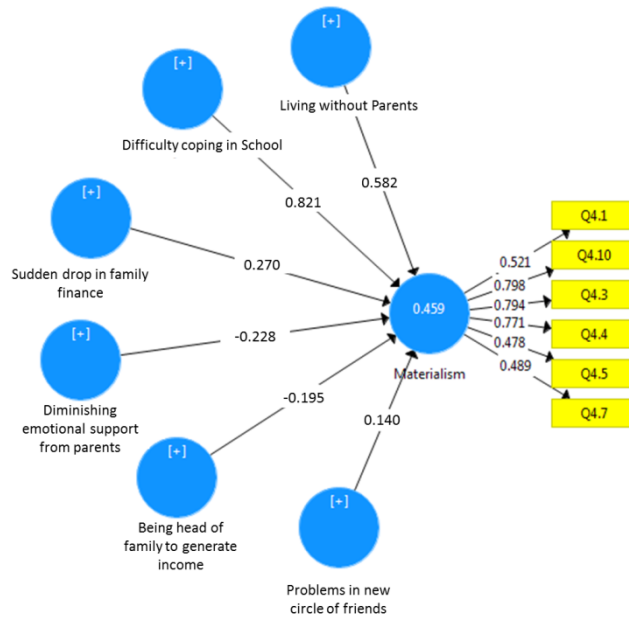
pressures on materialism was 0.459, which falls in the average category. T Statistics, F-Square and Q-Square values also passed the criteria of validating the model ( $T > 1.96$ ,  $F^2 \geq .02$ ,  $Q^2 < 1.00$ ) (Table 4).

Table 4

*Impact of social pressures on materialism among students*

Bootstrapping Path Coefficients Path	Original Sample	Sample Mean	Std. Dev.	T Statistics	Sig.	F <sup>2</sup>	R <sup>2</sup>	Q <sup>2</sup>
Living without parents -> Materialism	0.582	-0.579	0.053	10.936	0.000	0.293		
Being head of family -> Materialism	-0.195	0.185	0.049	4.028	0.000	0.059		
Difficulty coping in school -> Materialism	0.821	0.835	0.060	13.742	0.000	0.628	.459	.174
Lack of emotional support -> Materialism	-0.228	0.224	0.035	6.573	0.000	0.085		
Poor family finance -> Materialism	0.270	-0.286	0.094	2.864	0.004	0.089		
Problems in new friends -> Materialism	0.140	0.137	0.046	3.056	0.002	0.022		

The model figure shows the diagram illustrating path coefficients from social pressures to materialism. Loading value of materialism items was greater than .45 (Figure 1).



*Figure 1. Model: Impact of Social Pressures on Materialism*

## **Discussion**

As far as materialism among university students was concerned in the current study, the first objective was to determine the level of materialistic attitude among university students. Results of the study revealed that a majority of study respondents admired people who own things and some of the most important achievement for them was to acquire material possessions. Findings are aligned with the report of Zaman et al. (2016). Results of the study also showed that university students used to spend money on unnecessary things just to enjoy life and thought of owning more things as a source of a better life. This study found very few of the respondents, who don't consider the number of material objects as a symbol of success and buy only needed things. There were a small number of students who tried to keep their life simple or who did not give importance to their possessions. On the whole, materialism level was high among university students, which supports the previous reports of increasing materialism among Asian people (Zaman et al., 2016; Zhang, 2018).

The second objective of the study was to explore the relationship between social pressures and materialism. The results posed a positive correlation between the social pressure named: 'major sudden drop in the family's financial statuses' and materialistic attitude. The result is aligned with the findings of Dean, Carroll, and Yang (2007) who found a positive significant correlation of financial problems with the materialistic attitude among married couples. On the other hand, the social pressure, i.e. 'serious difficulties coping in school' have a negative correlation with materialism. Contrarily, Goldberg et al. (2003) posed that materialism has a negative relationship with schooling problems. This difference in finding may be because of different age groups of the study sample. Current study surveyed university students, who were aged between 18 and 20, whereas Goldberg et al. (2003)'s subjects of the study were 9 to 14 year old individuals. Diminishing love and emotional support from parents was also found to have a negative correlation with materialism, which leads to the acceptance of the first research hypothesis (Social pressures have a significant relationship with materialism among university students).

Third and a major concern of the current study was to measure the impact of social pressures on materialistic values among university students. Similar to the direction of the correlation coefficient, path coefficients revealed the high impact of living in home without parents Chan and Prendergast (2007); Roberts, Tanner, and Manolis (2005) convinced that the individuals, who belong to disrupted families, showed a high level of materialistic values. Furthermore, current study revealed that a sudden drop in family finances triggered the development of materialism among university students. It supported the finding of Chaplin et al. (2014) that poor financial condition can promote materialistic values among individuals. Apart from family factors, peer pressures are also found to be significant as 'experiencing problems in a new circle of friends' and 'difficulty coping in school', play their role to level up the

materialistic attitude among individuals. This result is in line with the conclusion made by Banerjee and Dittmar (2008) that problems in peers trigger materialism among individuals.

This study also revealed some social pressures that resulted in decreasing the material values, such as, 'lack of emotional support from parents'. It is contrasting to the study of Kashdan and Breen (2007) that adolescents, receiving low warmth from mothers, set financial success as their goal. There may be the difference in culture and priorities among western and Asian students in respect of getting emotional support from their parents. Moreover, 'being the head of a family to generate family income' also decreases materialism among university students. Likewise, a previous study also found the least impact of generating income on materialism development (Parashar & Jain, 2017). Having responsibility of a household may not allow individuals to think about collecting possessions and diminishing relationships. In-light of all these findings, second research hypothesis (Social pressures have a significant impact on materialism among university students) was also accepted.

### **Conclusion**

The current study was an attempt to explore the level of materialism and to measure the impact of social pressures on materialistic values. Materialism was found to be highly developed among university students, and significant correlation existed between social pressures and materialism. Few of the social pressures, named, 'living in home without parents', 'difficulty coping in school', 'sudden drop in family finance', and 'problems in new circle of friends' triggered materialism by up to 80%, whereas 'being head of family' and 'diminishing love and emotional support from parents' decreased materialistic values among university students up to 20%.

### **Implications and Recommendations**

The study showed the high potential of social pressures to modify materialism attitude among university students, aged 18-20 years, which was unknown in respect to Asian developing nation, particularly to Pakistan. Social pressures, informed by this study, should be addressed by sociologists and educationists to help students overcome negative emerging values (i.e. materialism) among them. Impact direction of all pressures was not the same. Some caused increase while certain caused a decrease in materialistic values. Future studies can be carried out to confirm and deeply explore the findings. Moreover, the current study did not include demographic differences regarding the impact of social pressures on materialistic values. Further studies in this area should also be encouraged.

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## **Influence of Demographics on Self-Perceived Morale of Public and Private Secondary School Teachers**

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### **Abstract**

*The study was an attempt to explore the influence of school sector (public/private), gender, academic qualification, professional qualification and length of service on self-perceived morale of teachers. The responses of 200 public, and 200 private sector secondary school teachers were obtained about self-perceived morale. The morale of public secondary school teachers was found higher than private secondary school teachers. The secondary school teachers with M.S/ M. Phil had morale level highest than the other teachers. The teachers with B. Ed as their professional qualification had morale level highest than the teachers with other professional qualification. Gender and length of service were found as weak variables as they did not have any significant influence on morale.*

**Keywords:** Morale, demographics, affective, future/goal, interpersonal

### **Introduction**

The teacher is considered a nimbus of all the activities in any educational system. Teaching-learning process cannot run successfully without the active contribution of teacher. Teacher has a direct impact on her students (Wangdi, 2008). There are many important personal attributes of teachers which directly or indirectly influence their teaching. Morale is one of them. Their morale level surely contributes in enhancing quality of teaching and learning. Therefore the leaders must continuously strive for putting their best to improve morale of their teachers. They should also investigate factors affecting morale of teachers. These can be positive and negative factors both and their investigation can contribute in retaining qualified teachers (Rafferty, 2002). Teachers not only interact with students but also work with leading professional bodies of the school organization, therefore their morale transfers to others and affect many important tasks of the school (Rowland, 2008). As teacher is the most

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important resource therefore it is necessary to retain good teachers (Darling-Hammond, 2003).

Morale is not only an essential ingredient for quality learning but also influences the school organization to a great extent in terms of productivity. Morale can be characterized as a vigor, perseverance, unity, support and cooperation among a group. It is to strive enthusiastically to achieve the desired targets (Hart et al, 2000). It can also be attributed as a trust that one person has in its leadership where the individual and leadership strives for the achievement of common goals and objectives (Hardy, 2009). Morale is a loyalty of one person with other persons in the organization.

There are different factors which are responsible for the morale of teachers. Lumsden (1998) says that those teachers who enjoy high morale are those teachers who have good feelings about their co-workers. They have a sense of achievement and accomplishment in their job. Whitaker, et.al cited by Hunter-McGregor (2011) assert that the teachers should have a focus on morale and should strive for high morale. There are certain factors which are related to organization which have a strong influence of on morale as compared to classroom related factors (Hart et al., 2000). In return, the morale of the employees is an important factor in determining the overall effectiveness of the organization. Healthy and supportive climate of school organization results in high morale of teachers. The effective leaders pay greater attention to boost the morale of their employees (Yee, 2010).

### *Statement of the Problem*

Morale is associated with positive and negative feelings of an individual. Positive feelings indicate high morale whereas negative feelings show low morale. There are various studies which specify that high morale positively contribute in the improved performance of the employees and increased productivity of the organization. Just like all other professions, morale is greatly important in the profession of teaching as well. Morale of teachers affects all aspects of school and education system. But unfortunately the morale of teachers is not much studied. One possible reason is lack of clarity about the definition and concept of morale. The studies that are conducted on the morale of teachers suggest that as teachers do not have their share in any type of decisions related to school including selection of text books, curriculum development, school budgeting and hiring of employees that is why they may have low morale.

There is a dire need to pay a greater attention to the morale of the teacher. Because when teachers have high morale they become more optimistic about their students' progress and focus on well-being of their students in a more positive term. Researches has also proved that teachers with high morale are likely to pay more attention to their work, teach more vigorously to their pupils and relate more positively

with their co-workers and school as compared to those teachers which have low morale (Santos, 2012).

In Pakistan, there are very few researches which are conducted to explore the morale of employees generally and in educational organization particularly. Furthermore if researches have been conducted in this area they are conducted at university level and schools are not studied in this regard. Therefore a need was to conduct a research study to explore the morale of school teachers and also compare difference in the morale level of public and private school teachers if any. There are certain demographic variables which may bring a difference in the level of morale of teachers. Therefore, it was also considered important to assess that what demographic attributes bring any significant difference in morale of teachers.

### *Objectives of the Study*

The present study was carried out to explore the influence of:

1. school sector (public/private) on self-perceived morale level .
2. gender on self-perceived morale level.
3. academic qualification on self-perceived morale level..
4. professional qualification on self-perceived morale level .
5. To explore influence of length of service on self-perceived morale level.

### *Null Hypotheses of the Study*

Following null hypotheses were formulated to initiate the study regarding self-perceived morale of secondary school teachers.

H01: School sector (public/private) does not influence significantly the self-perceived morale level.

H02: Gender does not influence significantly the self-perceived morale level.

H03: Academic qualification does not influence significantly the self-perceived morale level.

H04. Professional qualification does not influence significantly the self-perceived morale level.

H05. Length of service does not influence significantly the self-perceived morale level

### **Literature Review**

Morale basically explains employees' feeling regarding their work and work place. The concept of morale has been investigated in relation to many other constructs including organizational culture, job satisfaction, organizational commitment, and employees' engagement etc. High level morale contributes positively in the individual, group and organizational success (Zweni, 2004). Morale benefits at three levels, individual level, group level and organization level. When an individual has high



morale, his work performance improves, he contributes confidently in group performance and this improved group performance results in organizations' productivity and effectiveness.

There are two different directions of morale high or low. The satisfaction level of employees and positive feelings about coworkers and organizational environment explains high morale while low frustrated, bitter and unpleasant feelings show low morale (Forret and Love, 2008). According to Hardy et.al (2015) employees with high morale contribute positively in knowledge and experience of their organizations. Such employees contribute certainly to their organizations' wellbeing while participating fruitfully in crisis resolution and continuously work for the wellbeing of organization. (Hardy, et. al , 2015). When workers have high level of morale, it empowers the organizations and supports the organizations in goals' achievement (Bowles and Cooper, 2009). When employees have high level of morale they love their job, co-workers and their careers and feel really contented in their organizations (Zemke, 2002). MacFadzean (2005) relates morale with many significant attributes found in armed forces which are discipline, respect, courage, teamwork, confidence, honor, unity, cohesion, commitment and camaraderie. Morale enhances performance and organizational competitiveness no matter it is public organization or private organization. Employees with high morale serve well their clients and help in increasing the profit. High morale also aids in achievement of organizational goals and mission.

### *Dimensions of Morale*

According to McFadzean and McFadzean (2005) morale has affective, future /goal and interpersonal dimensions. These three dimensions are conceptualized as a result of certain variables which are categorized in three groups. The first category is related to the work values and expectations. These expectations are comprised of perception of morale, flexibility and decision making in the workplace. This category of variable is called work characteristics. Second category is context which is related to organizational practices. The third category of variables is termed as modifiers. Modifiers are those factors that affect employees' perception of work characteristics and context (McFadzean & McFadzean, 2005).

According to Hardy (2009) there are three components of morale. These are affective/value, interpersonal and future/goal. People in the organization realize importance of each other and feel a healthy connection among each other. They work with each other and also work for each other (Afzal, 2017). Morale is valuable for individuals as well as the organization. It is cement that keeps them coherent and together. According to Johnsrud & Rosser (2002), it is a commutative wellbeing of individual and groups where they feel themselves as a part and parcel and necessary for the survival of each other.

Bowles and Cooper (2009) have suggested many factors which contribute in increasing the employees' morale. Nature of job and the image of the organization, benefits and compensations the organization give to its employees, growth and development opportunities in career, Job security, dissemination or sharing of important and credible information, productivity, working conditions, management and supervision and decision- making opportunities in the organization play significant role in boosting the morale level of the employees.

According to Din (2016) high morale produces good consequences whereas low morale leads to passivity and low productivity. High morale of employees adds clearly in the improvement of productivity, creativity and performance .Morale brings quality, decreases absenteeism and cultivates a secure and safe environment in the organization (Millett, 2013). The organization with higher level of morale are more productive than those organizations which have employees with low morale (Weakliem and Frenkel, 2006; Zweni, 2004). The morale has a great deal of benefits for the business organizations as well. Salesmen with higher morale sell more (McClelland and Burnham, 2003).

Success of schools can be determined through examining the morale of people in the school organization (Tjosvold, 2008). Teachers with high morale are more supportive towards their colleagues, and engage positively in staff meetings and give creative solutions of the problem (Chirayath, 2009). Such employees reach on time at their work place waste less time in gossiping; communicate effectively (Mazin, 2010). Such teachers exhibit more pride in their jobs, more satisfaction and willingness to work collectively than individual tasks. Ngambi (2011) has highlighted the factors which improve morale which are trust building, proper communication, proper planning effective supervision and promotion of team spirit.

Jones (2009) has explained many identifiers of low morale including different rules for different employees, unresolved conflicts and tensions among employees, lack of incentives and rewards, unproductive relationship of supervisors and subordinates. There are certain factors that result in low morale among teachers. Most important are pressures from administration, negative evaluation from students less support from community and administration, insecure work place, excessive work load, low pays, mitigating emotional and behavioral demands of students, lack of faculty collaboration inadequate facilities, higher accountability and lack of appreciation. The chronic low morale affects negatively the professional competency of teachers and also results in burnout.

Lloyd (2003) says there are certain ways which may contribute in enhancement of morale among employees. Appreciation, reward and recognition count a lot in boosting morale, whereas lack of communication and disciplinary practices may decrease the morale of employees. He suggests monitoring of the climate of

organizations to determine the current situation of morale. Ethical culture and establishment of ethical standards may increase the morale level of employees (Hunter, 2008).

### **Research Methodology**

The research study was carried out by employing quantitative approach in order to assess the influence of schools sector (public/private), gender, academic qualification, professional qualification, and length of service on morale of secondary school teachers. The data was collected by using survey method.

### *Population and Sample*

All the Secondary school teachers teaching in Public and Private schools of Islamabad constituted the population of the study. Initially two strata of teachers were selected .One stratum was of public secondary school teachers and second was of private secondary school teachers.. Disproportionate sampling technique was used to determine the sample size. The sample consisted of 400 secondary school teachers (200 Public, 200 Private). Out of these teachers 75 were male and 325 were female. All the schools were located in urban Islamabad and they were secondary and higher secondary level.

### *Instrument of Study*

Morale scale developed by Hardy (2009) was used for assessing the morale of teachers. It consisted of fifteen statements in three dimensions: affective, future/goal and interpersonal. As the instrument was standardized therefore only two educationists/ experts were contacted for its validation in terms of its cultural relevance. The Chronbach alpha coefficient was 0.67. The reliability was acceptable as it was almost the same as determined by Ben Hardy (2009).

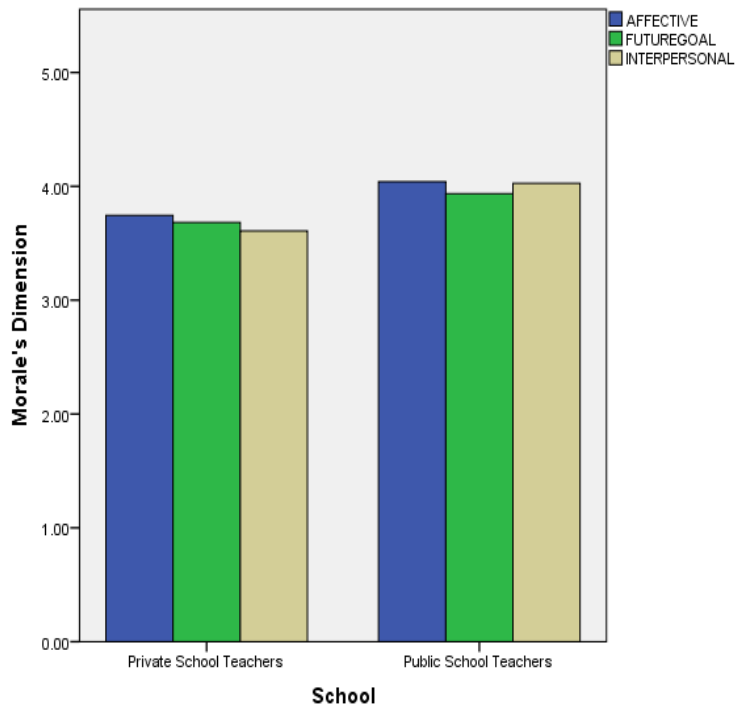
### **Results**

Table1

*Influence of school sector (public/ private) on self-perceived morale level of secondary school teachers*

Variable	School	N	Mean	T	Sig.
Teachers' Morale	Private	200	3.67	5.64	.000
	Public	200	4.00		

The results showed that school sector (public/ private) influenced significantly the self-perceived morale level ( $t=5.64$ ,  $p=.000$ ). Therefore the null hypothesis that School sector (public/private) does not influence significantly the self-perceived morale level is not accepted. Public sector teachers had higher level of morale (mean=4.0) than private sector teachers (mean=3.64).



*Figure 1. Influence of school sector (public/private) on morale level of secondary school teachers.*

Graphical presentation shows that in public secondary schools morale of the teachers is slightly higher than private secondary schools in all three dimensions of morale which are affective, future and interpersonal

**Table 2**

*Influence of gender on self-perceived morale level of secondary school teachers*

Variable	Gender	N	mean	T	Sig
Teachers' morale	Male	75	3.81	.456	.649
	Female	325	3.84		

Results revealed that there was no significant influence of gender on self-perceived morale of secondary school teachers ( $t=.456$ ,  $\text{sig}=.649$ ). Therefore the null hypothesis that gender does not influence significantly the self-perceived morale level is accepted. The morale level of both male and female teachers was almost of the same level.

Table 3

*Influence of academic qualification on self-perceived morale level of secondary school teachers.*

Variable	Academic Qualification	N	Mean	F	Sig.
Teachers' Morale	B.A/BSc	116	3.70	4.23	.01
	M.A/M.Sc.	243	3.88		
	M.S/M. Phil	39	3.93		

Table 4

*Post- hoc test regarding Influence of academic qualification on self-perceived morale level of secondary school teachers*

Academic Qualification	Academic Qualification	Mean Difference	Sig.
B.A/B.Sc	M.A/M.Sc.	-.17736*	.02
	M.S/M.Phil.	-.22886	.08
	B.A/ B. Sc	.17736*	.02
M.A/M.Sc.	M.S/M.Phil.	-.05149	.86
	B.A/B. Sc	.22886	.08
M.S/M.Phil.	M.A/M.Sc.	.05149	.86

The teachers with M.S/ M.Phil qualification had highest level of morale. It reflected that an increase in academic qualification also helped in increasing morale. There was found a significant influence of academic qualification on self-perceived morale of secondary school teachers ( $F=4.23$ ,  $Sig=.02$ ). Results showed that significant mean difference existed between morale of teachers with two categories of professional qualifications, namely, B.A/ B.Sc. and M.A/M.Sc. (0.02). Therefore, the null hypothesis that academic qualification does not influence significantly the self-perceived morale level is not accepted.

Table5

*Influence of professional qualification on self-perceived morale level of secondary school teachers.*

Variable	Professional Qualification	N	Mean	F	Sig.
Teachers' Morale	B.Ed.	219	3.89	3.341	.03
	M.Ed.	103	3.82		
	Professional development	78	3.69		
	courses/Faculty development				

Table 6

*Post- hoc test regarding influence of professional qualification on self-perceived morale level of secondary school teachers.*

Professional Qualification	Professional Qualification	Mean difference	Sig.
B.Ed.	M.Ed.	.07091	.57
	Professional development courses/Faculty development	.19937*	.02
M.Ed.	B.Ed.	-.07091	.57
	Professional development courses/Faculty development	.12845	.31
Professional development courses/Faculty development programs	B.Ed.	-.19937*	.02
	M.Ed.	-.12845	.31

Results showed that there was a significant influence of professional qualification on self-perceived. ( $F=3.341$ ,  $Sig=.03$ ). Teachers with B. Ed had highest level of morale as compared to teachers with M. Ed or other professional development courses/faculty development programs. Therefore the null hypothesis that professional qualification does not influence significantly the self-perceived morale level is rejected. A significant difference was found in the morale of teachers between professional qualifications namely, B. Ed and Professional development courses/ Faculty development ( $Sig=.02$ ).

Table 7

*Influence of length of service on self-perceived morale level of secondary school teachers.*

Variable	Length of service	N	Mean	F	Sig.
Teachers' Morale	Less than 5 yeas	61	3.76	1.114	.343
	5-10 years	157	3.81		
	11-15 years	104	3.92		
	16 years +	78	3.83		

Results showed that there was no significant influence of length of service on self-perceived morale of secondary school teachers. The morale of all the teachers with different length of service had almost the same level of morale. Therefore the null hypothesis that length of service does not influence significantly the self-perceived morale level is accepted.

## **Discussion**

The findings of this study match and mismatch with a study that was conducted by Wolf, et.al in 2013 in a mental health organization with 1273 frontline workers. It was revealed from findings that there was a curvilinear relationship of morale with years of service and the morale score decreased with increasing time but that rate of decrease gradually reduced with an increase in time. This study also found that morale decreases with increase in number of years in present position. Moreover, the findings of Wolf's et.al study also revealed that employees with less academic qualification had higher scores on morale, the employees with high school certificate had highest scores on morale, and level of morale decreased with increase in each level of post-secondary education Associates, Bachelors, Masters/Ph.D. In this way the masters/ Ph.D had lowest morale level.

Another study's findings are also worthwhile to be discussed here. The study was carried out by Muhammad Jawarneh and his associates to assess the level of morale among primary stage teachers in Al-Zarqa in relation to some demographics in academic year 2008-2009. The findings revealed that the morale level varied according to specialization and also revealed that length of service also predicted morale level. This study found that teachers with 1-5 years of service had higher morale level as compared to other groups in terms of different length of service.

The findings of current study also match with a study conducted by Rheanna Plemons at Western Kentucky University in 2014 to study the factors affecting morale in Southeastern Registrar's offices. Her study's findings revealed that there was no significant difference in morale due to length of service.

