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# JOURNAL OF EDUCATIONAL RESEARCH

# Educators, As Agents of Sustainable Development in Pakistan

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## Abstract

*Sustainable development (SD), a continually creating thought, with the plan to upgrade everyone's satisfaction, by accommodating economic, environmental and social development. The leading aim of the paper in hands was to evaluate the role of educators concerning Education for Sustainable Development in Pakistan and this would be an initiate of a sustainable future in the country. This study was to reconnoitre the perception of educators about their role as an sustainable development (SD) promoter at primary level and this qualitative study conducted to identify the strengths, weakness, hurdles and responsibilities of a teacher as an SD promoter. The study was qualitative in nature and to gain an in-depth insight into the phenomenon a semi-structured interview protocol was developed 30 participants were selected on the bases of seniority by convenient sampling technique. The finding shows that there was a lot of potential in the teachers which are necessary to work as an agent of sustainability, the majority of them was unaware about the term "sustainability" but teaching SD concept for a long time without knowing it, to some extent curriculum also help them. Most of the teacher in this study had different challenges and obstacles, just like lack of resources, the lake of the support system from administration and society. All the educators believed that they need to be determined and resourceful to perform their tasks as an agent for sustainable development.*

**Keywords:** Sustainable development, Educators perception, instructional strategies, Curriculum

## Introduction

The theory of Sustainable Development (SD) became popularized after the publication of a report named as *Our Common Future* which was presented by the WCED

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(World Commission on Environment and Development), in which Sustainable development defined as:

> *Sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs* (United Nations General Assembly, 1987, p. 43).

It has been observed a remarkable rise in social sciences research about sustainable development over the long run during the last decade. Consequently, considerable effort has been invested in the field of ESD in Pakistan (Chaudhry, 2007). It is affirmed by literature the first empirical study was done in Pakistan in 2008 (Shah, Qureshi, Bhutto, & Shah, 2011). Conversely, long before the 20th century, researchers contended that there is no need to be a trade-off among economic development and environmental sustainability. Sustainability is defined as the process of meeting the needs and challenges of the present without destroying or compromising the capacity of the future nation to fulfill their necessities and needs. It further divided into three pillars i.e. Social, Economic and Environmental and these are also denoted to as people, profit and planet respectively (UNESCO, 2002).

The Sustainable Development Goals SDGs are a widespread plan that mirrors the worldwide idea of the difficulties and openings we all in all face. The SDGs additionally call for doing improvement any other way, including through more prominent and more powerful utilization of multi-partner associations to propel the sort of comprehensive, incorporated and adaptable arrangements fit for acknowledging framework wide change. Without a doubt, normal capital stocks and biological system benefit streams support every single human movement toward accomplishing the SDGs (Kalsoom, Qureshi, & Khanam, 2018).



***Figure 1.*** Dimensions of SD (Adopted)

Pakistan has listed the SDGs that enable us to link with the association of the countries ranked as upper-middle-class by 2030. Pakistan considered the first country to accept the SDGs 2030 agenda by united resolution of parliament. The Govt. piloted discussions with all stakeholders post-Millennium Development Goals (MDGs) for organizing and solidification efforts was done at provincial and federal levels to attain Pakistan's sustainable development and poverty bargain goals. Consultation process highlighted the need for national categorization of SDGs, enhanced data gathering and implementation of monitoring mechanisms, A SDGs Monitoring and Coordination Unit, was established at federal level in coordination with UNDP, and is working to serve as a national directing entity with parallel units in the provinces (Planning Commission of Pakistan, 2019).

Sustainability inspires and inspires a strong and growing association between individual activities and environment so that Environmental, societal, and economical requirements could be fulfilled. In 1983, the Secretary-General of the United Nation assigns a task to the WCED, to "re-examine critical environmental and development problems around the world and formulate realistic proposals to address them." (WCED, 1987). This was articulated in the report named "Our Common Future" in 1987, and the main purpose was to specify the needed pathway for SD on every level and served the bring the concepts of SD into forefront on global level, that report made the world alerted about the urgency of making progress toward the truly sustainable development without harming the environment and natural resources (Brundtland, 1987). The World United Nations Environment Programme, in 1991, *Caring for the Earth* paying their attention to the practice of "living sustainably" "described as:

> *A kind of development that provides real improvements in the quality of human life and at the same time conserves the vitality and diversity of the Earth. The goal is a development that meets these needs in a sustainable way* (Union & Unep, 2013)**.**

The Decade of Education for Sustainable development (ESD 2005-20014) declared by the United Nation is an attempt to reorient learning practice, policies and investments to deal with the concept of sustainability (Kopnina, 2012). During the Decade, ESD contributed to enabling the individuals to cope up with the challenges and motivate the decision-maker to make use full adjustments for the betterment of the viable world. When Education for SD emerged as a component of the learning agenda in a global arena, it was related with the considerable shift in learning discussion about purpose and aims of education and with the necessity to react on the issues caused by the modern idea of progress (Pavlova, 2013). As Huckle in 1996 discus that how ESD invites us to talk about the assumptions of educational leading discourse, especially those objectives, teaching methods and contexts which support initiating individuals into the skills &

concepts desired for identifying technological and scientific solutions to ecological issues by not including their original cause (Huckle & Wals, 2015).

*Sustainable Development in Pakistan*

From the time of 1990 `s the Pakistani government has paid their additional priority objectives in promoting equitable and sustained development, especially over the last few years government plans to develop Pakistan`s sustainable development strategies in their own context to manage the issue at the national level (Khan, Awan, & Khan, 2012). In 1992, it was the time when heads of different countries signed Agenda 21 on Earth summit in Rio-de-Janeiro (USA), Pakistan develops its National Conservation Strategy (NCG), which depicts as a part of SD and determine environmental improvements agenda for the country. As describe by Qais (2002) who presented the Pakistani government reforms relating to environment-friendly initiatives, so as to the government of Pakistan has started National Cleaner Production Program to facilitate tanneries and industries to deal with the environmental problem (Khan, et al., 2012).
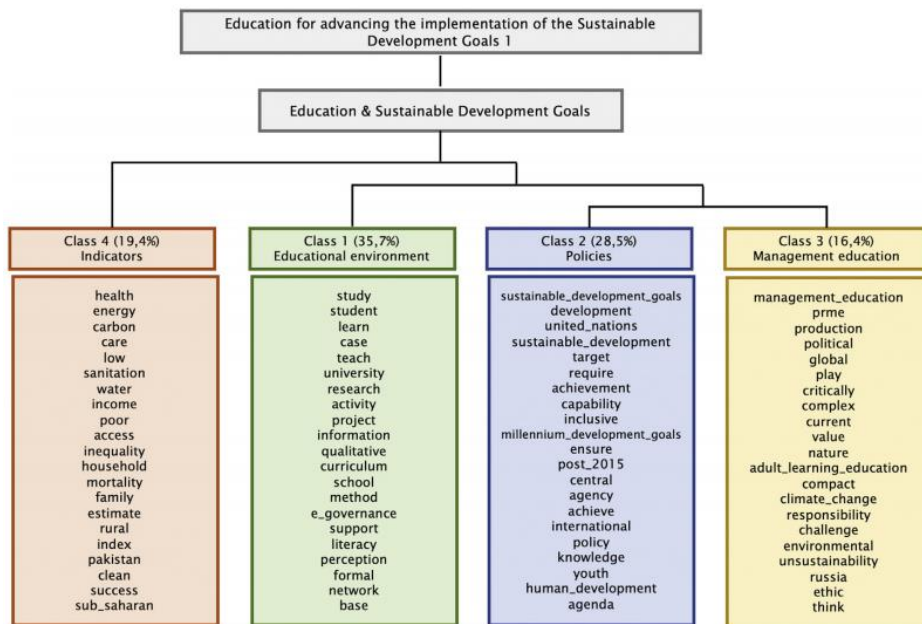


***Figure 2.*** Representation of themes and lenses (Avelar, da Silva-Oliveira & da Silva Pereira, 2019).

As a component of the UN's decade for ESD individuals states like Pakistan are required to create national plans for the improvement and usage of ESD with their instruction systems (United Nations Educational & Organization, 2002). Agenda 21

documented four areas of action for education in accomplishing sustainable development including:

   i.  Develop common understanding and awareness.
  ii.  Improvement in quality of education.
 iii.  Reorient educational programs to address sustainability.
 iv.  Provide proper training to all the sectors of society.

*Educators, as an Agent of Sustainable Development*

Being an educator is not only to perform a job that comprises a number of tasks: it means operating inside the education system, which is not entirely codified and never will be (Beccegato, 2001). Nespor (1987) argued that:

> *In spite of arguments that people's "beliefs" are important influences on the ways they conceptualize tasks and learn from experience...little attention has been accorded to the structure and functions of teachers' beliefs about their roles, their students, the subject matter areas they teach, and the schools they work in* (Nespor, 1987).

This paper specifically analysis the figure of primary school teachers; those expert teachers who have the responsibility to offer sustainable patterns to their pupils, repairing teaching content for learning, arrange activities for SD concept building and also cooperating with school management to achieve the desired outcome. As per Rand and Gorden (2009), teacher-as-facilitator is critical in the teaching-learning situation and in leading an educational process which involves significant investigation and formation of common identity in sustainability. At the same time, the role of the teacher can be seen as content-neutral, not as a value impartial (Rands, 2009). In addition, national curriculum, and the educators who convey it are two principal components of effective school execution and both can be used as a solid mean toward SD promotion (Calder & Clugston, 2003). Building up the sustainable development ideas we should take help through the curriculum with some coordinated work crosswise over subjects, and developing utilization of individual, social, wellbeing training, and organizations with exterior groups, all intended to empower learner to grow extra adjusted and more full arrangements of understanding and aptitudes (Nicolaides, 2006).

> *We need to make our students learn that our social, economic, educational and environmental issues are inter-connected. And also make them realize that our values, actions and personal behaviours are affecting greatly the achievement of a sustainable future. Moreover, our system is continually evolving; we need to take a social learning approach to learn from each sector of our social world. That is to say to learn the lessons from other fields and to see how we can offer a new perspective to our persistent problem/issues around us. The study*

> *affirmed that the teacher training institution with highly ESD indicators ranked with high category by the accreditation council. If we are committed for sustainable development we need to train our teachers for sustainable practice, which we dream for our sustainable future. Because the teachers are nation builders and they are a change agent for a sustainable future* (Khan, 2019, p.8).

The chief target of this paper was to explore the perception of primary educators, those professional teachers who have responsibility to propose sustainable patterns to their students, structure teaching content for better learning, taking help from the implemented curriculum arrange activities for building the SD concept in learners and also cooperating with school management to achieve the desired outcomes.



*Figure 3.* Sustainable Future in Pakistan

*The Rationale of the Study*

Pakistan has a great potential to incorporate Education for sustainable development at every level of instruction. What learners' practice after completing their studies, how well they adjust, and what decisions they will rely upon, how well SD concepts were coordinated in their educational experiences and on the open doors made accessible to them to draw in with SD, and what role teachers can play to make all these things happen. This research will provide new dimensions for further research and studies to evaluate that how well teachers can do to enable their pupils to develop and grow, mentally, physically, inwardly, socially, monetarily and environmentally, so they prosper in whatever socio-ecological settings they end up in. It will likewise enable us to see how teachers extend this learning outside the schoolrooms, so knowledge inside ESD does not persist only personal, but rather prompts dynamic investment in looking for and

actualizing new and positive examples of social association and change, in accordance with the idea of Sustainable Development

*Objectives of the Study*

Teachers play a very vital role in the progress and development of a learner from an initial age, hence it is significant to identify what they know, understand and believe about education for sustainable development. This study aims to measure and analyze the teacher's role in Sustainable development thus the main objectives of this paper are to explore:

1. Their perceptions, understanding and awareness of Sustainable development.
2. Styles and skill utilized by teachers to support SD concepts which are presented in the implemented curriculum.
3. What challenges teachers have to face while working as an agent for SD.

## Method

As stated earlier the present study is as exhaustive and constantly developing as the phenomenon under investigation. The paradigm of this study was interpretive; purely qualitative phenomenological research design was used to gain a deeper vision into the phenomenon. For data collection, a semi-structured interview protocol was used.
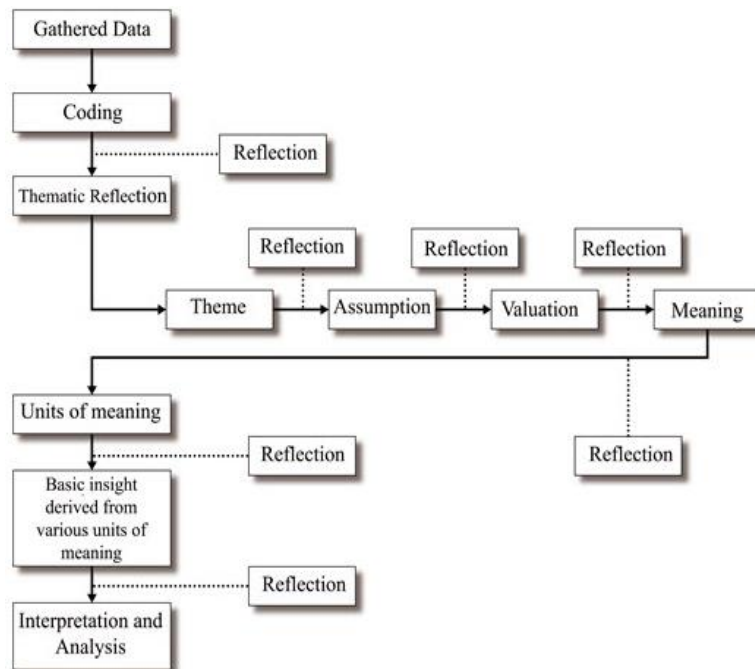


*Figure 4.* Data collection and design

*Participants of the Study*

The primary school educators in district Lahore were the target population. There were 2817 primary educators from the public sector and 1275 teachers from private sectors. The assessable population was 4092 primary school educators of district Lahore. Thirty-two teachers were chosen as a sample and interviewed for this study. Teachers were selected through the convenient sampling technique on the bases of seniority.

*Instrument*

A semi-structured interview protocol was created for primary educators of Lahore to investigate their understanding, willingness, aptitudes and styles, issues they had been facing and their recommendation for improvement of SD execution. The interview protocol contains basic demographic questions alongside a group of open-ended questions investigating the educator's attitude, understanding, their perceived knowledge about sustainable development concepts and issues, their perception about the usefulness of recent curriculum to promote SD or they were using some sort of hidden curriculum to achieve their target.

*Data Analysis*

The process of analyzing data enables me to understand the collected information. As per (Hatch, 2002) analyzing means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories (Hatch, 2002). After transcribing the interviews researcher went through them and categorize all the participant responses according to the theme.

**Findings**

The educator's replies were coded and categories and in results formed as five themes. These were:

*Theme 1: Understanding*

Majority of teachers indicates through their answers that they have an idea about concepts of SD and they have been practising these concepts into there own lives, 57% of educators believe that:

> *SD is essentially about relationships-relationships between people and their environment. The human element is now widely recognized as the key variable in SD, both in terms of reasons for unsustainable development and in terms of the hopes for SD.*

As per one participant, "education enables us to understand ourselves and others and our links with the wider natural and social environment, and this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, ESD aims to move us to adopt behaviours and practices which

enable all to live a full life without being deprived of basics". But some of the teachers were unaware of the term sustainable development but have an understanding and teaching of the concepts adequately.

*Theme 2:  Motivations*

As indicated by most educators their love for nature, world and humanity motivate them not only to practice the concepts of SD but also teaches this concept to their students so that they would be able to live a sustained life, According to most of the teachers. Majority of educators believe that education was about influences and connection, connections among people, content, the Earth and the God. They accredited their own interest for SD to their opinion that people were made to be in these contacts. Educators frequently have their own theories about training, including ecological instruction. As another motivation for ESD was referred to by a participant that he was inspired by his trust and to the spiritual connection he assumes and felt with the Earth. Teachers go about as the two subjects and as an agent of change as they make choices that reflect their comprehension of the conceptual and practical ramifications of their training.

*Theme 3: Teacher`s skills and styles and student involvement*

Most of the teachers strongly believe that learning is based on experience and they attempt to involve their students into the particle situations as much as possible throughout the instruction. One of the participants from the private sector believed that educators need to "*get to the heart of a kid*" if they want to change and inspire the student`s life. That was the centre of his faith in student involvement. Similarly, the public sector teachers tell the researcher that they encouraged their students to actively participate in the activity-based learning just like in specific day's projects at school just like recycling campaign, planting day's promotion of ethical values Day etc. Almost All the teacher from both sectors were willing to create memories for their learners, and want them to be able to positively contribute to their society. Majority of educators trust that learning could be long-lasting if made through different experiments and activities, for accomplish their desired SD outcome they consider field trips, group activities, the arrangement of sports day and other annual functions very useful for successful incorporation of SD concepts

*Theme 4: SD related content in the implemented curriculum*

Majority of educators specified that the content of the curriculum about sustainable development should centre around providing an idea about general natural issues. They referred to such issues as: 'things like a waste of resources, pollution, recycling things, ethical values, other species on earth etc. Educators examined the idea that ESD fused educating and finding out about 'both local and far off conditions' some of them considered that the curriculum content about sustainability ought to be tied in with 'building up and develop a positive state of mind towards nature. Educators put some

light on such issues as How we care for our things in school, we have a lake and the creature that lives in the lake, what they require, that our survival frequently relies upon their survival. In regard to the advancement of SD ideas inside the national curriculum, Educators viewed the place of ESD as something effectively natural in their practices and as an essential element which described great schools and great educators. Despite the fact that SD isn't set up as a different subject in the national educational modules, Mostly educators believe that sustainability ideas must not be presented as isolated curricular elements; rather it should be invaded to all zones of the educational program.

*Theme 5:  Acceptance and Challenges*

Majority of participants stated a common difficulty in coaching about sustainability, which is a student`s social, physical economical family background. Some of the pupils' projects need support or input from learner`s family. For example, there are some specific days arranged by the school organization to clarify different concepts like plant a tree day, recycling day, charity day etc. In order to attain their goals, teachers need a student`s family support and cooperation.

> *A few members required funding and care from their school division and society protection in mind the end goal to efficiently complete the incorporation of SD concepts. None of these educators was working in all-out separation. Every one of the required collaboration with other staff people, organization and society. While the greater part of the Educator was extremely eager to promote SD ideas, but there were some who were uncertain to roll out progress in what they were undertaking. There were some problems to confront when starting another package or endeavoring something new. Not all people are alright with change and some realize adapting to change extremely worrying. The educators in my research had the normal hindrances and problems like lack of support system, unavailability of resources etc. They all said that educators should have been clever with a specific end goal to get what they required keeping in awareness the end goal to carry out their jobs as an agent of SD.*

*Theme 6: Educator`s Suggestions*

A larger number of educators trusts that the consistently advancing, mind-bending and expansive impression of education for sustainable development can turn into certainty if have:

> *More educators, who can perceive beyond, think beyond and act beyond. Educators who are not negligible ministers but rather supporters and advocates of ESD, who have practicing ESD into their everyday lives,*

*which is mirrored in their teaching style. They can begin the context of transformative exercise—a training which envelops every one of the phases and teaches of a lifetime and realizes a principal variation in the way we figure, performance and reply to the diverse socio-social, economic and ecological problems around us. The human factor is presently broadly supposed as the important variable in sustainable development, both as far as explanations behind untenable development and as far as the desires for sustainable development. To reply to this demand, what we need today is a compact and submitted power of complicated inspirations cum teacher (not mere educators), full of energy, vitality, ingenuity, certainty and steadiness who can think essentially and empathetically.*

## Discussion and Conclusion

These findings give a sign of the scope of educator`s understandings, mindfulness and awareness about sustainability despite the lake of formal training in this era. They give proof to the requirement for including SD values into teacher training programs and a beginning stage for outlining such courses that would improve educators' understandings and aid supportability training programs. The instruments could then be incorporated into such courses to help with checking the improvement of comprehension. Discoveries and tools could likewise illuminate the arranging of rehearsing educator professional development. In this way a more prominent number of educators could then execute SD training programs in their schools, bringing about a bigger number of learners taking part in education for sustainable development.

*There is an alarming and growing appreciation of the standing value of academic and professional research on ESD in Pakistan uninterruptedly is being censored by the Universities and Higher Education Commission gradually. However, the concentration in this arena and these imposts have remained mostly restricted to the dimensions of quantity, totally overlooking the quality dimension. Specifically, in this context the unique effort to evaluate the quality and worth of social science research in Pakistan in objective and quantifiable terms. A clear-cut and applicable index of social sciences in Pakistan should be developed, apprehending multiple dimensions which are predominantly significant in the Pakistani Social science perspective. The index is a shared extent of Journals index and articles index, premised on the users' perspective and the producers' perspective on quality. The results of the study show that Pakistani social science research underwrites more to public debates and policy inventions than to pushing the edges of knowledge*

*and knowledge-based economy for further research and sustainable future* (Khan, 2019, p.12).

This base up approach could then influence decision makers to roll out improvement. Since there is a need to outline and embrace sustainable development arrangements which must fulfil the national and universal implications. I contended that these issues appear to come from a lacking and summed up presentation and introduction of SD ideas, instruction for economic improvement, and so forth in the national educational programs and from the restricted learning and information educators appear to have regarding their practices and their comprehension of how development can acquire congruity with what they are already doing. This paper would distinguish that how an educator can emphatically incorporate the ideas of sustainable development into the pupil`s mind at primary level, and how they utilize their abilities and skills to work as an agent of SD. Based on contemplate result it is prescribed that:

1. Proper training programs should be offered in teacher training institutions which emphasize more on developing manpower to promote Sustainable development.
2. This investigation might be led at various levels and grade-wise in different sectors
3. It might be conducted subject-wise to investigate the phenomenon.
4. This study is about the educator`s part it might be head-educators and students point of view in future research.