## **Conclusions**

The research study was conducted to explore the influence of sector (public/private), gender, academic qualification, professional qualification, and length of service on self-perceived morale secondary school teachers. On the basis of findings of the study it can be concluded that self-perceived morale of public secondary school teachers is higher as compared to those of private secondary schools (moderate level). The gender of secondary school teachers does not significantly influence their morale. Moreover, the findings of the study support to conclude that academic and professional qualification significantly influence self-perceived morale of secondary school teachers. Whereas, length of service of secondary school teachers does not influence their self-perceived morale.

## **Recommendations of the Study**

Therefore, on the basis of findings of this study it is recommended that private schools' management may revisit their policies and assess the factors which are responsible for moderate level of teachers' morale. They may increase the level of morale by providing such incentives and environment which accelerates the morale

level of teachers at public schools. As significant influence of academic and professional qualification on self-perceived morale was evident from the findings of the study therefore it is also recommended to conduct research studies to explore that what are the aspects of professional and academic qualification which creates difference in morale level of teachers. While no significant difference as found due to the gender and length of service. There is also a great need to investigate cultural, administrative and personal factors which may influence morale. In other words it can be said that as literature suggests that positive work climate and a healthy environment contribute positively in the increase of morale level. Therefore it is recommended to conduct research studies for determining the effect of organizational and personal factors on morale of teachers.

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## **Participation of Community through Parents Teacher Councils Regarding Utilization of Funds in Public Sector Schools of Khyber Pakhtunkhwa**

**Abdul Hafeez\***

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### **Abstract**

*Government of Khyber Pakhtunkhwa has been trying hard to involve the community in educational institution since 1993. In the beginning Parents Teacher Association (PTA) was introduced which is renamed as Parents Teacher Council (PTC) in KPK. The present study focuses on how and what extent the participation of community through PTC in utilization of funds, released by the Government for the provision of basic facilities to public schools. After confirming its validity and reliability, the questionnaire was served to different stakeholders. A sample of hundred schools from two districts was randomly selected for the study and all the stakeholders were divided into two groups. PTC Chairmen and Secretaries were kept in the first group while a teacher and a parent who were not PTC members, were kept in the second group. The data was collected and the results were compiled by using mean, standard deviation, coefficient of variation, t-distribution and p-value as statistical tools. Although the response of both the groups show greater participation of the community through PTC in the utilization of fund yet the response of non PTC respondents reveal slightly less participation of community as compared to the first group i.e. members of PTC.*

**Keywords:** Parent Teacher Council, Community Participation, utilization of funds, Khyber Pakhtunkhwa

### **Introduction**

The concept of community participation in the public sector schools was first introduced by the government of Khyber Pakhtunkhwa NWFP, in Pakistan. The government of the Khyber Pakhtunkhwa had a vision of involving parents of the students for the overall development of the institutions in the public sector of the province. The KPK government therefore, established Elementary Education Foundation (EEF) under an ordinance in 2002, in order to develop a sense of community participation among the masses (2012, p.1). No doubt the establishment of Elementary Education Foundation was a great step taken by the government of

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the Khyber Pakhtunkhwa for the development of the public institutions. The vision behind the establishment of EEF was promotion of elementary education with the help of community participation. The sole purpose of taking such a huge step was to bring changes at the grass root level for the improvement of educational and physical condition of the public institutions. As the Government of Khyber Pakhtunkhwa was serious and very much interested in the development of its educational institutions so it tried its level best to streamline all the actions. It is written in its clause Number thirty that the Government of KPK has fortified PTAs and has strengthened them in all twenty thousand primary schools. Moreover the government is giving them funds to utilize in the schools for minor repairs. It is assumed that in future the PTAs will get more importance as they will be involved in some other activities like observing and reporting teacher attendance” (Government of Khyber Pakhtunkhwa, 2005).

The Government of KPK left no stone unturned in order to involve the community in government schools. In 1999 the Government of KPK started a program named Education Sector Reform Unit (ESRU). In fact PTAs were basically established under this program at all school levels. The sole purpose of the establishment of Parents Teachers Councils (PTA) was improvement of educational institutes. PTA was renamed in 2010 and the name Parents Teacher Council was given to it. The Government of KPK also published a PTC Guide which provides all the basic information about the composition and formation of PTC. It also elucidates the powers and responsibilities of PTC (2010, pp.1-13).

Mavis and Steven (2009) elucidates that for the overall development of schools the relationship between the institute and the community plays a vital role. It can sustain and develop the progress in academic achievement (p. 25).

Goldring (2008) states that the trust of the community can be earned through formal meeting and participation of parents in such meetings. According to Hara (2011) the rate of completion of work increased from 40 % to 50% as the members of community got involved more actively in different school activities like construction of new class rooms, purchase of different material and implementation of supplementary classes. School management committee plays a vital role in the development and advancement of school policy formation (p. 2).

Yuki, Igeiand Demas (2016) School management committee has very positively affected community participation in various factors like school facilities, pupil-teacher ratio and finance utilization.

Glewwe, Hanushek, Humpage and Ravina (2013) Ajmal in his doctoral study found out that education in Pakistan was a one way bound procedure without the participation of the community and the present meaningful collaboration between

community and schools is a part of educational reforms in Pakistan. It can be used as an instrument for the development of the social norms. It has been proved time and again with the help of exhaustive researches that the attendance of teachers and students has improved tremendously by the participation of the community.

#### *Statement of the Research Problem*

This research is focused on to know the participation of community through parents teacher councils in the process of utilization of funds released by Government for provision of basic facilities in the public sector schools of Khyber Pakhtunkhwa.

#### *Research Questions*

1. Is there any participation of community in utilization of funds according to PTC members?
2. Is there any participation of community in utilization of funds according to Non-PTC members?

#### *Research Hypotheses*

H<sub>0</sub>: There is no participation of community through Parent Teacher Council in utilization of funds in public schools of Khyber Pakhtunkhwa.

H<sub>1</sub>: There is participation of community through Parent Teacher Council in utilization of funds in public schools of Khyber Pakhtunkhwa.

#### *Significance of Research Study*

The present study has great significance as it can help the Education Department in planning to assign different tasks to the PTCs. This study can also be helpful in reframing the PTCs. As the study show greater involvement of the community in the utilization of funds at school level so, it can also be helpful for entrusting more financial matters to the PTCs. The study can also motivate the community members to take part in different activities at school level and try to make the things go better. Moreover this study can also be helpful in increasing the responsibilities of the community and PTCs for further improvement of the school.

#### **Research Methodology**

##### *Research Design*

The population from which researchers want to explore the present or existing situation is called descriptive research. The design of this study was descriptive in nature. Self-made questionnaire was used to obtained responses after its validity and reliability. (Creswell, 2011)

##### *Population and Sample of the Study*

The population of the study was all (1298) primary schools of District Dera Ismail Khan and Peshawar. Sample consist of 580 Schools, 250 from district Dera

Ismail Khan and 230 from district Peshawar were selected by using sample selection method given by Krejcie & Morgan. as PTC committee is established at each school level in all Schools of Khyber Pakhtunkhwa, 04 stake holders were taken related to each school two stakeholders are the members of PTC committee i.e. Secretary who is head of that school and Chairman who is from the parents of those children who are studying in that school). The other two stake holders were taken from the school and community, who are related to that school but are not the members of that committee (one is a teacher of that school but not a PTC member while the other is a parent whose child is studying in the school but he is not the member of PTC committee.). Cluster random sampling and then simple random sampling technique was used.

The population of the study was:

S.No	Name of Districts	Number of GPS/PTC Committees	Community Members who are in PTC Committee		Community Members who are not in PTC Committee	
			No. of Chairmen	No. of G/Secretaries	No. of Teachers	No. of Parents
2	D.I.Khan	715	715	765	715	715
3	Peshawar	583	583	598	583	583
	Total	1298	1298	1298	1298	1298

The sample of study was as under:

S.No	Name of Districts	Number of GPS/PTC Committees	Community Members who are in PTC Committee		Community Members who are not in PTC Committee	
			No. of Chairmen	No. of G/Secretaries	No. of Teachers	No. of Parents
2	D.I.Khan	250	250	250	250	250
3	Peshawar	230	230	230	230	230
	Total	480	480	480	480	480

### *Research Tools*

Close ended questionnaire were used to get responses from the stakeholders.

### *Validity and Reliability of Research Tool*

On five point Likert scale research tool was developed from the related literature and material. The questionnaire was presented before the experts/educationists for the purpose of finding content validity and pilot testing was done on the small

sample of 10 stake holders from each category then by using statistical Package for Social Sciences (SPSS) was used reliability of scale was checked by using Cornbrash's Alpha in SPSS, which was 0.856. Pearson correlation was used to find the item inter-item correlation and found significant at 0.01 level of significance.

### *Procedure of the Study*

The study was purely in descriptive nature and it elucidated various facts and viewpoints of different stake holders. For getting response from the stakeholders the researchers developed a questionnaire consists of five point Likert's scale. After finding reliability and validity the research tool consist of 12 items was served and data was collected with the help of this validated tool and it was analyzed by using SPSS.

### *Data Collection and Interpretation*

The collected data was analyzed by using statistical package for social sciences (SPSS). Mean, Standard Deviation, co-efficient of variance and t-distribution were used to find the results for interpreting and drawing inferences.

### **Analysis and Interpretation**

Table 1

*Shows Participation of community as per views of community members who are also members of PTC Committee*

S#	Utilization of funds	PTC members	Mean	S.D	C.V	t- Calculated	t- tabulated	P-value
1.	Arrange meetings	Chairman	4.86	0.35	7.21	2.89	±1.99	0.001
		Secretary	4.12	1.01	24.51			
2.	Take Decisions	Chairman	3.95	0.95	24.05	2.78	±1.99	0.004
		Secretary	3.89	0.99	25.44			
3.	Prioritize Needs	Chairman	4.27	0.87	20.37	3.67	±1.99	0.005
		Secretary	4.23	0.87	20.56			
4.	Work according to needs	Chairman	4.32	0.83	19.21	-2.00	±1.99	0.007
		Secretary	4.12	0.91	22.08			
5.	Work as per specification	Chairman	3.78	0.41	10.84	2.58	±1.99	0.009
		Secretary	3.70	0.52	14.05			
6.	Purchase different items	Chairman	3.79	0.46	12.13	2.70	±1.99	0.004
		Secretary	3.69	0.41	11.11			
7.	Check quality of work	Chairman	3.59	0.64	17.82	-2.62	±1.99	0.000
		Secretary	3.85	0.49	12.72			
8.	Ensure Max: Utilization of Funds	Chairman	3.95	0.64	16.20	2.87	±1.99	0.001
		Secretary	3.89	0.59	15.16			
9.	Funds utilized rightly and justifiably	Chairman	3.99	0.65	16.29	3.47	±1.99	0.001
		Secretary	3.91	0.58	14.83			



10.	Monitor construction work	Chairman	4.11	0.43	10.46	2.88	±1.99	0.004
		Secretary	3.98	0.51	12.81			
11.	Making arrangement to repair broken furniture	Chairman	3.88	0.41	10.56	-2.59	±1.99	0.002
		Secretary	4.51	0.46	10.19			
12.	Proper Record keeping of funds	Chairman	4.41	0.81	18.36	2.93	±1.99	0.007
		Secretary	4.40	0.79	17.95			

The above table shows item wise analysis of the perception of stake holders i.e. Chairman and Secretary who are members of PTC committee. The mean value of the responses given by the chairmen and Secretaries vary between 3.59 and 4.86. The range of Mean value is 1-5 and the mean value of both respondents is greater than 2.5 for each item which clearly indicates greater participation of the community with respect to utilization of funds. The value of Coefficient of variance of the both respondents' i.e. chairman and secretary vary between 7.21 and 25.44 which show less dispersion and greater agreement of the respondents as far participation of community in the utilization of fund is concerned. Since P-value of the responses of both the respondents vary between 0.000 and 0.009 which is less than 0.05 and the value of t-calculated for each item in the table fall in the rejection region of t-tabulated i.e. ( $\pm 1.99$ ), thus it shows rejection of  $H_0$  and acceptance of  $H_1$  which reflect that there is significant participation of community through PTCs in the utilization of funds.

Table 2

*Shows Participation of community as per views of community members who are not members of PTC Committee*

S#Utilization of funds	PTC members	Mean	S.D	C.V	t-Calculated	t-tabulated	P-value
1. Arrange meetings	Teachers	4.12	1.02	24.75	2.43	±1.99	0.007
	Parents	4.71	0.46	9.76			
2. Take Decisions	Teachers	3.94	0.54	13.71	-2.66	±1.99	0.001
	Parents	4.07	0.41	10.07			
3. Prioritize Needs	Teachers	4.23	0.47	11.11	3.34	±1.99	0.000
	Parents	4.11	0.43	10.46			
4. Work according to needs	Teachers	4.19	0.91	21.71	2.98	±1.99	0.002
	Parents	4.12	0.91	22.08			
5. Work as per specification	Teachers	3.70	0.52	14.05	2.86	±1.99	0.003
	Parents	3.74	0.44	11.76			
6. Purchase different items	Teachers	3.69	0.46	12.47	-2.16	±1.99	0.005
	Parents	3.64	0.48	13.18			
7. Check quality of work	Teachers	3.62	0.48	13.25	-2.54	±1.99	0.009
	Parents	3.65	0.55	15.06			
8. Ensure Max: Utilization of	Teachers	3.25	0.44	13.53	-3.22	±1.99	0.002

	Funds	Parents	3.22	0.48	14.91			
9.	Funds utilized rightly and justifiably	Teachers	3.71	0.54	14.55	-2.84	$\pm 1.99$	0.001
		Parents	3.71	0.58	15.63			
10	Monitor construction work	Teachers	3.75	0.44	11.73	2.12	$\pm 1.99$	0.001
		Parents	3.31	0.70	21.15			
11	Making arrangement to repair broken furniture	Teachers	3.95	0.46	11.64	2.01	$\pm 1.99$	0.007
		Parents	3.71	0.48	12.94			
12	Proper Record keeping of funds	Teachers	3.95	0.46	11.64	2.19	$\pm 1.99$	0.001
		Parents	3.71	0.48	12.94			

The above table shows item wise analysis of the perception of stake holders i.e. teachers and parents who are not members of PTC committee. The mean value of the responses given by the teachers and parents vary between 3.22 and 4.71. The range of Mean value is 1-5 and the mean value of both respondents is greater than 2.5 for each item which clearly indicates greater participation of the community as far utilization of funds is concerned. Similarly Coefficient of variance of the responses given by the teachers and parents vary between 9.76 and 24.75 which show less dispersion and greater agreement of the respondents as far participation of community in the utilization of fund is concerned. Since P-value of the responses of both the respondents vary between 0.000 and 0.009 which is less than 0.05 and the value of t-calculated for each item in the table does not fall in the acceptance region of t-tabulated i.e. ( $\pm 1.99$ ), thus it shows rejection of  $H_0$  and acceptance of  $H_1$  which says that there is significant participation of community through PTCs in the utilization of funds.

Table 3

*Comparison of views of Stakeholders about participation of community through PTC in utilization of funds*

Organization	Stake holders	Utilization of funds by PTC committee			Comparison					
					Stake Holders			Organization		
		N	Mean	S.D	t-calculated	t- tabulated	P-value	t-calculated	t- tabulated	P-value
PTC Members	Chairman	100	4.51	0.417	2.71	±1.99	0.001	2.67	±1.99	0.006
	Secretory	100	4.46	0.401						
Non-PTC Members	Teachers	100	3.9	0.423	2.63	±1.99	0.003			
	Parents	100	4.01	0.412						

The above table shows comparison between the perceptions of two groups of stakeholders. Each group contained 200 respondents. The first group i.e. PTC members consists of 100 chairmen and 100 secretaries of PTC committee while the second group i.e. Non-PTC members consists of 100 teachers and 100 parents who are not members of PTC. The average mean value of the responses given by the chairmen is 4.51 and the average mean value of the responses given by the secretaries is 4.46 in the first group i.e. PTC members. Similarly the average mean value of the responses given by the teachers is 3.9 and the average mean value of the responses given by the parents is 4.46 in the second group i.e. Non- PTC members. The range of mean value is 1-5. Thus it is quite evident from the table that the average mean values for all the respondents are greater than 2.5 which indicates greater participation of community through PTCs in the utilization of fund. In the same way the average Standard Deviation for the responses given by the chairmen is 0.517 and the average Standard Deviation for the responses given by the secretaries is 0.401 in the first group i.e. PTC members. Similarly the average Standard Deviation for the responses given by the teachers is 0.423 and the average Standard Deviation for the responses given by the parents is 0.412 in the second group i.e. Non- PTC members, which shows less dispersion and greater agreement on the participation of community through PTCs in the utilization of fund. On the other hand P- value for the first group is 0.001 and for the second group is

0.003. It means that P-value for both the groups is less than 0.05 similarly t-calculated for the first group is 2.71 and for the second group is 2.63. Both the values does not fall in the acceptance region of t-tabulated i.e.  $\pm 1.99$  which indicates rejection of  $H_0$  and acceptance of  $H_1$  which says that there is significant participation of community through PTC in the utilization of fund. The average P-value for both the groups is 0.006 which is again less than 0.05 and the average t-calculated value for both the groups is 2.67 which is greater than the t-tabulated i.e.  $\pm 1.99$ . Thus  $H_0$  is easily rejected and  $H_1$  is accepted which says that there is significant participation of community through PTC in the utilization of fund.

### **Discussion**

Item wise analysis from the findings in the tables reflects that the stakeholders including in group of PTC committee i.e. Chairmen and Secretaries has shown keen interest in the items like arranging meetings, prioritizing needs of the school, monitoring the construction work done in the schools and proper record keeping (Arwine, 2002, MacBeath, 2010) but shown little bit less response in the items of planning. Checking quality of material and providing justification in utilization of funds (Egbenya, 2009).

Second group of respondents who are not member of PTC committee, both focused on in time arranging meeting and work done according to the needs of school but they show little interest in the other items due to non-involvement in the affairs of PTC committee and having lack of close liaison with the institution (Al-Hassan 2009). p-value between both the groups of stake holders is (0.006) shows significant relationship between groups. It reflects that both the groups, either they are member of PTC committee or not are owned their responsibility, involved in the progress and better working relationship in the public sector schools, do better efforts for the betterment of schools. (Department of Education, Queensland 2011). Analysis of variance ranges in first group is in between 7.21 to 25.44 while in second group is between 9.76 to 24.75 which also support the alternate hypothesis and show less dispersion rate and close agreement shown among the respondents of both groups, it shows that every member of society who is related to school and students try his level best to enhance educational activities and specially providing infrastructure, physical facilities etc. (Sullivan, J. and Branelly, 2009) It has further seen that being members of the community, Most of the members of community are voluntarily ready to did their best for the uplifting of educational situation in the public sector primary schools in Khyber Pakhtunkhwa. It has also seen that being community member of different people involved in the activities done in the school and have close relation with the public sector to boast the society.(Heine,2008)

## **Conclusion**

From the above item wise description of analysis it can be easily concluded that there is greater participation rate of community seen from the responses of group NO.1 including those members who are in PTC committee. All the indicators shows the high participation rate of community, in these two members the efficiency of chairman is slightly high which is symbol of success that chairman who is not government employee are taking keen interest in the up lifting of school and educational process. He showed himself as an active members in arranging meetings, prioritize school needs, and then do work according to the needs even in proper record keeping his contribution are commendable. As the head teacher i.e. secretary of PTC committee is a government official has also shown keen interest with the collaboration of community to fulfill the basic needs of the institution by utilization of funds in proper way for getting maximum utilization.

The responses of second group who are not the member of PTC committee shows that they also agree that the participation rate of community through PTCs specifically in utilization of funds is effective but their responses are slightly low as the members of this group are not properly involved in all the activities of whole committee and they are only observers and some time they are not aware properly about the functions and activities of these committees but they showed their interest in these activities like arranging meetings, prioritize needs and check the quality of work done in the schools. Therefore, it would be better if the PTCs are entrusted with more responsibilities and awareness session be planned for the awareness of whole community members specially those parents whose children are studying in public sector schools and they can aware about the different activities processed by the government or other organization for the betterment of children of schools. It is also recommended that proper mechanism of PTC membership and formation of PTCs committees' must be published and distributed among common peoples for the purpose of awareness.

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## **Assessing Effectiveness of Teacher Training in Cultivating Peace: An Experimental Study**

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**Mahwish Noshab\*\*\***

### **Abstract**

*Peace is pre-requisite for sustainable socio-economic development. The condition of peace has been deteriorating for last many decades in many parts of the world. Global Peace Index report 2018 gives very dismal picture of the global peace. In this context it has become imperative to construct the defence of peace through education. As peace education is missing in the majority of teacher education programs therefore teachers are neither properly prepared nor skilled to teach peace and other related concepts. Therefore, this experimental study had been designed to assess the effectiveness of teachers' training in cultivating and teaching peace. In this study we had hypothesized that teachers' capacity building in teaching of peace has a positive effect on the students' understanding about peace. The data through pre and post-intervention approach was collected and analysed through paired sample two tailed t-test. Pre-intervention (N=120, m=29.88, s=12.6) and post-intervention (N=120, m=74.29, s=10.3) scores show an increase of 148.6% in students understanding about peace related ideas. The difference of two means (m= -44.417, s=12.17, SE=1.11) and value of t (119) -39.97 with p-value of 0.000. Therefore we have sufficient evidence to conclude that teachers' capacity building and training is very effective in teaching and promoting peace education and it also have a significant positive effect on the students' understanding and skills related to peace. Hence we recommend that integration of peace education in teacher education programs can be helpful in building peace in the mind of new generation.*

### **Introduction**

According to the UNESCO Preamble, "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" (UNESCO, 1945). Today the need for defence of peace has further increased in the wake of recent socio-political shifts and new threats to peace at local and global levels. The world

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peace is under attack in different ways; ethnic, political or religious riots on the rise and countries with economic disparities face tension, conflicts, terrorism, political instability or civil war (Sinclair, 2008). Peace is the biggest issue in Pakistan also. According to the Global Peace Index (GPI) 2018, published by *Institute for Economics and Peace (IEP)*, the condition of peace in Pakistan has deteriorated further during last few years (IEP, 2018). A comparison of GPI 2008 and 2018 shows a negative change in peace in Pakistan and the overall socio-political condition in many parts aggravated further during this period. This country is faced with identity based conflicts, terrorism, violence, religious extremism and political instability. Although government of Pakistan, with the help of international society, is trying to reinstate peace but these efforts are failing (Ali, 2013). Durable peace is possible only when *peace* is in the mind of men that is only possible through integration of peace in human behaviour by sowing, nurturing, and promoting ideas related to peace. Education is an effective mean to mould human behaviour and it can contribute to the process of peace building as well (Smith, 2010).

Peace is prerequisite for social, cultural and economic development of every society thus it is imperative to integrate *peace education* in school curriculum. The idea of educating peace through peace education is not new in the human society. It has been practiced informally and conflict resolution traditions have been passed down from generation to generation that help promote peace within their communities (Harris, Encyclopedia of Peace Education: History of Peace Education, 2008). As principal objective of education is to serve the basic needs of individuals and society; peace is a basic need so education should be designed to promote peace in the society. In 1948, peace education was first introduced in formal education system at Manchester College, USA. According to the scientific studies schools are helpful in bringing a change in the society and they can contribute to multi-faceted efforts towards a positive changes goal (Sinclair & Davies, 2008).

In a classroom teacher or peace educator equips the students with necessary tools through practical teaching, case studies, activities and situation analysis (Harris, Encyclopedia of Peace Education: History of Peace Education, 2008). Teachers should be given necessary training not only to teach Peace Education, but also developing students' attitude and skills (Lydia, The Peace Education Programme (PEP) Evaluation, 2009). Educational institutions are the best places to promote the idea of peaceful coexistence whereas teachers and students are the best society members to start with because the future of planet earth is in their hands. Peace education equips students with peace cultivating and peace promoting skills that can be used to understand the individuals and societal problems and limitations, to trace the root causes of conflicts and negative peace, to manage interpersonal conflicts, to analyse civil, cultural, environmental, and global violence that take place outside schools (Danesh, 2008). Development of peace skills at school age is very important. Acquisition of peaceful



conflict resolution skills by the youngsters can make their personalities stronger and acceptable, their lives easier and more pleasant, and the society more peaceful and prosperous (Luis & Maria, 2018). Furthermore, well planned, nicely organized and evocative activities for children are very much helpful in developing their emotions and adjusting their behaviour (Dana & Amy, 2016).