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## Intrinsic and Extrinsic Motivation of Teachers in Special Education Secondary School: A Qualitative Study

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### Abstract

*This qualitative study identified the form of intrinsic and extrinsic motivation teachers had in the special education school at secondary level in Punjab Pakistan. Nine head teachers of special education schools were interviewed using interview schema. The structured pilot tested interview schema was used to conduct the interview. The pilot tested interview schema included four questions; the format was opened-ended. All interviews were audio recorded and transcribed verbatim. Data was analyzed to draw conclusion using thematic analysis approach. The results revealed that the special education teacher were intrinsically motivated and received motivation in the form of feeling enjoyment, honor, interest, and achievements The extrinsic motivation of teachers was comparatively low such as limited chance of promotion, low salaries, limited facilities and no job security. Majority of the head teachers described that performance of special education teachers is average. Some head teachers pointed out that special education teachers lack experience and confidence to deal with special students, and do not perform well. The suggestions given by the head teachers to improve the motivation level were; regular teaching trainings, reduced burden and job security.*

**Keywords:** Special education, intrinsic motivation, extrinsic motivation.

### Introduction

This qualitative study has many theoretical as well as practical implications. In theoretical point of view, with the special reference to Pakistan this study literary contribute to the special education literature. It point out issues and concerns of teachers who teach the special students in secondary school in Pakistan. Thus this study is an effort in improving quality of education in special education school at secondary level. In practice terms, the findings of this study can help the Ministry of special Education to

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underline the guidelines for setting strategies and standards for motivating teachers to work with zeal. This will ultimately improve the satisfaction of special education teachers to fulfill the requirements of special students as well as of the employer. Shortly, this study will guide special education department to improve the quality of work in schools. The objectives of the study are:

1. To explore the existing level of the intrinsic and extrinsic motivation among special education secondary school teachers.
2. To find out the existing level of the performance among special education secondary school teachers
3. Evaluate the impact of motivation on special education secondary school teachers' performance.
4. To find out the suggestions for improving the motivation and performance of special education secondary school teachers.

## Literature Review

Special education is an emerging as one of the important areas of education. Every child has right to receive education and right for equalization of education opportunities. As a result, for the past one decade many special schools have emerged particularly in urban areas while the services are still inadequate in rural areas. Some institutes in Pakistan are offering professional training programs for the people who are dealing with disabilities such as hearing impairment (HI), mentally handicap (MH), visually impaired (VI) and physical disability (PD) (Reddy, 2007). The special schools are centering to the needs of children who are VI, HI, PD, and MH, and for more than one disability. The task of the teachers working in special school is more complex than the teachers working in the normal school. In a special school the students' needs are more diversified in nature demanding intense attention of the teacher, specific competencies to handle specific situation, development of teaching learning materials to accommodate each children, and planning and development of individualized education programs apart from continuous monitoring and evaluation of education assignments. Many times the teacher's task is not only confined to the school but also to the community and parents of the special children in the form of guidance and counseling. Special education teacher cannot work in isolation, but work in a team to assist the child in its personal, social and academic development. In most of the cases, the progress of the child depends on how best the teacher delivers the goods in team work situations than isolation (Reddy, 2007).

One of the most important factors that every human is trying to achieve his or her goal is motivation. Motivation implies a driving force that makes a person put his maximum effort to meet organizational goals such as working very hard to achieve high pass rate or any other goals pursued by the school. It implies instilling in teachers the urge or desire to act willingly in specific ways to achieve high result. Motivation can be

described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation getting from inside the person or from the activity itself, it influences the behavior and performance positively (Ryan & Deci, 2000). While extrinsic motivation emerges from outside the individual and is the attainment of external administered rewards and influences, such as, grade, status, pay, reward and positive assessment among others. Teacher motivation has to do with teacher's attitude to work desire to participate in pedagogical techniques with school/college environment as well as interest of teachers in student's discipline and classroom management (Aacha, 2010; Bennell, 2004). Performance may be described as the ability to join skillfully the right behavior towards the accomplishment of organizational goals. Teachers need both extrinsic and intrinsic motivation. A teacher who is intrinsically encouraged carryout different tasks for the feeling of achievement, success and self- actualization. Whereas an intrinsically motivated teacher perform duty in order to get a reward such as grade, praise, salary. These both factors influence behavior of teachers (Ammin, 2013). Teacher motivation is one of the most important variables that contribute to the overall performance of any school. The teaching and learning processes in various schools produce varied results depending on the quality of teacher performance in the various schools (Cain, 2007). Studies have been carried out for measuring the effect of motivation on organizational performance of employees in Islamic Revolution Housing Foundation (Azar & Shafighi, 2013).

In Pakistani perspective few studies have been conducted to explore the impact of motivation on the performance of teachers. For example, a quantitative study was conducted in public sector degree colleges of Punjab, Pakistan to analyze the impact of intrinsic and extrinsic motivation on teacher job satisfaction (Nadim, Chaudhry et al., 2012). Another study from Peshawar explores the influence of teacher's motivation on their job performance (Inayatullah & Jehangir, 2012). However to date no study from Pakistan has qualitatively explored the impact of motivation on the performance of teachers in special education secondary school. Qualitative study design not only provide depth and detail in obtained data by recording attitude, feelings and behaviors of people but also encourages people to expand their responses to areas not considered initially. Therefore the aim of this study was to explore, what form of intrinsic and extrinsic motivators teachers have in the special education school at secondary level and find out comment of the head teachers on the performance of teachers in the special education school as well find out suggestions of the head teacher to improve teacher motivation and performance of special education teachers.

## Methodology
### Study Design and Setting
This qualitative study was conducted in government special education secondary school of hearing impaired visual impaired and physically handicapped children in

Punjab Pakistan. According to Special Education Department (2018) in Punjab, there are 2 schools for physical disabled children, 38 schools for hearing impaired children and 11 schools for visual impaired children. By using semi structured interview schema, face to face in-depth interview was conducted with nine head teachers of government special education secondary school.

*Study Instrument*

The structured interview involves a set of prepared guiding 4 questions.

1. How much intrinsically teachers are motivated in this special education school?
2. How much extrinsically teachers are motivated in this special education school?
3. What do you think about the performance of teachers in this special education school?
4. Your suggestions to improve teacher motivation and performance?

Before conducting interviews with the study participants, piloting of the draft interview guide was undertaken to test the interview protocol and ensure the uniformity. This involves going through the interview with two teachers of government special education schools to ensure that the questions were understood as posed.

*Recruitment and Data Collection*

A purposive sampling technique was utilized to enlist the male and female head teachers of the special education secondary school. Head teachers were approached consecutively in schools and their consent to participate in study was obtained after explaining the nature of study to them. The schools were visited on the dates and time agreed by the participants. By using a piloted interview guide consented head teachers were interviewed face to face at their office. Before conducting the interview data collector explain the intrinsic and extrinsic motivation to the respondent. Prior to initiating the interview, the participants completed a demographic data collection form which included gender, age, qualification and experience. The interview was conducted in Urdu language. All interviews were recorded on audio tape with permission and observation notes were also taken. The sample size was limited by applying the saturation point criteria.

*Data Analysis*

Thematic approach was used for analyzing the data. The audio recording of the interview was listened several times to become familiar with the data and then the transcripts of the interviews were prepared. Transcribed data was then translated word to word from Urdu to English. The transcript of each interview was read 3 to 4 time and the responses which relate to each question were underlined to generate codes. The coded data were reduced to draw themes and subthemes. The main themes and sub-themes were selected representing head teachers point of views on intrinsic motivation and extrinsic motivation as well as performance of the special education teachers**.** These emerged

themes and sub-themes were studied repeatedly to confirm that it reflect the objective of the study. Crosschecking of themes were undertaken to confirm the data credibility.

## Results

From the information compiled after thematic analysis eight major themes were identified. Detailed description of the theme along with the supporting quotations are given below:

*Intrinsic Motivation*

Flowing themes were categories under intrinsic motivation.

*i.    Satisfaction, achievements and enjoy*

Under this theme two head teachers mention that their teachers don't feel any hesitation and burden with special students. They told that when they do their teaching duties in their special education schools they enjoyed teaching. One head teacher point out that mostly teachers are self-motivated and try to teach their student of the highest quality in his school. Their main target of teaching is the learning of the students. They proud and thankful of Allah for provided them a chance of become teacher of disable children.

> *My teachers are self-motivated and try to teach students in best way, their main target is the achievements of the students' .My teachers don't feel a burden as they teach to special students. They thank full of God for giving them chance to teach special children* (H.T2)

> *Teachers enjoy to teach the special students in my school. They don't feel burden"* (H.T3)

Two head teachers told that teachers are satisfied. One head teacher mentions that teachers are feel that have enough achievement about their career. They try to cooperate with the head teacher and follow all orders given by the head teacher. Cooperation from both side produce a good working environment in school.

> *Allhumdulliha all teachers of my school are satisfied. They have carrier achievements. They are cooperative. There is good working environment in my school* (H.T1)

> *All teachers of my school are satisfied (H.T6)*

Two other head teachers point out that teachers of special education consider that teaching as a noble profession, and they are doing best job to teach the special students. They mention that their teachers believed that God will be give them reward for this such a great work.

*Round about all teachers in my school are satisfied .Their teaching is very good. They take teaching as a profession when they teach to special students they considered that teaching is a noble profession and teaching to special children is swab ka kaam. They enjoy teaching* (H.T4)

*They enjoy to teach the special children. Now a day people come in this field with their own choice. They think that teaching is a noble profession and God will be give them reward for this such a great work. In society the special teachers also respected (H.T8).*

One head teacher point out that teachers come in this flied of special education with their own choice and don't feel any hesitation in the class of special children that conforms their level of attachment and interest with this profession.

*All teachers are motivated and want to do something different. They are satisfied because they come in this field with their own choice. They don't feel any hesitation with special children (H.T9)*

According to respondents the teachers of special education feel enjoyment and pleasure while creatively teaching special children and these are most important motivational factors for their job.

*ii.    Strength of students and strict rules*

One head teachers told that strength of students is more than recommended strength in the special education classrooms and cause for low motivation of teachers.

*Students are more than recommended strength in my school and every special student need individual attention, this thing intrinsically discourages the teacher that is why level of motivation is very low in the teachers of my school (H.T5)*

One head teacher expressed that rules are strictly follow in his school and no flexibility is given to teachers by the head teacher.

*Motivation of my school teacher's is low, rules are strictly follow and no compromise on rules (H.T7)*

One head teacher told that strict rules are forced on teacher by the higher authorities. Such as monitoring system is very painful for the teachers and that's why they cannot focused on the teaching in an effective way.

*There are very strict rules by higher authorities such as monitoring system is very strict* (H.T1)

The head teachers expressed that teaching to special students is a challenging tasks for the special education teachers and the difficulty level is very much higher as compared to teaching in general schools.

*iii.    Appreciation*

Under this theme head teachers expressed that special education teacher should be appreciated in the meetings. According to him special education teachers should be supported and encouraged by the head teacher through discussing them as role models in the meetings. Head teacher mention importance of use a technique of prizes to encourage the teachers who performed well and the teachers should be also appreciated by the Government level through give them prizes.

> *Teachers who perform well in history should be discussed in meeting as a role model. Teachers should be appreciated in the meeting for their good work. Whole year teachers performance ,their teaching methods, and test of the students  these all things are in recorded in my school and at end of year prizes and shields are distribute in teachers .We send this record to Punjab level and Government of Punjab give them prizes (H.T6)*

> *Head should give prize one or two time in a year and compare teacher's performance with one another and give rewards who perform well in that way realized them that head teacher regard their good work. If prizes are not possible verbally appreciate the teachers .Government should also give prize and facilities that motivate the teachers (H.T3)*

> *Teacher's good performance should appreciated by the society and government both (H.T4)*

Whereas another head teacher point out that as a head  she used a trick to encourage  the teachers in staff meetings and verbally appreciate  the teachers and in future she have  a plan to engorge the teachers who are performing well by give them prizes in  school.

> *I appreciate my teachers verbally in staff meetings who perform well. I have plan that in future I will give them prize who perform well (H.T3)*

One head teacher told a different strategy which is used to appreciate and motivated for good performance of the teachers in school. Head teacher give them a title of star teacher and mention them on the green board for the three months.

> *Teachers whose performance good we give them the title "star Teacher" for the three months and picture of this teacher put on school green*

*board in my school. In this way I motivate the teachers for good performance (H.T9)*

### iv.      *Appointment of regular head teacher and teachers*

One head teacher point out that a regular head teacher should be appointed in school because a regular head teacher can control the teachers effectively.

*Regular head should be appointed .In charge head teacher cannot manage the teachers (H.T7)*

Another head teacher told that teachers are also worried about their jobs because jobs on contract and not regularized them from a long time. There concerns raised at contract based job insecurity which leading to increase in frustration and discouragement among special school teachers.

*Appointment should be on regular bases and contract employers should be regularized after 3 years. Insecurity in job effect their motivation and performance. Government appoint the teachers on contract and not regularized them after 5 or 6 year .Teachers are worried about their job (H.T5)*

### *Extrinsic Motivation*

Flowing theme were categories under extrinsic motivation

### i.      *Promotion, salary and other facilities*

Under this theme, head teachers of special education schools expressed their dissatisfaction regarding current promotion system and mentioned that chance of promotion is very limited for the teachers. They further revealed that the teacher once appointed remain in the teaching scale/rank until retirement. They blamed on the system imposed by the Government. They point out that special education teacher's salaries are not reasonable and other facilities also limited.

*Promotion is very difficult in special education. Promotion from 16 to 17 is possible but 17 to 18 is very difficult .Teachers reached in old age but there is no chance of promotion .Salaries are not enough. .No free meals and accommodation is provided by the Government Transport allowance is not reasonable, special for those teachers who travels from other cities. If we compare other private sector there is no sufficient medical allowance. There is no day care center in my school (H.T1)*

*The process of promotion is very slow that why teacher's fad up from this field .Salaries and allowances, medical allowance are given to teachers as given to other fields. This is not enough. Promotion and incentive should be given to special teachers (H.T4)*

> *Unfortunately teachers are not promoted in time and salaries are not enough Teachers complained that their salaries are not reasonable (H.T6)*

One head teacher expressed that teachers of special education received limited salaries and allowances this is not according to the needs of the teachers. Something more is required for the improvement in motivation of special children, s teachers.

> *Salaries and Covance allowances are given to the teachers but this not enough, something more is needed to motivate the teachers (H.T5)*

Three head teachers expressed positive remarks regarding their teacher's salaries and promotion and told that special education teachers receive a reasonably good salaries and allowances than general education teachers and there is a rule of time scale promotion, after some period of time teachers are automatically promoted.

> *As head I think that teachers pay is double in special education .Very good salaries and allowances and duty timing only five hours .So I think their salaries are more than their work (H.T7)*

> *Teachers are satisfied .They receive reasonable salaries as comparatively in general education and teachers are promoted from 16 to 17 and 17 to 18 scales easily after some period of time. There is rule of time scale promotion (H.T8)*

> *From many year their promotion are stopped. At least give them promotions who well performed (H.T9)*

Under this theme four head teachers express their dissatisfaction about promotion, salary and other facilities. Whereas two head teacher gave positive remarks regarding promotion and salary of special education teachers.

## ii. *Special teacher allowance*

Three head teachers told that mostly teachers came in this field of special education due to its double pay package and special teachers allowance but from few years this allowance have been stopped. They told that work with special students very difficult so special teacher allowance should be given to motivate the teachers.

> *Mostly teachers come in this field due to attraction of extrinsic motivation. Teachers chose this profession as they compare its pay package with general education and pay package in special education attract them but now in current situation there is no more incentive. Special teacher 50% allowance also freeze (H.T2)*

*No special allowance is given to the special teachers as in past, which was the big incentive for the special teachers but in those days there is no special allowance is given to teacher as a motivator (H.T3)*

*Teachers pay was more than the teachers in general education but Government has been stopped their special teacher allowance (H.T9)*

A total of three head teachers presented their concerns regarding lack of special teachers allowance for special education teachers.

*iii.* *Performance of the teachers*

This theme refers to the level at which special education teachers perform while dealing special children. Six head teachers from the nine acknowledged that special education teacher's performance is very good and are satisfied from their teacher's performance. They told that their teachers are cooperative, plan their lessons and conducted students' test regularly.

*My Teachers are very cooperative, obedient .They complete their dairies and lesson plans. They teach their students honestly. Teaching to special student is so much difficult as compare to normal students. Teacher's performance is very good (H.T1)*

*Teachers are cooperative and punctual come school in time. My teachers plan their dairies and checked it at the start of the week. They take test of the students regularly every month and pump the parents that they give attention on their children education. I am satisfied (H.T2)*

*When I ask my teachers to prepare something they do it .They prepare their dairies and lesson plans. Some teachers try to create problems but after some counseling they understand .Teachers of my school are regular and perform well (H.T4)*

*Teachers do their work in a good way, they plan their dairies and lessons. They take students tests and keep it in record. Their performance is very good (H.T6)*

Two head teachers told that special school teachers do their work honestly. They are cooperative and try to solve the problems of special students. They also conducted parent's teacher's meetings to solve the problems related to special students.

*Teachers do their work honestly. Their teaching is very good. They conduct test of special student as in general education and try to perform well (H.T8)*

*Allhumdullilha, Teachers are cooperative they complete their dairies, lesson plans and take student test regularly. When I order them to do*

> *something they follow it. They conduct parent teachers meeting to the problems of special students (H.T9)*

Three head teachers point out that some special education teachers not perform well. They received their salaries without doing any work. They come in school because they not have any other source of income. One head teacher told that overcrowded classrooms are affected the performance of the teachers.

> *Some teachers in my school have no performance. I think they come in school that they have no other source of income (H.T3)*

> *In my school, there is shortage of teaching staff. Recommended strength of special students is 8 to 12 in a class but unfortunately in my school overcrowded classrooms .This thing decreased the performance of the teachers (H.T5)*

> *Performance is not good .Teacher cannot perform well and receive salaries without doing any work (H.T8)*

Head teachers expressed their satisfaction regarding to the performance of special education teachers, whereas three head teachers disagreed. Statements of the head teachers under the theme of intrinsic and extrinsic motivation and performance shows positive relationship between teacher's motivation and performance.

## iv.    Suggestions

Under this theme three head teachers suggested that Government should be facilitate the special education teachers and give facilities of free medical, day care center, increase their pay. They focused on provision of others facilities such as convince allowance and medical allowances to special education teachers. Head teachers should give respect to the opinions of the teachers , Provide them good working environment as well allow them that they can used modern techniques for the effective learning of the special students. Three head teachers give suggestion of restarting of special teacher allowance.

> *Government should be facilitate the teachers. Medical allowances should be increased. Arrangements of day care center. Teachers personal issues should be resolves (H.T1)*

> *Convince allowance, medical allowance not enough. These allowances should be increased (H.T9)*

> *Head teachers should listen their teacher's point of view and provide them flexible environment. Government should increase extrinsic motivation of the special teachers. As they work hard with special*

> *children. To work with special student is very difficult so 50% special allowance should be given to motivate the teachers (H.T2)*

> *At least 50% special allowance should be given to special teachers (H.T6)*

> *At least give them special teaching allowance (H.T8)*

> *Modern teaching techniques should be used in special education. Government should increase pay of special teachers as they do more work with special students than general education teachers (H.T8)*

One head teachers of special schools emphasized that adequate pay, incentives, facility of day care center for female teachers should be given to special school teachers. If the Government arrange the facility of accommodation for the teachers it would be a great help to motivate them.

> *Play grounds and day care center facility for female special education teacher should be provided. If the Government arranged accommodation for the teachers it would be very beneficial for the teachers and motivate them (H.T4)*

Another head teacher give suggested that a helper should be provide to special education teachers because to control and mange special children is not easy task.

> *A helper should be provided to control the special students and many others problems related to special students in class rooms (H.T5)*

One another teacher gave suggestions that male and female teachers should be separate in a school. When male and female teachers teach together in the same school it creates many problems.

> *Male and female teachers should be separate. If the male and female teachers separate many problem automatically solve (H.T7)*

In this theme head teachers highlighted the suggestion of improvement in promotion, facilities and reward for special education teachers.

## Discussion

Intrinsic and extrinsic motivation expressly or implicitly influences the level of teacher's performance at school. The current study was an attempt to investigate the intrinsic and extrinsic motivation of teachers in special education secondary school in Punjab. The study findings revealed that intrinsic motivation was available for the teachers in various special education schools. Majority of the head teachers reported that teachers of their schools were intrinsically motivated as they had a sense of joy, honor and achievement while teaching to disabled students enjoy. These findings were

supported by Herzberg et al (Herzberg, 1966) who characterized motivation into three key elements including achievement, opportunities, and responsibilities. In the present study, the majority of respondents reported that teachers were interested in teaching special children that represent a form of the intrinsic motivation (Ryan & Deci, 2000). According to Ryan et al, intrinsic was a kind of component which is derived from within the individual or forms the activity itself and affect positively on performance, behavior and well-being (Ryan & Deci, 2000).

In this study, another component that strongly boosted the performance of the teachers was extrinsic motivation .Participants of the study highlighted dearth of extrinsic motivators for the special education teachers that included limited chance of promotion limited salary limited allowances, unavailability miscellaneous facilities and special teacher allowance has been freeze. The findings are partly concurrent with a previous study that indicated  poor living environment for the teachers as one of the extrinsic factors associated with lack of motivation and subsequent low self-esteem among teachers (Mertler, 1992). Another extrinsic de-motivator found in the study was inadequate salary. Bratton et al reported that adequate salary was one of the most important motivational tool for teachers (Bratton, 2003).Participants of the study also indicate that special education teachers were not provided with free medical, accommodation, day-care centre that resulted in lack of motivation. Likewise, Mukoti (2005) reported that teachers motivation was hampered by low inadequate salaries and carrier development (Mukoti, 2005). Armstrong et al mention   the importance of financial reward and indicated that provision of monetary allowances achievement a number of different outcomes (Arstong, 1996). In the present study the majority of the respondents indicate that the promotion system was not good and teachers remained on the same scale throughout their career. Dissatisfaction with the promotion opportunities was also reported by the study participant of the previous studies (Zembylus & Papanatasiou, 2006) and Al-Hazmi, 2007).The findings of the current study showed good performance of the special education teachers and majority of the head teachers reported cooperative and regular special education teachers This findings of the study  matched previous study findings (Amin et.al,2013)that reported above average and good performance of the teachers .Majority of the respondents suggested that salary and promotion opportunities should be increased and this findings corroborated with Bennell (2003) who indicate that inadequate salary and scales both directly and indirectly reduced the motivation level of the teachers and their performance (Bennell, 2003).