When peace education is considered a multi-disciplinary field of study then it share content with other disciplines that may include social sciences, applied sciences and humanities, likewise when it is linked with life skills education comprised of many themes including human rights, humanitarian rules and principles, conflict resolution, causes of conflict, and citizenship. Furthermore teacher training in education for peace can add considerable value to the existing programs and projects, aim at constructing defence of peace in the mind of men.

Gap between teachers' perspective and responsiveness of curricula has serious implications but this gap can be bridged through support for teachers based on peace education (Lauritzen & Nodel, 2017). In response to changing local and global needs many institutes, around the world, are offering courses or programs related or supportive to peace and peace education. In this regard different programs are being taught in educational institutions that directly or indirectly contribute to "peace education", such programs may include; Citizenship, Coexistence, Cognitive and Emotional Aspects of Conflict, Conflict Analysis, Conflict management, Conflict resolution, Democracy, Freedom and war, Gender issues, history of peace and war, Human Rights and Democracy, Human rights, Identity based conflicts, Interfaith dialogues, International Relations, Interpersonal Skills, Learning to Live Together, Peace Studies, Political Science, Policy studies, Media and Peace, Psychology of conflict and coexistence, Public Policy, Refugee Studies, Regional Integration and Co-operation, Right to Peace, Religion, Socio-Emotional Skills, Social studies, Social Work, Sociology of Peace and War, Spiritualism, Terrorism, Values in Education, Violence against children and women, and War and Peace. In the majority of the cases "Peace Education" as separate domain does not exist but with the passage of time it is being introduced in more and more institutions. Such initiatives will provide a foundation for further advancement in this field and promote a culture of coexistence. Likewise researchers are investing time and energies to understand the different factors contributing to the peace and to solve the peace related problems. Training program should be designed to enable and encourage educators, teachers, and peace trainers to think constructively about social and political issues, to develop constructive attitudes towards living together and solving problem peacefully (Lydia, The Peace Education Programme (PEP) Evaluation, 2009). Peace studies provide an opportunity to analyze the contributing factors to peace and war, to find the durable solutions, to develop useful tools pertaining to peace promotion and preservation.

According to the National Education Policy of Pakistan 2009 pp. 45, “peace education shall be infused in the curricula and awareness and training materials shall be developed for students and teachers”. But policy on peace education has not been implemented with true spirit; neither significant reforms have been introduced in school curricula nor have serious efforts been taken to integrate peace education in teacher programs. Teacher education institutions, in all parts of Pakistan, did not respond to the policy guidelines accordingly. A review National Curriculum for Teacher Education taught at Bachelor or Education (B.Ed.) level in teacher education institution in Pakistan reveals that *Peace Education* as a subject is not being taught to the prospective and in-service teachers (HEC, 2012). Likewise no significant reforms have been introduced in the curriculum at primary, elementary and secondary levels to introduce and promote peace education in Pakistan (Ali, 2013) . Similarly, integration of peace education in teacher training programs is a missing element in a majority of the universities in the world as well. For instance, ten largest universities where more that eleven million students are enrolled are offering a wide range of programs in *Teacher Education* but no university is providing training in peace education or education for peace at graduate or post-graduate levels or building the capacity of teachers. Recently only Indira Gandhi National Open University in India has offered M.Phil and Ph.D. programs in peace education (IGNOU, 2016).

The Global Peace Index (GPI) 2018 shows that Libya, Syria, Bahrain, Ukraine and Egypt have witnessed the least change on the peace index. In South Asia, peace condition has deteriorated in most of the countries during the last decade. Religious fanaticism and political tug war have brooded and boosted terrorism and extremism particularly in Afghanistan, India and Pakistan. On the Peace Index, Pakistan is on 150<sup>th</sup> position among 163 nations of the world and it stands on the lowest rung on GPI table in South Asia. These indicators are pointing that socio-political environment at regional level has continuously been heating up that could become a danger for global peace. In this context there is an urgent need to neutralize the exiting situation and cool down the environment through sustainable peace building measures that may include; social and economic parity, inclusion, political reforms, and peace education. Peace education is a mean to learn to live together, to promote coexistence, cooperation, tolerance and ultimately acceptance of diversity.

Table 1

*Table is based on GPI data*

South Asia Global Peace Index (GPI) 2008 & 2018					
Country	Change in Rank	2018		2008	
		Rank	Score	Rank	Score
Bhutan	0	19	1.545	19	1.44
Mauritius	1	20	1.548	21	1.47
Sri Lanka	59	67	1.954	126	2.571
Nepal	-8	84	2.053	76	1.967
Bangladesh	0	93	2.084	93	2.1
India	-13	136	2.504	123	2.49
Pakistan	-19	151	3.079	132	2.89

As the peace education is not part of teacher education curriculum in Pakistan therefore teachers are not well equipped with pedagogical skills and knowledge essential for the teaching of peace education. So we can assumed that school teachers are either ignoring teaching of peace education or they teach it in their own ways; purely depending on their limited knowledge and self devised skills to promote peace. We argue that teachers' capacity building in the teaching of peace education is essential to equip them with skills to teach, integrate and promote peace in schools. It can also be helpful in promoting students' true understanding of peace that is prerequisite for a peaceful society. Thus main objective of this research was to study the effect of teacher knowledge and skills related to peace education on the students understanding of peace. This research was guided by the following hypothesis:

Null hypothesis was:

$H_0$ : Teachers' knowledge and skills in the teaching of peace education have NO effect on students' understanding about peace

Whereas alternative hypothesis was:

$H_a$ : Teachers' knowledge and skills in the teaching of peace education have an effect on students' understanding about peace

### **Methodology**

Experimental research design was used to study the impact of the teachers' knowledge and skills related to peace education on the students' knowledge, understanding and skills in peace education. Population for this study comprised of students of age group from 13 to 15 years studying in Hyderabad Pakistan. Why this age group? Because students of this age group are doing secondary education or

studying in class 9<sup>th</sup> and 10<sup>th</sup>. In Pakistan students complete their primary education at the age of ten and their secondary level education usually lasts up to the fifteen year of age. After passing secondary school examination they go to colleges where fields of studies branched off further.

At the second stage four schools located in Hyderabad, Pakistan were selected through systematic random sampling technique. This sample comprised of two high schools in public sectors and two from private sector. Equal representation to the female gender had been given in the selection of schools. Through proportionate random sampling technique a sample of 200 students of specified age group was drawn from the selected schools. This technique of sampling had been used to ensure a fair representation of female gender in the study. Likewise, in each school, teachers of the selected students were also included in the study. In this way we selected 30 teachers and 200 students. In our sample 50% of the students were female. As all subject teachers teaching at secondary school was the population of the study therefore the researcher did not apply any filter while taking the sample. Thus the sample of 30 thirty teachers was composed of all subject teachers i.e. science, religion, history and language.

For data collection a questionnaire based on close ended questions was used as data collection tool. This tool was developed to assess the students' knowledge and understanding regarding peace education. The validity of data collection tool was tested through construct validation process. The measurement of construct validity enabled us to ensure that the tool is suitable and capable for measuring the construct that it should measure. For this purpose we conducted a pilot study. Based on pre and post intervention data obtained from the pilot study we calculated construct validity through Student's t-test ( $t=0.83$ ). Similarly reliability or internal consistency of the data collection tool was determined through Cronbach's alpha ( $\alpha=0.91$ ).

As the principal objective of this experimental study was to find the effect of teachers' training in education for peace on students' understanding of peace and coexistence thus in this experiment same groups of students were assessed twice; pre-intervention and post- intervention. Since students' knowledge and understanding about peace and coexistence is dependent on their teachers' knowledge and skills in teaching of peace education so at the first part of our study we administered the questionnaires to the sampled students in their schools and collected the data. Then capacity of sampled teachers' was build in the teaching of education for peace through eight short duration workshops in their respective schools twice a week for a period of one month. In these training sessions they were provided basic knowledge and essential skills for the teaching of ideas related to peace education. We used *UNESCO teachers' guide to peace education* for the preparation of workshops and we also extracted teaching

material and training modules for teachers from this guide. This supportive material comprised of awareness material and activities for classroom teaching.

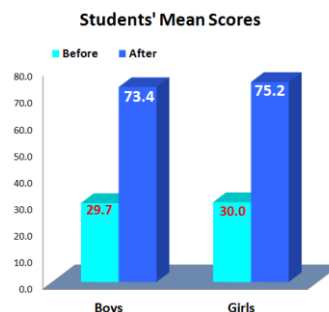
Once the teachers' capacity had been built then they were asked to use the given knowledge and skills to promote ideas and understanding related to the peace during routine teaching of their own subjects. And they were encouraged to use and share supportive material with students. Teachers in each school were also informed that the selected students would be assessed again one month after the teachers' capacity building workshop. During that period researcher stayed in contact with the teachers through social media, email, phone and SMS to assist, motivate and encourage them, and to track teaching and learning process. After one month researcher again visited the sampled schools and re-administered questionnaire to collect data on the students' post teacher training (post-intervention) understanding of peace education. The data was analysed using Paired sample two tailed t-test through SPSS software. Paired sample t-test was used to see if there is a significant difference between pre and post-intervention sample means.

Table 2

*Sample Summary*

Students' Knowledge of peace education (pre & post intervention)			
		Pre	Post
N		120	120
Mean		29.88	74.29
Median		32.00	74.00
Mode		21	74
Std. Deviation		12.654	10.384
Variance		160.127	107.822
Skewness		.016	-.206
Std. Error of Skewness		.221	.221
Kurtosis		-1.446	-.678
Std. Error of Kurtosis		.438	.438
Correlation		0.46	
Percentiles	25	18.25	66.50
	50	32.00	74.00
	75	41.75	82.00

We conducted normality test for both data sets. A visual inspection of histograms, normal Q-Q plots and box plots showed that pre and post intervention scores were approximately normally distributed, with a skewness of 0.16 (SE=0.221) and a kurtosis of -1.45 (SE=0.438) for pre-intervention and a skewness of -0.206 (SE=.221) and kurtosis of -0.678 (SE= 0.483) for post intervention group.



Descriptive statistics table shows that students' *pre-intervention* mean score is 29.88 with a standard deviation of 12.6 while *post-intervention* mean score is 74.29 with a standard deviation of 10.3 units. An average increase of 44.4 point or 148.6% rise in students score strongly supports the idea that teachers' training in the teaching of peace education can be very helpful in improving students' knowledge and understanding. A comparison of mean scores of boys and girls shows that girls performed little better than boys, both in pre and post-intervention tests; girls' mean score was 30 and 75.2 in pre and post tests respectively while boys mean score stood at 29.7 and 73.4.

The difference of two means ( $m = -44.417$ ,  $s = 12.17$ ,  $SE = 1.11$ ) shows that students have better understanding of peace education when their teachers' capacity in the teaching of peace education is build.

Table 3

*Paired Samples T-Test*

	Diff. between Means	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Students' pre-Knowledge of peace education - Students' knowledge of peace education after teacher training	-44.417	12.173	1.111	-46.617	-42.216	-39.971	119	0000

Here a question arises; is the difference between mean scores of pre and post interventions real or it is due to the chance? To answer this question, we used paired sample two tailed t-test with  $\alpha = 0.05$  and tested null hypothesis ( $H_0$ ). Tabulated value of t (119) is  $\pm 1.96$  whereas calculated t (119) is -39.97 and p-value (0.000) is less than  $\alpha$

( $p < 0.05$ ). So results are statically significant and null hypothesis is rejected. Ultimately alternative hypothesis ( $H_a$ ) is accepted; Teachers' knowledge and skills in the teaching of peace education have a positive effect on students' understanding of peace.

The results of this study support the idea that students have better understanding when taught by skilled teachers. Teaching of peace education is helpful in developing students' capacity, competence and skills related to peace that can be helpful to prevent and solve conflict and to mitigate violence. Students understanding of education for peace and skills can help him/her in managing diversity; promotes tolerance; foster the culture of respect; develops life skills, conflict management, citizenship, human rights, and learning to live together (INEE, 2010). To achieve peace at local level, there is a need to develop a curriculum and teaching strategies for prospective and in-service teachers. Awareness and training materials for teachers should be responsive to the nouvelle development and rapid changes at the local and global levels. It should be flexible enough to adjust itself with the multidisciplinary, multicultural and multi-ideological environment. We should keep in our mind that merely the absence of war, conflicts and tension cannot promise a durable peace unless the world community does not take effective measures to harness cultural, social and economic equity and quality. A culture of peace is prerequisite for a meaningful coexistence hence peace must begin with each one of us and peace from within should consist of pure thoughts, feelings, and motives (UNESCO-APNIEVE, 1998). In the context of Pakistan, there is an urgent need to implement National Education Policy 2009 direction regarding peace education with true spirit by integrating peace education in school curricula and teacher training programs. And by developing awareness and training materials for students and teachers to promote peace in the society.

### **Conclusions**

This study was based on experimental designed to assess the effect of *teachers' knowledge and pedagogical skills* on students' understanding of peace related ideas. Results showed that teachers' knowledge and skill in the teaching of peace education contribute significantly to the students' knowledge and understanding regarding education for peace. Thus teaching of peace through effective teaching can play an important role in developing and strengthening students' attitude towards peaceful environment. It was also found that effectiveness of teaching of peace education is only possible when a teacher has sufficient knowledge and essential pedagogical skills to construct peace in the tender minds of children. Thus integration of peace education in teacher education programs and in school curriculum can be very helpful in constructing, developing and promoting peace.

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**Annexture A**

<b>Students' Mean Scores</b>		
	Before	After
Boys	29.7	73.4
Girls	30.0	75.2
Combined (Boys & Girls)	29.8	74.3

**Annexture B**

**Paired Sample T-Test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Diff. between Means	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Students' pre-Knowledge of peace education - Students' knowledge of peace education after teacher training	-44.417	12.173	1.111	-46.617	-42.216	-39.971	119	0000

**The Effects of Household Wealth on Children Educational Activities: A  
Case Study of Cholistan (Pakistan)**

**Muhammad Asif Nadeem\***  
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**Abstract**

*The major objective of the study was to examine, the role of parental income on the educational activities of the children in the Cholistan. Multistage sampling maximized the representation. A household survey was conducted in Cholistan to collect the data. Child Activity has been used as dependent variable in ordered form. Ordered Logit Model was used for econometric analysis. Descriptive results indicated that more than 50% children were involved in child labour. It appeared that household wealth had positive effect on child labour. Parents' education has significantly positive effect on school going children. The families who do not migrate in rainy season their children as compared to those who migrate in rainy season their children are more likely to engage in work.*

**Keywords:** Children educational activities, Household Wealth, Ordered Logit Model, child labor, Wealth Paradox.

**Introduction**

Theoretically, it is suggested that the families with high income and wealth send their children to school and the children are put in less labor. Conley (2001), Grimm (2011), Hill and Duncan (1987), Karagiannaki (2012), Loken (2007), Lovenheim (2011), Loke and Sacco (2009), Nam and Huang (2008), Zhan (2006), Williams (2004), Zhan and Sherradn (2003) these studies indicated the strong connection between household wealth and the educational activities of children. Researches conducted in Pakistan and Ghana concluded "child labor is more common in land-owners than in land-poor households." Researchers such as; Bhalotra and Heady (2003), Koissy (2012), Boutin (2012), Boutin (2012) backed this statement and Bhalotra and Heady (2003) coined the term "wealth paradox".

In Pakistan, there are most of the areas where the economic activities and economic conditions of habitants are better but people do not take interest in child schooling. People involve their children in economic activities of their own enterprises or own informal labor in agriculture or livestock farming. In Pakistan it seemed obvious through the said researches that land-rich households seemed to involve their children

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in labor. It can be concluded that the household's ownership of land is linked with higher level of child labor. It is closer to "wealth paradox".

Research studies done on the topic of the effect of household wealth on Child's activities show that it is two dimensional one was based upon educational achievement and other had been measured through socio emotional behavior of a child. Results of the studies made by researcher Williams showed that household wealth has significant positive relationship with child's development and educational achievement (Williams, 2004). The researchers like Cockburn and Dostie identified results that there is weak links among poverty through which children are forced to work. The profile of family assets gave full and more shaded detail of child schooling and child labour choices. The study argued that child labor in Ethiopia is overpoweringly executed for the child's own household (Cockburn & Dostie, 2007). Hou's study found that wealth played most pivotal role in the process of decision making for the formation of child activities (Hou, 2009). Further researchers like Emerson and Portela, find out strong link between parents' education and child schooling. According to them those parents who visited schools they tend to send their children to the schools (Emerson & Portela, 2003).

In Pakistan (Lodhi et al., 2011) is of the view that Parents' education level holds statistically positive impact on education of the children and negatively correlated with child's work. This study explored that in rural Pakistan the child labour is high in girls as compared to boys. The parents who have positive opinion about the importance of education their male children were more likely to go to school than female children. Khan et al. (2011) explained the main causes of girl's school dropout in rural Pakistan. The study explored perceptions of the parents' of female children and the teachers in rural schools highlighted the issue of dropouts of children from schools. The study also found low investment in the context of female education. Study recommended, parents should more investment for the education of female children.

The present case study was conducted in the far flung area of Cholistan (locally famous, "ROHI"). Theoretically, poor economic condition is considered a basic cause of lack of child schooling. The purpose of this study is to explore the "Wealth Paradox" i.e. child labor is more common in land-rich households as compared to land-poor households in the context of Cholistan.

### *Objectives of the study*

The objectives of the study were to:

- 1- Examine the role of parental income on the educational activities of the children in the Cholistan.
- 2- Assess the effect of birth order on the schooling of a child.
- 3- Identify the effect of community characteristics over children educational activities.

### **Methodology and Model**

#### *Population*

According to the report of Cholistan Development Authority\* (CDA, 2012) the human population in Cholistan is only 155,000. The Cholistan dessert area covers in three Districts of Bahawalpur Division about 60% of Cholistan is located in Bahawalpur district. The area in Bahawalpur district of Cholistan is divided in four Union Councils i.e. Chak 75/DB, Channan Peer, Derawar and Merana. Two out of four union councils Chak 75/DB, Channan Peer were selected to collect the household data. Due to better infrastructure and high population density as compare to other union councils, the chosen union councils are preferred over the others.

#### *Sample*

Multistage sampling was used to collect data from the population. The households in the Cholistan are scattered in a large areas so in order to identify the households, the researchers used stratified random sampling techniques. Identification of the low income and high income household's purposive sampling technique was used. A total of 290 households were taken as a sample from the Villages and Tobas of the two union councils of Cholistan.

#### *Data Collection*

To collect data, a survey was conducted. The major concerns were the effect of households' wealth on the activities of the children of the area. The heads of the family and other elders were involved in the survey.

#### *The Model*

In Ordered Logit Model the outcomes of dependent variable are in ordinal or ranked form. In present research, the dependent outcomes of child activity are no-activity<sup>†</sup> ( $y = 0$ ), Child labour ( $y = 1$ ), combine\* ( $y = 2$ ) and child schooling ( $y = 3$ ).

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\* CDA (Cholistan Development Authority) was established in 1976 for the development of Cholistan and welfare for its habitants. Various settlements and land allotments schemes were also introduced by CDA.

<sup>†</sup>Here, no-activity category shows, the child who is not actively involved in any kind of work or education rather preferences to stay back to home or roam around for nothing.

Table 1  
*Detail of Variables*

No.	Variables	Details
<i>Dependent Variables</i>		
1.	Child Activity	i. Only School going Children ii. (Schooling + Labour) iii. Only Labour iv. No-Activity
<i>Independent Variables</i>		
Child Characteristics		
2.	Bord (Birth Order)	Birth order among brothers and sisters
3.	Cgen (Child's Gender)	1 if child is male and, 0 otherwise
4.	Cage (Child's Age)	Child's age in completed years
5.	Cedu (Child's Education)	Child's education in years
Parents Characteristics		
6.	Fedu (Father's Education)	Father's education in years
7.	Medu (Mother's Education)	Mother's education in years
Household Characteristics		
8.	Household Wealth	Household wealth in rupees
9.	Migration	1 if family migrates in rainy season and 0, otherwise
10.	HHS (Household's size)	Number of persons in home
11.	C517 (Child 517)	Number of children ages 5-17 years in the home
Community Characteristics		
12.	SA (School Availability)	1 if school available in Village/Toba with respect to child's age and 0, otherwise

\* Child goes to school and to work (Schooling + Work).

13.	Teacher	Number of teachers available in a school
14.	Distance	Distance from home to school in kilometers
15.	WS (Way of School)	1 if road is metal or bricks road and 0, otherwise
16.	ElecH (Electricity in Home)	1 if the facility of electricity in home and 0, otherwise
17.	Water (Drinking Water)	1 if type of drinking water supply is hand pump and 0, otherwise

## **Results and Discussion**

### *Descriptive Analysis*

Descriptive analyses were used to estimate the consequential child activities with response to explanatory variables.

Table 2

### *Summaries of Child Activities by Gender*

Child Activity	Child's Age (5-17)	Male	Female
Only school going children	(21.13) 228	(21.91) 140	(20.00) 88
(Schooling + Labour)	(12.79) 138	(16.59) 106	(7.27) 32
(Only Labour)	(52.46) 566	(51.17) 327	(54.32) 239
(No-Activity)	(13.62) 147	(10.33) 66	(18.41) 81
Total	(100) 1079	(100) 639	(100) 440

Note: Numbers in brackets are percentage values

Table 2 describes the summary statistics of child activities of the children by age group (5-17) and by gender. The purpose of asking this question was to identify the activities of the children in Cholistan. Data analysis shows that more than half (52.46%) children engage in labour both male and female. In child schooling, the ratio of male and female is near about 21%. In combine work (schooling + labour), the probability of male children is high (16.59 %) as compared to female children (7.27%). In above table 13.62% are the children; who neither go to school nor to work, the probability of inactivity in female children is high (18.41%) as compared to male children (10.33%)

Table 3  
*Child's Activities and Household Wealth*

Child Activity	Household wealth						Total
	W1	W2	W3	W4	W5	W6	
Only school going children	(20.70) 53	(21.99) 62	(23.81) 60	(16.41) 21	(15.53) 16	(27.59) 16	(21.13) 228
(Schooling + Labour)	(14.06) 36	(14.89) 42	(13.49) 34	(11.72) 15	(3.88) 4	(12.06) 7	(12.79) 138
(Only Labour)	(50.78) 130	(49.29) 139	(51.59) 130	(61.72) 79	(62.14) 64	(41.38) 24	(52.46) 566
(No-Activity)	(14.45) 37	(13.83) 39	(11.11) 28	(10.16) 13	(18.45) 19	(18.97) 11	(13.62) 147
Total	(100) 256	(100) 282	(100) 252	(100) 128	(100) 103	(100) 58	(100) 1079

Note: Numbers in brackets are percentage values

W1, W2, W3, W4, W5 and W6 denote wealth levels (in rupees) of household.

(W1  $\leq$  2500000), (W2  $\leq$  5000000), (W3  $\leq$  10000000), (W4  $\leq$  15000000), (W5  $\leq$  20000000) and (W6  $>$  20000000) respectively.

Table 3, explains the relationship between child's activities and household wealth. Household wealth is divided into six groups (W1 to W6). In Cholistan wealth exists in the form of cattle, agriculture land, shop, tractor, agriculture implements, gold and silver, car/jeep etc. Data analysis of the above table shows that child schooling increased with wealth level W1 to W3 and decreased with wealth level W3 to W5 and further increased in highest wealth level (W6). Work and schooling decreased from 14.06 to 3.88 percent with increased wealth level from W1 to W5, except in the highest wealth level. Child labor increased 50.78 to 62.14 percent with increased wealth level from W1 to W5, except in the highest wealth level. The probability of no-activity is higher with high wealth level. Summary statistics of the above table show that child labor is high with increasing wealth.

### *Econometric Analysis*

Econometric analyses of the outcomes of child activities and their relation to child characteristics, parents' characteristics, household characteristics and community characteristics are discussed.

The ordered logit model contains the effects of independent variable on ordered different outcome responses by using one and the same coefficient for an explanatory variable. Having the same coefficient of dependent outcomes it becomes hard to



distinguish between the higher and lower probabilities in the model\*. In ordered logit model it is difficult to clarify the difference among higher and high and similarly lower and low dependent outcomes having the same coefficient.