According to the results of this study, a positive relationship was found between teacher's intrinsic and extrinsic motivation and their performance. This implies that increase in motivational factors i.e. adequate salary, allowances, job security and promotion could be helpful to improve the performance of the special school teachers. Likewise, Cain (2007), Azar and Shafiqhi (2013) found positive relationship between teachers' motivation and their performance. In general, the above findings entailed that

increasing motivation would boost the performance of special education teachers in Punjab.

## Conclusion

The conclusion of the study is  that the special education teacher were intrinsically motivated and receive intrinsic motivation in the form of feeling satisfaction, enjoy, honor and achievements but the  extrinsic motivation was comparatively low such as slow process of promotion, limited salaries, allowances   and other facilities ,no regularization of the teachers. Majority of the head teachers mention good performance of the special education teachers .Conclusion shows positive relationship between teachers intrinsic motivation and performance of the teachers .The suggestions were given under these themes improve promotion, facilities and reward, provision helper and regular head appreciate the teachers and separate male and female teachers to improve the performance of the special education teachers.

## Recommendations

Following recommendations are given on bases of the results of the study:

- Special teacher allowance should be given to teachers of special education.
- Teachers should be regularized at least after three years.
- Number of student should not exceed more than 12 in a class.
- Appointment on contract should be stopped and gave the teachers job security.
- Promotion chance, salaries, other facilities should be increased for special education teachers.
- A helper should be provided to special education teachers to control the problems in special children's class.
- Separate male and female teachers in special education schools.
- Improve the process of promotion.
- Facilities and reward should be given to special education teacher for their work with special children.
- Conveyance allowance and medical allowance should be increased.
- Adequate salary should be provided to special education teachers

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# Teachers' awareness about Child Rights Provision, Protection and Participation: Gender Perspective

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## Abstract

*The main purpose of this article was to explore the awareness level of teachers towards child rights in secondary schools based on gender in order to layout ways of improvement for child rights at School. This paper investigated the problems with reference to national perspective and was delimited to only teachers working in secondary schools of Punjab, Pakistan. Using cross sectional and quantitative method design, a survey was distributed to 1350 teachers (9th & 10th class). Simple random sampling method was used to select the sample. The response rate of teachers was 95% (1277). The data were analyzed by applying descriptive and inferential statistics. The results of t-test applied on teachers', scale who sensitized statistically different perceptions (KAP- Knowledge, Attitude and Practice), in terms of provision, protection and participation (3Ps) about child rights (UNCRC) in secondary schools of Punjab. The male and female subjects had shown different perception in terms of provision, protection and participation of child rights.*

**Keywords**: Child Rights, Experts, teachers, Provision, protection, Participation, Knowledge, Attitude, Practice, Secondary School

## Introduction

Human rights are the special form of inalienable ethical claims, which are associated with all persons equally by virtue of their creation, regardless of any race, position, or group and these are the minimum conditions for human dignity and respect for human life. The human rights empower all humans for equal rights, regardless of any nationality, ethnicity, language, race, gender, citizenship or abilities. The principles of justice and equality are the foundations of these rights, irrespective of social order, faith, colour and geographical boundaries (Donnelly, 2013; Shestack, 2017).

Awareness about injustice and self-esteem are the natural tendencies of human beings and these traits awareness can be refined through civic education and participatory approach (Dover, 2013). Sensitivity level about different social values in adulthood can be improved by engaging humans in their childhood rather than in adulthood (Plieninger, Dijks, Oteros-Rozas, & Bieling, 2013).

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The child rights are actually the human rights (UNCRC). The school is another place where children rights are required to be provided and protected after home, therefore after parents, teachers must focus on child rights and they should try to ensure all the requirement related with child rights at school. In order to defend and taking care of the children rights, there is dire need to explore an understanding of teacher's knowledge, attitude and practice about child rights at secondary schools. The practical implementation of policies regarding child rights in school is the major issue which is needed to take immediate attention of all stakeholders specially, teachers. To measure sensitivity level about knowledge, attitude and practice of teachers working with young children at schools is a serious policy discourse.

*Who is Child?*

Any human being under age of 18 years, provided any state law applicable fall in the category of Child. Legally a child is considered as minor being younger than the age of majority (Okyere & Imoh, 2014).

*Child Rights Provision, Protection and Participation Scenarios*

Protection of human rights means to ensure that people are enjoying the entitlements of decent human living. Provision of human rights facilitative environment is the core function of any state and also protect human rights as basic civic principle. States should make laws to ensure equal opportunities of human rights, which will not only provide the structural, legal platform for the citizens but also will pave a path of human rights supportive culture. It is the state function to maintain, preserve and protect the life of people through human rights violaters. However, it is observed that many GOs and NGOs are taking part in the protection of people's human rights. In any society, every human being has an obligation to respect the others rights, which calls for protection and sanctions for violations (Bajpai, 2018).

Child rights and adult rights seems different terms but these are human rights and sides of one coin. Being vulnerable part of society, children have specific rights which help children to maximize their full potential. In society, children must not be considered as helpless, deserve for charity or property family. A child is part of family and community having specific rights and responsibilities at developmental stage. Children should enjoy the minimum standard of life (basic human rights principles) rather than privileges (CRC, 2006).

Every child irrespective of gender and age is unique in character and has equal importance in terms of human dignity and respect. Moreover, children must be given opportunity to share in all matters and decisions. Children must be listened and have respect the opinion of child serious manner (CRIN, 2007).

*Child Protection*

Child protection means to protect the children from violent behavior, mistreatment, cruelty and neglect. There are several terms like abusive and ill-treatment with the children or vehemence are rotating in the society and all are used to refer physical, sexual, spiritual and emotional abuse. The basic aim of child protection to provide a shelter and safe guard from all above mentioned forms to the victim segment of the society and to develop human dignity in all settings despite any race, society, department, under private or government authority in the result of carelessness or consciously. CRC had already been chalked out various means to make sure the child protection from all the above mentioned forms of abuse, violence and neglect especially in the Article 19 (Richardson, Lead, & Wilson, 2017).

The Convention was enforced in 1990 under Human Rights Chapter IV, in accordance with article 49(1) (UNCRC). There are 140 signatories' States while 197 gave ratification, acceptance, accession and/or succession of Convention (UNCRC). In research literature, rights in UNCRC are categories into three main parts, known as the '3 P's': provision of basic needs (e.g. food, services relating to education, health, leisure etc.), protection (against harmful acts or practices, social or emotional abuse) and like adults, children participation in communities (Munro, 2015; Dillen, 2006; Alderson, 2000; Osler & Starkey, 1998; Qvortrup, 1996).

Teachers' role cannot be ignored as teacher is the second important stakeholder after parents who inspire the child in promoting value system and sense of Child rights in students. In Pakistan, the frequency of child abuse, neglect, exploitation and violence has increased a lot as compared in past in Pakistan (Memon, 2007). This research aims to assess the awareness level of teachers about child rights.

*Objectives of the Study*

The objectives of study are as under:

1. To find out the awareness level of teacher's knowledge about child rights.
2. To identify the level of teacher's attitude towards child rights.
3. To determine the extent of teacher's practice in child rights.

*Research Questions*

The study was carried out to respond the under mentioned research questions:

1. Is there any significant difference between male and female teachers, regarding provision, protection, participation and overall knowledge about child rights?
2. Is there any significant difference between male and female teachers, regarding provision, protection, participation and overall attitude towards child rights?
3. Is there any significant difference between male and female teachers, regarding provision, protection, participation and overall practice in child rights?

## Research Design and Method

This research was a cross sectional survey and the study identified and described the extent of knowledge, behavior, and attitudes of school's teachers towards Child rights. The populations of the study included all public school teachers of Punjab who were teaching classes 9th and 10th classes.

Multi-stage sampling technique was applied. The following procedure was adopted to select the sample for the study.

Table 1
*Selection of Sample by High Schools*

| Division | Districts | Tehsils' | High Schools | Proportion % | Selected Schools |
|---|---|---|---|---|---|
| Bahawalpur | 3 | 15 | 648 | 10 | 26 |
| D.G. Khan | 4 | 15 | 484 | 7 | 20 |
| Faisalabad | 4 | 18 | 878 | 13 | 36 |
| Gujranwala | 6 | 21 | 1173 | 18 | 48 |
| Lahore | 4 | 17 | 727 | 11 | 29 |
| Multan | 4 | 14 | 606 | 9 | 25 |
| Rawalpindi | 4 | 22 | 1007 | 15 | 41 |
| Sahiwal | 3 | 7 | 464 | 7 | 19 |
| Sargodha | 4 | 18 | 668 | 10 | 27 |
| Total | 36 | 147 | 6655 | 100 | 270 |

Table 2
*Selection of Sample by Teachers*

| Division | Districts | Tehsils' | Teachers | Proportion % | Selected Teachers |
|---|---|---|---|---|---|
| Bahawalpur | 3 | 15 | 4094 | 9 | 123 |
| D.G. Khan | 4 | 15 | 3290 | 7 | 98 |
| Faisalabad | 4 | 18 | 5812 | 13 | 174 |
| Gujranwala | 6 | 21 | 7811 | 17 | 234 |
| Lahore | 4 | 17 | 5849 | 13 | 175 |
| Multan | 4 | 14 | 4222 | 9 | 126 |
| Rawalpindi | 4 | 22 | 5856 | 13 | 175 |
| Sahiwal | 3 | 7 | 3392 | 8 | 102 |
| Sargodha | 4 | 18 | 4769 | 11 | 143 |
| Total | 36 | 147 | 45095 | 100 | 1350 |

For the purpose of data collection one questionnaire for teachers was developed by researchers and five point Likert scale was used to collect data from respondents. The instrument was named as 3PST. It comprised of 118 items consisting three (03) main

constructs based on "3Ps" namely Provision, Protection and Participation (3Ps) because different researches have classified the rights outlined in the CRC as the "3 Ps": (UNCRC) which are as under. This scheme provides framework for the instruments of the study.

Table 3
*Framework of study*

| Provision | Protection | Participation |
| --- | --- | --- |
| Satisfactory living Standard | Protection from abuse | Participate in communities |
| Health care | Protection from neglect | Have programs and services for themselves |
| Education | Exploitation and discrimination | Involvement in libraries and community programs |
| Services | Safe places for children to play | Youth voice activities |
| Play and recreation | Constructive child rearing behavior | Involving children as decision-makers |
| A balanced diet | Acknowledgment of the evolving capacities of children | |
| A warm bed to sleep in | - | - |
| Access to schooling | - | - |

Further each construct was divided into three objectives i.e. Knowledge, Attitudes and Practice respectively. Five-point Likert Scale was used to measure the responses of teachers. The reliability coefficient Cronbach's alpha values of all variables were good and above 0.70, which shows 0.919 for overall knowledge, 0.819 for overall attitude, and 0.948 overall practice in child rights, is considered good sign of internal consistency reliability that is used in the questionnaire for teachers (3PST)) in this study. The validation of instruments includes the content and face validity. After validation of research instruments from subject matter experts including UMT Lahore, the final questionnaire (SPST) was actually launched.

*Instrument*

The instrument was developed by the researcher in local context, after review of related literature. The standardized tool was found in Western and European context.

**Results**

After completion of data cleaning process, the quantitative data were analyzed with the help of SPSS software. The *t* test was calculated for inferential analysis. The results are presented in tabular form:

Table 4
*Independent sample t test by gender of teachers on knowledge and its factors about child rights*

| Variables | Gender | N | Mean | S.D | 't' | df | 'p' |
|---|---|---|---|---|---|---|---|
| Knowledge Provision | Male | 637 | 26.43 | 3.81 | .480 | 1275 | .631 |
| | Female | 640 | 26.53 | 3.36 | | | |
| Knowledge Protection | Male | 637 | 22.08 | 2.92 | .138 | 1275 | .890 |
| | Female | 640 | 22.10 | 3.04 | | | |
| Knowledge Participation | Male | 637 | 16.74 | 2.46 | 1.840 | 1275 | .066 |
| | Female | 640 | 16.48 | 2.58 | | | |
| Overall Knowledge | Male | 637 | 65.24 | 8.12 | .310 | 1275 | .757 |
| | Female | 640 | 65.10 | 8.05 | | | |

$^*p < 0.05$, $^{**}p < 0.01$,  $^{***}p < 0.001$

Above Table 4 shows that the *t* value (.310) was not significant at *p* <0.05 for the overall knowledge subscale, hence the female teachers' (*M* = 65.10, *SD* = 8.05) perceived knowledge about child rights equally as compared to male teachers' (*M* = 65.24, *SD* = 8.112). The analysis regarding the knowledge factors reflect that *t* value for 'knowledge provision' (.480), knowledge protection (.138) and 'knowledge participation' (1.840) was not significant at *p* <0.05. So, both male and female teachers had almost equal level of knowledge provision, protection and participation about child rights. In other words, both male and female teachers seemed equally aware of child rights.

Table 5
*The t-test by gender of teachers on attitude and its factors towards child rights*

| | Gender | N | Mean | S.D | 't' | df | 'p' |
|---|---|---|---|---|---|---|---|
| Attitude Provision | Male | 637 | 28.54 | 5.30 | .635 | 1275 | .526 |
| | Female | 640 | 28.36 | 4.87 | | | |
| Attitude Protection | Male | 637 | 25.87 | 5.94 | 1.903 | 1275 | .057 |
| | Female | 640 | 25.23 | 5.97 | | | |
| Attitude Participation | Male | 637 | 17.61 | 3.01 | 1.593 | 1275 | .111 |
| | Female | 640 | 17.35 | 2.91 | | | |
| Overall Attitude | Male | 637 | 72.02 | 11.53 | 1.709 | 1275 | .088 |
| | Female | 640 | 70.94 | 11.01 | | | |

$^*p < 0.05$, $^{**}p < 0.01$,  $^{***}p < 0.001$

Table 5 above shows that the *t* value (1.709) was not significant at $p <0.05$ for the overall attitude subscale, hence the female teachers' ($M = 70.94$, $SD = 11.01$) perceived almost equally attitude towards child rights comparable to male teachers' ($M = 72.02$, $SD = 11.53$). The analysis regarding the attitude factors reveal that *t* value concerning 'attitude provision' (.635), attitude protection (1.903) and 'attitude participation' (1.593) was not significant at $p <0.05$. So, both male and female teachers had almost equal level of attitude provision, protection and participation towards child rights.

Table 6
*The t test by gender of teachers on practice and its factors in child rights*

|  | Gender | N | Mean | S.D | 't' | df | 'p' |
|---|---|---|---|---|---|---|---|
| Practice Provision | Male | 637 | 95.36 | 18.97 | 3.904 | 1275 | .000*** |
|  | Female | 640 | 99.37 | 17.74 |  |  |  |
| Practice Protection | Male | 637 | 104.18 | 20.58 | 3.378 | 1275 | .001** |
|  | Female | 640 | 107.80 | 17.55 |  |  |  |
| Practice Participation | Male | 637 | 50.93 | 14.08 | 2.197 | 1275 | .028* |
|  | Female | 640 | 52.63 | 13.68 |  |  |  |
| Overall Practice | Male | 637 | 250.47 | 48.35 | 3.660 | 1275 | .000*** |
|  | Female | 640 | 259.80 | 42.62 |  |  |  |

$^*p < 0.05$, $^{**}p < 0.01$, $^{***}p < 0.001$

Above Table 6 shows that the *t* value (3.660) was significant at $p <0.05$ for the overall practice subscale, hence the female teachers' ($M = 259.80$, $SD = 42.62$) were better in practice in child rights as compared to male teachers' ($M = 250.47$, $SD = 48.35$). The analysis regarding the practice factors reveal that *t* value of 'practice provision' (3.904), practice protection (3.378) and 'practice participation' (2.197) were significant at $p <0.05$. Therefore, it is concluded that female teachers were more sensitive in practice provision, protection, participation and overall practices in child rights as compared to male teachers'.

**Discussion**

The purpose of the study was to explore the teacher's awareness about child rights knowledge, attitude and practice in terms provision, protection and participation. The major objectives of current study were to identify the provision protection and participation regarding child rights as perceived by teachers of Punjab at high schools on the basis of their gender.

The female teachers' perceived equal overall knowledge about child rights as compared to male teachers'. Both male and female teachers had almost equal level of

knowledge provision, protection and participation about child rights. The female teachers' perceived almost equally overall attitude towards child rights as compared to male teachers. Both male and female teachers had almost equal level of attitude provision, protection and participation towards child rights. The female teachers' perceived more practice in child rights as compared to male teachers'. The female teachers were more sensitive in practice provision, protection, participation and overall practices in child rights as compared to male teachers'. The results of this study were in line with thy findings of study conducted by Fatima (2011), Sunita (2010) and Kemp and Vanclay (2013).

## Conclusion

As per objectives, the respondents had perceived high level of knowledge, attitude and practices regarding child rights. Further, it was concluded that the female teachers' perceived more practice in child rights as compared to male teachers'. The female teachers were more sensitive in practice provision, protection, participation and overall practices in child rights as compared to male teachers', whereas both male and female are equally aware about Child rights in terms of knowledge and attitude.

## Recommendations

Prioritizing child protection and development should be a national responsibility. All stakeholder's government, school administration, line departments should play their active role to make our children the real future of a country. Each child is counted for nation building should be the tag line of child protection and development. Children should be given 'Say' in decision making about the future and how they are imparted education and life skills.

1. Male Teachers may be provided counselling and guidance from Child rights experts to take care the child rights.
2. Parents teachers' meetings me be arranged to avoid and reduce the neglect of child rights.
3. Male teachers may be trained in the field of child rights along with related activities.
4. Seminars, workshop and symposium may be held to aware all stakeholders about child rights provision, protection and participation especially male teachers.

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## Teacher Education for Peaceful Classrooms: An Interpretive Analysis

Mehreen Ashraf[*]

### Abstract

*The 2030 agenda for sustainable development seeks to transform the world through the promotion of peaceful societies. Peace education creates peace consciousness but this transformation in the way of thinking is a long term process. Besides, the very idea of overnight complete transformation of curriculum, system of education or culture seems disturbing. However, it is possible for teachers to integrate peace education values into their classroom practices overnight. Moreover, it is quite likely that many of the teachers who are not even familiar with the concept of peace education teach all the subjects within the peace parameters (TWB, 2011). The present study centers on the practices of primary teachers regarding peace education. The findings call for the sensitization of the teachers regarding the integration of peace themes into the text books. Moreover, the exams are rooted in rote learning and the benefits that students experience from student-centered teaching methods are thwarted. In conclusion, policy makers' awareness of this disconnection and consistent in-service training of primary teachers is crucial.*

**Keywords:** Peace education, primary teachers, competencies, curriculum implementation.

### Introduction

Pakistan is a country of heterogeneous culture. The people here belong to various ethnic, religious and racial groups. For the last decade, the significant deterioration of tolerance and peace situation in Pakistan is alarming. The 2017 Global Peace Index report indicated that Pakistan is the twelfth least peaceful country in the world and its rank is 152 out of 163 countries. It is widely acknowledged that peace education is not only needed as a 'conflict transformative' approach in conflict and post conflict societies but as a part of international education agenda to envision peaceful generations in future (Galtung, 2008). For this, not only peace research should have a place in teaching institutions but the findings should be brought to the educational institutions too. Moreover, the teachers should have an understanding of the concept of peace education and they must know how to take the pupils along when moving from state of unknown to known. In case of lack of knowledge about peace education content, the teacher would try to fill in time to hide his/her inability. In such circumstances, unprepared teachers

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generally do not give permission to ask any question and try to maintain control of the classroom which ultimately leads to boredom (UNESCO-INEE, 2005). In Pakistan, Ministry of education has designated all subjects at primary level for peace education. The courses of study of all these subjects list the intended objectives and contents of all peace related topics. As the proficiencies of teachers related to teaching and learning are regarded as one of the determining factors of change, addressing them becomes an important step in any effort to build a peaceful world (Montessori, 1949; Harris, 2013). This study explores how the primary teachers in Khyber Pakhtunkhwa province of Pakistan teach peace education content that has been integrated into the text books as a part of curriculum reform process.

Peace is an elusive concept which has different meanings in different cultures and languages. This concept takes different routes in Western and Eastern cultures. In the East, the meaning ranges from well-organized mental state to non-violence and hence, implies to control oneself. In West, however, it is more the absence of structural violence. In other words, the Western stand point is to govern the society. In general, it is defined in terms of the existence of harmony in relationships, resolving conflicts non- violently, fulfilling basic needs and ensuring the provision of human rights and justice (Harris & Morrison, 2003). The concept in West has evolved to a more holistic one over the last century. It was Wight in 1949 who improved upon the initial concept of peace as the absence of war to a perspective of balance of forces in the international system. Further, the efforts for peace research began in the late 1950s.