To resolve this ambiguity, find the marginal effects on the probability of child activity with respect to explanatory variables. Marginal effect gives a separate coefficient of each dependent outcome.

Table 4  
*Marginal Effects*

Variables	Marginal Effects			
	Child Schooling	Combine <sup>†</sup>	Child Labour	No-Activity
Child Characteristics				
Bord	0.0307272** (0.015)	0.0164424** (0.017)	-0.0283353** (0.017)	-0.0188343** (0.014)
Cgen	0.0316924* (0.068)	0.0172143* (0.075)	-0.0288644* (0.067)	-0.0200423* (0.079)
Cage	-.0082656* (0.093)	-0.004423* (0.098)	0.0076222* (0.099)	0.0050664* (0.091)
Cedu	0.0409241** (0.000)	-0.004423** (0.000)	-.0377385** (0.000)	-0.0250845** (0.000)
Parents Characteristics				
Fedu	0.0073726** (0.015)	0.0039451** (0.018)	-0.0067987** (0.017)	-0.004519** (0.016)
Medu	0.0079928 (0.116)	0.004277 (0.120)	-0.0073706 (0.118)	-0.0048992 (0.119)
Household Characteristics				
Household wealth	-0.0136646** (0.035)	-0.0073121** (0.038)	0.0126009** (0.037)	0.0083758** (0.036)
Migration	-0.032861* (0.077)	-0.0180596* (0.088)	0.0296959* (0.073)	0.0212247* (0.094)
HHS	0.0128384 (0.137)	0.0068699 (0.140)	-0.011839 (0.140)	-0.0078693 (0.137)
C517	-0.0264835** (0.030)	-0.0141715** (0.033)	0.0244219** (0.033)	0.0162331** (0.030)

\* See Fan Ye and Dominique Lord / Analytic Methods in Accident Research 1 (2014) 72-85

<sup>†</sup>(Child Schooling + Child Labour)

Community Characteristics				
SA	0.0721515*	0.0471875	-0.050796**	-0.0685429
	(0.061)	(0.118)	(0.000)	(0.224)
Teacher	0.0054854	0.0029353	-0.0050584	-0.0033623
	(0.411)	(0.412)	(0.412)	(0.411)
Distance	-0.000527	-0.000282	0.000486	0.0003231
	(0.716)	(0.717)	(0.716)	(0.717)
WSc	0.0087438	0.0047274	-0.0080136	-0.0054576
	(0.650)	(0.654)	(0.648)	(0.656)
ElecH	0.0286922	0.0151087	-0.0266118	-0.017189
	(0.126)	(0.123)	(0.131)	(0.119)
Water	0.056438**	0.033347**	-0.0474593**	-0.0423257**
	(0.010)	(0.021)	(0.005)	(0.034)

\*\* (significant at 5 percent) and \*(significant at 10 percent)

Note: Numbers in brackets are P-values

### **Child Characteristics**

#### ***Birth Order***

In economic literature, birth order exists positively and negatively [Parish and Willis (1993)]. The positive birth order of the children shows that the younger children have higher probability to go to school and combine. This may be due to the elder children engaged in labour for contributing to household resources. In the third category result explained that birth order has negative effect on child labour [see also Durrant (1998) and Ray (2001)]. The forth outcome of the probability of child activity is no-activity that is negatively linked with the number of the child birth. The child who is greater in birth number this child has greater probability to go to school. So, it is concluded that the adolescent child has a higher probability to visit school as compared with other brothers and sisters. On the other hand the elder child has high probability of getting to be engaged in labour/work.

#### ***Child's Gender***

As for as, child schooling is concerned the researchers have sorted out one of the most salient feature that effects school going children is child's gender [Sather (1993)]. Current research identifies the male children will probably go to school when contrasted with female [result also satisfy, Sawada and Lokshin (2000) and Ray (2001)]. In the descriptive analysis of present study, out of the total school going children in Cholistan 23 percent are boys more than girls. There are some possible reasons for this gender gap. The lack of girls schools in the rural areas of Pakistan. The low rate for lady tutoring might be the low female educator accessibility and quality in schools. The present study explained that in Cholistan 60 percent fathers and 90 percent

mothers are uneducated, that can be one of the reasons for low probability of girls schooling. The gender of the child matters in combine (child goes to school and to work). In present research, the probability of male children engaged in combine (schooling and labour). The male children are less likely to engage in labour as compared to female children. In the last category that is no-activity, result explains that the male children are less likely to engage in no-activity and no-schooling.

#### *Child's Age*

Child's age is a significant factor due to which parents take decision whether to send their child to school or for labour. The probability of child's age had been found negative. It indicated that with the growing age child schooling decreases. In present research, the minimum school going age of the child is 5-years. As a result, younger children are more likely to go to school and elder children are more likely to engage in work. Child's age also found to be negative in combine (schooling and labour). In other words, the probability of children to schooling as well as work turns down with age [see also Maitra and Ray (2000)].

#### *Child's Education*

Educational level of the children among his/her brothers and sisters has positive effect on child schooling and combine (child goes to school and to work). Each additional year of education of the child increase the probability of child schooling. Education level of the children among his/her brothers and sisters has negative effect on child labour. Each additional increase the level of education of child declines the probability of child labour by 3.7 percent and no-work by 2.5 percent.

### **Parents Characteristics**

#### *Parents Education*

In current study, parents education have significantly positive effect on school going children and combine (child goes to school and to work/labour). So, it is clear that father's and mothers' education has strong effect on child's schooling [see also Burki and Shahnaz (2001)]. Research clarified that the parent's education (both father's and mothers) show significant negative effect on child's labour and no-activity. Each additional year of education, both fathers and mothers decline the probability of child labour or work only.

### **Household Characteristics**

#### *Household Wealth*

There is a strong positive connection between household wealth and child schooling (Karagiannaki, 2012), Zhan and Sherraden, 2002; Williams Shanks, 2007; Lovenheim, 2011). Wealth is used as a continuous variable. The results showed that household wealth has significantly negative effect on child schooling. In study area,

results showed that the children of the families with much wealth have to attend school a little. The current study supports “wealth paradox” [see Bhalotra and Heady (2003)]. Each additional unit of wealth also declines the chances of combine (child goes to school and to work). Household wealth has positive impact on child labour. The children of the households with much wealth put in much labour and less in schooling. Household wealth has positive effect on the children who are involved in no-activity.

#### *Migration in Rainy Season*

Migration in rainy season has negative effect on child schooling. In other words, the families who do not migrate in rainy season their children have more probability to visit school. The children who go to school and to work are negatively related to the migration. In other words, the families in Cholistan who have engage in agricultural work, they less likely to migrate in rainy season, their children more probably to go to school. But sometimes, the children who go to school and also work do not go to school because of migration and only work or graze the cattle. The children whose families migrate in rainy season are more likely to engage in work.

#### *Number of Children ages 5-17 years*

Each additional increase in the number of children at age group 5-17 years has negative effect on child schooling and combine whereas, it has positive effect on child labour and inactivity. Each increase in child at ages 5-17 has decreased the probability of child schooling and combine by 2.6 and 1.4 percent respectively.

### **Community Characteristics**

#### *School Availability*

School availability has significantly positive impact of child schooling. Each additional increase the number of school has 7.2 percent more child schooling when all other variable held constant. Also school availability has significantly positive impact on combine (child goes to school and to work). School availability has significantly negative effect on child labour. Each year increase in school availability decreases the probability of child labour.

#### *Number of Teachers*

Number of teachers available in school is used as a continuous variable. Number of teachers available in schools has positive effect on child schooling and combine (child goes to school and to work). The schools where the number of teacher is large in such areas the children would go in large number. Each additional unit increases the probability of teacher in schools has negative effect on child labour.

#### *Distance from Home to School*

In current study, distance is used as continues variable. If the distance from home to school is short, it has positive impact on child schooling and combine. On the

other hand if the distance from home to school is long, it obviously, has negative impact on child schooling.

### *Electricity in Home*

Electricity is the most important invention for mankind. It promotes education activities and as well as economic development. In present study, electricity in home has positive impact on school going children. The families with no-electricity have more probability to child labour because these families live in far flung areas with cattle.

### **Conclusion**

The study concluded that:

- The children who are younger among their siblings had higher probability to visit school and to combine (Schooling + Labour). The elder children among their brother and sisters have higher probability to work/labour.
- The male children are more likely to go to school and combine (Schooling + Labour) as compared to female children. The male children are less likely to engage in work as compared to female children.
- The parents' education has positive effect on child's schooling and combines (Schooling + Labour) while it has negative impact on child labour and no-activity.
- The household wealth has negative effect on child schooling and combine (Schooling + Labour) whereas it has positive effect on child labour and no-activity.
- The families who do not migrate in rainy season their children have more probability to go to school on the other hand the families who migrate in rainy season their children have more probability to engage in work.
- Each additional increase in the number of children at age group 5-17 years has negative effect on child schooling and combine whereas it has positive effect on child labour and no-activity.
- The areas where school is available or near the homes, the probability of child schooling is high and the areas where school is not available or on much distance, the probability of child's labour is high.
- The schools where the number of teacher is large, the probability of school going children is high. The schools where number of teacher is small, higher the probabilities of child labour.
- If the distance from home to school is short, it has positive impact on child schooling and if the distance from home to school is long, the probability of child labour is high.

- Electricity in home has positive impact on child schooling and negative impact on child labour.

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## **Effect of Humor Orientation of the Principal on Teachers' Performance at Secondary School Level in Punjab**

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### **Abstract**

*The present study aimed to explore the humor orientation as transformational leadership skill used by the principals of public secondary schools to influence the performance of the teachers working in government secondary schools of Punjab province. The study examined the influence of the transformational leadership skill namely humor orientation on the of teachers' performance. The objectives of the study were to find out the level of the transformational leadership skill of the principals, how the humor orientation influences the performance of secondary school teachers in Punjab. A sample of 223 male and female principals of government secondary schools was taken for the study. Two self-developed questionnaires were used as research instruments to measure the humor orientation of the principal and secondary school teachers' performance. Mean and standard deviation were used as descriptive statistical methods to organize and analyze the collected data, while independent-samples t-test and linear regressions were used to answer the research questions. It was found that humor orientation has significant effect on the performance of the teachers. Humor orientation skill was determined significant and effective for secondary school teachers. Therefore, it is concluded that humor orientation determinant of transformational leadership skill is significant predictor of the teachers' performance.*

**Keywords:** Transformational Leadership, Humor Orientation, Principal, Public Secondary School, Teacher Performance

### **Introduction**

Education is generally conceived as an instrument that is used for the social, moral, economical change and development of a nation. According Hussain (2004) education is considered as a medium for imparting facts, feelings, values, and information to the person. Moreover, it is responsible for improving the character and attitude of the individuals in the light of national aims, values and aspirations, it attempts as a whole to make the individuals as useful citizen for the society. As

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indicated by Chandler (1991) education is considered as a tool for human skill improvement, which would at last add to monetary, mechanical and technical advancement of a country.

There are two main devices teachers and principal used in an education industry. Teacher is considered a role model for the students who tends to solve the academic problems of the students with his due interest and utmost pleasure. He is trained professional to get completed the course work besides the moral development of his students. It is required to appoint a principal as school leader or administrator to guide and control the teaching staff. The fact that school administration is too essential to get the work done just in time as required. The Leadership is characterized by Northouse (2007) as "a procedure by which an individual impacts others to achieve a shared objective". Bryan (2007) characterized leadership "regarding affecting or inspiring others (teachers) towards the achievement of departmental objectives". Educational studies in the field of education leadership do value the school head as a leader (Abdullah, 2007; Hall, 2007). Leadership is basically the craftsmanship or procedure of impacting, admiring, spurring, empowering, coordinating, controlling and organizing the exercises of the staff in a foundation towards the accomplishment of objectives of the organization. Administration in schools is to get the work completed by subordinates in a limited time to meet the predetermined objectives or the provided roadmap. If the school leadership is punctual, honest and dutiful then the subordinates (teachers) will try to follow his instructions with utmost diligence.

Transformational leadership concentrates more on change and cites his followers to do better in lined with needs of the society. By means of controlling and coordinating, he guides them to the right path as change leader. The heads in institutions are the individuals who inspire and move their subordinates and in doing to build up their own particular administration limits.

As Anderson (2001) has expressed that the desired result, school development and change can't be attained just through the execution of new strategies, organizational structures, good school climate, but these are leadership practices to bring the required changes defined by the government. Our present era is full of tension and troubles. No one is happy even sitting among his blood relatives. For the happy life, good presentation of humorous mood, merry making and gaiety is too important.

### ***Humor Orientation***

Sociologists regularly describe humor regarding cooperation, particularly, deliberate actions to incite a chuckle (Fine, 1984). Humor is a positive face expression as in most cases it is an inborn quality of happy life (Ziv, 1988). This research tries to discover a piece of that correspondence, humor and its relationship with the sufficiency of administration. Humor orientation, a personality of correspondence in light of identity, has been demonstrated to enhance the appropriateness of heads in school

climate (Tanveer, 2002). Right now of school choice, when the government subsidized education system of our nation is continually being tested, the qualities we look for and endeavor to create in our school pioneers are of crucial significance. School achievement is obviously the result of teacher performance and principal leadership (1988). A basic competency looked for in every single instructive executive is that of joyful correspondence (Barth, 2006). Both inner and outer constituents' students, members of institute, families, and group, depend on the school head for administration. Some teachers are burnout from the behavior of the principal and tend to leave the school within ten months. The untoward movements of the principal decrease the resilience of the teachers. They are too saturated seeing their principal. Seeing the unwanted behavior, a teacher in Kotla Jam, one teacher physically tortured his principal in presence of teaching staff and students. Good looks and humor is even appreciated by our enemies. Most of our ideals were found happy, beautiful and fond of physical pleasure. We have been granted a short span of life, so we must be happy and live hearted to face the challenges of our daily life. Getting into tension, we cannot dissolve the problem, but it also increases your troubles leading to diabetics and heart failure. Tension is the root cause of different physical and psychological disorders. All the citizens aged between forty to sixty years are highly advised to avoid tension besides physical activities. Humor, merry making polishes your inner sentiments leading to blooming growth of young tissues. Fun fair and cinemas are also available to get out of tension.

This theory additionally, considers humor as a sort of joy. Here when you are in joyful mood, the society will like to have a necessary interaction with you. Each and every action of a joyful person is liked and his statements are followed. When one is likely to deliver tension among his friends, then he is strongly disliked. A happy life is so attractive word in all cultural songs. All the famous poets have composed the joyful words to excite the people to get them out of tension. Different types of humor to be extremely practical in our general public. Identified with correspondence, Graham (1992) reported positive elements of pleasantness, for example, energy and setting up companionships, which are emphatically connected to correspondence ability. Humor is additionally utilized as a method for overseeing tension or shame as it can redirect consideration from an uncooperative circumstance (Ziv, 1984). As a relational skill, humor is utilized to present troublesome themes or keep away from troublesome points. Humor has likewise been demonstrated as methods for social control. Humor can be utilized adequately to indicate endorsement or objection to somebody's activities that may concur with or damage aggregate standards (Zaigham, 2015). These conclusions are upheld by Tanveer (2002) who similarly observed humor to be a helpful tool in lessening social separation. Social advantages of funniness are frequently seen in associations.

Vinton (1989) found that humor was viable in mingling new individuals to the way of life, making bonds among representatives, and encouraging the achievement of job in an authoritative setting. Study of Moreall's (2012) provided evidence that in a working environment humor increases mental adaptability and physical wellbeing. He revealed that good sense of humor gave the "social ointment" that decidedly developed fellowship, beautiful sentiments and happy life. Creating a tension free environment is the basic need of the hour. We can never expect a subordinate to do better when he is depressed. All of our ideals faced the untoward situation in a bold style and they appeared as successful by facing the created environment. To develop frankness, joyful gestures are the powerful personal trait of the successful leaders. Humor is a best method for managing strife, assuaging pressures and stress, rousing subordinates, and improving general correspondence channels (Davis and Kleiner 1989; Malone 1980). Getting into matter, the researcher realized to investigate the role of joyful leadership towards the better performance of his followers.

### *Statement of the Problem*

The main statement of the problem was to find out how well certain transformational leadership skill namely humor orientation taken as determinant contributes to the teachers' performance in public secondary schools of the Punjab. The study was designed if a principal was motivated, humor oriented, acquainted, to strengthen system or improve these activities. What are the prerequisites for a successful administration? What are the main factors to improve the teachers' performance in Punjab province? These queries were disturbing the cognizance of the researcher which wanted powerful evidences. So he considered it attractive to answer all these questions on the basis of principal's perceptions. Hence we tend to explore the effect of humor orientation of the principal on the teacher performance.

### *Research Questions*

Considering the needs of the study, the following research questions were established to be answered accordingly.

- What is the level of humor orientation displayed by the principals?
- What is the contribution of humor orientation towards teachers' performance?

### *Significance of the Study*

The study is of the highly significance as there has been no work on transformational leadership skill (humor orientation) of the principals in Punjab. The principals tending to be much efficient by his humor orientation, the finding of the study will be useful. They may teach how to inspire and motivation their subordinates to get the work done with their due interest and pleasure.

The finding of the study will also highlight the certain leadership practice/skill of elementary school leaders in the field of educational leadership and management.

The study will also measure the level of transformational leadership of the secondary school practice regarding the transformational leadership practice humor orientation of the principals. The result of the study will be equally useful for such stake holders (chief executive officers education, policy makers, and master trainers) and administration of the Punjab. The findings will also provide feedback to the competent authority to recruit principals regarding their persona traits.

### **Research Methodology**

The aim of the present study was to investigate the effect of humor orientation of public sector secondary school principals on teacher performance in Punjab province, Pakistan. In this regard, a cross-sectional survey was conducted to explore the perceptions of the principals in this descriptive study.

#### *Population of the Study*

The target population of this study was comprised of all principals of public secondary schools in Punjab province, while the accessible population of the study was comprised of all principals of Faisalabad district of Punjab province. A sample of 223 principal of public secondary schools were taken in the study using a random number table by applying proportion allocation technique.

#### *Research Instruments*

After studying the pertinent literature, the researcher personally developed two questionnaires on 5-point Likert scale to measure the transformational leadership skill (humor orientation) of the principals and teachers' performance.

#### *Validity and Reliability of the Research Instruments*

In this study, reliability of instruments has been estimated through Cronbach's Alpha that is a common method for estimating the internal consistency of the items using SPSS. Reliability of the first instrument was 0.81 and of the second was 0.80.

#### *Data Collection*

The principals marked a questionnaire to evaluate their own humor orientation and also marked the teachers' performance. The researcher visited the 260 public secondary schools and delivered the questionnaires to the principals. All these schools were visited in person by the researcher and respondents were explained the process of filling in the questionnaires. From the principals in Faisalabad district, the data collection process was completed in three months.

#### *Data Analysis*

After data collection, it was placed into SPSS (Statistical Package for the Social Science) Version 21. Mean standard deviation and regressions were used to answer the research questions.

## Results

**Research Question 1.** What is the level of humor orientation displayed by the principals?

Table 1

*Descriptive Statistics Regarding Principals' self-Perceptions on the Function of Humor Orientation*

Statements	N	M	SD
I like to share funny stories when with staff	223	1.76	2.36
I am a straight forward person	223	3.76	0.92
I encourage to make joyful stories	223	2.43	1.06
I am a cheerful person	223	3.93	0.61
I feel comfortable in teachers company	223	2.61	1.17
I use humor to ease the troubled conditions	223	3.91	0.76
Overall	223	3.07	1.14

Table 1 explains the mean and standard deviation of transformational leadership practice, humor orientation made by the principals indicating that the principals' leadership practice regarding the humor orientation is satisfactory. They are too bold and humorous to ease the tension leading to a happy life. It was also found that most of the principals possess cheerful personality traits. The students and teachers are comfortable sitting in the company of their principal. The mean varies from 1.76 to 3.91. The entire mean is 3.07 and SD is 1.14 indicates moderate level of the principals' leadership effectiveness regarding the humor orientation in Punjab. So the principals frequently show this practice to influence their subordinates in a happy environment to get the work done in time.

**Research Question2:** What is the contribution of humor orientation towards teachers' performance?

Table 2

*Linear Regression of "Humor Orientation" with Teachers' Performance*

Model	Unstandardized Coefficients		Standardized Coefficients		<i>t</i>	<i>p</i>
	Beta	Std. Error	Beta			
1 (Constant)	63.582	4.947			12.852	.000
Humor Orientation	1.943	.266	.442		7.317	.000

Dependent Variable: Teachers' Performance

Table 2 is showing information regarding the non-standardized coefficients for humor orientation and teachers' performance. Humor orientation  $\beta = 1.943$ ,  $t = 7.317$  at  $p < .001$  was found to significant regarding teachers' performance. Therefore, it was concluded from the above results that humor orientation had a significant positive effect on teachers' performance. Also, the value of standardized Beta = .442 reflects a weak positive relationship between humor orientation of the principal and teachers' performance.

Table 3

*Model Summary of Linear Regression Analysis of "Humor Orientation" with Teachers' Performance*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.442	.195	.191	11.645

Predictors: (Constant), Humor Orientation

To investigate the level of the effect of humor orientation on teachers' performance, simple linear regression statistical technique was applied, and results are reported in table 3. There was a significant effect of humor orientation on teachers' performance at the secondary school level. The results of above table report that the value of  $R^2 = .195$ , found highly significant at  $p < 0.001$ . The humor orientation of the principal accounted 20% ( $R^2 = .195$ ) to the variance of teachers' performance. It shows that the humor orientation is a good predictor of teachers' performance. The magnitude of  $R^2 = .195$  indicates that there is as much as 20% variation in teachers' performance is being accounted for by the variation in humor orientation. It is necessary for the head to makes his senses enriched with good sense of humor. So that his subordinates may shows their performance better than before.

### **Conclusions and Discussions**

Good and joyful humor as principal's leadership skill was found as a bold determinant of teacher performance. Mean and standard deviation of the transformational leadership skill made by the principals is clearly indicating that the principals' leadership effectiveness regarding the leadership skill humor orientation is of moderate level.

In the analysis, it was found that humor orientation accounted 20% ( $R^2 = .195$ ) to the teachers' performance in significant ( $p < 0.001$ ) line. So here it was well found out that humor orientation clearly influences upon the teachers to the work done with their due interest and pleasure. It was concluded principal's humor orientation placed a significant effect on the performance of his teacher to do better in a happy environment. We have been blessed a short time to live in this trouble world. We must certain

measure to face the troubles in a bold way with so excited live heart. We must display good looks enriched with smiles on a gallant face. One cannot solve the problems of his daily life getting into tensions but it also increases the troubles. So one must display pleasure even in untoward situations. This will reproduce his sentiments exciting him to fight for. The tension should not be delivered to your friends besides facing the situation in a magnanimous style.

The results declared that a positive relationship exists between principals' humor orientation and the teachers' performance. Humor orientation contributed 20% to the teachers' performance. This showed that increase in humor orientation helped to enhance teachers' performance in public secondary schools in Punjab province. So here it was well established that humor orientation clearly influences upon the teachers to get the work done with their due interest and pleasure. Developing a joyful environment is the need of hour especially in our secondary school leading the teachers to do better. It may be considered a bold personal trait of a result oriented school leader.

### **Recommendations**

On the basis of the study results, following major recommendations and suggestions were made:

The principal leadership effectiveness was found at moderate level regarding the humor orientation. The principal effectiveness was found not up to the mark. The humor orientation as leadership skill has been well proved as a bold determinant of teachers' performance. So the principal should frequently display this practice may to place potent effect on teachers' performance. The principal must exercise this practice to improve his administrative marks besides the teacher performance. With the joyful personality of the principal enriched with good humor excited his teachers to develop positive frankness /understanding with him. As a result, they are stress-free in his presence to do something better.

Further studies may be replicated by having used participants who are executive heads of the principals such as Chief Executive Officers (CEOs), District Education Officers (DEOs) etc.

This study is limited only to principals of public secondary schools in Punjab but the principals of government colleges and public administrators may also be taken parallel to these lines.