The bitter experience of World Wars in the last two centuries and the emergence of the concept of global community gave momentum to the notion of peace education. Under the umbrella of the term 'peace education', a broad range of interdisciplinary concepts like human rights, conflict resolution, and democracy fall. However, it could broadly be classified into "inner peace, social peace, and peace with nature" (UNESCO, 2005). Peace education is the knowledge which helps an individual to opt for those values which negate violence, for peaceful resolution of conflicts and to build a culture of peace. This proactive approach is founded on the concepts of positive and negative peace. Galtung described positive peace as the presence of social justice, gender equity and human rights besides the cessation of conflict (Galtung, 2008). Negative peace, on the other hand, implies the absence of direct violence whether at individual or institutional level (Harris, 2013; Galtung, 1975). The elimination of violence is the focus of peace education. It supports social and cultural change in order to move towards a sustainable future (Galtung, 1975). Students and teachers not only need to understand the concept of violence but also independently look for non-violent possibilities. For this transference of positive attitudes, a safe environment like school or workshop is desirable and such environment is the central objective of peace education. Galtung (1969) provides a unified framework of violence-direct, structural, and cultural violence. He describes personal or direct violence as physical or verbal violence whether interpersonal,

collective or military in nature. Structural or indirect violence, such as repression, marginalization, exploitation, is a form of violence which prevents people from fulfilling their basic human needs like poverty, denial of access to education and health facilities etc. By cultural violence, Galtung (1969) means such aspects of culture like sub-conscious beliefs or assumptions that justify direct or structural violence or at least feel or look acceptable. Galtung believes that peace education is needed for students of all ages. Toddlers, in kindergarten, need to understand conflict and justice and learn to listen. At elementary stage, the focus shifts to attitude, behavior and contradiction of conflict along with inspirational stories from the life of both great personalities and common people. The concrete approaches to conflict, however, are included at high school level (Galtung 1996). The diverse issues included range from school violence to safety and security at the international level; struggle for peace between developed and undeveloped countries; human rights in question; environmental safety and sustainable development. The school teachings are the reflection of the past which is passed on to the present (Galtung, 1975). In view of the above explanation, peace education endeavors to transform the nature of conflict from violent to a peaceful one besides preventing its reoccurrence.

## Methodology

*Population and sample*

The target population included all the 70876 primary public school teachers, including 44869 male teachers and 26007 female teachers, teaching in the 25 districts of Khyber Pakhtunkhwa (District EMIS, 2015-16). As suggested by Gay (1996), 400 primary school teachers, including 253 male and 147 female teachers, were selected using proportionate stratified random sampling technique. Moreover, the study was delimited to grade v teachers as the content analysis of grade v curriculum was done as a preliminary step to familiarize with the peace education content that has been integrated into the text books as a part of curriculum reform process.

*Instrument of the study*

The framework of the research design constituted two stages. At the first stage, basic set of information was generated through the analysis of responses obtained through questionnaire. To ensure validity, the views of experts from UNESCO, Curriculum Wing (Abbottabad) and faculty members (Education) were sought for. The next stage was the observation of lessons in classrooms separately in a boys' primary school and in a girls' primary school. Here, I used the technique of ethnographic observation which included pre and post conversation with the teachers. The rationale behind the choice to yield an essence of ethnographic observation was to understand how all evaluations within the two educational settings make sense when enunciated together. Generally, the types of observational procedures include narrative, samples, media technique, checklist and

rating (Hartmann & Wood, 1982). My option was running notes. Considering the nature of the research, interpretive analysis was conducted at both the stages.

*Procedure*

In previous studies, five to ten classroom lessons were observed while the classroom observation period ranged between two weeks to two months (Homan, 2014; Massey, 2006; Munby & Russell, 2004; Natthanan, 2009; Sano, 2014; Shomoossi, 2004). In this study, the classroom practices of all five subject teachers (English, Urdu, Mathematics, Social Studies and General Science) were observed in a boys' and a girls' school separately at least three times excluding Mathematics because the themes of peace education were not found infused into its curriculum. Hence, the total number of teachers observed was ten. Each week, the classroom observation was carried out over a period of about six hours. Emerson et al., (1995) recommended ethnographers to spend 3-4 hours in the field before taking field notes. If I could not spend an entire day in one school, I also made sure to spend at least 3 hours in the school.

*Trustworthiness*

During the months of May and June, I visited the district thrice and stayed for a week each time so that everyone at the school could get accustomed to my presence around and assured to spend adequate time to conduct observations until saturation level was reached at thereby ensuring the persistent observation as mentioned by Lincoln and Guba (1985). To avoid or limit participants' reactivity like Hawthorne effect, I did not inform them about my observation day schedule. Following one of the nine generally cited validity procedures in the qualitative research mentioned by Creswell and Miller (2000), I requested teacher participants to check them. However, member checking was conducted towards the end of observations.

*Ethical Considerations*

Initially permission to collect data from the primary schools of KP was sought for from the Planning Officer, Elementary & Secondary Education Department (KP). Consent from the participants of the study was obtained and no one was forced to participate in the study. Moreover, I chose pseudonyms and altered the irrelevant details to protect the identity of participants and the settings as suggested by Murphy and Dingwall (2001).

## Results

*Familiarity with the themes of peace education*

An open ended question was asked about the familiarity with the themes of peace education integrated into the textbooks. About one-tenth of the teachers answered in affirmation. The next part of the question was about an example of the topic or lesson related to peace education. The responses included:

*Text book of Islamiat (Islamic Education)*

i. Afoo-o-dar-guzar aur burdbari (Patience and Forgiveness);
ii. Muakhaat (Brotherhood-Treaty);
iii. Rawadari (Tolerance);
iv. Islami Akhuwat (Islamic Brotherhood).

*Text book of English*
i. Hazrat Muhammad (SAW)- a courageous Prophet;
ii. Advice of a sparrow (a poem);
iii. I shall not live in vain (a poem);
iv. Helping others (a poem).

*Text book of Urdu*
i. Fateh Makkah (Conquest of Makkah);
ii. Dared-dil kay wastay paida kia insaan ko (Man was Created for Compassion);
iii. Scouting;
iv. Festivals;
v. Pakistani Rasm-o-rivaj (Traditions of Pakistan);
vi. Pakistani Maseeha (Healer of Pakistan).

Most of the respondents mentioned poems from the English text book while none of them quoted any poem from the text book of Urdu as an example. Also, no example was quoted from the text books of Social Studies, General Science and Mathematics. The last part of the question was about the implementation of the example quoted by the teachers surveyed. About four-fifths of the respondents shared that they used lecture method and role-play. They also explained the concepts with the help of examples. The rest of the most common responses are as follows:

i. Discussion
ii. Brain-stormin
iii. Use of charts.

*Observation*
This section presents the analysis of the data collected through observation at two primary schools in district Swat. The teachers of Government Girls Primary School used to sit together with the head teacher for a meeting every time before the observation sessions. I could see them looking through the text books and confirming from one another about peace related topics. Two of them used to guide the others. One of them was an experienced teacher, Ms. Nida. The young teacher, Ms. Maria, used to teach English and General Science to the students of grade v. The first lesson that she chose to teach was 'Environmental Pollution.' While filling in the questionnaire, she mentioned the use of role play, discussion and activities to implement the topic on peace education. She asked her students to look around, pick the wrappers on the floor and throw them in the dustbin. I also joined the activity. Since I was standing near the bin, they passed the

wrappers to me so that I could put them in the bin. After the activity, she explained the benefits of keeping the environment clean. All the students were listening quietly. While explaining, she pointed at the small chart pasted on the wall on which 'Cleanliness is half of our faith' was written. What followed next was the reading of lesson by a girl who could read well and the same was repeated by her class fellows in a loud voice in a specific tune. For the rest of the period, the role of Ms. Nida was dominant while all the girls were passively copying down the paragraph on 'Environmental Pollution' which she had written on the black board. Coming out of the class, she said to me:

> *I have learnt teaching methods and techniques in B.Ed. but I cannot use them all the time. You have seen that class was so noisy because of the activity and I have to keep them quiet to cover the syllabus. Their parents are not all literate and these girls have to attend to their duties at home. Only regular tests in the school will help them memorize the notes because their performance in examination depends upon how well they have memorized the notes.*

Ms. Maria taught 'Growing more trees', 'Helping others' (a poem) and 'The faithful dog' (a poem) during the observation sessions. During the lessons, she held discussion in the class. She asked them to share their experiences and feelings when they helped someone. She also asked them questions regarding effects of deforestation, advantages of growing trees, integrity and loyalty in relationship etc. The students actively participated in the discussion. However, in the Science period, she resorted back to the traditional method of teaching. She explained the topic while students were listening passively. After that, she wrote answers of the questions given in the textbook with a chalk on the black board. Meanwhile, she instructed them, 'Take out your note books and copy down carefully. Remember…no noise.'

Similarly, the teaching of Islamiat and Social Studies was dominantly teacher centered. The teacher of Social Studies, Ms. Rehana, asked questions mainly to confirm that the students are listening carefully and understanding what she has told. She asked the students to prepare a chart exhibiting various cultural dresses of Pakistan. After the period, we sat on chairs in the corridor. While checking note books, she shared, 'We are teachers and so, we can understand to some extent what peace education means although we have heard it for the first time.' She stopped for a while and then resumed, 'you are judging us for what we've never been trained.'

The teacher of Islamiat, during one of the lessons observed, related an interesting incident that happened on her way to school. Then she asked students to work in pairs and write on a page what would they do in a similar situation. I worked in pair with a girl sitting next to me. While writing the answer, she whispered, 'This is the best time of class.' The classroom was noisy at that time while the teacher was reminding students time and again to keep their voices low. What followed next was a directive to open the

books and there was a scene of obedient and silent students copying down the paragraphs from the text books marked as answers of the questions given in the exercise.

The Government Primary School was a big school that constituted of two blocks. Mr. Rehmat was the first one to invite me to observe his class in the first period. He was the class teacher of one of the sections of grade v and taught Social Studies. On way to class v, I could see children sitting on the floor in the corridors outside the class rooms. The classes in the corridors were separated by pieces of cloth twined around the pillars to give a rectangular shape to each class. The seating arrangement was row wise and the teacher's table was in the front of the classroom opposite to the room door. Old furniture was dumped at the back of the classroom. The students of class v were sitting quietly waiting for their teacher. He asked the students to open their Social Studies book. The children were whispering while taking books out of their bags. Mr. Rehmat banged a stick, already lying on the teacher's table, twice on the table and said, 'no noise.' Then he asked a boy to read the first paragraph of the lesson aloud. When the boy sat down after reading, the teacher explained diverse cultural values. He also described the advantages of a multi-cultural society. Meanwhile, a student talked to a boy sitting next to him. The teacher slapped on his shoulder while walking through the classroom and continued his explanation.

Mr. Nazeer, a teacher of General Science, kept on looking at the table of contents given in the text book of General Science for some time and told me that there is no possibility of the inclusion of any topic related to peace education in General Science. Likewise, the Urdu teacher, Mr. Abdul Qudoos, also believed that there are only two lessons related to peace education entitling 'Fateh Makkah' (The Conqueror of Makkah) and 'Scouting'. Primarily traditional or teacher-centered approach to classroom learning was observed during the Urdu and Islamiat lessons whereby the students were receptive and passive most of the time. Text books seemed the major resource for instruction. Master Dawood, a student, mentioned, 'We need text books while teacher is teaching in the class to read the lesson and to understand what is written in it.'

Mr. Abdul Rehman was the Islamiat teacher. He said, 'I always quote examples from the Islamic history and advice the students not to fight; be helpful and caring while I am teaching the topics such as "Forgiveness", "Brotherhood" and "Constitution of Madina". I never knew that this is peace education.' To this, the school head further added:

> *We guide our students about good behavior in the morning assembly. A dutiful teacher always does so. However, I think that training of teachers regarding peace education would help improve the situation.*

Mr. Abdullah was the English teacher. While teaching 'I shall not live in vain', his class was actively engaged in the questioning session. The students were also asking

him questions and he was answering them with a smile on his face. He did not seem bothered about voices in the class. The class room was noisy again when he was checking note- books and some of the children, carrying their note- books for checking, gathered around him and continued asking different questions. He did not stop anyone, did not shout at any one to remain quiet, and pat on the shoulders while returning notebooks to those who had done well. He seemed completely absorbed in that environment until the bell rang.

*Suggestions, if Any*

On way to the office of school head, I asked him if he had attended any training to teach peace related topics. He answered:

> *No. In fact, I have heard about it for the first time. You will go to other districts too and you could confirm it. I don't think that primary teachers have ever been trained in this area.*

In the office, he asked me various questions about my research tool. Then, he said,

> *You should study about our history, values and traditions. People learn hunting by aiming at birds. Your journey ahead would help you learn about tribes where people aim at a human being and then proudly share the distance from which they shot him dead. Then ask about the number of secondary and higher secondary schools for the overall population there. They know that their authority will be challenged and common man will be aware of his rights, if he gets educated. Sister, observe and write about it.*

I thanked him for sharing this information and told him that my research is limited to the thesis that where there is education, there should be peace education. 'Uhmm....and my point is that where there is no education, it's a futile effort to look for peace', he made his point convincingly at last. The bell rang and the break was over. I stood up, ready to observe another lesson.

## Discussion and Conclusions

There is no substitute for exhaustive preparation to develop skills and attitudes of peace in pupils. The findings of the study, on the contrary, indicated that the teachers had no prior formal exposure regarding peace themes integrated in to the text books. Further, the awareness of teachers surveyed was limited to the peace related topics in the text books of English, Urdu and Islamiat only. In such a situation, the expectation to teach peace values as intended for are not likely to be met. Hence, efforts should be made to familiarize them in this regard.

According to UNESCO-INEE (2005, p.3), the relevant peace pedagogy includes 'group work; brainstorm and categorization; stories; role-plays; songs and poetry and discussions.' The teacher questionnaire responses showed that teachers mostly used questioning and lecture method as peace pedagogy. Teachers also used discussion and questions as a teaching-learning strategy but to a limited extent. However, the field notes point to dissonance between teachers' report and peace teaching practices to some extent. Lecture method and clarifying questioning was mostly used to teach peace themes integrated into the curriculum.

This paper aims to illustrate that, besides persistent efforts to include peace themes in the curriculum in compliance with the article 4 of the UN Resolution 53/243 A; the success of education for peace building largely depends upon the expertise of teachers to teach peace. The author seeks to highlight the professional development inadequacies that arise when teaching peace. Interpretive analysis of field notes and teachers' report shows that the exposure of primary teachers of Khyber Pakhtunkhwa to peace education content and relevant methodology is not enough. They cannot deconstruct the peace integrated curriculum and students do not receive the message of peace as intended in the planned curriculum. It has to be acknowledged that explicitly designed training programmes on peace education focus the inclusion of the concepts of peace and peace education, relevant teaching-learning strategies, co-curricular activities and use of available instructional materials to help teachers implement peace themes effectively as envisioned in the planned curriculum.

Teaching peace themes effectively, indubitably, is a challenging task. However, one element which teachers can definitely and successfully control is the quality of instruction. Being peace educators, they owe it to school children to make the most of it.

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# Impact of Career Self-Efficacy Beliefs on Educational and Career Aspirations of Bachelor Students

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## Abstract

*Different researches were conducted on the relationships of self-efficacy with academic performance, motivation for future ambitions and achievement behaviours. Although a few researchers find out the impact of self-efficacy beliefs linked to a career on educational and career aspirations. The present research aimed to explore the influence of self-efficacy beliefs on educational and career aspirations of university students. Gender differences between students of SE beliefs were also identified. Occupational Aspiration scale developed by* Garewal in (2002) *was adapted, and career decision making self-efficacy scale developed by Tyler and Betz (1983) was used in this study. The study was conducted following survey method by taking a sample of 2635 students of B.S. studying in different universities of Punjab, Pakistan. Data were analyzed by using the different statistical measures such as mean score, standard deviation, t-test and ANOVA. About the different parameters of occupational self-efficacy beliefs and overall self-efficacy beliefs, it was found out that the mean scores of males and females had significant variances.*

**Keywords:** Aspirations, educational aspirations, career aspirations, career self-efficacy

## Introduction

Students' aspirations can be changed due to the effects of different factors which influenced them at the university level but these aspirations can be modified due to the students 'surroundings, from their experiences and environment. Aspiration is described as a strong wish to attain high goals (Kaur, 2012). It is also defined as what students think to achieve in future. It is also viewed that aspirations are related to students' desires and dreams about their future life. All the factors effect on educational & career aspirations of students and their self-efficacy beliefs perform an important role to create or direct students' aspirations. So, the level of aspiration is defined as a point of reference towards a goal, context and experiences. It means that the level of aspiration can be decided by

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the students' decisions about their career goals so that the students can be able to decide their careers to perform their tasks and achieve the goals.

Career aspiration is expressed in term of the wishes and wants of a person related to any occupation (Grubb & Lazerson, 2005). Regardless of the limits enforced by the reality career aspiration is purely confirmed by imaginations whereas vocational choice needs to be more reality-based, therefore, only a few theories have framed particularly for vocational aspiration (Sirin, Diemer, Jackson, Gonsalves, & Howell, 2004). Theoretically, in a democratic set up an individual has the fundamental right to adopt any vocation which a person aspires for the most of times. Students' knowledge of career choices, their awareness of ways to career attainment, and their perceptions of self-efficacy to complete their vocational goals need to observe.

An individual s' confidence supports the individual to decide how much efforts, a student has to make for a specific task (Hendricks et al., 2015). An important factor which affects an individual's career aspiration is related to the self-efficacy. The definition of self-efficacy relates to the judgment of knowledge and belief about persons' potentials and abilities. Self-efficacy is defined as an individuals' confidence and beliefs related to strengths and capabilities and is concerned how people perform in given behaviours (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Bindu & Padmanabhan, 2016). It is related to achieve assigned targets and required performance.

Self-efficacy remains very important sphere of human behaviour which is investigated in the field of education and psychology measured by the self-efficacy theory (Bandura, 1997; Lemons, 2011). It is related to our beliefs on how better we judge our abilities instead of referring to our abilities. It's not an inborn ability or trait and it is not related to specific people who have high or low self-efficacy (DiRenzo, Weer, & Linnehan, 2013). Rather, it is related to people judgment and beliefs about their precise aims and spheres of life. For instance, if you have firm beliefs about the expertise to perform better in university education and have faith you can utilize your skill to polish, it means you have better academic confidence.

A person s' self-efficacy can determine, whether an individual will select to perform or avoid to perform a task (Carpenter, 2014). People's beliefs related to their abilities; mostly determine how they will interact with their outer environment or world. People, who have high self-efficacy, positively perform better responsibilities and people who have low self-efficacy feel it hard to complete the tasks.

People who have low self-efficacy are often fighting with doubts. All the activities people believe to choose has great influence are affected by their positive and negative self-efficacy beliefs. Different researches quoted the association of self-esteem and confidences with career aspirations. Austin, Sutherland and Gilbert (2013) described positive link between self-efficacy and target settings intentions of African American

school students at a high level. Bindu and Padmanabhan (2016) found that there was an impact of self-efficacy on entrepreneurial attitudes concerning college of education students. As self-efficacy beliefs affect educational and career aspirations. Sinclair, McKendrick and Scott (2010) reported that educational aspirations are also influenced on the career development process and educational aspirations which refer to more self-efficacy, strong self-esteem and extreme educational aspirations refers to the achievement of a career. Bindu and Padmanabhan (2016) mentioned the important role of self-efficacy for better future career choice. The self-efficacy is considered as a significant determinant of career aspirations. It was reported that girls take a greater interest and have higher self-efficacy level for their careers they perceive as employing many persons of their gender. So the counselors' should be careful throughout career guidance process with different genders (Hellenga, Aber, & Rhodes, 2002) different environmental forces develop the sense of self-efficacy like parents' socio-economic status, parental self-efficacy and perception about the attainment of their career.

Career self-efficacy make the person face new challenges with confidence and judge the events as worse external circumstances before time. (Pinquart, Juang, & Silbereisen, 2004). A persons' making career decisions is also an important concept of career self-efficacy. Mostly self-efficacy is assessed by applying concerning different five aspects namely (1) precise self-appraisal, (2) collecting occupational information, (3) selecting goals, (4) constructing future plans, and (5) challenging problems. Different studies have shown that parameters of career and educational aspirations career identity academic and socials adjustment.

In the previous investigation, it was found that boys worked performed well than girls on most of the certain variables. Same results are also described by Betz, (2006) explained that for self-efficacy and occupational aspiration. Concerning the male and female results, the degree of self-efficacy supports the boys. The occurrence of gender difference might be due to boys' real outlook which produces personal accomplishment and lead them to work hard and persist in the face of hindrances. Bandura (1997) and Flammer (1990) explored that people with strong self-efficacy beliefs show the strong state of mind and high self-esteem. But the low self-efficacy girls readily hint to a sense of weakness about one's competence to handle more efficiently with the tasks and demands of effort. With respect to femininity, males and females have the same aspirations, throughout young age with females devising somewhat higher aspirations, in spite of observing more fences to attainment (Mello, 2008).

It was mentioned in previous studies that females do not have strong self-efficacy (e.g., (Pinquart, Juang, & Silbereisen, 2003) and weak career aspirations than the males, (Halecker, Bickmann, & Hölzle, 2014) and higher levels of self-efficacy beliefs can greatly solve a math problem. Students' self-efficacy affects their motivation and real academic ability which interacts with self-efficacy to influence academic performance.

It is important to analyze and make reflections on aspirations for many reasons because they are important in making career decisions in future. So it can be concluded that family, personal identities, self-efficacy beliefs and external environment also shape students' career aspirations (Frome, Alfeld, Eccles, & Barber, 2006). Bandura (2001) claimed that young children among numerous further changes which happen in the start of their life develop aspirations about their future that is linked with their positive aspects of personality and educational outcomes as well as self-efficacy.

Bandura (2001) mentioned in the social and cognitive theory that career beliefs are related to the development of personality, through observational learning which is based on social experience. This theory relates to the concept that every individual's actions and reaction depend on the behaviours which an individual observes in others. So this theory supports the study because all the outdoor activities and self-perceptions developed the self-efficacy of individuals is influential in deciding the future desires and goals which are major features of career social cognitive theory.

Self-efficacy develop the individuals own awareness of outdoor and societal elements (DiRenzo et al., 2013). All the individuals who have high career self-efficacy have confidence that they can participate in problem-solving activities related to their careers. Bandura, (2001) reported that perceptions about the impact on career choice were determined in different studies. The self-efficacy of students have a great impact on their educational aspirations, motivation, vocational interests, and career abilities (Chang, Soetikno, Bastas, Tu, & Nguyen, 2003). The benefits of career self-efficacy prepare the people in their whole life with strong self-efficacy beliefs toward performing well in an institution, tend to perceive a wider range of career options (Lent, Paixao, Da Silva, & Leitão, 2010). In addition, people who have a successful career have high self-efficacy beliefs about their professional work. So, it would be important to study the need of confidence in making future educational and career decision.

Independent variables                                    Dependent Variables
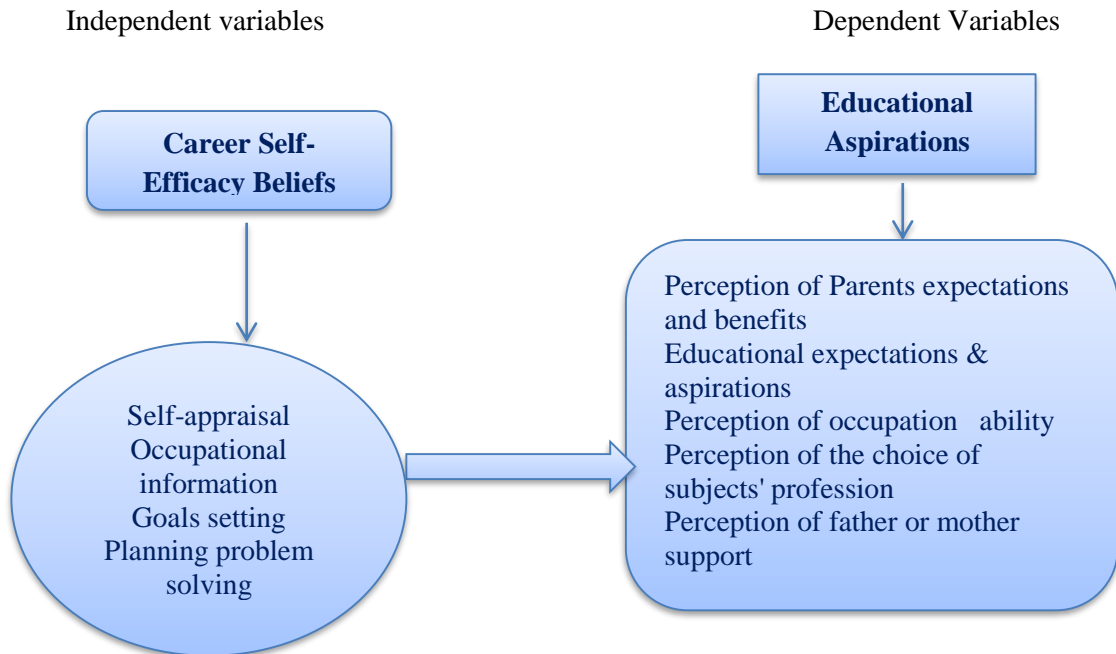


*Figure 1*. Framework of the relationship between Variables

The current study was targeted to identify the effect of career self-efficacy beliefs on educational and career aspirations of bachelor Students in Punjab. The researchers were interested to study the relationship of self-efficacy beliefs with the aspirations of B.S. university students in Punjab and explored gender difference regarding the self-efficacy beliefs and Career self-efficacy of the university students in Punjab.

*Objectives of the Study*

The current study aimed:

1. To compare male and female students career self-efficacy beliefs and educational and career aspirations of B.S. students.
2. To compare the educational and career aspirations of 1st and 8th semester Bachelor students in Punjab.
3. To evaluate the association between students' career self-efficacy beliefs with educational and career aspirations among Bachelor students.

*Research Questions*
1. What is the difference between the males' and females' career self-efficacy beliefs and educational and career aspirations of B.S. level university students?
2. What is the difference between the students educational & career aspirations in 1st & 8th semester bachelor students in Punjab?
3. What is the relationship of students' career self-efficacy beliefs with educational and career aspirations among Bachelor students in Punjab?

*Research Design*

The descriptive method of research was employed in present research. All the B.S. students in public and private universities of Punjab were the population of the study. For the accomplishment of the objectives of the study, the researcher used the Career Aspiration Scale developed by Garewal (2002). This study employs a career aspiration scale and self-efficacy scale. The instrument constructed by Tyler and Betz, (1983) was applied in current research. Its reliability was checked from total score test-retest reliability correlation which is .85 and internal consistency is measured by obtaining the coefficient value of alpha which is .92.

The career aspiration scale consisted of 26 items. Each item has an assigned score (ranging from 1 to 5). For the validation of data, a questionnaire was used to determine the students' career aspirations at the university level. The Occupational aspiration scale is an instrument which focuses on idealistic and practical expression level as well as on scoring as all of the eight items was scored in a similar way. The instrument was assessed by applying the Cronbach's alpha coefficient which was calculated and put into comparison with the threshold of 0.7. The computed Cronbach's alpha coefficient was 0.86 that was above the brink value of 0.7 hence the research questionnaire was trustworthy adequately.

The researchers used multistage sampling for collecting the data. It comprised of three-stage sampling. At the first stage, only the general universities were selected from public and private sector universities. At the second stage, seven public and six universities private sector which represents the whole province was selected by using stratified sampling technique.

According to the enrollment rate of each university 2835 students were selected from the sample through convenient sampling method. Twenty-six items were concerned about the aspiration of students. Twenty-two items related to the self-efficacy were included in the questionnaire for students only. CSES by Tyler and Betz (1983) and Aspiration Scale by Garewal (2002) was adopted in this study. Content validity and face validity were checked in the light of experts' opinions. Reliability was determined by applying Cronbach's alpha method. Value of r was 0.811 and 0.75 for the self-efficacy scale % Aspiration scale respectively.

Data were collected about their CSE beliefs like self-appraisal, goals selection, planning and problem solving, in the aspiration scale data was collected about the students' perception about the occupation ability, their self-concept about the parent's identification, perception about parents' expectations and students' perception about future desires and plan. Data were collected about Students' SE beliefs demonstrate the connection of these variables to students' career and educational aspirations.

## Results and Interpretation

The researcher entered responses of questionnaires by using SPSS software and analyzed the data. The objective which aimed to identify the gender differences between male and female occupational and educational aspirations at the university level was analyzed through t-test because t-test is mostly used to analyze the differences. To study the relationship of students' SE beliefs with educational and career aspirations was analyzed through Pearson correlation which is most suitable for this study.

Table 1

*Comparison between male and female respondents related to educational and career aspiration (N=2835)*

| Variable | Female (n =2090) | | Male (n =745) | | t-test | | Effect size |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | t | p | d |
| Perception of Occupation ability | 22.66 | 4.00 | 22.74 | 4.35 | -0.460 | 0.646 | |
| Self-concept of support from father or mother | 16.22 | 2.88 | 16.14 | 3.04 | 0.640 | 0.523 | 0.05 |
| Perception of financial and social support | 20.01 | 3.90 | 20.00 | 4.41 | 0.079 | 0.937 | |
| Parents expectations and identifications | 30.65 | 6.11 | 30.81 | 5.95 | -0.610 | 0.542 | |
| Perception about the choice of subjects and educational aspirations | 15.73 | 2.94 | 15.84 | 3.04 | -0.886 | 0.375 | |

The table shows a comparison of male and female students for all the dimensions of educational and Career Aspirations. For the perception of occupation ability the average score of female students was 22.66 with S.D 4.00 and for male respondents mean score was 22.74 with S.D 4.35. The comparison shows that males have a slightly higher score as compared to females. T-score was -0.460 and p-value 0.646 show that the results were not significant. So it was concluded that there was no difference between the perception of occupation ability of male and female students. It indicated that gender differences were not affected by the perception of occupation ability of students.

According to the results regarding the self-concept of support from father or mother, the average score of female respondents was 16.22 with S.D 2.88 and for the male mean score was 16.14 with S.D 3.04. T-score was 0.640 and p-value 0.523 shows the results were not significant at 5% level of significance.it shows similar results were found between male and female students about the self-concept of support from father and mother. Concerned the perception of financial and social support the average score of female respondents was 20.42 with S.D 3.90 and for male respondents mean score was 20.00 with S.D 4.41. T-score was 0.079 and p-value 0.937 shows that the result was significant at 1% level. About the parents' expectations and identifications, the average score of female students was 30.81with S.D 6.11and for male respondents mean was 19.67 with S.D 5.95. T-score was-0.610and p-value 0.542showing the results revealed that students' perception of occupation ability between male and female students had no variations which were also not significant at 1% level of significance. Students reported that the Perception about the choice of subjects and educational aspirations mean score was 15.73 SD was 2.94 for females and males mean score was 15.84 and SD 3.04.P value 0.375 shows the results were not significant though the d value was 0.05 in this regard. So there was not a substantial difference between the opinion of males' and females' perception of the choice of subjects.

Table 2
*Comparison between male and female respondents regarding their SE Beliefs (N=2835)*

| Variable | Male (n =745) | | Female (n =2090) | | T-Test | | Effect size |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | T | P | d |
| Self-appraisal | 21.90 | 4.46 | 21.86 | 4.48 | 0.204 | 0.839 | 0.06 |
| Occupational Information | 29.75 | 5.98 | 29.20 | 6.02 | 2.144 | 0.032* | |
| Goal setting | 20.42 | 5.21 | 19.80 | 5.12 | 2.857 | 0.004** | |
| Planning and problem solving | 20.19 | 4.21 | 19.67 | 4.27 | 2.798 | 0.005** | |

According to Table 2 related to self-appraisal average score of female students was 21.90 with S.D 4.46 and for male respondents mean score was 21.86 with S.D 4.48. The mean score shows that females have a slightly higher score as compared to males. So the female was more confident about their self-appraisal ability than the male students. T-score was 0.204 and p-value 0.839 shows that the results were not significant. Although occupational information the average score of female respondents was 29.75 with S.D 5.98 and for the male mean score were 29.20 with S.D 6.02. The comparison shows females group having a slightly higher score as compared to males. T-score was 2.144

and p-value 0.032 showing the results were significant at 5% level of significance, so the female was more confident about the occupational information than boys.

Regarding the goal setting ability significant results were found, average score of female respondents related to goal setting was 20.42 with S.D 4.21 and for male respondents mean score was 19.80 with S.D 5.12. T-score was 2.857 and p-value 0.004 shows that the results were significant at 1% level. So the female students can set their future goals in a better way as compared to males.

With regard to planning and problem solving, the average score of female students was 20.19 with S.D 4.21 and for male respondent's mean was 30.81with S.D 4.27. The comparison shows that female respondents have a higher score as compared to males. T-score was 2.798 and p-value 0.005 shows that the results were significant at 1% level of significance,0.05 d value shows the moderate effect size so it was explored that the females were more confident to plan and solve the future career problems.

Table 3
*Comparison between semester 1 and semester 8 students for SE beliefs (N=2835)*

| Variable | Semester 1 (n =1417) | | Semester 8 (n =1418) | | T-Test | |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | T | P |
| Self-appraisal | 21.90 | 4.54 | 21.82 | 4.38 | 0.471 | 0.638 |
| Occupational information | 29.63 | 6.03 | 28.98 | 5.98 | 2.877 | 0.004** |
| Goal setting | 20.17 | 5.21 | 19.70 | 5.06 | 2.374 | 0.018* |
| Planning and problem solving | 19.93 | 4.30 | 19.65 | 4.21 | 1.710 | 0.087 |

Table 3 shows a comparison of overall students for all the dimensions of self-efficacy scale semester wise. T-test was used for comparison to find the significance level. For the self-appraisal, the average score of students of semester 1 was 21.90 with S.D 4.54 and for respondents of the semester, 8 mean score was 29.63 with S.D 6.03. The comparison shows that the students of semester 1 have slightly better results instead of to final semester. T-score was 0.471 and p-value 0.638 shows that the results were not significant. For occupational information, the average score of respondents of semester 1 was 29.63 with S.D 6.03 and for semester 8 students mean score was 28.98 with S.D 5.98. The comparison shows that the semester 1 students having a greater score as compared to semester 8. T-score was 2.877 and p-value 0.004 shows that the results were significant at 1% level of significance.

It was explored that the average score of semester 1 students related to goal setting was 20.17 with S.D 5.21 and for semester 8 respondents mean score was 19.70 with S.D 5.06. The comparison shows first group had a greater score than the second

group. T-score was 2.374 and p-value 0.018 shows that the results were significant at 5% level. For the planning and problem solving the average score of semester 1 students were 19.93 with S.D 4.30 and for semester 8 respondents mean was 19.65 with S.D 4.21. The comparison shows semester 1 respondents having a higher score as compared to semester 8. T-score was 1.710 and p-value 0.087 shows that the results were not significant. There was no significant difference in their confidence related to the planning and problem-solving ability between the $1^{st}$ and 8th-semester students' average mean score.

Table 4

*Comparison between semester 1 and semester 8 students educational and career aspirations (N=2835)*

| Variables | Semester 1 (n =1417) | | Semester 8 (n =1418) | | T test | |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | T | P |
| Perception of occupation Ability | 22.57 | 3.82 | 19.48 | 4.348 | 1.55 | .000 |
| Self-concept of support from father or mother | 31.30 | 5.791 | 30.08 | 6.279 | 2.62 | .000 |
| Perception of financial and social support | 15.77 | 2.865 | 15.74 | 3.06 | 3.98 | .000 |
| Parents' expectations and identifications | 16.34 | 2.781 | 16.06 | 3.04 | 5.3 | .000 |
| | 20.31 | 3.822 | 19.70 | 4.22 | 0 .274 | .000 |
| Perception about the choice of subjects and  educational aspirations | 31.30 | 5.791 | 30.08 | 6.279 | 2.62 | .000 |

According to Table 4, all items show a significant mean difference between 1st and 8th-semester students' different aspects of education and career aspirations. Mean Score showed a slight difference between the respondents' opinions. It was indicated that occupational aspirations of students were the same in $8^{th}$ as well as the $1^{st}$ semester. According to this table, $1^{st}$-semester student's perceptions of occupation ability were slightly better than the $8^{th}$-semester students. As the table indicates, 1st-semester students had a more positive self-concept of support from father or mother than the $8^{th}$-semester students.

Table 5
*Impact of career self-efficacy on educational and career aspirations*

| Variables | Mean | Standard Deviation | F | Sig. |
|---|---|---|---|---|
| Perception of occupation ability | 22.69 | 4.09 | 19.170 | .000 |
| Self-concept of support from father or mother | 16.20 | 2.92 | 18.203 | .000 |
| Perception of financial and social support | 20.01 | 4.03 | 14.102 | .000 |
| Perception of parents' expectations and identifications | 30.69 | 6.04 | 29.967 | .000 |
| Perception about the choice of subjects and educational aspirations | 15.75 | 2.96 | 19.691 | .000 |

The results of ANOVA in Table 5 denote that career performance had a much significant influences on the educational and career aspirations of university students at B.S level. The statistically calculated value of F was 19.170 which were significant at the 0.05 level. So it was concluded in the study that career self-efficacy had an impact on the perception of occupation ability of students at the initial stage. The students' confidence related to their career also affected parents' support of education. The calculated F value was 29.96 regarding the perception about parents' expectations and identifications were significant. It was concluded that students' confidence in their professional life had a significant effect on the students thinking about their parents' expectation and their identifications. Students' perception of the choice of subjects and educational aspirations had also a significant impact on the career self-efficacy. The calculated F value was 19.69 at the 0.05 significance level.

Table 6
*Correlation of career self-efficacy with the educational & career aspirations*

| Variables | | Educational and Career Aspiration | Self-Efficacy |
|---|---|---|---|
| Educational and career aspiration | Pearson Correlation | 1 | .623[**] |
| | Sig. | | .000 |
| | | 2835 | 2835 |
| Career self-efficacy | Pearson Correlation | .623[**] | 1 |
| | Sig. | .000 | |
| | | 2835 | 2835 |

A significant relationship exists between career self-efficacy and educational and career aspirations of university students. It was observed that the occupational confidence beliefs were a determinant of educational and career aspirations' of students at B.S. level. The computed r-value was .623 which revealed a significant difference at 0.05 level. All

the parameters of career self-efficacy were correlated to the university students' future occupational and educational aspirations.

## Discussion

Many studies have been carried out on occupational aspiration concerning various psychological variables, but very few researches gave attention towards an ideal and real job aspiration of students. As regards, the current gender and semester wise differences regarding educational and occupational aspiration at different aspects were examined. It was observed that male and female students had different views about their self-efficacy beliefs related to its all the parameters.

Differences in mean scores of males and females show that males are much confident for getting their jobs according to their interest and aptitude. A significant difference was found between 1st and 8th-semester students' different parameters of aspirations as the perception of occupation ability, perception about parents' expectations and identifications, the ability of self-concept of support from father or mother, perception about financial and social support and perception about the choice of subjects were measured as well. It is inferred from the study that students of 1st semester have higher aspirations than the 8th-semester students that are a sign of a healthy trend. To maintain their confidence teachers, parents and government should take care of their interest and need. They should give them full support and help them in bringing up their hopes in positive directions.

So it was concluded in a study that stream is not a factor associated with realistic expression of occupational aspiration of students at initial career point but it is a determinant factor in the idealistic expression of occupational aspiration at initial career point. The results show a positive link of students' competency beliefs and their aspiration.

It was concluded that occupational aspirations inspired from self-efficacy beliefs of students which was proved by the results. This positive association directed that the self-efficacy can be certainly modifying the career aspiration of students. The results are in line with the studies of Austin (2009), Scott (2010), Akanbi (2013) and Reddan (2014) who reported the substantial significant positive relationship between self- efficacy and career aspiration of university students. It is concluded that there is not any interaction between self-efficacy and career aspiration of students. So, it is said that while choosing a career at any stage, students do not give due importance to their self-esteem. They only think about their interest and capabilities during the selection of their jobs. Occupational aspiration and self-efficacy of students were significantly related to each other.

## Conclusions

The paper presents the study of influences of self-efficacy beliefs and its effects related to the aspirations of B.S level students with concern to gender and semester

differences. There was no significant difference between male and female students educational and career aspirations but there was a significant difference between male and female students' career competencies of university students. About the career self-efficacy beliefs, there was a significant variance among $1^{st}$ and $8^{th}$-semester students and there was also a significant variance between $1^{st}$ and $8^{th}$-semester students educational and career aspirations. There was a significant association among career self-efficacy with the educational and career aspirations of university students at therefore the significant impact of career self-efficacy on students related to all the parameters of aspirations was found.

Self-efficacy may affect educational and career decisions, so it is essential to motivate individuals for their future plans worked out because individuals with low self-efficacy beliefs cannot perform in a better way. Parents and teachers can perform effective practices in the development of high self-efficacy beliefs and provide them with opportunities for the promoting higher-order thinking skills for future higher aspirations. The student should provide such experiences which are helpful for their future educational and career plans. Further researches can also be conducted on the academic self-efficacy beliefs and its influences on the future demands of education. Other personality predictors, for instance, risk-taking behaviour can be considered and could be used in future studies.

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# Authentication of Psychosomatic Capability and Workplace Life of Teachers Scales by Structural Equation Modeling

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## Abstract

*A healthy workplace life of teachers or faculty members depends upon institutional environment in which they work. They are more satisfied and enjoy job life when they have mental satisfaction and feel psychological positive in the higher educational institutions. The mental satisfaction is an essential issue in current society and is basis to the improvement of social strategy devoted to people, group of individuals or society. The determination to conduct this study was to validate the scales related to psychosomatic capability and workplace life of teachers by using Smart PLS software. The study was quantitative and survey type in nature. Correlation design was used in this study. Sample of the study was consisted of two hundred university teachers. Responses were obtained from teachers on five point likert type scales regarding psychosomatic capability and workplace life. Data were collected personally and research subjects were briefed about nature of the study and necessary instructions were provided to them by researcher. Formal consent was taken from respondents before data collection. Different statistical techniques were applied to analyze the relevant data. The outcomes of the study indicated that psychosomatic capability and workplace life are interlinked with each other. If teachers are full of psychosomatic capability then their workplace life would be better and they perform their duties with confidence and motivation. Thus, job life depends upon mental capability of personnel. Instruments are valid and reliable because both variables are showing good, reliable and statistical significant values. The sample size may be increased for more detailed and comprehensive validation and reliability of scales.*

**Keywords:** Psychosomatic capability, workplace life of teachers, and scales validation

## Introduction

Psychology is the science of mind. Brain science concentrates exclusively and only on side effect and illness. The majority of the studies concentrated on side effect and malady rather than on the positive mental assets of people (Myers, 2000; Schaufeli & Salanova, 2007). Although, this worldview of brain research lost accentuation with the

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distribution of Selig-man and Csikszentmihalyi (2000), who protected that psychology ought to advance toward concentrate the qualities and mental limits of humans and associations, and how these can be made strides. Accordingly, positive psychology rises as a worldview that surmises into three levels research: (a) positive feelings; (b) positive attributes, qualities, and virtues of staff; and (c) constructive organizations that show excellences and are supported from positive feelings (Seligman, 2003).

The psychosomatic capability or mental assets which meet the criteria for positive behavior best are trust, self-adequacy, good faith and adaptability. Specialists in the field of psychology introduced the term 'psychosomatic capability. This idea is utilized for positive conduct of teaching staff and can be described as an individual's sure state of mind of development which is depicted by idealism (making constructive attributions), self-viability (having certainty), resilience (to accomplishing achievement) and expectation (diverting ways to objectives) (Luthans, Avolio, Avey & Norman, 2007; Luthans & Youssef, 2004, 2007).

As indicated by Dawkins (2014), psychosomatic capability is a person's condition of mental advancement having positive factors, for example, optimistic, self-viability, flexibility and expectation. The concept of psychosomatic capability through the four mental assets alluded above has appeared inner cooperative energy from the observational viewpoint, which implies that mental capability carries on as a high level paradigm (Luthans, Avolio, Avey & Norman, 2007).

A healthy workplace life of teachers or faculty members depends upon institutional environment in which they work. They are more satisfied and enjoy job life when they have mental satisfaction and feel psychological positive in the higher educational institutions. The mental satisfaction is an essential issue in current society and is basis to the improvement of social strategy devoted to people, group of individuals or society. Teachers have some instinctive thought of the personal satisfaction meaning, yet it can speak to particular perspectives and segments to several individuals. They demand mental satisfaction at workplace to perform their duties (Phillips, 2006).

The idea of personal satisfaction is famously linked with human beings, which has been approximated to the fulfillment in various parts of life. It suggests the capacity to make a combination of every single social component that specific culture thinks about their standard of solace and prosperity. The term incorporates numerous implications, which reflect learning, knowledge, and estimations of people and collectivities identified with it in various occasions, differing spots and stories, in this manner being a social variable with the brand of socializing relativity (Minayo, Hartz & Buss, 2000).