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**Effect of Instructional Leadership on Teachers' Performance and Job Commitment: A Comparison of Public and Private Universities of Lahore**

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**Shafqat Naeem Akhtar\*\***

**Muhammad Aamir Hashmi\*\*\***

**Abstract**

*Instructional leader is considered as custodian of teaching learning process in any educational setup and thus focuses on instructional time, students' engagement, curriculum implementation, faculty appraisal and development. These findings are consistently reported in research carried out in schools but scarcity of similar research at higher education level triggered the need to conduct an investigation regarding the influence of Instructional-Leadership (IL) on the performance and commitment regarding job of university faculty. The researchers developed instrument at 4point likert scale comprising of 35 items to collect data from sixty faculty members selected from twelve public and private universities of the Lahore. The analysis identified effect of IL on the performance and commitment regarding job of faculty. The difference was not significant when compared between public and private universities. The research is of significant importance as it added valuable information about instructional leadership and its influences on performance and commitment of faculty. In current era when universities are recognized because of their outcomes the need to conduct further research on factors influencing and facilitating the process particularly those related to teaching and learning is intensified.*

**Keywords:** Job commitment, instructional leadership, teachers' performance, public and private.

**Introduction**

Instructional leadership (IL) is identified as a dimension of educational leadership exclusively focusing on teaching and learning, technical core of educational institute. Instructional leaders are doing this by focusing on the work of teachers. Gaziell (2007) identified IL as use of multiple management instruments by a leader for the achievement of desired students result. Enueme and Egwunvenga (2008) have defined

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IL as combination of supervision along with the development of staff and curriculum to facilitate improvement in education. Instructional leaders not only communicate expectations and goals (Murphy & Hallinger, 1985; Robinson, Hohepa & Lloyd, 2007) but maintain a positive learning environment in their organizations to enhance commitment and performance of teachers (Louis, Dretzke & Wahlstorm, 2010), by hiring, providing support and also retaining only good teachers whereas removing less effective ones (Beteille, Kalogrides & Loeb 2009). Murphy and Hallinger (1985) further explained that instructional leader promotes professional development of teachers by participating in their learning and development thus modeling their own commitment with the profession. Robinson, Lloyd and Rowe (2008) identified through a meta-analysis, a very stronger effect size of IL on students learning as compared to transformational, strategic and transactional leadership.

Thus, instructional leaders provide a wide road map to the staff members and clearly explain it. Instructional leader monitor all policies as well as teaching learning process, expertly manage the resources, provide valuable feedback and establish programs to develop teachers professionally, to introduce the advance programs, technologies and run them efficiently and sustain an effective and positive climate into the institution. Blase and Blase (2000) identified certain behaviors of IL like providing road map, monitor policies, provide resources, giving feedback, provide opportunities, promote professional growth and admire teaching learning process . Thus, the literature is indicative of impact of IL on teaching learning process through developing and working with teachers.

Job performance explains the efficiency of individual regarding certain task and job. It is associated with the level of energy through which a worker perform his specified task that characterize his behavior. Motivate to raise the level of worker's energy required to shape behavior appropriately, to determine the job performance as whole (Mitchell, Ortiz, & Mitchell, 1987). Teachers' job performance is one of the major factors of the progress of the entire process of educational institution. Teachers are backbone of any institution and job performed by them is instrumental in achieving goals of any institution (Akande, 2014). Caillier (2010) in his study identified that role ambiguity negatively affects job performance and employee's performance increases to high levels when they contribute to the mission of the organization. Enueme and Egwunyenga (2017) investigated effect of IL on work performance of teachers working at secondary schools. They identified that performance of teachers effected by the behavior of instructional leaders. Similarly, Sungu et al, (2015) identified significant impact of instructional supervision behaviors on job contentment and enactment among school teachers. It was further identified that school principals are not only aware of professional development needs of their teachers plan and deliver programs for development of pedagogical skills and subject knowledge (Ng, Nguyen, Wong & Choy, 2015).

Commitment is a Latin word, derived from *committere*, that means combination of things, believes of someone and actions that he intended to do, e.g. existence of people as group who are determined to perform a task (Situmorang, 2014). Meyer (2001) described that commitment is action of individual towards certain task and designed targets of any institution. Herscovitch (2001) identified three elements of commitment: Affective, normative and continuous. Several studies further investigated and identified that all these elements of commitments are ensuring strong bonds between employees and the institution and instructional leadership enhances the commitments of the teachers to get better outcomes (Meyer, 1997; Ismail, 2012; Wiener & Gechman, 1977). Masila (2013) identified IL is positively associated with teacher commitment. Ail, Taib, Jaafar, Salleh and Omar (2015) conducted a study in Malaysian schools and identified significant correlation between IL and commitment of teachers. Sarikaya and Erdogan (2016) identify relationship between IL behaviors of principals working in secondary schools and organizational commitment of teachers in Turkey. The study reinforced the earlier findings and identified existence of significant as well as positive correlation between IL behaviors particularly identification and internalization dimension and teachers' commitment. Mannan (2017) came with similar conclusion as she identified significantly positive relationship between IL practices of women principal and commitment of teachers. Keeping in view the influences of IL behaviors on the commitment and performance of teachers, need of the current study was raised. Therefore, the study was conducted to investigate the effect of IL on Teachers' Performance and Commitment at university level in Pakistan and the following hypotheses were hypothesized:

H<sub>01</sub>: There is no significant effect of IL on the performance of teachers working in universities of Lahore.

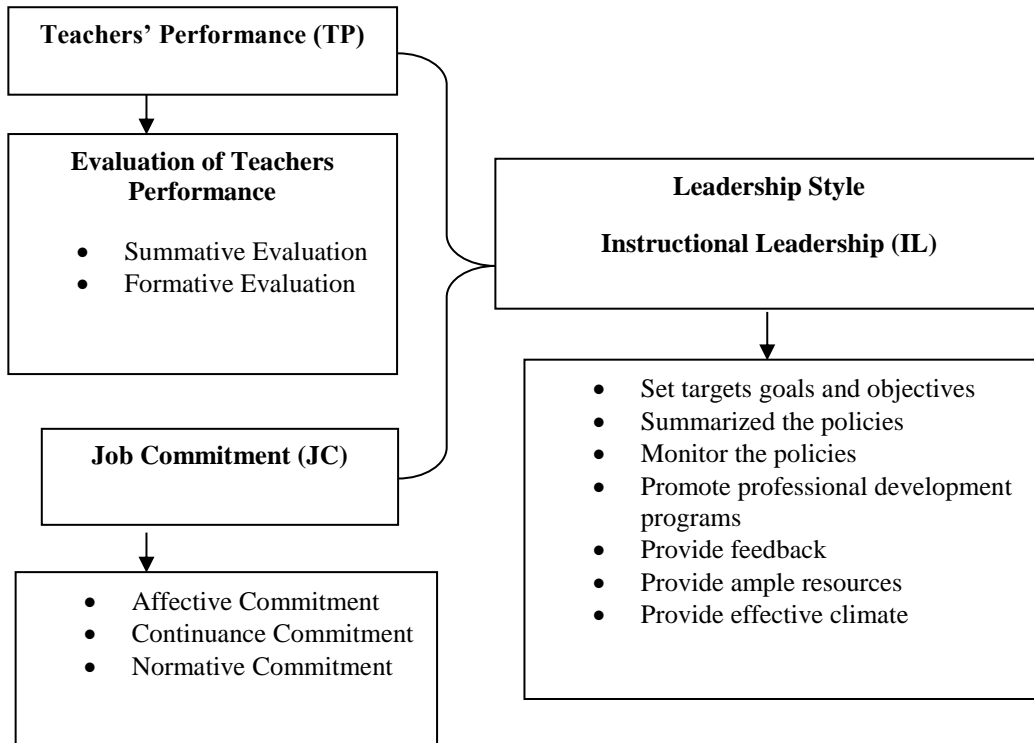
H<sub>02</sub>: There is no significant effect of IL on Job commitment of teachers working in universities of Lahore.

H<sub>03</sub>: There is no significant difference between the effect of IL on the performance of teachers working in private and public universities of Lahore.

H<sub>04</sub>: There is no significant difference between the effect of IL on the job commitment of teachers working private and public universities of Lahore.

To test these hypotheses a conceptual framework was developed.

### **Conceptual Framework of the Study**



A sample of twelve (six private and six public) universities of Lahore were selected by using convenient sampling technique and data was collected from 60 faculty members comprising of 30 teachers (25 male and 5 female) of private universities and 30 teachers (23 male and 7 female) of public universities. Research instrument at 4 point likert scale comprising of 35 items was adapted according to requirement that includes items to measure teachers' performance, instructional leadership (IL) and teachers' commitment.

### **Findings**

Linear regression was applied to find out the effect of instructional leadership (IL) on teachers' performance (TP), and the results are presented in Table 1 and 2.

Table 1

*Effect of Instructional-Leadership (IL) on Teachers' Performance*

R-Square	Adjusted R-Square	df	F	P
.715	.710	1	145.7	.000

Table shows the results of F-test which supports the predictive utilities of IL on Teachers' Performance. Whereas, R-square = .715, value of adjusted R-square = .710, and F = 145.7 is significant at  $p = 0.000$  with  $df = 1$ .

Table 2

*Regression Coefficient Analysis of the effect of Instructional-Leadership (IL) on the Teachers' Performance (TP)*

Model	B	Std. error	Beta	T	P
Constant	.445	.237		1.883	.00
IL	.887	.073	.846	12.071	.00

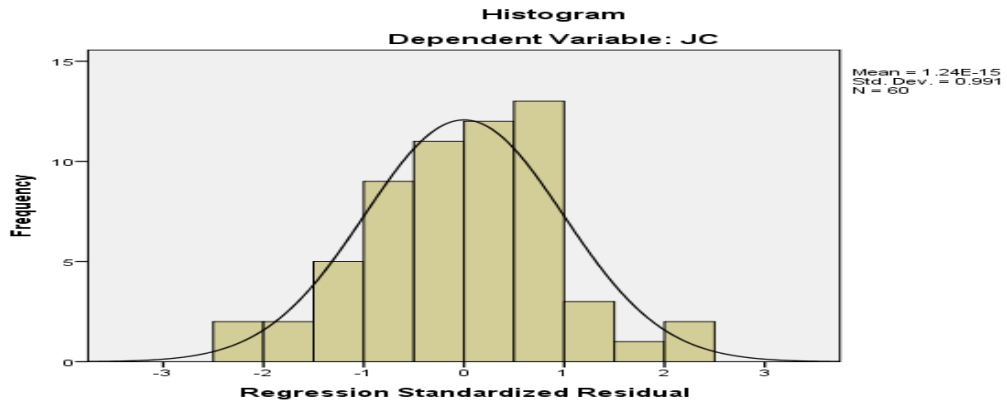
Table 2 depicts that un-standardized coefficient of IL  $\beta^{\wedge} = .887$ ,  $t = 12.701$ ,  $p = 0.00$  was found statistically significant. The null hypothesis claiming no significant effect of IL on TP, is therefore, rejected.

The results of residuals scatter plots presented a test of assumptions of normality, linearity, and homoscedasticity between predicted dependent variables scores (teachers' Job commitment) and errors of prediction.

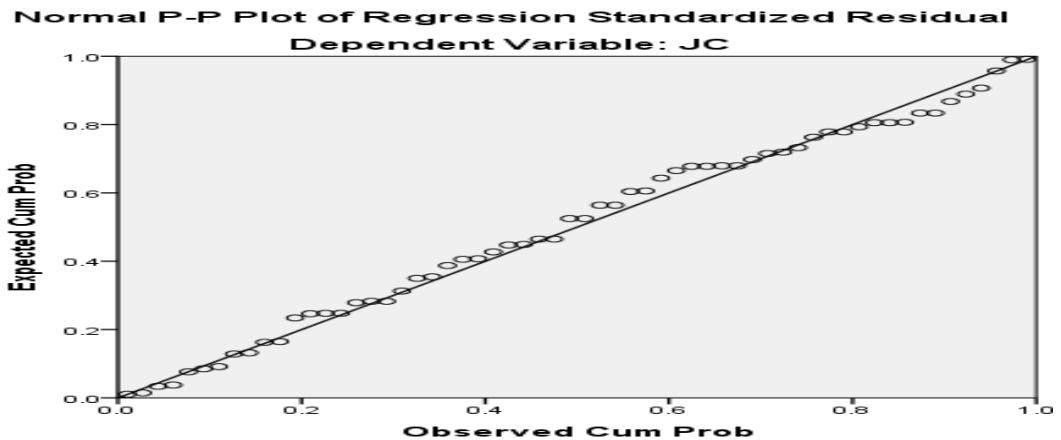
The results of histogram of data of current study depicted the approximate normal distribution (figure 1), whereas the P-P plot displayed a linear relationship (figure 2) and the residual plot presented no set patterns and, therefore, the assumption of homoscedasticity or homogeneity of variance of the effect of instructional leadership was not violated.

Assumptions of residuals in regression analysis are the difference that exist between the obtained values and predicted values of dependent variables (DV) i.e. scores of DV are distributed normally by considering the scores of DV that were predicted and this relationship is displayed in straight-line relationship. Whereas, its variance about the predicted DV values have similar values for all predicted scores. However, these assumptions are assembled; the residuals show as in Figures 3. The assumption of homoscedasticity or homogeneity of variance is that the standard deviations of errors are approximately the same for all predicted DV scores that are presented in these Figures.

In this section, the effect of IL of private universities on teachers' job commitment has been described. Regression analysis was applied to find out significant effect of IL on teachers' job commitment



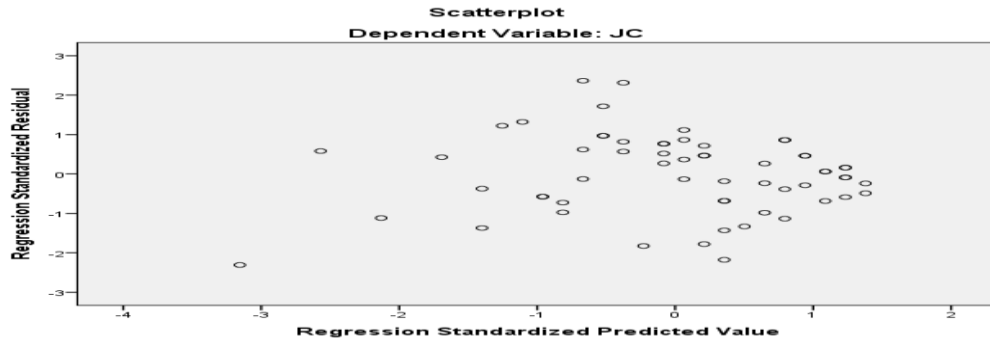
*Figure 1.* Histogram of Teachers' Job Commitment (JC) Score dependent variable



*Figure 2.* Normal Probability Plot of Regression-Standardized-Residual



*Independent Variable:* Instructional Leadership (IL), *Dependent Variable:* Job Commitment (JC)



*Figure 3. Scatter Plot of Regression Standardized Predicted Value*

In order to find out the effect of IL on teachers' JC, linear regression was applied, and the results found are presented in table 3 and 4.

**Table 3**  
*Effect of Instructional-Leadership (IL) on Teachers' Job Commitment (JC)*

R-Square	Adjusted R-Square	Df	<i>f</i>	<i>p</i>
.715	.518	1	62.3	.000

Table 3 shows the results of F-test which supports the predictive utilities of IL on Teachers' JC. Whereas, R-square = .715, adjusted R-square = .518, and F = 62.3 is significant at  $p=0.000$  with  $df=1$ .

**Table 4**  
*Regression Coefficient Analysis of the effect of Instructional-Leadership (IL) on Teachers' Job Commitment (JC)*

Model	B	Std. error	Beta	<i>T</i>	<i>P</i>
Constant	.538	.344		1.564	.00
IL	.845	.107	.720	7.898	.00

Table 4 depicts that unstandardized coefficient of IL  $\beta^{\wedge} = .845$ ,  $t = 7.898$ ,  $p = 0.00$  was found statistically significant. The null hypothesis claiming no significant effect of IL on Teachers' JC, is therefore, rejected.

In order to find out difference between public and private Universities' Teachers' Performance, *t*-test was applied, and results yielded through this analysis are presented in Table 5.

Table 5

*Difference in Teachers' Performance (TP) on the basis of Public and Private Universities*

Types of Universities	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>P</i>
Private	30	3.22	.623	47.5	-.616	.540
Public	30	3.30	.374			

It is evident from table 5 that there is no significant difference between the effect of IL on performance of public and private university teachers in Lahore. In order to find out difference between private and public universities' teachers' job commitment, *t*-test was applied and the results were reported in Table 6.

Table 6

*Difference in Teachers' Job-Commitment (JC) on the basis of Public and Private-Universities*

Types of Universities	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Private	30	3.19	.706	.148	-.403	.698
Public	30	3.25	.408			

It is evident from value of *t*-test and *p*, which is higher than .05 as given in table 6, that there is no significant effect of instructional leadership on teachers' job commitment both in public and private universities.

## **Discussion**

The present study which explored the effect of Instructional Leadership on Teachers' Performance and Job Commitment at university level is an innovative effort in Pakistani perspective. Researchers highlight findings of this study would play vital role in earlier studies regarding this area and useful for existing researches. The overwhelming majority of empirical studies which have investigated the effect of Instructional Leadership on Teachers Performance and Job Commitment from Western world. According to Khan(2012) Instructional Leadership is a most known term in any educational institution an Instructional Leader provide a wide platform to the teachers in any educational institution for improve the teaching and learning process, Instructional Leader is responsible for provide ample resources in any institution, execution of curriculum and implementation of curriculum. Similarly, in Pakistani scenario, the effect of Instructional Leadership primary measured through Teachers' Performance and their Job Commitment. The results of present study, which has been conducted in a developing country Pakistan, partially support the claim of earlier researchers like Blase and Blase (1999), Begum, 2004, Celikten (2001), Leithwood, Janti and Steinbach (1999), Memon (1999), Quinn (2002), Hallinger and Leithwood

(1996) and Murphy (1985). Moreover, these results have been acknowledged and supported by other researchers like Khan (2012), and Masuku (2011), regarding Instructional Leadership.

Blase and Blase (1999), found in their study that Instructional Leadership is core of different tasks which follows in any educational institution, which are properly manage the classroom atmosphere, teachers professional development and also establish effective curriculum and development. Similar results were found Tice (1992-41), Instructional Leadership means enhance the competencies of the teachers give them proper feedback, help them according to given situation and involve them in curriculum development and implementation process.

(Motowidlo, 1986) Found in the study that the main source of to assess the performance is judgment and evaluation (Akande, 2014). Means that Teachers' Performance is the combination of the abilities and competencies of the teacher which he used to enhance his teaching process.

Herscovitch Meyer (2001) examine that commitment is action of individual towards certain task and designed targets of any institution. Commitment is employees' obligation and mindsets for an institution. In this current study the researcher explains three major elements of commitment; First of all, the researchers clearly define Affective Commitment then discusses on Normative Commitment and in the last briefly explain Continuous Commitment.

In this current study the researcher also explored that there was a significant difference between the effect of Instructional Leadership on Teachers' Performance and also Teachers' Job Commitment. An important part of this study is the effect of Instructional Leadership on Teachers' Performance, Job Commitment and comparison of Private and Public universities of Lahore. This is suggested that a similar study may be extended to entire education system of Pakistan.

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## **Factors Distressing the Quality of Special Education Centers**

**Kawish Tassawar\***

**Fauzia Khurshid\*\***

### **Abstract**

*Present research was intended to examine the factors that are distressing the education of special students studying at the special education centers of the Punjab. Study was investigative in nature, therefore, qualitative approach was adopted to discover the under consideration phenomena. Foremost objectives were to ascertain factors which are hampering the quality of education delivered to special children at special education centers and to discover the interventions through which quality of education delivered to special children can be uplifted. Through stratified random sampling method 30 centers were selected for the data collection. From these centers 100 special children, 220 parents and 30 heads were contacted for data collection. In this study several open ended questions were asked from respondents, analyses was performed through content analysis. Findings make it clear that there is lack of facilities in the special education centers, desired services according to the needs of special children are also missing in many centers. It was reported that in many centers furniture fixture and physical infrastructure were not disabled responsive. There is insufficiency of assistive devices and staff (Teaching and non-teaching staff). Quality education in quality settings is fundamental right of the special persons, for the improvement of special education centres stakeholders' attention is urgently required, there is a dire need to revamp special education centres. With proper planning and interventions centres may able to accommodate educational requirements of each special children in accordance with quality standards.*

**Keywords:** Special deucation, quality, special education centres

### **Introduction**

Diversity exists universally; all of us are different in terms of our competencies, discernment due to diversity is not acceptable. Special People differ in terms of their bodily and intellectual capabilities; despite of physical or mental challenges they have certain remarkable abilities through which they can learn, adapt and develop ingenious ways to adjust in the society if properly educate. Generally disability covers complete life period of the individuals, incapacities that are neurological or sensory in nature

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converted in a constant mate; for better handling of this condition recognition, modification and adjustments are required. For this attention of Government, policy makers and health care institutions destined for persons with disabilities is vital. It also call consideration of community, parents and peer groups.

For person with disabilities education is a power tool that can change their fate, if properly focused on the individual differences of the learners (differences due to disability, social support and other psychological variations). Education has paramount significance in all cultures, it train human minds that accounts for extensive self-efficacy (McGrath, 2012).

It is not possible for person to act / behave appropriately without appropriate education; human capacities can be refined to the unlimited degree through education and training which eventually enlighten cognitive processes including critical thinking and decision making (Schinkel, 2017).

It is a common fallacy that special education is only least important branch of general education system; this impression is flawed, because special education in numerous means more demanding and difficult than general education. Special education is intended to impart education to each students by keeping in view special educational requirements. Special education is grounded on discretely intended and analytically scrutinized prearrangement of teaching methodologies, modified materials in disabled friendly settings whereas, general education is dealing with normal students in general /common environment.

As per the UN convention of rights of Persons with Disabilities Persons with Disability (CRPD) people who have enduring intellectual, bodily or sensory damages /deficiencies, that in alliance with various obstacles can obstruct their active involvement in their day to day life activities. Overall in Pakistan, the condition of special persons is not upright, due to lack of knowledge, scarceness and falsehoods. This is also true that majority of special persons live in poor conditions.

In fact special persons deserve special consideration of the Government and civil society; they require proper medication, care, education and rehabilitation facilities to become beneficial citizens rather than becoming burden on society. Special person those have entrance to educational institutions are in slightly improved condition because through education and appropriate preparation they attain their potentials (Qamar, 2014).

Walsh (2018) carried out a research to explore the inclusion of special children and study perception of the teachers about inclusion of special students in mainstream. Data was collected though interview of early childhood teachers from a university-based child care center located at Reggio Emilia, Italy. Participants were asked to explore their feelings and opinions on effusively including children with disabilities in their



classrooms. Results led to the identification of four key themes: Firstly each one is valued in the classroom secondly supplementary training is required, thirdly support from administrators, peers, specialists, and therapists and finally experience nurtures success. This portrays that teachers needed backing from administrators, colleagues, consultants and needs desired training for successful inclusion of children with disabilities.

Oluremi (2012) carried out a study to explore the impact of the services/ facilities on the academic output of special children enrolled in general education schools of Southwestern Nigeria. Finding revealed that facilities like, instructional materials, hearing aids, Braille, hand railings and minor lavatories were not accessible in general education schools and amenities like separate resource rooms, wheel chairs were accessible but not in good condition. Number of trained staff was also insufficient. Finding lead to the conclusion that insufficient amenities and resources available to special children in the general schools would lead to meagre academic output.

### *Context and Rationale*

Today developed nations are concentrating on training and education of special persons in well-organized way. As a matter of fact in Pakistan like other segment of the society special children are also fronting numerous dares due to ineffectual plans and deficient resources. In our country special education is not inclusive, in exclusive environment special education is providing. It covers different forms of special children, physically challenged, hearing impaired, visually impaired and mentally retarded students. Teaching is no doubt one the challenging task but when one talk about teaching to special children, then it became more challenging. These challenges include lack of special schools, lack of motivation on the part of special children & parents, lack of facilities and lack of budgetary allocation to the special education institutions. Despite of all challenges special education institutes are functioning and imparting education.

At present hundred and forty six special education centers are operational in numerous tehsils of Punjab province. Admissions are also increasing day by day but students and parents are concerned on the quality of services available for education. At times parents of the special children are not prepared to take the liability of the scholastic and entertaining requirements of their own (special) children and impugning administration and teachers for not effectively providing education. Overall in our country grooming of special children is not as striking as in the developed countries. Today we are living in the world which is advance in communication, we can learn from the experiences of western countries in the field of special education (Singal, Govt. of Punjab Special Education Department, 2018).