Psychosomatic capability and workplace life of personnel are strongly interlinked. It is common that a person can perform better at job station with positive mental capabilities. In past, very limited studies that explored psychosomatic capability

and workplace teachers' life in higher educational institutions. But now this trend is updating with the passage of time. The findings of different studies showed that those teachers who have high level quality life at job, they are more satisfy in their profession in spite of those who have not satisfactory job life (Snyder et al., 2010). Different researchers for example Ishak, Razak, Hussin, Fhiri and Ishak (2018) described various factors to measure the workplace life satisfaction of individuals. Workplace life consists of living space and appropriate salary and incentives and it is basic need of each human being. Everyone works and put his/her efforts for the sake of reasonable compensations. Thus, personnel can support financial their families. Along with salaries, safe atmosphere of workplace is other factor to perform tasks effectively. It is the basic function of institutional management to provide democratic environment where employees have social network among themselves.

A Partial Least Square model is typically examined and inferred the information into two phases consecutively. First is the review and improvement of appropriateness of the estimation model and sought after by the assessment and evaluation of the basic or essential model. This is to guarantee the consistency of results, unwavering quality and legitimacy of the measures before the endeavor in making and the depicting the conclusion on the structural model.

*Significance of the Study*

Psychology is the science of human mind. Humans behave according to their psychosomatic capability and mentality depends upon psychological thoughts. Teachers perform their duties in a better way and enjoy workplace life with positive psychological thinking. Psychosomatic capability is the name of mental traits of humans. Teachers are self-efficient in their fields of expertise and area of specializations. They are hopeful at job and optimistic for workplace life in future. They also face resilience and tackle the uncertain situations at workstation humbly and with positive state of mental capability. Higher educational institutions are deliberated backbone of education system of any nation. And teachers are the basic ingredient to perform academic and administrative functioning in the universities. They give their best only when universities provide them safe and healthy working conditions. The results of this study may helpful to validate the scales of psychosomatic capability and workplace life of teachers. Findings may highlight the intensity of association between both variables psychosomatic capability and workplace life. This study is also significant because both factors have path relationship and scales were validated by Smart PLS software in which different statistical tests were applied. It is vital to understand the psychosomatic capability and workplace life of university teachers in this context. Therefore, there is basic need to introduce valid and reliable scales to measure psychosomatic capability and workplace life of personnel. The findings of current study may add and increase new knowledge related to these phenomenon.

*Research Objectives*

The purpose of the study was to achieve the following objectives:

1. To explore the relationship between psychosomatic capability and workplace life through path analysis.
2. To explore the path coefficients between psychosomatic capability and workplace life.
3. To explore the outer loadings between psychosomatic capability and workplace life.
4. To explore the latent variable correlations between psychosomatic capability and workplace life.
5. To check the *R* square value of workplace life instrument.
6. To check the construct reliability and validity of psychosomatic capability and workplace life scales.
7. To check the discriminant validity of psychosomatic capability and workplace life scales.
8. To explore the bootstrapping path coefficients of psychosomatic capability and workplace life scales.
9. To explore the path coefficients histogram of psychosomatic capability and workplace life scales.

## Research Methodology

The detail of the research methodology is described below.

*Nature of Study*

Quantitative approach was used to conduct the current study. The study was descriptive correlational and survey type in nature. The basic purpose to conduct this study was to check the validation of the scales related to psychosomatic capability and workplace life in teaching.

*Population and Sampling*

The population of the study was consisted of university teachers of different departments. Sample of the study consisted of two hundred teachers. Firstly four universities were taken and then same departments were selected. The particular participants of the study were selected by randomization.

*Instrumentation*

The scales related to psychosomatic capability and workplace life were used to obtain information from respondents. Psychosomatic capability scale was consisted of four sub-factors (self-efficacy, hope, optimism, and resilience) and twelve items. As well as workplace life instrument has six factors (fair provisions, democracy, working capacity, safety, socialization, and living space). Research subjects gave their opinions

on five point Likert type scale. All subjects of study fall in the series of lecturers to professors.

*Scales Validation and Reliability*

Research and subject specialists reviewed the questionnaires and played their role in validation process. After taking the experts opinions on questionnaire, it was distributed to teachers to complete the process of pilot testing. Overall values of Cronbach's Alpha were 0.81 and .85, which shows the good and significant desired worth of reliability.

*Data Collection and Analysis*

Researchers spent a heavy amount of time on data collection. It was good experience that gave opportunity to learn things. There are different ways to analyze the data. The data were analyzed by using Structural Equation Model (SEM) path analysis techniques to achieve the targeted objectives. Path analysis was conducted through the Smart PLS to evaluate the model.

## Results and Findings

The detailed data analysis is under follow.
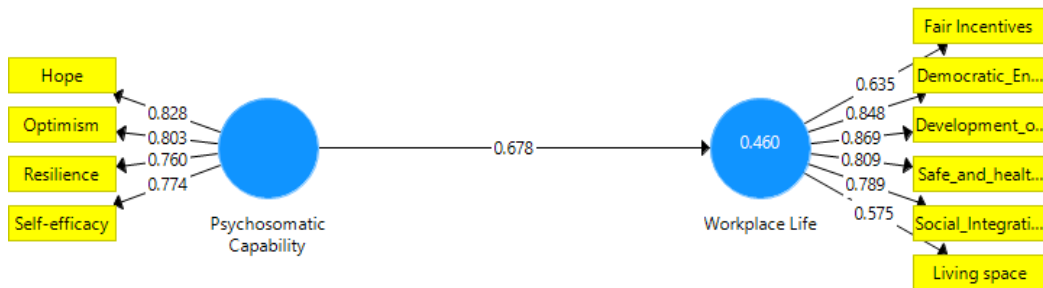


*Figure 1.* PLS-SEM structural model

Above figure is demonstration of path analysis. It shows the correlation between psychosomatic capability and workplace life of teachers. There are two main variables in the form of psychosomatic capability and workplace life with its sub-factors. Psychosomatic capability is the name of mental approach of individuals and the workplace life means the time spend by staff at job. The association between variables appeared in the inward model and factor stacking estimations of every factor performed in external model. There is strong positive relationship between psychosomatic capability and workplace life $r = 0.678$ of teaching faculty members. Psychosomatic capability of teachers also effects their workplace life. It is concluded that both variables (psychosomatic capability and workplace life) are strongly interlinked with each other. If teachers are full of psychosomatic capability then their workplace life would be better

and they perform their duties with confidence and motivation. Thus, job life depends upon mental capability of personnel.

Table 1
*Path Coefficients of Variables*

| Variables | Workplace Life |
|---|---|
| Psychosomatic Capability | 0.68 |

Path coefficient is equal to the liaison among constructs and its dimensions. There are two variables in above table. Both factors have strong positive connection with each other. Below figure is showing path coefficients of variables.
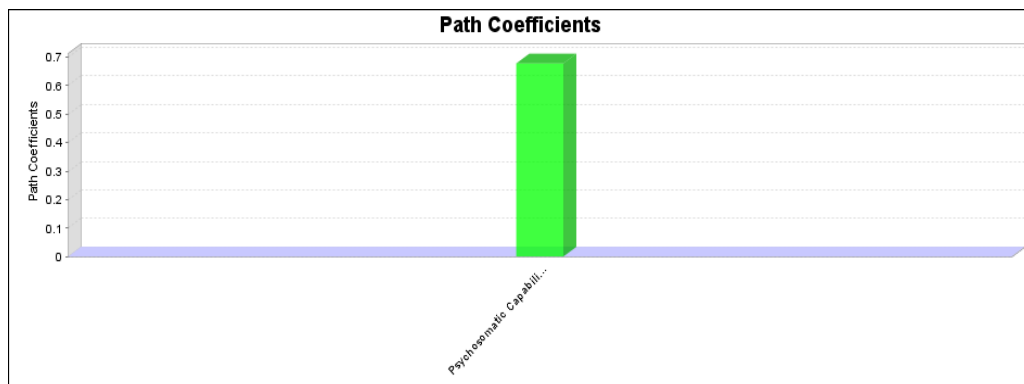


*Figure 2.* Path coefficient of psychosomatic capability and workplace life

Table 2
*Outer Loadings of Scales (Psychosomatic Capability and Workplace Life)*

| Sub-Factors | Psychosomatic Capability | Workplace Life |
|---|---|---|
| Self-efficacy | 0.77 | |
| Hope | 0.83 | |
| Optimism | 0.80 | |
| Resilience | 0.76 | |
| Fair provisions | | 0.64 |
| Democracy | | 0.85 |
| Working capacity | | 0.87 |
| Safety | | 0.81 |
| Socialization | | 0.79 |
| Living space | | 0.58 |

In the inward model is the piece of the model that depicts the connections among the idle factors that make up the model. The external model is the piece of the model that depicts the relationship among the dormant factors and their dimensions. In table 2 all

sub-dimensions are showing strong positive relationship with its variables psychosomatic capability and workplace life except working space. It means all sub-factors are part and parcel to measure the psychosomatic capability and workplace life among teachers.

Table 3
*Latent Variable Correlations through Cross Loading*

| Factors | 1 | 2 |
|---|---|---|
| Psychosomatic Capability | 1.00 | 0.68 |
| Workplace Life | | 1.00 |

Table shows relationship among factors through cross loading. The primary purpose of cross loading is to cross match the values of factors. In which, each construct shows maximum value with itself, but lesser with other variables. Similarly constructs psychosomatic capability and workplace life are showing maximum values with its own and less with each other.

Table 4
*R Square ($R^2$)*

| Variable | R Square |
|---|---|
| Workplace Life | 0.46 |

The $R^2$ value shows that how well the square model calculates the data. This basically displays the goodness of suitable model. Its value ought to be more noteworthy than 0.3. In this study value of *R* square for variable is 0.46. This value is higher than set standard value, which shows goodness of model.
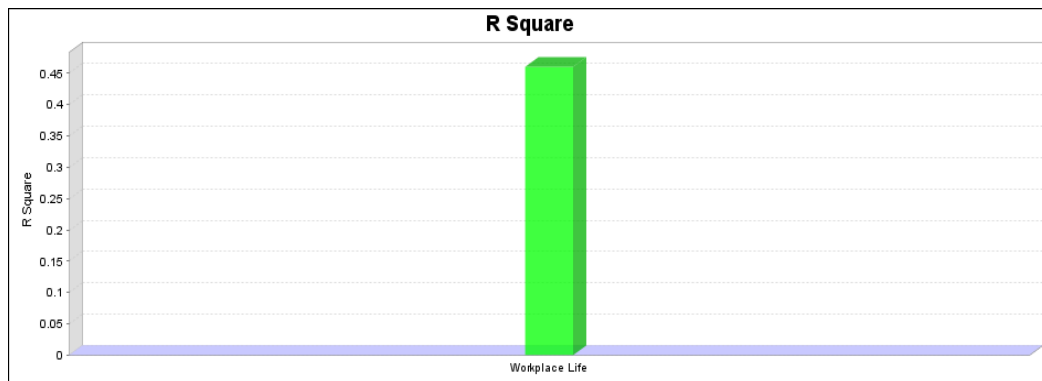


*Figure 3. R* square of workplace life

Table 5
*Construct Reliability and Validity of Factors*

| Factors | Cronbach's Alpha | *rho_A* | *CR* | *AVE* |
|---|---|---|---|---|

| | | | |
|---|---|---|---|
| Psychosomatic Capability | 0.81 | 0.84 | 0.87 | 0.63 |
| Workplace Life | 0.85 | 0.86 | 0.89 | 0.58 |

Table demonstrates the factors (psychosomatic capability and workplace life) validity and reliability. Reliability was checked by four different methods (Cronbach's Alpha, rho_A, Composite Reliability, and Average variance extracted). According to Hair (2014), reliability values are acceptable at 0.7. In above table both constructs have values above than threshold. Both variables are showing good, reliable and statistical significant values under the umbrella of composite reliability.

Wah-Yap, Ramayah, Nushazelin, and Wan-Shahidan stated in (2012) that Average Variance Extracted is the point which displays fact or sustenance the convergent validity. Hair (2014) described that AVE value is acceptable at .5. It is minimum standard and higher values show strong validity of the constructs. In current study, both factors (psychosomatic capability and workplace life) have AVE values above than .5, which indicates strong convergent validity.
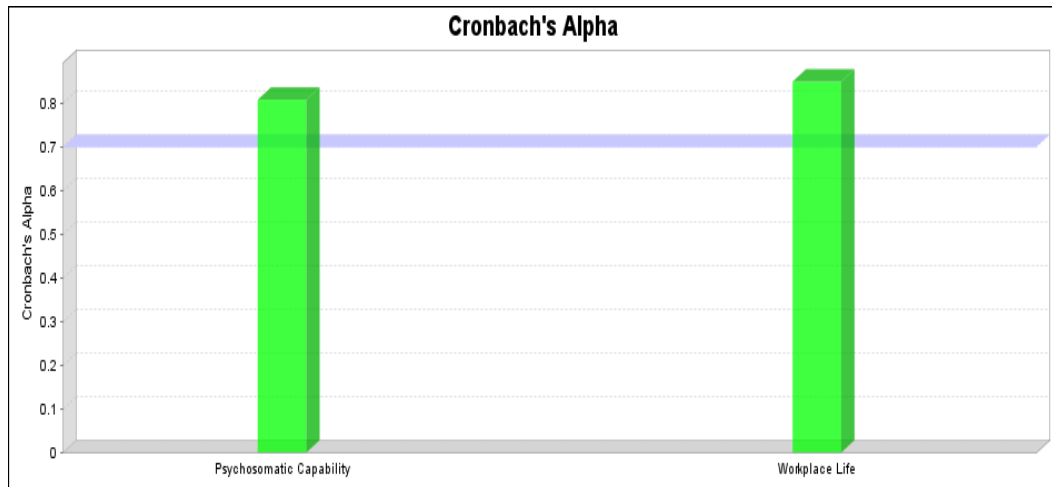


*Figure 4.* Cronbach's Alpha of psychosomatic capability and workplace life

Above figure displays the reliability values by using Cronbach's Alpha. It can be seen psychosomatic capability and workplace life show the height in green pillars and both lines are crossing the threshold. It means both constructs are reliable and have internal consistency.
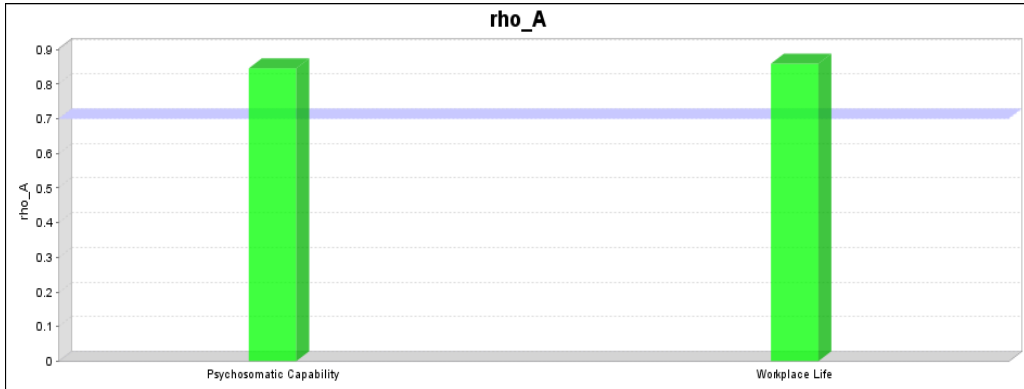
*Figure 5.* rho_A reliability of psychosomatic capability and workplace life

Figure indicates rho_A reliability of scales. Both constructs (psychosomatic capability and workplace life) in the form of green pillars are crossing the standardized cut line, which show the significant and acceptable values of reliability. It determines that scales are strongly reliable in local context to measure the psychosomatic capability and workplace life of university teachers.
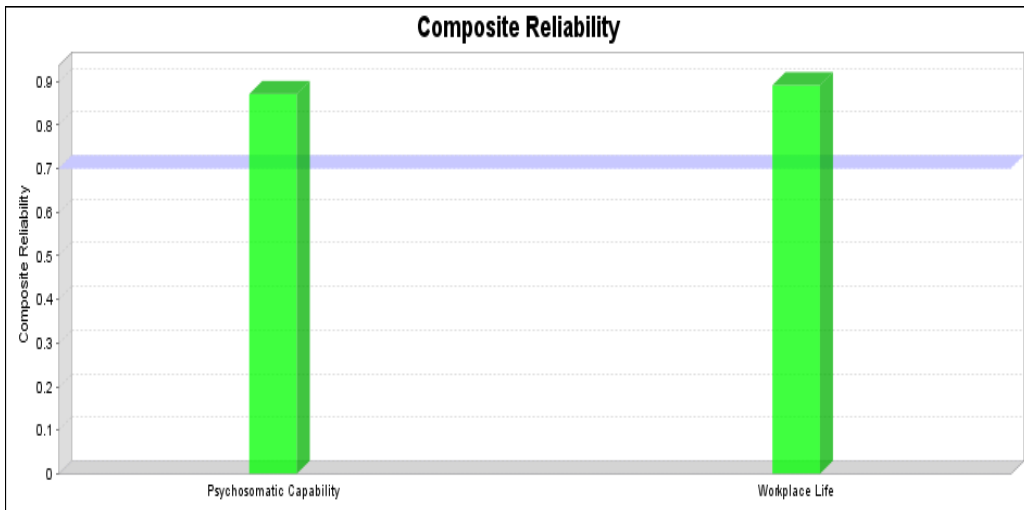


*Figure 6.* Composite reliability of psychosomatic capability and workplace life

Above figure displays the composite reliability. Both constructs in the form of green pillars are crossing the standardized cut line, which show the significant and acceptable values of reliability.
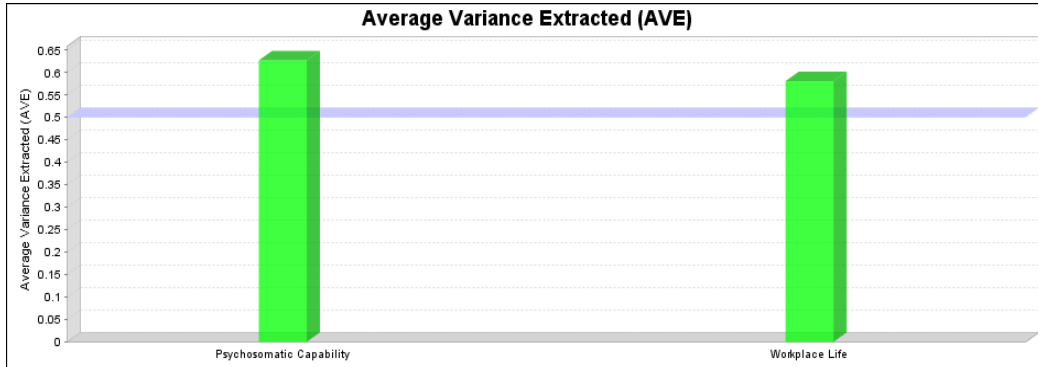
*Figure 7.* AVE of psychosomatic capability and workplace life

Above figure depends upon average variance extracted. Both variables (psychosomatic capability and workplace life) in the form of green pillars are crossing the standardized cut line at 0.5, which show the significant and acceptable values of reliability.

Table 6
*Discriminant Validity of Factors*

| Factors | *1* | *2* |
|---|---|---|
| Psychosomatic Capability | 0.79 | |
| Workplace Life | 0.68 | 0.76 |

Above table determines the discriminant validity of psychosomatic capability and workplace life. Surienty, Ramayah, Lo, and Tarmizi, (2014) different researchers and data analysts described discriminant validity. According to them this validity shows distinct concepts of constructs. They said values should be greater than 0.6 in this validity. As a researcher in my point of views this validity shows the discrimination of factors with other constructs. Each variable has maximum value but it shows less value with other variables. For example, in above table you can see that psychosomatic capability is one construct and it has 0.79 value which is maximum. But it has less value 0.68 with workplace life. Thus, it is concluded from the results that both factors have discriminant validity.

Table 7
*Bootstrapping Path Coefficients*

| Factors | M | SD | t | p |
|---|---|---|---|---|
| Psychosomatic Capability -> Workplace Life | 0.70 | 0.06 | 10.77 | .001 |

Table displays outcomes of bootstrapping by presenting *T* and *P* values which are utilized to acknowledge or dismiss the assumptions in the form of objectives.

According to Hair (2014) *T*-value must be above than 1.96 and *p* value should be lower than .05. Therefore, in current study values of two variables psychosomatic capability and workplace life are $T = 10.77$, $P = .001$. Both constructs show positive, strong and significant values which are bigger than threshold. It means that goodness of fit exists. It is concluded that psychosomatic capability and workplace life have strong connection with each other.
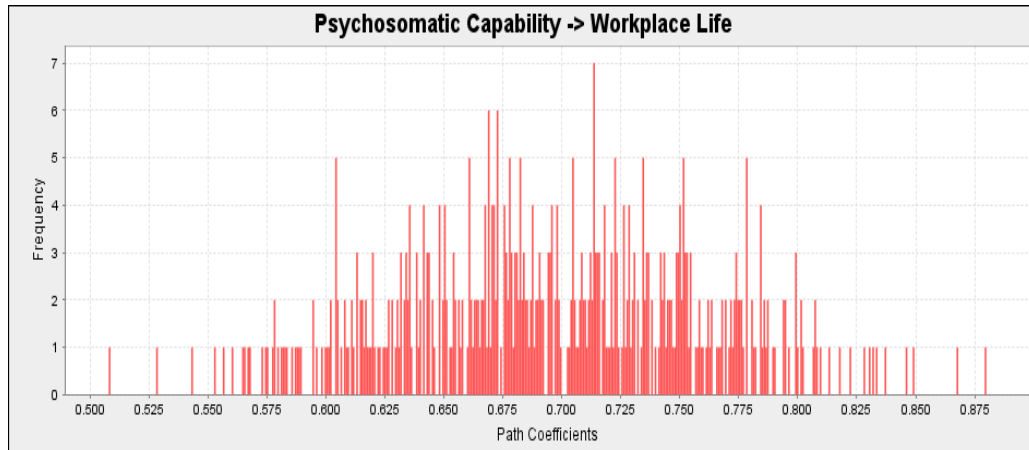


*Figure 8.* Path coefficient histogram of psychosomatic capability and workplace life

According to James (2009) histograms for path analysis produced by suitable group model to subjects which responded psychosomatic capability and workplace life. The value of histogram for respondents falls from 0 to 1. The red lines indicate path coefficient values of partakers. Generally coefficients expect a Gaussian appropriation focused about the group value. The X- axis is way coefficient esteem (barring values with supreme extent surpassing 1), and y- axis is number of participants with coefficients of this value. It shows that model fit exists in teachers data related to both variables (psychosomatic capability and workplace life).