Study in hand was planned to discover various undercurrents which are creating dissatisfaction among students, parents and management.

### *Problem Statement*

Study was designed to ascertain the factors that are distressing the education of special education centers, study would also discover the intrusions through which eminence of the services of the these centers can be raised.

### *Objectives of the Research*

1. To ascertain various factors which are hampering the quality of education delivered to special children at centers
2. To discover interventions through which eminence of special education can be uplifted.

### **Operational Definitions**

#### *Special Education*

It refers to specially planned guidelines to meet the distinct desires of special children. This includes exclusively scheduled and analytically monitoring arrangements of instruction, modified equipments, materials. In this study special education has been seen as the education which is delivered by public sector institutions to physically challenged, mentally challenged, visually impaired and hearing impaired students (Watson & Peter, 2005).

#### *Special Education Centres*

Centres are intended to educate students of 4 main disabilities such as, students with mentally challenges, visual impairments, hearing impairments and physically challenges underneath same rooftop.

### **Methodology**

Current study was exploratory, data was collected through open-ended questionnaires, prior to data collection district establishment was contacted to visit centers. After asking authorization special education centers visited. Head of the centre informed about the research purpose, assurances of confidentiality was also delivered to them.

#### *Population*

Population encompassed students, parents and center' Heads.

#### *Sample*

Population of study was encompassed special children, parents and head of special education centers hence, for the collection of data stratified random sampling

seems suitable. Consequently population was divided into 3 sub-groups and sample of only 100 special children, 220 parents and 30 heads of the special education center was collected from only thirty centers of the province Punjab.

### *Research Questionnaires*

In this study qualitative approach was used to ascertain various factors which are hampering the quality of the education delivered to special children and to discover the interventions through which quality of the education can be uplifted. Matter was enquired through opened questionnaires. Questionnaires were cautiously planned by using plan language. Priop to data collection research questionnaires' reliability and validity were established. Content validity of questionnaires was established by linking every item with the research objectives by experts' judgement. Reliability of the questionnaires were established through inter-raters method.

### *Data Collection*

Data was collected from special education centers located at Bahawalpur, Multan, Lahore, Sargodha and Rawalpindi.

### *Research Questions*

1. What kinds of students are registered at the centers?
2. Do special education centers have sufficient facilities?
3. What is the situation of staffing at special education centers?
4. What is the availability of tools and assistive devices in special education centers?
5. Does the evaluation procedure of the special education enters is according to needs of special children?
6. Are parents and special students contented with service delivery of the special education centers?

From Heads following questions were enquired:

1. What is required to improve the service delivery of special education centers?
2. Do you have sufficient financial resources to carry out day to day tasks of the special education centers?
3. Who are the stakeholders for the capacity building of special education centers?

### **Data Analysis**

#### *Question 1: What kinds of students are registered at the centers?*

Parents and special children are of the view that in special education centers only visually impaired, mentally challenged, physically challenged and hearing impaired students can be registered. It was also described that heads that special education centers do not enroll students with multiple handicaps, sever mentally

retarded, slow learners and above fourteen years old children, through this way numerous special children dispossessed of from process of education.

*Question 2: Do special education centers have sufficient facilities?*

Parents and special children replied that there is a lack of facilities in the centers, for example, many centers working in hired building therefore, class sizes are not adequate, and ramps wash rooms were not in good condition moreover, furniture fixture available is neither sufficient nor disabled friendly. Provision of incentive was also not encouraging in special education centers.

*Question 3: What is the situation of staffing at special education centers?*

It is replied by most of the respondents that special education centres were facing acute shortage of teaching and nonteaching staff, many teaching posts were unfilled. To cater this heads sometimes employed untrained/unskillful teachers through school management counsel (SMC). This staff lacks skills of handling special students. Non teaching staff like attendants, conductors, drivers, Ayas are also playing important role in the management of special children, it was discovered that there is deficiency of non teaching staff in centres. Insufficiency of supporting staff creates hardships in the management of physically challenged students (while pick and drop to centre and going to bathroom).

*Question 4: What is the availability of tools and assistive devices in special education centers?*

Assistive devices are playing very important role in order to overcome the challenges of disability. Availability of assistive devices and teaching aids were asked from respondents. Rely to the question asked make it clear that special education centers were not energized with the desired assistive devices. Devices like braille frames, Perkin Brailers, hearing aids and computer were not according to need of students. Even wheel chairs and hearing aids were not available to all students.

*Question 5: Does the evaluation procedure of the special education centers is according to needs of special children?*

Evaluation process is one of the old companion of teaching learning process, evaluation system prevailing in special education centers was not appealing, most of the students and parents were not happy from this system. At present cumulative evaluation system prevalent in special education centers; at the completion of academic years, primary and middle examinations are being held under directorate general of special education Punjab. This system is not suitable to many students generally respondents recommend formative evaluation which may be designed by the classroom teachers/psychologists.

*Question 6: Are parents and special students contented with service delivery of the special education centers?*

Parents and students are better evaluators of the services, their happiness from the educational services is the indicator of better performance of the staff but parents as well students are apprehensive due to the reasons that centers are housed in rented buildings, buses available for the pick and drop of special children are not sufficient and assistive devices are not available. However, parents and students were contented with incentives delivered to their children.

#### *Research Questions from Heads*

**Question 1:** What is required to improve the service delivery of special education centers?

*What is required to improve the quality of the education and service delivery of special education centers?*

Heads were requested to stipulate the ways through which service delivery of the center could be enhanced. After analysis responses recognized 4 fundamentals factors to be emphasized.

#### *Students*

Special student is the fundamental factor around him/her whole system is rotating, head of the centers are of the view that quality of special education centers can be enhanced by following accelerations:

1. Least obstructive setting may be delivered to special children along with this students may be delivered assistive devices in classroom setting.
2. Job oriented and skill based education may be imparted to the special children.
3. Physical training is very necessary for special children; at present in most of the centers seat of Physical training instructor is not sanctioned, there is dire need that one post of physical training instructor may be approved in each and every special education center.

#### *Teachers*

1. Special education is a vigorous field, in order to comply the unique needs of the special students refresher courses may regularly be arranged.
1. At present many posts are vacant, for quality enhancement all vacant posts of teachers may be filled on priority basis.
2. Teachers may create a learning environment that support individualized and collaborative learning needs of the students.
3. Audio and video aids must be delivered in class rooms and it is essential for the teachers to operate these aids meritoriously.

4. Teachers may have sovereignty to adjust and develop curriculum which is according to special learning needs.
5. At present there is no plan for the occupational training of students with hearing impairment and mentally retardations and no post of occupational trainer is sanctioned in any center, seat of occupational trainer may be delivered at special education.

#### *Parents*

1. Parents have special place in the lives of their offspring, parents who are having special children their role become more demanding for the facilitation of special children. Awareness about parental role should be delivered to the parents so they can set appropriate expectations from their children.
2. Counseling may be given to parents so they can adjust their standards according to disability of their children.
3. Parents may also attend monthly parents' teachers meetings.
4. Parents may be concentrated more on their children education and advancement in its place of focusing on incentives.

#### *Administration*

1. Special education department and respective education authorities can intercede by providing adequate budget and assistive devices. They can organize seminar and workshops on disability for members of civil society.
2. In most of the centers post of headmaster/headmistress was vacant and in-charge heads (who are generally classroom teachers or Psychologists) was holding additional charge of head, this practice should be discontinued and full time head may be appointed.
3. In many centers no clerical staff has been posted due to this most of the time heads ought to do clerical tasks therefore, clerical staff may be posted.
4. For safety and security of the special children it is important that cameras may be installed in all classrooms and play areas.
5. Government may provide purposely built buildings for special education centers.

*Question 2: Do you have sufficient financial resources to carry out day to day tasks of the special education centers?*

In response of question no. 2 most of the center's Head replied that budgetary allocation is not sufficient for smooth working. They further replied that sometimes to cater the urgent needs administration has to depend on humanitarians. Budget delivered to centers must be according to the demands of the centers, so they can spend for the improvement of service delivery.

*Question 3: Who are the stakeholders for the capacity building of special education centers?*

It was enquired from Heads of special education centres that who are the stakeholders for the capacity building of centers? Most of them responded that only person could not uphold quality education. Prominent stakeholders can include officers from special education department, Education authorities, Heads, teaching staff, psychologists, speech therapist and parents. Department of special education Punjab may be formulated a comprehensive policy for the betterment of these centers.

Maximum heads were of the view that head of the institution can play an active role in the capacity building of the centers by working as an effective organizer. Teaching staff can also play a role in the venture, as well trained, experienced teachers who can work wholehearted can inspire advanced mental processes in special children.

Psychologist and speech therapists are also working along with teachers, they can take active role in the capacity building of the centre if delivered assistive devices and resource. Parents are always important part of the learning process of special children without active parental engagement capacity building of the special education centre cannot assured. Parents presence in SMCs meetings can be very encouraging, their suggestions and feedback can open new avenues for enlargement.

**Discussion**

In this research exploratory design was used to discover information about the area of research. Foremost objectives of the study were to ascertain various factors which are hampering the quality of education delivered to special children at centers and to discover interventions through which eminence of special education can be uplifted.

As far as the provision of assistive devices concerned, the situation was not very encouraging. There was lack of braille frames, Perkins, Braille papers, hearing aids, speech trainers, computers in most of the centers. Along with this, wheelchairs available at centres were also insufficient.

A research study was carried out to explore the impact of school facilities on teachers and students outcomes. In the milieu of teachers of special children, facilities influence teacher's recruitment, retention, obligation and efforts. In the milieu of special children, facilities influence health, behavior, and engagement and academic achievement. Results make it clear that without adequate services and resources, it is extremely perplexing to assist large numbers of special children without proper facilitation (Center for Evaluation and Education Policy CEEPA, 2015).

It is essential that stakeholders effort in an organized way and devise some plan /policy that can ensure effective service delivery to special children. The teachers

working at special education centers may produce conducive learning atmospheres that cater individualized learning needs and promote collaborative learning environment positive social interaction, active engagement of the learners. Parents are important dynamic part of the education process when it comes to special children, no doubt there active participation is valuable in educational process. They should be given voice in how educational institutions educate their children (Hallahan & Kauffman, 19991).

### **Results and Conclusions**

On the basis of the results, it is established that; physical substructures such as building, classrooms, computer lab (ICT) facilities were existed in special education centres but in y very derisory condition to outfit the special needs of students. Arrangements like classes, schoolyards and toilets were not effortlessly reachable to physically challenged students. Generally physically challenged students were not contented with the physical facilities available at centres. There is deficiency of ramps, wheel chairs and walking frames.

Financial allocations in various heads of the accounts were also insufficient; though eight hundred monthly paid to special children on at least seventy five percent attendance but result exposed that many special education centers were not paying monthly scholarship because of deficiency of budget.

Findings exposed the admission policy for special education centers; admission policy dejected the slow learners, multiple disabled, severely retarded and children of above fourteen.

In special education centers, speech therapists and psychologists were employed to outfit the developing needs. They have to manage behavioral issues of special children but due to lack of teachers, most of psychologists and speech therapists were involved in the process of teaching.

### **Recommendations**

Keeping in view findings to this study it is suggested that while dealing with special children it is important to focus the individual differences of the learners, cognitive and behavioral aspects of special learners must not be ignored. Physical settings of centers must be according to the needs of each learner. It is essential that every staff member should be receptive to the requirements of the special learners in an outstanding way. During the research, it was informed that numerous posts of the teachers are vacant in the centers, without providing teaching staff quality cannot be enriched, so recruitment on the vacant posts is urgently required.

This is fact that imparting successful education is near to impossible without the involvement of parents and caretakers. In the special centers though SMCs are working but SMCs are not fully functional therefore, it is recommended that special education centers may call SMC meetings monthly.



It was discovered that in these centers up-to-date text books were not available. To assertion quality, it is therefore, suggested that 1 students may be delivered up-to-date text book in the beginning of new academic year.

There is lack of assistive devices for special studens in special education centers, inorder to provide quality education asstistiv devices may be provided to each learner without discrimination.

Special education is a vibrant field, single approach is not suitable for all special learners, to prepare teachers with innovative inclinations therefore, it is suggested that updated training, awareness discussions, conferences may be frequently organized .

For the assessment of special children cumulative system is main system is popular in the centers it is therefore, suggested that instead of cumulative system formative evaluation system may be used.

No doubt special children' basic need is special envirnoment; but at present many special education centres are working in hired buildings that are not significantly built, it is recommended that purposely designed buildings may be constructred for the special children.

Parents can impact positivly on the educational pursits of special children therefore, it is vital that parents may provide awarness about how to help special children in behaviraul and educational pursits.

For reassurance of quality in the education of special children there must be coordination between special school, health care professionals, and parents, so they can coordintae and share knowledge to handel the needs of special children in more operative ways.

### *Significance of the Study*

Quality is one of the substantial debit in Pakistani education system education. Like other education institutions, quality of special education is also intimidated. Special education centers are at risk due to lack of staff, assistive devices and budget. Discoveries of this research can be helpful for stakeholders, including policy makers, admistrative department, heads and educators.

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## **Listening Through Innovative Methods in Education: A Case Study of English Graduate Students of Sargodha University**

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### **Abstract**

*The present research aims to encapsulate listening skills through innovative methods in education by using different technological tools and activities which are performed by the language teachers in the graduate classrooms of the University of Sargodha. Listening is a difficult conscious task. Since English is the language of academia in Pakistan and is not their mother tongue, so the students from different educational background face glitches during the process of successful listening in class, seminars, presentations, etc. Listening is a complete skill and requires full concentration to understand and decode the message delivered by the sender. The participants of this research were the University students of two different semesters i.e. the students of BS English semester first and third. For their self-assessment, we distributed the questionnaires related to their difficulties to see what kind of problems they faced in learning the second language and how innovative technological methods are helpful to overcome the problems in proficient listening. Drawing on our findings by using bipolar scaling method of 5 point Likert scale we argue that listening through innovative method can foster the process of effective listening for both kinds of educational students. Research also demands proper use of technological tools such as audio visual aids, multimedia, CD Cassettess etc. to enhance teaching contents and generic skills. This research paves way for future researchers to enhance the listening skills and mark them to play pivitol role in learning. It also highlights the use of technology tools as per advancement of age is considered.*

**Keywords:** English language, Innovative methods, Education, Listening skills.

### **Introduction**

Vandergrift (1999) is of the views that listening skills have been performing a major role in our daily conversation and round about forty percent of our communication is based on listening. It is ungovernable to understand listening skills

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especially in acquiring the second language. We must have regular enactment to understand and analyze what the speaker actually wants to convey. In the modern world, English has become an international language and we have required great effort to practice it. New technologies have been developed over the years to practice it through different ways but the traditional method of listening with the help of CDs and cassette is still prevailing to help acquire good listening skills. So, it is redundant to live without listening skills and it has the same worth as the other skills have. This research depicts listening skills through innovative methods in a language classroom and analyzes the students' attitude to its practicality in education.

The main purpose of the listening skills is to receive the message of the sender as much correctly as possible but students at their beginning stage very often face a lot of difficulties for the fulfillment of this purpose and there are also some hurdles in this process of communication because listening to the second language acquires a lot of mental effort and when a hurdle like noise come in its way so students face some difficulties to understand the actual pronunciation and when they listen to the actual pronunciation of those words then comes the issue of their vocabulary. Sometimes a student listens very actively the whole lecture or speech but his poor vocabulary leads him/her to misinterpretation. Especially, the students with poor academic background face difficulties while listening to an English lecture in an educational language classroom. They may be victimized by pronunciation, lack of concentration, vocabulary problems, and fluency of the teacher, contextual problems, and frustration in a new environment, especially during the lecture. Furthermore, they do not have proper knowledge about the ordinary and subsidiary ideas and listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another by giving examples and or repeating a point (Underwood, 1989).

Active and passive listening is also grounded in the pursuit of listening skills in the educational field. Sometimes, students may be listening to a lecture or a speech quietly without any obstruction and sometimes times may engage in a two-way conversation. When students are sitting in a big class, their attention is diverted by gossiping and the distracting topic. In such a case, questioning could be the best way to resurrect their attention. On the other hand, many people put their active listening skills to the test. They speak when listen, they may register nonverbal body language by nodding, making eye contact and through facial expression as well as through kinesics and proxemics. Rogers and Farson (1979) describe active listening as "an important way to bring about changes in people and it brings about changes in people's attitude towards themselves and others". Active listener answers all the questions and also focuses on the deliverance of the lecture in education.

Listening and hearing both are the two sides of the same coin, but there is a difference between hearing and listening says (Lewis, 1979). Hearing is one of our five

senses. We unconsciously hear the voices of our class fellows but cannot incriminate in active listening. On the other hand, listening is something that we grasp consciously, for example, we may be listening to a lecture with proper concentration when our teachers deliver lectures. Sometimes, when we are passing in the bazaar we may hear a lot of voices but we are not listening to them because listening requires proper attention.

An important thing about students' self-assessment is to know whether the focus on a particular problem at hand is helpful for student or not. For the fulfillment of this task, questionnaires were distributed. Questionnaires seemed to be one of the best ways to judge individuals' problems. Since the last few decades, advancement in education as well as in sociology and linguistics has laid to the powerful theories of the nature of listening comprehension in Second Language Acquisition. Ali and Elfessi (2004) have the considerations that owing to the advancement in science and technology in the world, new activities have been introduced for better listening comprehension(1). For instance, means like calling on Skype; listening BBC, other international channels online and TV shows. Students, as well as other people, can improve their listening skills through the internet and websites because these are the tools that provide opportunities for practicing and improving listening skills.

### **Literature Review**

In the modern world, education plays an important role and it is the backbone for the progress of any country. In this regard, different methods of learning have been introduced. Oliver and Trigwell (2005) have given the traditional definition of "blended learning" that is "the combination of web-based internet approaches and the conventional method of learning" (17). Here, conventional learning means to learn from face to face interaction in the classroom and through cassettes and CDs. Sharma (2010) has given two means, learning either through 'technologies' or through 'methodologies' (456).

English has become an international language and the language of science and technology and listening plays an important role for better comprehension. Moreover, English is considered as a foreign language in Pakistani society. Listening has much worth in teaching as well as learning foreign languages. Yang (2005) expressed that language students are frustrated by listening, and they feel helpless while listening to foreign languages (33). Pierce (1998) has the views that students needed much effort to learn and practice listening skills because it is not a passive process. He further explains that listening contains a stream of sound and we have to perceive actively through conscious effort. Knowledge about the topic which we are listening to is very important for better comprehension (13). According to Vandergrift (1999) in our daily conversational activities, we serve 40% on listening, 25% on speaking, 11% on reading and just 9% on writing. Listening skills have the same importance as the other three skills. It plays a tremendous role for students to learn the second language and helps to

improve their pronunciation as well.

Applied linguistics in the late 1960s and early 1970s explained that listening is the basic tool by which students can gain more information and may acquire the second language, and it is the best tool for second language acquisition (Rost and Candlin, 2014). It has been seen that remarkable developments have been taken place within educational fields with the passage of times. Various new methods have been introduced to improve students' listening skills. Ali and Elfessi (2004) have the views that developments in the fields of linguistics and sociology have led to the theories of language comprehension through different methods i.e. by listening to radio, watching TV news and BBC news through internet, websites, online sessions and chatting with native people. Students can improve their listening skills by practicing these novel methods. Internet sources have brought a positive approach in their learning process (1).

Isman and Dabaj (2003) have introduced the idea that listening through the internet is very beneficial for the classroom, because through this method students can bring incredible change in their nominated listening skills (1). Hong, Ridzuan, et al. (2003) studied that learning through technology is a very successful step towards better comprehension (45). They succeeded to learn the student's positive attitude towards learning through the internet and the value of technology in this regard. According to their views, the internet is the best source of learning and it promotes a positive environment, and students can get more benefits from it, on the other hand, they can improve their basic skills.

According to Chinnery (2005), the internet offers a variety of opportunities for language learning, apart from reading and writing it can also include online speaking and listening. The use of technology like a computer in the classroom can also provide a room for students and teachers to cope with how students learn and how teachers teach and influence on the students. In the views of Egbert and Hanson-Smith (1999), there are some fabulous conditions to make an online program more successful, for instance, there must be a friendly environment between students and teachers, a chance must be given to them to interact and negotiate with each other. Moreover, they must speak in the target language, in order to focus on genuine work; and at the end, teachers have to receive feedback from their pupils (4). The technologies have become an optimum tool for increasing students' proficiency for learning the second language, only if we apply these rules on online listening and speaking.

Farrell and Mallard (2006) argue that students feel insecure and that it is very difficult to learn the second language and listening involves not only the interpretation of the coming language but also involve giving response correctly especially in face to face interaction when it is very necessary to give a verbal response (338). They expressed that teachers must focus on the difficulties that students face while listening to a speech or lecture, instead of saying that students can overcome their difficulties by

themselves. There is a connection between listening and speaking speed. If speaking speed is too fast that would be difficult to comprehend for the listener, while low speed is also difficult to understand. However, normal speed is very sufficient for better comprehension. Cook (2013) has the opinion that students feel difficulties in acquiring second language speech due to their limited memory (228). He says that our understanding is dependent on the mind because the mind is the only source that gathers and processes information. The idea is that our mind is less efficient in gaining the second language and it is not due to inability but due to the difficulty by processing information into that very language.

The paper discusses the listening skills by adopting classroom activities, and it also focuses on learning through technologies like the internet, talking with natives on Skype, and listening through BBC or other English programs. Students can overcome these problems by adopting these advanced methods.

### *Objectives*

The purpose of the study is to evaluate the student's problems which they face while listening to a lecture, seminar, presentation or any other kind of speech in English. It focuses on providing methods to enhance the effectiveness of listening skill by using innovative technological methods in Graduate classrooms. Student's self-assessment is also under study, and this would provide proper solutions, which will help them for better understanding while listening.

### **Methodology**

The quantitative method of the research included the student's self-assessment through questionnaires and their role while listening. It also contained the student's feedbacks which helped us to focus on the areas where the students feel insecure. For the purpose of the research, 66 questionnaires were equally distributed among the students of BS 1 and Bs 3 semester respectively. Some of the students were from English medium and others were from Urdu medium school background.

Quantitatively, the research data was collected through Questionnaires using the psychometric tool of 5 points Likert scale. Likert scale probes into convoluted issues of reliability, validity as well as analysis of the scale. The questions were designed according to the needs and proficiency levels of the students. The questionnaire consisted of 12 statements which were responded by the students from 5-point Likert scale ranging from 1(strongly agree) to 5(strongly disagree). The data was converted into a percentage. At the end, these questionnaires were collected and the opinions of the students-that are, in which area they feel difficulties-was checked. As a matter of requirement the sresults and findings of the research are headed as below.

## **Results and Discussion**

This section has more worth because the results of the research are discussed. According to the requirement of the science, all the statements were comprised of 5 possible answers. Students have to answer by circling them deliberately. The data is converted into a percentage. The responses are summarized below in table 1 and 2. In order to identify the clarity positive as well as negative answers appear in the table.