## Discussion

The basic purpose of this study was to authenticate scales of psychosomatic Capability and Workplace Life of Teachers with the help of Structural Equation Modeling. Results demonstrate that there was strong positive association between mental Capability and Workplace Life of Teachers. Both constructs are showing good, reliable and statistical significant values under the umbrella of Cronbach's alpha, rho_A, and composite reliability. The alpha values of psychosomatic capability and workplace life are .81, and .85 respectively. These results are aligned with past studies and fulfill the set criteria of researchers. According to Hair (2014), reliability values are acceptable at 0.7. Therefore, both variables have values above than threshold. Therefore, it is confirmed

that findings of the study showed consistency with past studies and met the standards of scales validation.

## Conclusion

Psychosomatic capability and workplace life is evolving constructs in academic field. Psychosomatic capability is an individual's state of mind and mental advancement having positive thoughts, self-efficacy, hope, optimism, flexibility and resilience. A healthy workplace life of teachers or faculty members depends upon institutional environment in which they work. They are more satisfied and enjoy job life when they have mental satisfaction and feel psychological positive in the higher educational institutions. Psychosomatic capability and workplace life of personnel are strongly interlinked. It is general that a person can perform better at job station with positive mental capabilities.

The aim of this study was to authenticate the scales of psychosomatic capability and workplace life of teachers by using smart partial least square software. Authentication of scales were observed by using different statistical techniques (PLS-SEM path model, path coefficient, outer loadings, latent variables associations through cross loadings, *R* square value, reliability, discriminant validity, bootstrapping and histogram path coefficients) through Smart PLS software. The research subjects of this study were university teachers. They were obtained information regarding psychosomatic capability and workplace life by the researcher. Structural equation model shows the association between psychosomatic capability and workplace life through path analysis.

It seems that path diagram shows the strong positive correlation between two variables psychosomatic capability and workplace life. It is concluded that both variables (psychosomatic capability and workplace life) are strongly interlinked with each other. If teachers are full of psychosomatic capability then their workplace life would be better and they perform their duties with confidence and motivation. Thus, job life depends upon mental capability of personnel. The external model is the measure of the model that depicts the relationship among the dormant factors and their dimensions. Sub-dimensions are showing strong positive relationship with its variables psychosomatic capability and workplace life except working space. In cross loading, both constructs psychosomatic capability and workplace life have maximum values with its own and less with each other. The *R* square value confirms that model of fit exists, which is statistically significant. Both variables are showing good, reliable and statistical significant values. Discriminant legitimacy, bootstrapping and histogram path coefficients improved the validation and endorsement of the scales more because variables reached the threshold. Hence, the results of the study indicate that psychosomatic capability and workplace life have strong relationship and scales of both variables are valid and reliable in Pakistani context.

## Recommendations

This paragraph consists of future recommendations on the behalf of findings and conclusion of current study. Findings show that psychosomatic capability and workplace life of teachers have relationship. Thus, it means that personnel perform better at workstation only if they have positive psychosomatic thoughts and capabilities. There is need to conduct the study on large sample to authenticate the outcomes of current study. The scales validated by Smart PLS, authentication may be confirmed by using SPSS and AMOS. The subjects of the study were university teachers, college and school teachers may be taken as sample to conduct another study for endorsement the instruments. The sample size may be increased for more detailed and comprehensive validation and reliability of scales. Future study may be surveyed on large sample to check the association between psychosomatic capability and workplace life of teachers.

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## Association between Study and Exam Taking Habits among Graduate and Postgraduate Students

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### Abstract

*Academic progress is a direct result of erudition. Conflicting variables have significant influence on students' academic performance such as their style of studying and learning. Therefore, this research focuses on to see the association between study and exam taking habits. A questionnaire was used for collecting the data from graduate and postgraduate students. Principal Component Analysis (PCA) with Varimax Rotation Method Extracted eight components. Among these extracted components six were about study habits whereas two about exam taking habits. An association model between study and exam habits along with CGPA was developed in SPSS and validated in PLS3. Composite reliability was between 0.77-0.88 and Average variance extracted (AVE) was between 0.51- 0.79. Values of Composite reliability and Average variance extracted (AVE) showed acceptance rang. The conclusion of the study elaborates that student's habit of note taking, organizing assignment, follow rules and study/reading extra material have significantly effects on exam taking habits.*

**Keywords**. Study habits, exam taking habits, graduate and postgraduate students

### Introduction

Examination is the primary component of every education system. Through the process of exams, the performances and learning ability of the students are assessed in an efficient way and giving the students marks or grades to illustrates the abilities or skills of students in a quantitative way (Ahmed, 1993). Therefore, examinations take hold of an essential and inescapable component in education system. Nolan (2014) depicts different views about exam according to the perspective of the students, by less interested students seems examination as unpleasant and unfavorable process while in front of the brilliant students this process is the best way to analyze the mental ability to be represent in the quantifiable way. Hence examination is the way to lead the students through a bright future with refined career.

In 1985, Mathews described that examination "tests the efficiency of the education provides, we shall need to test what it is, students can do, rather what he

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knows." As Suresh (2015) illustrate that the quality is the indicator to judge the individual entire personal progress. Examinations performance is mean to mark the quality in any educational level. Hence, a foremost aim of the examinations is to measure students' level of performance. Therefore, it is essential to observe how students perform in the examination.

As a teaching technique, to conduct formal examinations and general testing is not novel. Studies of Karpicke and Roediger (2008), McDanial et al. (2007) have corroborated that evaluate the results of examination in learning is helpful to testing sessions of future. Several researchers have revealed that long term and greater information can be retained by retrieval practice and are achieved by repeated study (Roediger & Karpicke, 2006; Hogan & Kentsch, 1971).

Repeated study or habitual actions which students opt to learn subject matter are known as study habits. Well planned and deliberated study pattern along with student's consistency to understand academic subject and pass the examination are called study habits (Bashir & Mattoo, 2012). According to Onubugwu (1990), "study habits is a technique, a student employs to go about his or her studies which are consistent and have become stereotypes as a result of long application or practice".

Therefore, the quality of study habits is related to pass the examination. Study habits are long term technique which is good when it is consistent and practice oriented. According to Jato et al. (2014), Study habit is the regular and habitual performance and action of students to achieve the learning tasks such as reading, taking notes study in groups. While, Verma (2016) mentioned Study Habits as "Strategies of work" which have some common denomination activities as taking notes, using the library, improving reading ability, building vocabulary, writing term papers and taking examination."

Thiyagu (2013) explained that efficient learning depends upon the management of time, learning ability of the study, level of concentration of study related lecture and study related material, taking the classes, sense of reviewing, revising the study material after understanding it first time and the ability of retaining the knowledge for a long period of time, Thiyagu further explained that these factors varies according to the different types of students that some students may contains all of these factors, some contain specific set of factors and Karpicke and Roediger (2008) considered that these type learning process is completed when a student is able describe the answer of asked question in correct way.

Exam taking habits of the candidate are the essence of the all the study habits and this help a person to handle and cope efficiently with. Many researches has been made on student study habits and their performance level but researcher find the gap that is there any relation between study habits and their exam taking habits. So in the light of the above discussion the determination of the contemporary study was to examine the

association between study habits and their exam taking habits of Graduate and Postgraduate students. In short the study habits are directly related to achieving the defined goal and attaining the success. For this purpose, good development of study habits is necessary because a small but consistent change in the study habit make the student organized and goal achiever. Gettinger and Seibert (2000) noted a connection between poor study habits and low academic achievement. They suggested that follow up the study habits may lead to the success if not then it definitely lead to failure in examination as well as the real life.

*The Present Study*

The real motivation behind this study was to analyze the association between study and exam taking habits among 258 students taking part in the current study. Following questions are answered by this accomplishment after the exploration.

1. To investigate study habits among Graduate and Postgraduate students
2. To identify exam taking habits among Graduate and Postgraduate students
3. To trace out the association between study habits and exam taking habits

**Research Methodology**

After reviewing literature, a questionnaire was developed and Principal Component Analysis (PCA) with Varimax rotation method extracted 8 factors in which 29 items were included and the rest was excluded from further analysis because their factor loading was low. All selected items showed more than 0.60 factors loading. From 29 items out of which 24 items (six factors) investigate about study habits and five items (two factors) were about exam taking habits. The eight factors of tool showed high Chronbach Alpha ranging from 0.73 to 0.80 of factors and 0.87 of whole scale. All items showed more than 0.670 factors loading as well. The range of Composite Reliability was between 0.77 to 0.88 and the value of Average Variance Extracted (AVE) was between 0.51 – 0.79, which was acceptable (Table 1).

Two fifty-eight students were identified as higher achievers enrolled under BS and Master programs in 14 different departments of a public sector female university of southern Punjab Pakistan were selected through purposive sampling. Out of 258 higher achievers 195 higher achievers returned completely filled research questionnaires with response rate of 76% were recorded in Statistical Package for Social Sciences (IBM-SPSS version 20) and Partial Least Square (Smart PLS3) for the analysis of data.

Table 1

*Factor Loading, Internal Consistency and validity of Questionnaire of study habits and exam taking habits*

| | Factor Loading | Reliability (α) | Composite Reliability | Average Variance Extracted (AVE |
|---|---|---|---|---|
| **Focus on theme/main idea** | | 0.741 | 0.778 | 0.539 |
| summarize the main ideas and draw conclusions | .741 | | | |
| Outline the material | .535 | | | |
| Learning to achieve knowledge with enthusiasm. | .447 | | | |
| **Follow Rules** | | 0.736 | 0.830 | 0.549 |
| Making schedule on regular basis. | .787 | | | |
| Follow fixed schedule. | .693 | | | |
| Reviewing and revising the notes weekly. | .561 | | | |
| Summarizing notes frequently. | .516 | | | |
| **Follow Timelines** | | 0.732 | 0.801 | 0.575 |
| Avoiding distraction while studying | .692 | | | |
| Allowing time for working on special reports and term projects in my weekly schedule. | .586 | | | |
| Start work promptly and avoid procrastinating. | .506 | | | |
| **Managing Exam writing** | | 0.743 | 0.884 | 0.793 |
| Make blueprint for distribution of exam time among questions at the beginning of test | .708 | | | |
| Going through the entire test, carefully read and follow each question directions | .639 | | | |
| **Note Taking** | | 0.807 | 0.862 | 0.510 |
| Making an outline of the answer and then write | .765 | | | |
| preparation of Probably exam question with answers | .687 | | | |
| always write key-notes of lecture | .645 | | | |
| Distribution of study hours for preparing notes for each subject | .644 | | | |
| write down possible test questions while reviewing my class notes. | .607 | | | |
| During class, try to compare or relate ideas being presented in class to ideas from the textbook. | .581 | | | |
| **Organizing Assignments/material** | | **0.771** | 0.845 | 0.522 |
| write down class assignments clearly and keep them safely | .719 | | | |
| organize study materials and review the assignment before going to start work | .708 | | | |
| review class notes/assignments at home | .677 | | | |

| | | | |
|---|---|---|---|
| Organize notes in outline style to show ideas and subordinate details. | .649 | | |
| giving proper attention to all subject assignments | .588 | | |
| **Study/reading  Extra Material** | **0.737** | 0.811 | 0.589 |
| Using internet and online video lectures if a specific topic is difficult. | .763 | | |
| I question and evaluate the content of what I read, as I read. | .667 | | |
| Using the table of contents and the index. | .569 | | |
| **Exam Preparation** | **0.739** | 0.814 | 0.595 |
| Review notes before examination. | .754 | | |
| Do well on class test and other class activity. | .654 | | |
| Adjusting study methods for different subjects | .438 | | |
| **Total** | **0.884** | | |

## Study Findings

Table 2

*Mean score and stander deviation showing prevalence of Study habits and exam taking habits among higher achievers' students of female university (N = 195)*

| S. no. | Factors | Mean | SD |
|---|---|---|---|
| **Study Habits** | | | |
| 1.1 | Note Taking | 4.00 | .91553 |
| 1.2 | Study/reading  Extra Material | 3.44 | .75552 |
| 1.3 | Organizing Assignments/material | 3.35 | .61096 |
| 1.4 | Focus Main Idea | 3.14 | .69121 |
| 1.5 | Follow Rules | 2.83 | .78025 |
| 1.6 | Follow Timelines | 3.56 | .74671 |
| **Exam Taking Habits** | | | |
| 2.1 | Exam Preparation | 3.33 | .65889 |
| 2.2 | Managing Exam writing | 3.97 | 1.1707 |

Data reveal that the attributes of note taking, study/reading extra material, organizing assignments/material, focus main idea, follow rules, follow timelines, exam preparation and managing exam writing (Table2). The pervasiveness of follow rules is comparatively lower (M = 2.83, SD =.78025) in sub factors of study habits however not taking among higher achievers' students is comparatively highest (M=4.00, SD=.91553) among other sub factors of study habits. Exploring the Exam taking habits, the results show that the prevalence of exam preparation and managing exam writing is high (M = 3.33, SD=.65889 and M = 3.97, SD=1.1707 respectively) among higher achiever's.

## Results

Table 3

*Pearson's matrix of correlation showing relationship among Graduates and Postgraduates students' study habits and exam habits*

| Correlations | | Exam taking Habits | Note Taking | Study/reading Extra Material | Follow Timeline | Focus on theme/main idea | Organizing Assignments/material | Follow Rules |
|---|---|---|---|---|---|---|---|---|
| Exam taking habits | Pearson Correlation | 1 | | | | | | |
| Note Taking | Pearson Correlation | .511** | 1 | | | | | |
| | Sig. (2-tailed) | .000 | | | | | | |
| Study/reading Extra Material | Pearson Correlation | .342** | .193** | 1 | | | | |
| | Sig. (2-tailed) | .000 | .007 | | | | | |
| Follow Timeline | Pearson Correlation | .311** | .304** | .276** | 1 | | | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | | | |
| Focus on theme/main idea | Pearson Correlation | .280** | .117 | .405** | .246** | 1 | | |
| | Sig. (2-tailed) | .000 | .103 | .000 | .001 | | | |
| Organizing Assignments/material | Pearson Correlation | .425** | .202** | .320** | .419** | .330** | 1 | |
| | Sig. (2-tailed) | .000 | .005 | .000 | .000 | .000 | | |
| Follow Rules | Pearson Correlation | .402** | .210** | .340** | .472** | .240** | .465** | 1 |
| | Sig. (2-tailed) | .000 | .003 | .000 | .000 | .001 | .000 | |

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

Table 3 articulates the results of matrix of Pearson's correlation which reveals that exam habits of higher achievers among students in Pakistan is significantly allied with note taking (r = 0.511) study/reading extra material (r= 0.342), follow timeline (r = 0.311), focus on theme/main idea (r = 0.2580), organizing assignments/material (r = 0.425) and follow rules (r = 0.402). Note taking among higher achievers have insignificant correlation with focus on theme/main idea (r=.117, p =.103) however note taking has significantly aligned with study extra material (r= 0.193), follow timeline(r=0.304), organizing assignments (r = 0.202) and follow rules (r = 0.210) by students. Study extra material significantly correlates with follow timeline (r = 0.276), focus on main idea (r = 0.405), organizing assignments (r = 0.320) and follow rules (r = 0.340). Follow the timelines by higher achiever's students have significantly concomitant with focusing on main idea (*r* = 0.246) and organizing assignments (*r* = 0.419) and follow rules (r= .472). Focusing on main idea by higher achievers have significantly associated

with Organizing Assignments ($r = 0.330$) and Follow Rules ($r = 0.240$).in the same way organizing assignments and follow the rules among higher achievers is significantly associated with each other ($r=.465$)

Table 4

*Stepwise multiple regression to investigative the effects of study habits on exam taking habits*

| Model | Standardized Coefficients Beta | t | Sig. | F | R | $R^2$ |
|---|---|---|---|---|---|---|
| 1 | | | | 68.137 | .511 | .261 |
| (Constant) | | 10.782 | .000 | | | |
| Note Taking | .511 | 8.254 | .000 | | | |
| 2 | | | | 56.147 | .607 | .369 |
| (Constant) | | 3.866 | .000 | | | |
| Note Taking | .443 | 7.570 | .000 | | | |
| Organizing Assignments/material | .336 | 5.736 | .000 | | | |
| 3 | | | | 42.337 | .632 | .399 |
| (Constant) | | 3.556 | .000 | | | |
| Note Taking | .419 | 7.252 | .000 | | | |
| Organizing Assignments/ material | .248 | 3.888 | .000 | | | |
| Follow Rules | .199 | 3.107 | .002 | | | |
| 4 | | | | 33.697 | .644 | .415 |
| (Constant) | | 2.952 | .004 | | | |
| Note Taking | .404 | 7.030 | .000 | | | |
| Organizing Assignments/ material | .222 | 3.455 | .001 | | | |
| Follow Rules | .168 | 2.588 | .010 | | | |
| Study Extra Material | .136 | 2.252 | .025 | | | |

Stepwise multiple regression is presented in table no.4 Instep one analysis reveals that note taking separately, has significantly influence ($R^2 = 0.280$, b = .511) on exam habit, however, adding of organizing assignments/material, follow rules and study/reading extra material in step 2,3 and 4 establishes organizing assignments/material as a major predictor on exam habits among higher achievers. study findings show that all four models are significant, but the fourth model carrying four factors note taking, organizing assignments/ material, follow rules and study/reading extra material is the paramount model. It also shows that in model 2,3,4 units are change in note taking (.443, .419, .404) organizing assignments/material (.248, .222) and follow rules predict (.168) units change respectively in exam taking habits.

Third and major concern of the study was trace out the association between study habits and exam taking habits among students. The description of student CGPA is flashed in table 5 and table 6 illustrates about coefficient values, R Square and SRMR.

Table 5
*Difference in the scores with (CGPA) among graduate and post graduate students*

| CGPA | Frequency | Percentage |
|------|-----------|------------|
| 3.00 to 3.10 | 1 | .5 |
| 3.11 to 3.20 | 1 | .5 |
| 3.21 to 3.30 | 10 | 5.1 |
| 3.31 to 3.40 | 6 | 3.1 |
| 3.41 to 3.50 | 13 | 6.7 |
| 3.51 to 3.60 | 20 | 10.3 |
| 3.61 to 3.70 | 21 | 10.8 |
| 3.71 to 3.80 | 38 | 19.5 |
| 3.81 to 3.90 | 38 | 19.5 |
| 3.91 to 4.00 | 47 | 24.1 |
| Total | 195 | 100.0 |

Table 5 shed light on student's levels of CGPA along with percentage and frequency. Statistics depicts that 24% of the respondents attained CGPA between 3.91 to 4.00, 19.5% of the respondents attained CGPA between 3.81 to 3.90, 19.5% of the respondents attained CGPA between 3.71 to 3.80, 11% of the respondents attained CGPA between 3.61 to 3.70, 10% of the respondents attained CGPA between 3.51 to 3.60, 7% of the respondents attained CGPA between 3.41 to 3.50, 3% of the respondents attained CGPA between 3.31 to 3.40, 5% of the respondents attained CGPA between 3.21 to 3.30 and only 1% of the respondents attained CGPA between 3.20 to 3.00.

Table 6
*Association between study habits and exam taking habits on CGPA*

| | Path Coefficient[a] | P value | R Square | R Square Adjusted | SRMR |
|---|---|---|---|---|---|
| Study /reading extra material | 0.273 | .011[*] | | | |
| Focus on Main Idea | -0.255 | .026[*] | | | |
| Follow Rules | 0.437 | .000[**] | | | |
| Follow Time Lines | -0.275 | .015[**] | | | |
| Managing Exam writing | -0.287 | .012[**] | 0.397 | 0.283 | .07 |
| Note Taking | 0.577 | .000[*] | | | |
| Organizing assignments /material | -0.608 | .000[*] | | | |
| Exam preparation | 0.507 | .000[*] | | | |

[a] dependent variable: Exam taking Habits (CGPA)
[*] Effect is significant at .05 level
[**] Effect is significant at .01 level

Table 6 comprised of coefficient values and R Square. Results showed that 'note taking' and 'exam preparation' are the two habits which highly effect on Cumulative Grade Point Average. Beta values indicated the positive effect of 'note taking' up to 58 percent ($\beta$ = .577, P = .00) and positive effect of 'exam preparation' up to 51 percent ($\beta$ = .507, P = .00). Likewise, path coefficient values indicated that habit of 'evaluating extra material' also have moderate positive effect on Cumulative Grade Point Average ($\beta$ = .273, P = .01). According to results, habit of 'organizing assignments' have high negative effect ($\beta$ = -.608, P = .00) on Cumulative Grade Point Average of students. Seemingly, other three habits named 'focus on main idea', 'follow timelines', and 'managing exam writing are also seeming to decrease Cumulative Grade Point Average among students. Path coefficient for 'focus on main idea' was -.255 (P = .02), for 'follow timeline' was -.275 (P = .01), and for 'managing examination writing' was -.287 (P = -.28). In order to test the model, fit, explanatory power is also called, which can be evaluated by two criteria: Coefficient of determination ($R^2$) and standardized root mean square residual values (SRMR). As indicated by Chin (1998), that the value of $R^2$ up to 0.670 is considerable, the value up to 0.333 is average and the value 0.190 is weak. values of SRMR ought to be higher than 0.05 and lower than 0.08 than the model we can call fit. Coefficient of determination ($R^2$ = 0.397) showed an explanatory power. The value is based on acceptable values in accordance with Chin (1998), which advocates that the model is suitable. The SRMR must be above 0.05 and below 0.08. The standardized root mean square residual (SRMR) value was.07 in the acceptable premises, which advocated the model as appropriate.