Table 1  
*Responses of the Semester 1<sup>st</sup> Students*

S. n	Statements	SA %	A %	N %	DA %	SDA %
1	Traditional method (through cassette) is helpful for better listening comprehension.	3	81	9	3	3
2	Classroom presentations are helpful for listening	45	36	9	9	0
3	Visual support through multimedia is helpful for listening skills.	57	36	6	0	0
4	Active listening is helpful for gathering specific information.	78	21	0	0	0
5	Tutor's speed is sufficient for comprehension.	27	69	15	3	0
6	Classroom discussion (student's discussion with students and with teachers) is helpful for listening skills.	54	45	0	0	3
7	Pronunciation of teacher creates no problem.	6	30	15	42	9
8	Web sources help in a better way than classroom listening activities.	24	33	15	21	6
9	Class activities related to listening skills are according to the level of the students.	30	51	9	9	3
10	Students are able to answer listening activities.	15	66	18	0	0
11	Pitch pattern adds to listening comprehension.	24	54	15	6	0
12	Pre-listening helps in the understanding of the lecture.	48	48	0	0	0

The table which is presented above shows the results of the questionnaire in percentage. The first question was about the traditional method through cassette/CD which shows that 81% of students agreed and only 3% of students disagreed. It indicates that most of the students are in favor of this method. In the second row, 45% of students strongly agreed to class presentation activities, 36% agreed, 9% disagreed while 9% remained neutral, respectively. The next row of the table shows the results about visual support through multimedia and certainly 57% strongly agreed, 36%



agreed and 6% of students did not comment. The fourth row highlights the consequences about student's effort by active participation in the class which shows that 78% strongly agreed, and 21% agreed and others gave no response. The fifth question sights the label about tutor's speaking speed and calmly 27% strongly agreed, 69% agreed, and 15% of students remained neutral and only 3% disagreed. The sixth statement throws light on the classroom discussion which highlights that 54% of students throw a vote in strongly agree box, 45% have ticked on agree and others show no response. The subsequent question reveals that how can tutor's speaking style effect on the student's listening skills and 6% strongly agreed, 30% agreed, and 15% neutral, while 42% disagreed and only 9% showed irritation from this method of listening. Moreover, the following row describes, how much web sources can be beneficial, which shows that 24% students have marked strongly agree, 33% marked agree, 15% marked neutral box, 21% marked disagree, and only 6% students strongly disagreed. The ninth row displays, student's activities according to their level and round about 30% students consented strongly agree, 51% disagreed, and only 9% remained neutral and 7% disagreed and only 3% did not mark strongly agree. The succeeding question throws the burden on the student's shoulders which indicates that how much they are competent and either they are able to answers the questions or not, it shows that 15% students strongly agreed, 66% agreed, and 18% neutral. Second last, the statement displays the respondent's opinion about pitch pattern, 24% strongly agreed, 54% agreed, 15% remained neutral, and 6% disagreed. The last statement circulates the pre-listening activities and 48% of students have marked in strongly agree and agree box and others show no result. The findings of the research are given below.

From the analysis of the above study (questionnaire) a number of results can be found which are given as below:

1. Most of the students have the opinion that the traditional method through cassette/CD is more worthwhile for their studies. It indicates that students want to apply this method so that they can learn appropriately. Although in Pakistani scenario this method has not been applied yet in most of the universities. However, it is submitted that there is a grave need for this method so that students can get benefit from this.
2. It can be seen that more than average students consider that classroom presentations are more suitable for listening skills. It is generally observed that we have to encourage listening for better speaking. It is suggested that presentation must be the part of our studies because through presentation learners can learn appropriately.
3. Listening through multimedia is considered worth because students can listen and understand when things will be highlighted in front of them. It would catch the attention of the students and they can easily improve their listening skills.

4. It can be understood that more than 70% of students have the opinion that listening can be improved by actively participating during the lecture. It seems that students must be conscious of their study so that they can get maximum improvement. It is recommended that students must be attentive when the lecture is being delivered by the teacher. Teachers have to introduce some techniques to grasp the attention of the students.
5. It is observed that most of the students are satisfied with their tutor's speed but few of them are dissatisfied. Most of the students belong to Urdu medium they feel difficulties while listening in ESP class. It is up to the tutors that how they can cope with their students' problem. The teacher's speed must be reasonable. There is a great need to focus on those students who do not belong to English medium background so that they can improve their skills.
6. Discussion is the best way of learning. Many of the students have the opinion that through discussion they can improve their listening skills. It is endorsed that there must be a time for discussion at the end of the class or they must be given some time outside the class to discuss with tutors.
7. Most of the time, it seems that the student's attention can be diverted by the pronunciation of the tutor. They could not understand the very words of the lecture. They start to think about that very word and get confused. However, most of the students have the opinion that their tutor's pronunciation is sufficient. It is mentioned that speed must be according to the level of the students so that learning can be ascertained.
8. Majority of the students have the opinion that the internet is the best way to learn. Students can improve their listening skills by talking with native English speakers. BBC news is the best area in which students can easily improve their skills. It is endorsed internet sources must be launched in the classroom.
9. It is worth considered that listening activities must be according to the level of the students. A number of students agreed that they can easily understand the activities. It is observed that students cannot understand at their beginning level. There must be a need to do every work according to their level.
10. If the activities would be according to their level, then they can easily answer the questions. Most of the students feel difficulty in listening comprehension due to lack of appropriate comprehension of the activities. It is suggested that students have to participate actively so that performance can find out in very skills.
11. Maximum students have the estimation that pitch pattern plays a great role while listening to a lecture or other speeches. If the pitch pattern would be according to the situation then students can easily comprehend. It adds to listening skills.

12. It is found from the results of the last question that more than average students show great concern for this system. If the students are already familiar with the topic then they can easily understand what is delivered by the tutor. This is the best way through which students can improve their listening skills. So it is suggested that students have to read the topic which will be delivered in the next class.

Table 2  
*Responses of the Semester 3<sup>rd</sup> Students*

s/n	Statements	SA %	A %	N %	DA %	SDA %
1	Traditional method (through cassette) is helpful for better listening comprehension.	0	51	12	36	0
2	Classroom presentations are helpful for listening.	24	30	30	15	0
3	Visual support through multimedia is helpful for listening skills.	33	51	15	3	0
4	Active listening is helpful for gathering specific information.	54	33	12	0	0
5	Tutor's speed is sufficient for comprehension.	12	57	27	3	0
6	Classroom discussion (student's discussion with students and with teachers) is helpful for listening skills.	39	51	9	0	0
7	Pronunciation of the teachers creates no problem.	3	33	30	30	3
8	Web sources help in a better way than classroom listening activities.	0	39	18	42	0
9	Class activities related to listening skills are according to the level of the students.	12	27	36	21	3
10	Students are able to answer listening activities.	15	54	24	6	0
11	Pitch pattern adds to listening comprehension.	21	66	12	0	0
12	Pre-listening helps in the understanding of the lecture.	27	60	6	6	0

The table which appears above depicts the results of 3<sup>rd</sup> semester's students. It seems that most of the students (51%) agreed with the use of the traditional method of the study, 36% disagreed and only 12% remain neutral. This shows a great demand for this method. It is found from the second question that most of the students voted to the class presentation. And almost 24% of students strongly agreed, 30% agreed, 30%

remained neutral and merely 15% disagreed from this method of study. It can be perceived that students have a great tendency towards class presentation skills. Next statement highlights that 33% students are in favor of learning through multimedia because it is the best method of learning and 51% also have the same opinion, 15% are neutral and only 3% disagreed. This shows that this scientific method is also beneficial in acquiring listening skills. The fourth question depicts that students can gain more while listening actively. In the favor of this idea 54% of students strongly agreed, 33% agreed and just 15% of students marked in a neutral box. The succeeding question reveals that the tutor's speed does play a great role while acquiring listening skills. Merely 12% of the students strongly agreed, 57% of students agreed, 27% of students remained neutral and just 3% of students disagreed. It shows that most of the students have an opinion in favor of this statement. The following statement highlights that 39% of participants strongly agreed upon the need for classroom discussion, 51% agreed and only 9% remain neutral. We can analyze from this result that not even a single student was against this method so we can sight that this method must be utilized in the classroom. The seventh question develops the idea that the speaking style of the teacher makes a great difficulties for students while listening, but in this research almost 33% of students agreed that pronunciation of the teacher is fit for the students, only 3% strongly agreed, 30% neutral, 30% disagreed and just 3% strongly disagreed. Next statement prospects, web sources are not much helpful for listening skills, a number of the student's opinion were not in favor of this method, no one strongly agreed, 39% agreed, 18% neutral and 42% disagreed with the introduction of this method. The proceeding question forecasts that in classroom listening activities must be according to the level of the students, only 12% strongly agreed, 27% ] agreed, 36% marked neutral, 21% disagreed and just 3% strongly disagreed. The tenth question throws light on the students' intellectual level: either they are able to answer listening activities or not. For this 15% of students strongly agreed, 54% agreed, 24% neutral, 6% disagreed. The eleventh's idea predicts that pitch pattern plays a tremendous role in listening activities. Results depict that 21% of the students ticked strongly agree, 66% ticked agree, 12% ticked neutral and no one ticked in disagree and strongly disagree portion. The last statement shows that pre-listening skills are helpful for better comprehension. Most of the defendants almost 27% strongly agreed, 60% agreed, 6% neutral and 6% disagreed. The findings of the results are headed below.

The implications of the results gathered from the above analysis are given below:

1. From the above analysis, it can be seen that more than fifty percent of the students have the opinion that traditional method through cassette/CD is appropriate for their listening skills and BBC news are more beneficial for their learning process. It is advised that this method must be introduced in the

English classroom so that students can get benefit from it.

2. Presentations do play a great role in listening skills. It is depicted that students have countless favor in presentation skills because good speaking is the outcome of good listening. It is suggested that regular presentation activities must be the part of sessions and there must be other debates required to be held in the class and outside the classroom so that students can quench their thirst.
3. It is generally observed that a man can learn more and more when something is practically performed in front of his eyes. Scientific inventions namely multimedia plays a great role in the English classroom. Through multimedia, they can learn and improve their listening skills. So multimedia must be devised in the classroom because it will help them in improving listening activities.
4. So far as, the concept of active listening is concerned, more than fifty percent of the students have the sentiments that basic listening skills can be ascertained by focusing on what and how a speaker is saying. A very interesting suggestion is there, the speaker must be present interesting and comprehensive points according to students' level so that the students can practice listening skills, because, at their beginning levels, they may be victimized by various difficulties.
5. It is seen that the tutor's speed does play a major role while listening. Most of the times, it seems that the tutor's speed can create problems for students. It is very difficult for students to grasp the idea either due to the fast speed of the teachers or low. It is opined that there must be average speed so that students can learn and focus on their listening skills.
6. The conversation is the best way to learn basic skills. From the above analysis, we have seen that students have great indulgence for this method. In our scenario classroom discussion is not encouraged by the institutions. At the end of class, 15 to 20 minutes must be served for discussion. It is not only meant for the classroom while outside of the classroom. Students must speak in English with each other so that their basic skills can be developed.
7. At the beginning level, students feel various difficulties that how to pronounce a word and how it is pronounced by the teachers. It is instructed that subjects related to phonetics and phonology must be introduced in the first semester so that students can easily grasp the idea. Some activities related to pronunciation must be introduced in the classroom so that their listening power can be puffed up.
8. Analyzing this in the light of student's assessment, one is compelled to say that students are exotic about this method because most of the students are not in favor of this. It is recommended that web sources are the best way of learning listening skills. As it is obvious that by talking with native speakers on Skype

- our speaking, as well as listening skills, are developed.
9. Whenever there be a need for a new method one must keep in mind the intellectual level of the students. Most of the students opine that classroom activities are according to their level. However, when we do not keep in mind the level, then the results related to listening skills may be problematic.
  10. When listening skills will be according to the level of the students then they will be able to answer the listening question. Most of the students are in favor of this statement. So it is acclaimed that student's comprehension can only be ascertained when listening activities will be devised according to their level.
  11. As it is clear that students voted in favor of this question because they feel that pitch pattern can be more fruitful in acquiring listening skills. A teacher must have to maintain the level of the students and his tone must be reasonable.
  12. In the last part of the analysis is found that students must be familiarized with the topic which the teacher is going to teach. A number of students have the opinion that pre-listening skills can be more productive in second language acquisition. Students feel secure and easily comprehend the topic with whom they are already familiar. So it is suggested that students have to work hard and must read the lesson which will be discussed by the teacher on the very next day.

### **Conclusion**

The study has shown the significance of innovative methods as beneficial for students to effectively listen the English language. Listening skills through innovative methods in education are of equal assistance for the students of 1<sup>st</sup> and 3<sup>rd</sup> semesters. The whole data is collected by distributing questionnaires and the responses of the students are highlighted as above. Some possible results are drawn from the data, and it is also suggested to the students that which brands of activities might be worthwhile for them. Study shows that close attention must be paid to the use of various effective innovative technological visual support, online activities, one to one discussion, etc. to enhance the proficiency of effectiveness of listening skill. Careful listening actively engages the participants in the productive thinking process in the class and helps the students to learn and improve the language effectively.

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## **Perspectives of Government School Teachers towards Higher Education**

**Fouzia Younus\***  
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### **Abstract**

*The world today is changing and changing fast. It is the voice of 21<sup>st</sup> century that in order to achieve the fundamental needs, one must acquire the education. Thus people are now seen getting higher education for improving their future life styles. In this research study the researcher measures the perspective of government school teachers towards higher education, and the major reasons for getting higher education. A quantitative research method was used and survey study was conducted in 6 government schools of Rawalpindi city. The study is highlighting the perceptions of male teachers and female teachers that how male teachers as well as female teachers perceived higher education and their approach toward higher education. This research is significant for Teacher Education planners that how they plan education for teachers, for researchers in the field of social science they know about teacher's perception in this research so, they are able to work on different related aspects. The sample of the study was 100 male and female teachers. The questionnaire was used to collect data. To analyze the data SPSS 20 was used, descriptive statistic (frequency, percentages) were calculated, furthermore in order to compare the results of male and female t-test was used. It was found that majority of teachers are getting higher education for the purpose of gaining promotion in their current post, so that they may acquire as unique identity in the society and play their productive role. Majority of the respondents agreed that they enhance their knowledge for personal development. The results of comparison indicated that there is significance difference between perspectives of male and female teachers. Some of teachers enhance their qualification for better future, enhancing qualification, achievement in education helps to live better life. It was recommended that teachers may be given incentives for enhancing their academic qualifications as well as professional trainings may be given to enhance their professional qualification. The heads of schools must encourage the teachers to get more opportunities of academic and professional qualifications*

**Keywords:** Perspectives, Teachers, Government Schools, Higher Education

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## **Introduction**

Education is the major factor of human and social development. It brings desirable changes in the social and cultural lives. It also opens door for modernization, develop humans socially and morally, enhancing skills and giving awareness. Education can be described as the ‘wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life’ (Smith 2015). Moreover, to bring about reforms in education system, the teachers are considered as activists (Ertmer, 2005).

According to Britannica (2009), higher education provides education at tertiary level institutions and including schools, colleges, universities, professional schools teaching Law, History, Arts, Theology, Business, Music, etc. It also comprises institutions of science and technology, some junior colleges and teacher-training institutes. Furthermore, it provides students a named degree or diploma or authentication and verification of their studies at the end of their course. This particular study was conducted to measure the perspectives of government school teachers towards higher education and moreover to compare the differences of perspective of male teachers and female teachers.

## ***Objectives of the Study***

1. To measure the perspective of male teachers of government school towards higher education.
2. To measure the perspective of female teachers of government school towards enhancing their higher education.
3. To compare the perspective of male and female teachers towards higher education.

## **Literature Review**

With the help of education, an individual knows how to be an independent man. In present world, due to modernization and transformation in technology, education has always been a great source of power for the young individuals often referred to as newcomers about the rules and regulations, principles and attitudes of how a society functions so that the individuals come off with the flying colors in society as well as political scenarios. In the contemporary world, the plans and suggestions of “change” and moving towards advancement has been of an uppermost importance as compared to the past times adding a new facet to the meaning of education improving to maintain equilibrium between continuity and development. Those people who are most conservative in their thinking also came to develop this conclusion that youth today are future bearers of alteration and modernization (Bitlieriute et al., 2011). Furthermore, the advisor, the moderator, the mentor help them through teaching and education. Teachers have to update themselves by regulating their knowledge, so that the need of 21<sup>st</sup> century may be fulfilled.

With the help of education, an individual gets to know the fundamental differentiation between right and wrong as it inculcates in them basic moral values and significance of ethical principles. Education keeps the individual behaviors in limits so that they do not prove to be damaging to themselves as well as the population. According to the research conducted by Smith and Zeichner (2005) the American Educational Research Association (AERA) Panel of Research and Teacher Education were asked to justify analysis of how teachers are educated in America, they were also asked to provide careful analytical evaluation of policies of teaching the teachers. As a result, groundwork experimentation was done to highlight the important policies and topics impacting the preparation of pre-teachers. One of the endorsements for this purpose was to prepare a research project on the teacher educators, teacher education students/graduates, and the teaching methodologies in teacher education.

### *Higher Education Commission (HEC) in Pakistan*

At the time of creation of Pakistan, literacy rate and education were at very lower rate. As Pakistani government at that time did not put many efforts for education system and did not put education as foremost priority but still on a slower pace, upgraded and enhanced education system in Pakistan by creating private as well as government educational institutions in 1990s. This up gradation was not up to the mark until Higher education Commission (HEC) provided absolute and extensive changes in education system. Now in Pakistan, HEC established 128 public and private sector educational universities including 72 public and 56 private universities. Almost 276274 were admitted in HEC recognized universities in 2002 and the number of students tripled in 2009 showing that HEC of Pakistan has shown noticeable efforts. Reforms in private sector institutions are also taking place as that of public sector universities and more admissions are becoming prevalent in private institutions too for the commencement of higher education (Khattak, Khan, Khan & Tariq, 2012).

### *Teacher Education: Perspective of Higher Education*

Perspective is point of view of the individual which explain what is important and what is not. "Perspective is the way we see things when we look at them from a certain distance, and it allows us to appreciate their true value" (Pino, 2015). According to Career Development Center (2007), private and public sector universities emerging and colleges emerging under HEC provides diplomas, certificate of excellence and known academic degrees to the enrolled students. College level and graduate level are both under higher education which is vocationally guided by the professionals. It differs with other third levels of education as it has vocational education improving quality of life of students. As stated in a research conducted by Allen (2007) this type of education helps the students to boost up their understanding and awareness of their skills. It allows individuals to show their full expressions in writing and enhances their cognitive thinking. It also accrue their know how of the world around them.

## **Method and Procedure**

### *Population & Sample*

All teachers of government schools of Rawalpindi city were selected as a population for the present study. From the population, the sample was drawn by convenient sampling. Six Government school of Rawalpindi were selected through convenient sampling. One hundred teachers from six selected schools were taken as sample, in which 50 were male and 50 were female. The researcher used survey for measuring the perspective of government school teachers.

### *Research Instrument*

A questionnaire consisting of 32 items followed by 5 responses was used to collect data. The items were close ended based on Likert's 5-point scale. The questionnaire was administered to 50 male and 50 female teachers of government schools of Rawalpindi. The reliability of the instrument was 0.883.

### *Data Collection & Data Analysis*

Researcher collected data through personally visits to schools. Data was analyzed by using descriptive and inferential statistics by using SPSS 20 (statistical package for social sciences) under six different themes.

## **Results**

Table 1

*Educational Development as a Reason for Getting Higher Education*

Reasons	Strongly Disagree	Disagree	Total SD/D	Neutral	Agree	Strongly Agree	Total A/SA
Better future for students	3.0	2.0	5%	0%	22.8%	56.6%	95%
Enhancing qualification	0	2%	2%	1%	48%	49%	96%
Quality education	1%	2%	3%	4.1%	45.9%	46.9%	92.8%
Modernization in education	1%	6.1%	7.1%	4.0%	46.5%	41.5%	88.0%
Achievement in education	1%	3%	4%	7.1%	41.4%	48.5%	89.9%

Table 1 describes the theme of educational development. In this theme five reasons were considered as educational developments which are better future for students, enhancing qualification, quality education, modernization in education, achievement in education. Teacher get higher education for enhancing qualification 96% agreed and 2% disagreed with this factor. Teacher get higher education for better future of students 95% agreed and 5% disagreed with this reason. Teacher get higher

education for improving quality education 92.8% agreed and 3% disagreed with this reason. Teacher get higher education for achievement in education 89.9% agreed and 4% disagreed with this factor. Teacher get higher education for modernization in education 88% agreed and 7.1% disagreed with this reason. These results indicated that all of the respondents were agreed with all of the factors that comes under the theme of educational development. Moreover, teachers have positive perspective about getting higher education.

Table 2

*Comparison of Educational Development as a Reason for Getting Higher Education*

Reasons	Gender	N	Mean	Std. Deviation	Std. Error Mean
Student future	Male	49	4.4694	.89214	.12745
	Female	49	3.8571	1.20761	.17252
Enhancing qualification	Male	49	4.5306	.61583	.08798
	Female	49	4.3469	.63084	.09012
Quality education	Male	50	4.5000	.73540	.10400
	Female	48	4.2083	.74258	.10718
Modernization in Education	Male	50	4.4200	.73095	.10337
	Female	49	5.0612	7.34395	1.04914
Achievement in Education	Male	49	4.5510	.73771	.10539
	Female	50	4.1400	.78272	.11069

Table 2 describes the comparison of theme educational development. An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for better future of students,  $t(96) = 1.368$ ,  $p > 0.001$ . It was also concluded that perspective of male teacher at government school ( $M = 4.4694$ ,  $SD = .89214$ ) have more positive perspective as female teacher teaching at government school ( $M = 3.8571$ ,  $SD = 1.20761$ ).

An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for enhancing qualification,  $t(96) = 1.458$ ,  $p > 0.001$ . It was also concluded that perspective of male teacher at government school ( $M = 4.5306$ ,  $SD = .61583$ ) have more positive perspective than female teacher teaching at government school ( $M = 4.3469$ ,  $SD = .63084$ ).

Significant mean differences were used to find the significance perspective of male teachers as well as female teachers of government schools by T test. Results indicate that there was significance difference between perspectives of government

school's teachers for quality education,  $t(96) = 1.953$ ,  $p > 0.001$ . It was also concluded that perspective of male teacher at government school ( $M = 45000$ ,  $SD = .7354$ ) have more positive perspective than female teacher teaching at government school ( $M = 4.2083$ ,  $SD = .74258$ ).

An independent T test was used to find the significance perspective of male and female teachers of government schools. There existed significant differences between perspectives of government school's teachers for achievement in education,  $t(97) = 2.689$ ,  $p > 0.001$ . It was also concluded that perspective of female teacher teaching at government school ( $M = 4.140$ ,  $SD = .78272$ ) have more positive perspective than male teacher at government school ( $M = 4.5510$ ,  $SD = .73771$ ).

These results indicated that in the theme of educational development there is significance difference between perspectives of male and female teachers. Moreover, it indicates that male have more positive perspective than female teachers toward higher education.

Table 3  
*Learning New Techniques as a Reason for Getting Higher Education*

Reasons	Strongly Disagree	Disagree	Total SD/D	Neutral	Agree	Strongly Agree	Total A/SA
New pedagogies	1%	2%	3%	3%	40.4%	52.5%	92.9%
New assessment techniques	1%	4.1%	5.1%	8.2%	50.0%	36.7%	86.7%
ICT	1%	2%	3%	3%	40.4%	52.5%	92.2%

Table 3 indicates that the theme of learning new techniques as a reason for getting higher education. In this theme three reasons were considered which are learning new pedagogies, learning new assessment techniques and learning ICT as per results respondents showed their highest percentage of agreement 92.9% towards the factor "learning new pedagogies" and showed only 3% of disagreement towards this factor instead of this any other factor was "learning ICT" towards which respondents showed their agreement 92.2% and only 3% of disagreement. Another factor was "Learning new assessment techniques" towards which respondents also showed their highest percentage 86.7% and only 5.1% disagreement. Respondents were totally agreed about all the reasons that comes under the theme of New techniques which indicates that teachers are interested in getting knowledge in order to learn ICT. Furthermore, this indicates that teachers have positive perspective about getting higher education.

Table 4  
*Comparison of Learning New Techniques as a Reason for Getting Higher Education*

Factors	Gender	N	Mean	Std. Deviation	Std. Error Mean
New pedagogies	Male	50	4.3200	.89077	.12597
	Female	49	3.9184	1.05745	.15106
Assessment techniques	Male	50	4.4000	.69985	.09897
	Female	48	3.9375	.88501	.12774
ICT	Male	49	5.6327	7.07900	1.01129
	Female	50	4.2400	.82214	.11627

Table 4 shows the comparison of theme learning new techniques. An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for learning new pedagogies,  $t(97) = 2.042$ ,  $p > 0.001$ . It was also concluded that perspective of male teacher at government school ( $M = 4.3200$ ,  $SD = .89077$ ) have more positive perspective as female teacher teaching at government school ( $M = 3.9184$ ,  $SD = 1.05745$ )

An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for learning new assessment techniques,  $t(96) = 2.862$ ,  $p > 0.001$ . It was also concluded that perspective of male teacher at government school ( $M = 4.4000$ ,  $SD = .69985$ ) have more positive perspective as female teacher teaching at government school ( $M = 3.9375$ ,  $SD = .88501$ )

An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for learning ICT,  $t(97) = 1.368$ ,  $p > 0.001$ . It was also concluded that perspective of male teacher at government school ( $M = 5.6327$ ,  $SD = 7.07900$ ) have similarly positive perspective as female teacher teaching at government school ( $M = 4.2400$ ,  $SD = .82214$ ).

These results indicated that in the theme of new techniques there is significance difference between perspectives of male and female teachers. Moreover, these result shows that male teachers have more positive perspective about getting higher education.

## **Discussion**

The study was designed to measure the perspective of government school teachers toward higher education in order to achieve the objectives of the study; to

measure the perspective of government school teachers towards higher education; to measure the perspective of government school teachers towards enhancing their higher education; to identify needs for getting higher education; to compare the perspective of male and female teachers towards higher education, a survey questionnaire is used which comprised of 32 questions. One hundred teacher of six government school were taken as sample of the study. For data collection, questionnaire is administered personally. Quantitative method is used. Results were described in tabular form on the basis of percentage, mean, and stander deviation. Majority of teachers concluded that higher education were necessary to be part of renowned institution, for increments and for enhancing facilities furthermore mostly teachers agreed that they get higher education for developing their skills moreover teachers get higher education for enhance self-confidence, personal development, their passion, sense of competition, bring up children, inspiring others and for enhancing their post, learning new technology. It is also concluded that mostly respondents are agreed with the statements which indicates that mostly teacher have positive perceptions about higher education. There is significant difference between the perspectives of male and female teachers' moreover male teachers have more positive perspective then female teachers. On the other hand results of open ended question indicate that mostly teachers were not getting higher education only few teachers were getting higher education. It was recommended that the present study is conducted in government schools so, it may be conducted on private or F.G schools furthermore in-service teachers may be given more incentives after enhancing their qualification.

Results of the theme (personal development) indicates that mostly teachers get higher education for enhancing self-confidence, personal development, passion, sense of competition, bring up children, inspiring others and for enhancing their post. Education is a vital tool that is used in the contemporary world to succeed moreover teacher given training related to education so they learn more affectively and implement in the class room. The results indicate that mostly teacher's get higher education due to sense of competition. Tilmes, (2015) concluded that competition helps drive labor toward more productive employment. Furthermore, results shows that teachers get higher education to bring up children more effect. An existent research also indicates that it is unfortunate that less educated parents are less likely to be involved in their children's education process (Ruthanne & Schai, 2006). Moreover, results conclude that teachers get education for personal development a research also concluded that teachers' knowledge, skills, attitudes, and personalities have direct and serious implications for the success of the students they teach. From this perspective, professional learning represents an enormous investment in the development of human



capital, directed at ensuring that the teaching and learning in our schools is up to date and effective (Timperley, Wilson, Barrar & Fung, 2007, p.8). Moreover, another research indicates that changing practice and developing the skills of professional inquiry require in-depth understanding. For this reason, teachers need multiple opportunities to absorb new information and translate it into practice (Bryk & Schneider, 2002; Phillips, 2003). Results also indicates that teachers get education for inspiring others and for enhancing their post. The findings of the theme career/future development shows that teachers get higher education for enhancing their experience in the field, country development, part of policy making, international relationship, human development, career development, and changing career. Results indicates that teachers acquire education for country development and career development existent show that education is important because it is used to mitigate most of the challenges faced in life. Furthermore, knowledge that is attained through education helps open doors to a lot of opportunities for better prospects in career growth (Alexendar, 2016). However, each government interprets international guidance and ultimately national policies on internet explorer in terms of its own history, traditions, values and structures. It is ultimately the teacher in the classroom situation who has to implement a government's policy. For better implementation teacher has to be part of policy making the role of the teacher in the application of a government's policy cannot be emphasized too much (Nel, Muller, Hugo, Helldin, Backmann, Dwyer, & Skarlind, 2011).

### **Conclusions**

The major conclusions drawn were as under:

- Most respondents had teaching experience of five to ten years.
- Moreover, results shows that perspective of teachers about getting higher education is positive but few teachers are getting higher education.
- Majority of teachers get higher education for enhancing self-confidence, personal development, passion, sense of competition, bring up children, to inspire others and for enhancing their post, and to learning new technology.
- Majority of teachers opined that they are getting higher education for learning new pedagogies, learning new assessment techniques, for updating knowledge, skill development, surviving in changing world, management skills, and individual differences
- Moreover, results explained that there exist significant differences on perspectives of male teachers and female teachers furthermore; male teachers have more positive perspective then female teachers.

### **Recommendations**

The recommendations made on the basis of conclusions were as under:

- This study may also be conducted in private or federal government schools of Rawalpindi as well as in other cities and villages of Pakistan.
- In-service teachers may be given more incentives for enhancing their qualification.
- In-service freededucation may be available to the teachers who cannot afford it.
- Seminars and conferences may be held to promote higher education.

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**Interventions for Students with Attention Deficit and Hyperactive Disorder at Elementary School Level**

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**Abstract**

*The main purpose of this research was to gauge students' attention deficit and hyperactive disorder (ADHD). Major objectives of the study were (a) to measure the prevalence of ADHD among elementary students in mainstream education classroom; (b) to gauge the types of interventions that teachers are using to handling students with ADHD in mainstream education classrooms and (c) to compare the public and private sector school teachers' understanding about the prevalence of students' learning difficulties in mainstream classrooms. The nature of the study was descriptive by using quantitative research approach. 200 teachers both from public and private schools were selected as a sample of the study by using stratified sampling technique. Three different questionnaires were used to collect information from the participants after establishing reliability and validity. Gathered data were analyzed with statistical techniques such as t-test through SPSS. The outcomes of the study specified that although mainstream classroom teachers had some idea of the learning difficulties but they were not much aware of the causes of learning difficulty (due to ADHD). Furthermore, the prevalence of ADHD was more observed in government sector classes. Most of the teachers only changed the physical arrangement of the class to deal with problematic behavior of students. It is due to less knowledge about any other intervention. It is therefore recommended that mainstream teachers may be supported with professional training to deal with ADHA students.*

**Keywords:** Learning difficulties, teacher education, teachers' training, teaching interventions, attention deficit and hyperactive disorder, main-stream classrooms

**Introduction**

Today mainstream classrooms are becoming increasingly assorted with gifted students, culturally diverse and students with learning difficulties (Cole, 2008).

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Students with learning difficulties often spend too much time in mainstream classrooms without significant academic achievements, which have negative effects on overall development. Children having learning difficulties can be better educational and social performer and can be trained to circumvent their learning difficulty (Cook & Friend, 2010). With the appropriate help, early identification and behavioral interventions children having learning difficulties can acquire knowledge and education successfully (Barkley, 2015). There are several ranges of learning difficulties as Language Processing Disorder (LPD), Non- Verbal Learning Disability (NVLD), Visual Motor Deficit, Auditory Processing Disorder (APD), Dysgraphia, Dyscalculia, Dyslexia, Dyspraxia, Retention and Attention Deficit Hyperactivity Disorder (ADHD) (Pelletier, Ahmad, & Rourke, 2001). Among all learning difficulties in early age children, ADHD is the most frequently experienced learning difficulties. The phrase "Attention-Deficit/Hyperactivity Disorder" is typically shortened as "ADHD." The major symptoms associated with ADHD include an incapability to keep continuous attention and focus, developmentally unable to demark level of suitable and unsuitable levels of activity, particular impulsivity and spontaneity (Schachar, 2009). Furthermore, ADHD can be defined as a disorder that comprises trouble in remaining attentive and paying close concentration, struggle in self-control and normal activity.

ADHD like symptoms appearance may happen over the passage of many months, frequently with the indications of overactivity and impulsiveness preceding those of daydreaming, which may not arise for a duration of a year or more. Usually, the first detection of ADHD among students is during their pre-school years. For the students having ADHD, it is very difficult to stay focused on the assigned task and control their behavior according to the situation. Also, it is internationally assessed that the percentage of children have ADHD issues is between 3 to 5 percent. Therefore, it can be inferred that in a classroom having the strength of 24 to 30 children, it is probable that at least one student will have ADHD (Corkum, McKinnon, & Mullane, 2005; Pfiffner & Haack, 2014). Moreover, professional subcategorize ADHD into following three types: main hyperactive/impulsive type (have issues of notable inattention), main inattentive type (have issues of notable hyperactive-impulsive presentation) and ADD type (have combined issues of hyperactive-impulsive and inattentive type (Martel, 2016).

Issues with academic productivity and outcome can mainly be associated with the central signs of Attention Deficit Hyperactivity Disorder (ADHD). Child's academic productivity and performance are usually correlated to his/her skill to perform the task properly and on time, without minimum distraction (D. L. Anderson, Watt, Noble, & Shanley, 2012). Such talent allows a student to obtain the required material, successfully complete tasks, and contribute to classrooms doings and deliberations. When a child demonstrates ADHD associated behavior it may include difficulties in keeping normal social relationships, both with family and class fellows, poor academic

performance, sluggish or daydreaming behavior if the proper intervention were not applied (Evans, Sibley, & Serpell, 2009).

Teachers spend most of the time with children out of the academic year. Since teachers deal with diverse types of children having different family and financial backgrounds, they also acquire information how students naturally behave in classrooms circumstances and what level of concentration, persistence, and self-control of sentiment in particular. Furthermore, teachers are usually the first ones to diagnose or identify ADHD in students. Therefore, when they perceive something unusual or abnormal in the students, they must take up well established and approved plan to manage with this type of students (Mulholland, Cumming, & Jung, 2015).

Suppose as a teacher employed in a school environment and having a student with a deficiency of concentration, is often confused, or is very hyperactive. Here the question arises that how do mainstream education classrooms situations respond to specific differences and needs of a student? Where does the teacher begin to help this student? How willingly do teachers modify their method of teaching and strategies; how readily do they modify approaches? What adjustments can be implemented to support this student in his/her academic success and achievement? These are the major questions posed by numerous general classroom teachers and the response is nothing. The most vital thing is to focus on the specific needs of the individual first and then deal with the disorder (Pfiffner & Haack, 2014).

The majority of researches, however, have concentrated on medical approaches to treat ADHD students with very little attention being given to the ADHD students in mainstream general classrooms (C. J. K. Anderson, Klassen, & Georgiou, 2007). In fact, ADHD is an unidentified domain of mainstream education and children with ADHD have most of their day in general education settlement. Several studies have reported that teachers could not successfully teach students with ADHD due to different factors, one is teacher's lack of awareness about learning the difficulty of ADHD in mainstream classrooms (Andersen, Nissen, & Poulsen, 2016). Because of lack of knowledge, most teachers consider ADHD only as a special education topic. Here in Pakistan, there is very little or no work is done in this field. In general classrooms, teachers cannot categorically identify ADHD problems in students. They can report you what they have perceived, experienced, but after that, you would need to consult professional to assess your child to understand if he has specific symptoms of ADHD issue or it is something else.

### *The Current Research*

The current research examined the "Interventions for Students with Attention Deficit and Hyperactive Disorder at Elementary School Level:" Researchers had established theoretical bases of the current study on Skinner's behavior management

theory provided techniques for behavioral modification to develop teaching interventions for the handling of ADHD in the public and private sectors schools.

### **Theoretical Framework**

During teaching, teachers are facing different challenges in managing the learning difficulties of the students. Learning difficulties defined as the difficulties that students face during the learning process. There are several types of learning difficulties; one of them is Attention Deficit and Hyperactive Disorder (ADHD). It is the general observation that in the school's situation there are students who have less concentration in class, is very hyperactive, or is often disorganized. All these deficiencies create discipline and class management problems. In this respective Skinner's Behavior Management Theory and Attention Span theory are the major theories deals with classrooms management. Skinner's behavior management theory provided techniques for behavioral modification. The behavioral management theory is usually referred to as a human social activity because it directly influences human behavior with others (Mills, 2007). Behavioral theorists believed that knowledge of various organizational processes including motivation, conflict, expectations, and group dynamics are obligatory. By improving motivation and reducing conflict desired behavioral outcomes can be attained. Teachers can implement behavioral management theory in classrooms setting for managing students' behavior. Behavioral management techniques can be used by teachers that may enable them to control students' behavior and form a vigorous and creative learning environment (Grining et al., 2010). In addition to other characteristics of teaching, teachers' character and authentic process of teaching have a direct effect on the learning outcomes. In the selection of a specific management technique teachers have to care about individual differences of the learners, and school policy. What may suitable for a single person may not suitable for another or it is likely that a school's approved teaching procedure may not permit for a teacher's precise behavior management training? Furthermore, behavioral management has several approaches such as Moderate Approach, Assertive Discipline Approach, and Student-Centered Approach, but these are not incompatible to one another. There can be overlapping among different behavioral management systems keeping in view the teacher's preference and learning context (Grining et al., 2010). As attention span denotes to the amount of time a person can continuously keep focused attention on a single task or thinking process (Cornish & Dukette, 2009). Attention span can range from a few seconds to several minutes, depending upon the individual, task, surrounding and numerous other factors. The average value ranges from five to twenty minutes, even though it can be prolonged with appropriate use of several authentic mental techniques. There are signs that attention span is badly affected by the initial and extended exposure to mobile phone, television and computer screens, although this has not been decisively shown in the literature. Moreover, the attention span is also decreased by ADHD. Span theory uses the following goals:

- i. To find the dependency on individual personality and developmental differences factors in psychometric span ability.
- ii. To build approaches to task analysis (mutually, Task Analysis of Span Load or TASL) which will extend to determinable hypotheses regarding the relationship between span ability and span load.
- iii. Practical Implementation of span theory.
- iv. Building scientific classification of tasks and responsibilities.

### *Research Objectives*

Following were the objectives of the study (a) to measure the prevalence of ADHD among elementary students in mainstream education classroom; (b) to gauge the types of interventions that teachers are using to handling students with ADHD in mainstream education classrooms and (c) to compare the public and private sector school teachers' understanding about the prevalence of students' learning difficulties in mainstream classrooms.

### *Hypothesis*

There is a significant difference between government and private sector teachers' realization about the prevalence of learning difficulties in mainstream classrooms.

### *Rationale of the Study*

Generally ADHD is considered as a special education problem. Commonly the concept of ADHD is taken as a problem of special children. The emphasis of this research was children who were studied in mainstream classrooms and facing learning difficulty of ADHD. Until the present time, there is a dearth of research conducted, concerning to what is the knowledge and awareness of mainstream education teachers about ADHD and how they can deal to students in mainstream classes and what sort of professional training they have had. This study had also focused on the interventions which a teacher could use to deal with ADHD students in main stream classes.

### **Methodology**

The research was descriptive in nature; the survey was used to gather data from teachers teaching at mainstream elementary level classes. The population of this research includes all elementary level teachers of government and private sector schools of Rawalpindi and Islamabad. A stratified random sample of 200 elementary level (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>) teachers was designated from government and private sector elementary schools of Rawalpindi and Islamabad (two major cities of Pakistan).

For the current research study, three self-developed questionnaires were used. One questionnaire deal with the awareness of teachers about ADHD, second deals with the prevalence of ADHD in mainstream classrooms and third was used to measure the



types of interventions used by teachers for the handling of students with ADHD. Sufficient information was provided about the purpose of the study.

Researcher has personally visited to elementary school teachers which were included in the sample, and distributed questionnaires to relevant sample. Filled in questionnaires were collected back by researcher at the same day of administration of the questionnaires.

### **Data Analysis and Results**

Collected data were analyzed by using suitable descriptive statistics including mean, Standard deviation, and t-test by using Statistical Package for Social Sciences (SPSS) software (Norris, Qureshi , Howitt, & Cramer, 2013). Following are the results of the study:

Table 1

*Do teachers of mainstream classrooms have awareness about the learning difficulties of the students? (N=200)*

Responses	Frequency	Percent (%)
Yes	130	64%
No	70	35%
Total	200	100.0

Table 1 is about the percentage of teachers' awareness regarding the existence of students with learning difficulties in mainstream classrooms. Data in table reveals that 64 percent of teachers are aware of the presence of students with learning difficulties in mainstream classrooms while 35% teachers have no idea concerning the presence of students with learning difficulties in their respective mainstream classrooms.

Table 2

*What type of learning difficulties are perceived by the teachers among the students of mainstream elementary classrooms? (N=200)*

Learning Difficulties of the Students	Frequency	Percent
Paying no attention in listening to teachers' instructions (difficulty in perceiving auditory information)	52	26%
Dyscalculia	13	6.5%
Dysgraphia	9	4.5%
Dyslexia	7	3.5%
Learning processing disorder	7	3.5%
Nonverbal learning disability	10	5%
Visual motor Deficit	10	5%
Dyspraxia	8	4%
Memory	14	7%
Attention Deficit and hyperactive disorder	70	35%

Table 2 illustrated the responses of teachers about the presence of students with learning difficulties. Outcomes revealed that about 35% students are with ADHD, while 26 % students are paying less attention in listening to teachers' instructions, 7 % are with short of memory and 6.5 % students are having dyscalculia. The learning difficulties of Nonverbal learning disability and Visual Motor Deficit are fifth highest learning difficult with the percentage of 5. The sixth highest level of learning difficulty faced by teachers in the classrooms is dyspraxia with the percentage of 4 while Dyslexia and Learning processing disorder is observed at only 3.5%.

Table 3

*What facets of the ADHD Students are being observed by teachers in Mainstream Classrooms? (N=200)*

Characteristics	Frequency	Percent
Be disorganized	23	11.5%
Lack of focus	44	22%
Get up frequently to run around or walk	3	1.5%
Have trouble playing quietly or doing silent hobbies	5	2.5%
Talk excessively	13	6.5%
Impatience	60	30%
Have a hard time waiting to react or talk	8	4%
Have a hard time waiting for their turn	26	13%
Start conversations at inappropriate times	18	9%

Table 3 gives details about the teachers' perceived facets of ADHD students. From the table it is evident that 30 percent of teachers perceive impatience among students, 22 percent of teachers perceived lack focus among students, 13 percent

teachers perceived it is difficult for students to wait for their turn, 11.5 percent teachers facing difficulty of disorganization among students, 9 percent teachers perceived that students are talking at inappropriate time while in the classroom, 6.5 percent of teachers perceived that students are excessively talking in the classrooms, 4 percent teachers facing difficulty of reactive attitude of students in the class, 2.5 percent teachers facing difficulty of creating noise by students when staying quite is necessary for the class, 1.5 percent of teachers facing difficulty of frequently walking and running of students in the class during lecture.

Table 4

*What types of interventions are being used by teachers while handling students with ADHD in mainstream elementary classrooms?*

Type of Educational Interventions	Frequency	Percent
Physical arrangement	40	20%
Varied presentation of format and materials	27	13.5%
Use of prompts, cues, and attention checks	9	4.5%
Transitory academic tasks interspersed with passive tasks	7	3.5%
Peer tutoring	50	25%
Teacher attention	32	16%
Token economy	1	0.5%
Response cost	6	3%
Time-out from positive reinforcement	3	1.5%
Home-based contingencies	25	12.5%

Table 4 shows the percentage of teacher's management strategies with ADHD students in mainstream elementary classrooms. From the table it can be seen that strategy of Peer tutoring is used by 25% teachers, while 20% teachers rely on the strategy of Physical arrangement, 16% teachers are providing extra attention towards such students, 13.5 % of teachers use varied presentation formats and materials, Home-based contingencies are given by 12.5 % of teachers, 4.5% of teachers use cues, prompts to check the attention and only .05% of teachers are using a token economy to handle ADHD' in classrooms.

### *Hypothesis*

There is a significant difference between government and private sector teachers' awareness about the prevalence of learning difficulties in mainstream classrooms.

Table 5

*Comparison of Mean and Standard Deviation of teachers scores on the prevalence of ADHD students in mainstream classrooms in Relation with Variable School Sector (N=200)*

Subscales	Government Sector (N=128)		Private Sector (N=72)	
	M	SD	M	SD
Inattentive	40.9	1.24	36.6	2.1
Hyperactive	15.4	2.1	15.7	2.3
Impulsive	9.6	1.2	9.4	1.2
Total	65.9	4.54	61.7	5.6

Table 5 describes the Mean and SD to teachers scores for the prevalence of ADHD students in mainstream classrooms in relation to the variable sector. It is evident from this table that the existence of inattentive and impulsive behavior students is more in the government sector school and the existence of hyperactive behavior students is more in private sector schools. From the table, it appears that on the whole teachers of the government sector have more ADHD students in their classrooms as compared to private sector school teachers.

Table 6

*t-test of teachers scores on the prevalence of ADHD students in mainstream classrooms in Government and Private Sectors Schools (N=200)*

Source	t	Df	P value	95% Confidence Interval of the Difference	
				Lower	Upper
School sector	39.969	199	0.00	1.29	1.43

To test this hypothesis that there is a difference between government and private sector teachers' awareness about the learning difficulties of learners in the mainstream classrooms two sample t-test applied and value of t is 39.969 and its P-value is 0.00 which is less than the level of significance 0.05 so it is concluded that there is a difference between government and private sector teachers' awareness about ADHD as clear from Table 6.

## **Discussion**

The result of the study showed that teachers were much aware of the learning difficulties of their students but some teachers have not noticed the students' learning difficulty. Schachar, & Russell (2009) were of the view that most of the teachers were aware of poor classroom conditions. Most of the teachers have observed the learning difficulty of ADHD in their classrooms and mentioned that most of the time students have less focus during classes. Students mostly show unwanted behavior when they are in the class and during the lecture. During the lecture, teachers faced more the

challenges of discipline. Results of the study displayed that most of the teachers observed the prevalence of ADHD among students.

Results of the study confirmed the difference and shown that public sector teachers facing more ADHD issues than private sector teachers. One objective was related to the type of management and educational interventions that the teacher used in elementary classes to handle inattentive, hyperactive and impulsive behavior of students. The authors in the (Grining et al., 2010) of the view that that most of the teachers use the intervention of (capturing students' attention before giving directions) to handle inattentive students. To control the hyperactive students most of the teachers used the intervention of giving the students a break during performing tasks. From the results, it was established that most of the teachers use the intervention of (listening to others) to handle the impulsive behavior of students. The results assured that most of the teachers use this intervention to handle class having learning difficulties.

### **Conclusion**

On the base of data analysis and results of the study, it is concluded that although teachers have awareness about the behavior of students and noted frequently the unwanted behavior but showing limited knowledge about learning difficulties. Despite this that in mainstream classrooms there is a great number of students with ADHD problems. A significant difference was found in the prevalence of students with ADHD in the Public and private sector elementary mainstream schools. On the whole teachers of the public sector have more ADHD students in their classrooms as compared to private sector school teachers. Most of the teachers were not aware of effective educational interventions to cope with students' undesired classrooms behavior. But on the basis of their own knowledge, most of the teachers are using the intervention of physical arrangement to deal with students having learning difficulties. The reason for a deficiency in awareness may be the absence of training of special short courses to address the learning difficulties due to ADHD.

### **Recommendations**

On the base of results of the study following suggestions were provided to handle students having learning difficulties in the classroom:

- i. The teachers might have conscious about students each and every action/behavior in the class. He/ she may assess the learning needs of each learner during the learning process and making conscious use of various techniques of handling undesired behavior. Most of the time teachers face class organization problems. Before the beginning of the class, teachers may provide some type of advance organizers to make students to stay on organized and on task.
- ii. The teacher may have focused especially on learning the difficulty of ADHD. Have become more aware of the learning difficulty of ADHD, how it affects

- students and their level of learning. With proper awareness and constructive plan, the teacher may be able to deal with ADHD students in the classrooms.
- iii. To deal with students a teacher may be familiar with the attention span of students which is of 10 to 20 minutes for a normal student. The benefit of awareness about this plan will be for teachers and students. The teacher will be able to give learning difficulty students some short breaks during the task to break the monotony of task and class environment
  - iv. Students having some behavioral problems such as inattentive, hyperactive and disruptive behavior cannot concentrate properly on what have to do. To gain their great concentration teacher may define a properly detailed schedule of activities and also follow that schedule. The teacher may make a manageable plan that is very necessary to deal with ADHD students.
  - v. Teacher willingness and motivation for handling such children is very essential, willing teachers can observe such students just to stay informed about their behaviors. When the teacher comes to know that there is a student in their classrooms with ADHD then the teacher may keenly and continuously observe the behavior of ADHD students and also provide some counseling to the student and his/her parents. Teachers may frequently keep an eye on students' progress.
  - vi. Communication with parents is vital; parents may be in touch with school teachers regarding the academic performance of their children. Parent-teachers meeting may arrange regularly so the gap between both can be minimized. Parents may also join some work group to handle their children in a better way.

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