Figure 1 is the dissemination of measurement model "Association between study and exam taking habits on CGPA

Figure1
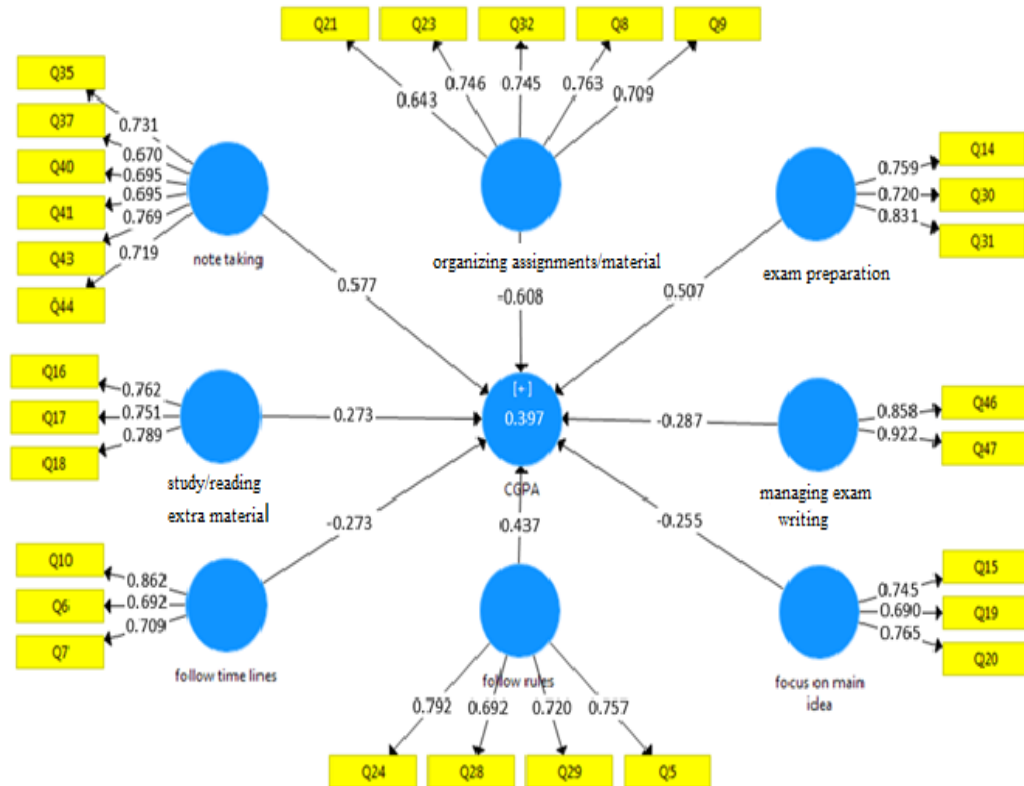


## Discussion

This study was accomplished to determine the association between study habits and exam taking habits of the higher achievers taking part in science and arts students of Women University. The findings showed overall average mean score by higher achiever's students for the study habits and its related factors and about exam taking habits and factors. The study conducted by Koushan and Heidari (2007) and Moghadam ad Cheraghian (2009) also showed average level of study habits and its related factors on the students.

Table 1 shows the 8 domains and 29 statements of tool and Table 2 reflects the mean scores and standard deviation of study habits and exam habits of higher achievers. 8 factors out of which note taking, study extra material, follow rules, exam preparation have significantly impact on CGPA on the other hand note taking, organizing

assignments/ material, study extra material and follow rules have significantly effect of exam habits in short higher achievers are having objectively good study habits along with good exam habits. Based on the obtained results, it can say fairly that good study habits and exam taking habits will present in the form of good results.

Encouraging students to achieve good study and exam habits will automatically improve their position. This study coincided with other studies by Hassanbeigi et al. (2011) which show that note taking has a significant impact on students' academic performance. It has been put forward by Foos, Mora and Tkacz (1994) that students give better results those who prepared their material by self as opposed to on materials created by others. Van Meter et al. (1994) furthermore, the college students ' possess notes were personally meaningful to them for the reason that they exemplified the selection of essential and important points and were fathomable to them

With regard to the factor of organizing assignment/material, organization and processing of information, successful students are committed to maximizing learning from educational experiences, monitoring their progress and adjusting their efforts to achieve their goals when necessary (Ainley & Patrick, 2006). This study also concurred with the study of De la Fuente and Cardelle-Elawar (2009) that organizing and planning of learning according to his or her abilities reflects these study habits. They also include lucidity of purpose and the habit of goal- oriented action in the learning of the individual. This study revealed that teacher must ensure that lower achievers must review all subject notes before giving any sort of class test, and during the test lower achievers practice that they must distribute time among questions before starting any question along with its direction in test. It will boost up their exam writing and will present in the form of good results.

## Conclusion

First and second objective of the study was to investigate study habits and exam habits among higher achiever's students. Table no.1 contains mean and standard deviation values for six factors of study habits and two factors about exam habits named 'note taking', 'study/reading extra material', 'organizing assignments/material', 'focus main idea', 'follow rules', 'follow timelines', 'exam preparation', and 'managing exam writing'. Mean values indicated that high achievers always took class notes, study extra material, always focus on main idea and organized their study assignments while studying they also follow up schedule for better results in their exams. Mean value indicated that higher achievers always revised their study material two to three times, do this same with every subject before exam while taking exam they distribute time among questions moreover they read section and directions carefully but they did not review all notes on the day of exam. It was also concluded that note taking, study /reading extra material, follow rules and exam preparation among higher achievers having a statistically significant impact of students CGPA.

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# Effect of Reconstruction Activities on Intermediate Level Students' English Writing Skills

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## Abstract

*The study aimed to find out the effect of reconstruction activities on English writing skills. A semi-urban public sector Degree College was selected conveniently as sample for the current study. Eighty students of grade XII were selected randomly. They were divided into two equal groups randomly. One group was given intervention of reconstruction activities continuously for 12 weeks. To measure the effect of reconstruction activities on English writing skills, a supply type test was developed. Data of pre and post-tests from experimental and control groups were analyzed with repeated measure paired sample t-test. Data analysis revealed that there was statistically significant improvement in post-test mean scores of experimental group on English writing skills. On the other hand, control group showed statistically insignificant improvement in post-test mean scores. Teachers were recommended to use reconstruction activities for teaching English writing skills. Grade XII students were recommended to experience reconstruction activities for learning English writing skills.*

**Keywords:** Reconstruction activities, English writing skills, Cohesion, Coherence, Grammar.

## Introduction

A language is used as a tool by a person to communicate ideas and feelings to other persons. A common language in the world is necessary so for the purpose of communication (Al-Mansour, 2014). This status has been gained by English language. The background of English language shows that it was West Germanic language which was first spoken in Anglo-Saxon England exactly in the early middle ages (McNamara, 2012). It is now widely used language in the world and has become international language. It has become the first language of various countries like, the United Kingdom, the United States, Australia, Ireland, Canada, New Zealand, and a number of Caribbean nations. In fact there is no branch of study that has not been communicated in English (Nabati, 2018).

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The original works of many philosophers, scientists, economists, psychologists, and others, whose first language was not English, have been translated into English. Therefore, a person having sound and good knowledge and skills competency of English language can access to various sources of information easily (Gay, Djibat, & Umahuk, 2018). Now the research in various fields is being written and disseminated in English language. Developing countries like Pakistan cannot do research independently in all fields of sciences and social sciences and have to borrow it from advanced countries. Advanced countries do research in English language. On the other hand, Pakistan has to import the technology from the western developed countries to meet the challenges of the day. Pakistani students go abroad for study and scholarship to conduct research in various fields of science and technology. They face many challenges but those who have competency in English language skills, especially in writing, can cope and handle them easily (Niño & Páez, 2018).

English is a language which is used worldwide. Students having well knowledge and skills competency in English language can get employment having good incentive within country and abroad as well. Unemployment can be reduced by learning English language in these days. There are various companies that demand well versed English personnel for their business. A student having good command on English language skills can get admission in well reputed and high ranked educational institutions of the world for higher education (Supakorn, Feng, & Limmun, 2018).

National education policies of Pakistan i. e. 1947, 1959, and 1970 recommended English as unavoidable evil to be adopted as medium of instruction for higher education only. Later, it would be replaced with Urdu as medium of instruction but English got so high rank among educational languages that it could not be replaced with Urdu till now. In spite of Urdu as our national language, English is being used as official language in Pakistan. Every official document is printed in English language. Most of the research work at graduate, postgraduate, and higher level is also being published in English language. Due to these facts competency over English language skills is inevitable for every student especially at higher education level so that he/she may work effectively and efficiently (Tulgar, 2018).

Various activities have been suggested by educationists and linguists for teaching languages. Among them some are known as reconstruction activities which have been propounded by Lunzer and Gardner (1979). They claim that these are effective activities for teaching English language. These activities include: 1. Text completion (cloze), 2. Diagram completion, 3. Table completion, 4. Completion activities with disordered text and 5. Prediction (what comes next). These activities enable a learner to develop the ability to reconstruct text and read it closely by becoming more critical in reading (Sudiran, 2018).

Reconstruction a text is also known as retelling or reproducing a text in modified form by using your own words or phrases and sentence structure (Ferris, 2012). Text is given to students in disordered form to arrange or reconstruct it in its original or proper format. Reconstruction a text is more than retelling (Mohammad, Masum, Ali, & Baksh, 2018). A writer while reconstructing a text has to make inferences based on evidence and reasoning. These inferences help him to determine the sequence and arrangement of phrases, sentences, and events (Niño & Páez, 2018). It is to arrange text into a logical order just the idea of building a new building. It will follow a logical sequence and pattern of construction. For example, does it happen to build the roof first than walls? Do we construct walls first than floor? Of course the answer is no. Logically we have to build foundations first then walls, roofs, and floor. Same goes for reconstruction activities in writing a text.

How do we make inferences while reading a text for effective use of reconstruction in writing process? At first sequence and arrangements of events, characters, setting, conflicts is determined. It will help to encapsulate the whole information and topics covered in written text. Second step in inferences involves reader to find the end of the story. It is easily recognized in any form of writing. In a story, reader will find out whether characters will be happy ever after that or not? In an essay, the author will summarize the whole discussion and arguments. Author in article will bring topic to an end. Lastly in inferences process reader tries to find out what has left out in the written text. It will be easily indicated by looking at transition words which connect thoughts and ideas and indicate the sequence of events. This sequence will, automatically, help reader to find out the gap in written text (Tulgar, 2018).

Current study is to find out the effect of reconstruction activities on English writing skills: cohesion and coherence and grammar of grade XII students. It will be helpful for English teachers of intermediate level to practice reconstruction activities for teaching English writing skills. Students of intermediate level will also experience these activities to learn English writing skills.

## Review of Literature

Reconstruction activities have numerous advantages in learning a language. Nabati (2018) has explained some of them as; they improve reading comprehension of a reader while interacting with text. Reader becomes aware of how the text has been constructed by using various transitory words and phrases. Author further elaborates that reader becomes more critical in reading a text and raises questions on what has been included and excluded in the text. It helps reader to construct sentences in this own writing as he/she observed in written text. Interacting with text improves cognitive ability of reader. These activities can be developed without any costly material. They can be developed on the basis of textbook and will make students' textbook more interesting (Supakorn, Feng & Limmun, 2018). The practice of reconstruction activities in learning

English language will help students to resolve reading problems in other subjects successfully. Finally, it will help students to use text without plagiarizing it.

How to construct reconstruction activities while teaching a text? Chuenchaichon (2011) has suggested an empirical view of how to develop them. Author says if the text is to give comparison of two or more ideas or things, you may develop a table of Venn diagram. If the text describes a process, fictional or non-fictional sequence of events, you may develop a flow chart. A branch diagram development helps reader to infer classification of ideas/things. An object description can be comprehended by using a labeled diagram. A spider diagram or mind map helps to infer the concept of an argument in written text (Alqadi & Alqadi, 2013).

*English Writing Skills*

Writing is one of the four language skills i. e. listening, speaking, reading, and writing. It is defined as process of using symbols (alphabets, letters, punctuations and spaces) to convey thoughts, ideas to other persons. It helps writer to preserve information for him and others to retrieve it later when needed. It is more reliable and everlasting form of communication (Alshammari, 2015). Good writing conveys clear and accurate message. Cohesion, coherence, relevance and adequacy of content, adequacy of vocabulary for purpose, grammar, mechanical accuracy I (punctuation), and mechanical accuracy II (spelling) are all essential skills of writing for effective and good writing (Chuenchaichon, 2011).

Writing is language skill used widely for the purpose of communication. Written communication form is vital important in every walk of life because words are everything as they give meaning to everything in the world and life. It is authentic and reliable form of communication (Sudiran, 2018). Through writing pieces of information are accomplished more deeply, effectively and efficiently by writing emails, letters, memos, social media posts, newsletters etc. Students, businessmen, lawyers, doctors, scientists, officers, and officials all receive and convoy information through written form of language. Literary writers utilize their intelligence, perceptions, educational gains, and critical thinking skills in written form of language to facilitate their readers and make their writing food for their thoughts. Books, the most widely and authentic form of communication, are in written form. Success and failure of a student largely depends upon writing skill. Students entering into college sphere of educational life face more challenging tasks of writing. They have to write assignments, presentations, letters-officials and non-officials, reports, papers, projects, and dissertations. All these forms of writing require effective writing skill (Nabati, 2018).

*Teaching Writing Skills*

Khan (2012) has suggested various reasons behind this scenario of teachers' inability to use activities in classroom for the purpose of teaching English language. The

author elaborates that there are the number of students in class. Single teacher cannot manage any such creative activity in class for teaching English language. Teachers are accounted by higher authority due to less passing number of students in board and university examination. Teachers prefer activities which help students to pass board and university exams rather than become creative writers. Boards and universities examinations ask questions which compel students to memorize and reproduce lessons in examination. Language laboratories are not available in any public sector school of Pakistan in the province of the Punjab. The above detail suggests concluding that education system needs to be refined to make students creative in writing skills.

To teach writing skills various models and approaches have been suggested by various scholars. These models of teaching writing are claimed effective for the teaching English writing skills. Among them there is descriptive writing which functions like a window which opens into other world. In this writing writer describes a person, place, or a thing. The effective descriptive writing appeals multiple senses of reader at one-sight, touch, smell, taste, and hearing (Trudgill & Hannah, 2017).

Another writing type of writing is informative/explanatory writing. Its primary aim is to spread and increase knowledge on a topic. Writer answers questions of how or why in explanatory writing (Howard, 2018). It is to educate the reader rather than change reader's mind or thinking or stimulate reader to take action (Mohammad, Masum, Ali & Baksh, 2018). The authors have counted constituent components of well explanatory/informative writing as: 1. It must have introduction that introduces the topic to grab the attention of reader. 2. Information necessary about the topic should be conveyed properly and clearly. 3. Topic should be developed with the help of specific and relevant details, facts, examples, anecdotes, and quotations. 4. Ideas should be organized by using various techniques like compare and contrast, cause and effect, defining, and classifying. 5. Language should be precise and appropriate to the reader and topic. 6. To develop coherence among ideas, transition words should be used appropriately. 7. The tone and style should be formal. 8. The writing should be ended with appropriate conclusion that gives summary, main idea or points that cohere with information presented. Narrative writing is another type of writing which presents events or happenings in a logical sequence and order (Quirk, 2010). These events or happening may be imaginary or real. If imaginary, it is faction and if not, it is nonfiction based on real incidents.

There are many skills a writer should consider while writing e. g. cohesion and coherence, relevance and adequacy of content, adequacy of vocabulary for purpose, grammar, mechanical accuracy I (punctuation), and mechanical accuracy II (spelling). All these skills together make writing effective and communicative. Studies (Ferris, 2012; Hameed, 2017) have revealed that intermediate students were weak in developing cohesion and coherence in their academic English writing. Similarly their grammar has

been observed weak in their English writing. Authors have suggested important role of reconstruction activities in teaching English language at different levels of language learning.

*Reconstruction Activities for Teaching English Writing Skills*

Whether reconstruction activities have any effect on students' English writing skills i. e. cohesion and coherence and grammar, at higher secondary level? This study was designed to answer this question and to find out the effect of reconstruction activities on English writing skills of higher secondary level students. English in Pakistan is taught is second language. Various activities have been suggested in literature for the teaching of English language. Reconstruction activities suggested by (Lunzer & Gardner, 1979) are considered effective for teaching of English language. These activities include: 1. Text completion (cloze), 2. Diagram completion, 3. Table completion, 4. Completion activities with disordered text, and 5. Prediction (what comes next). These activities enable the readers to reconstruct segmented text and ideas into to their complete and cohesive whole. These help readers to rearrange the ideas or text into new whole which make them critical reader. Intermediate level is like a door opening into higher level of education where critical reading is essential for the improvement of English writing skills (Sudiran, 2018).

English writing skill requires cohesion, coherence, and grammar to be incorporated while writing an idea (Government of the Punjab, 2006). Cohesion in writing is defined as connection of ideas at sentence and paragraph level. It is syntactic consideration in writing. Connectors and transitory adverbs are focused while developing cohesion in writing. On the other hand, coherence is rhetorical aspect of writing in which ideas are developed and supported in a logical way to synthesize, organize, classify, and integrate the ideas. Grammar is science of a language. It is briefly defined as the sound, structure, and meaning system of a language. In this study, only two aspects of grammar skills have been taken i. e. the proper use of tenses and sentence structure (Pamelasari & Khusniati, 2013).

*Significance of the Study*

Study is significant for teachers to teach English effectively at intermediate level students by adopting reconstruction activities. It will produce effective results in the improvement of students' English writing skills. Intermediate level students are direct beneficiaries of this study. They can practice reconstruction activities for the improvement of their English writing skills. Study is also helpful for the curriculum developers to incorporate reconstruction activities in their curriculum to achieve the SLOs of English language subject at intermediate level. Study is significant for teacher training institutes to include training of reconstruction activities for teaching English writing skills. It will enable prospective teachers to practice reconstruction activities in real classroom teaching while teaching English writing skills.

*Research Objectives*

The study was designed to:

1. Find out the effect of reconstruction activities on English writing skills-cohesion and coherence of grade XII students.
2. Find out the effect of reconstruction activities on English writing skills-grammar of grade XII students.

*Hypotheses of the Study*

The study was designed to test the following null hypotheses:

**H$_o$1:** There is no statistically significant difference between experimental and control groups mean scores on English writing skills: Cohesion and coherence of grade XII students.

**H$_o$2:** There is no statistically significant difference between experimental and control groups mean scores on English writing skills: Grammar of grade XII students.

## Research Methodology

*Nature and Design of the Study*

It was an experimental study which adopted true experimental pre-test post-test control group design. Study had single independent variable (reconstruction activities) and two dependent variables (cohesion and coherence, grammar). Reconstruction activities is collective name of five activities known as: Text completion (cloze), diagram completion, table completion, completion activities with disordered text, and prediction. Study was conducted on the assumptions of post-positivism philosophical research paradigm. Post-positivists were of two assumptions-deterministic and reductionist. Deterministic in the sense that there are causes which determine effects or outcomes which are measured through experimental designs. Reductionist in the sense to reduce the ideas into small measureable and verifiable units. This is possible through quantitative studies designs.

*Sample of the Study*

A semi-urban public sector degree college for boys was selected conveniently as sample of the study. Eighty students of grade XII out of 400 enrolled in the current session 2018-19 were selected randomly as sample of the study. These 80 students were divided randomly into two equal groups. One group (experimental) was taught English through reconstruction activities, second group (control) was taught through conventional teaching methods i. e. grammar translation method, textbook reading method, and lecture method. Intervention period was 12 weeks, 45 minutes period 6 days a week, whereas Friday had 30 minutes period. Lessons were planned focusing intermediate English textbook II. The content for intervention was selected from English textbook-II and English essay writing for intermediate students published by Punjab Curriculum and Textbook Board Lahore (PCTB).

*Instrumentation*

A supply type achievement test was developed having 6 supply type questions on English Textbook II and essay writing. Validity of the test was ensured through 4 experts having expertise in reach and teaching of English language. Test was also piloted on 20 students other than selected as sample. Statistical analysis of pilot study revealed .75 reliability Chronbach's alpha values.

*Data Collection*

Data were collected on pre-test and post-test basis. The solved test was marked according to the rubrics i. e. Test of English for Educational Purpose (TEEP) developed by Reading University America. Data were analyzed through repeated measures paired sample t-test statistical test. Pre-test scores and post-test scores were compared of each group (experimental and control) to find out the difference between their pre-test and post-test mean scores. Statistical test was used with .05 significance level.

*Data Analysis and Results*

This section gives complete view of data analysis and its interpretation. Each hypothesis was discussed separately. Null hypotheses were developed to find out the effect of reconstruction activities on English writing skills. Data analysis had been presented in tabulate form along with detailed interpretation.

*Hypothesis*

$H_o$: There is no statistically significant difference between experimental and control groups mean scores on English writing skills: Cohesion and coherence of grade XII students.

Table 1

*Comparison of English Writing Skills, Cohesion and Coherence*

|  | Mean | SD | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Experimental Group Post Test | 16.45 | .504 | 31.708 | 39 | .000 |
| Experimental Group Pre Test | 12.55 | .597 | | | |
| Control Group Post Test | 12.65 | .483 | 1.599 | 39 | .118 |
| Control Group Pre Test | 12.45 | .552 | | | |

*Note:* p=0.05 and n=40

Table 1 results showed the comparison of English writing skills-cohesion and coherence on the basis of pre-test and post-test results. Results showed that experimental group performed better in post-test (mean = 16.45, SD = 504) with reference to cohesion and coherence in English writing skills whereas pre-test results were (mean = 12.55, SD = .597). Repeated measures paired sample t-test found this difference to be statistically

significant, t(39) = 31.708, p<0.001, due to the intervention of reconstruction activities for teaching English language.

On the other hand, table 1 showed control group results on English writing skills: cohesion and coherence. Results showed that control group post-test results showed minor improvement in cohesion and coherence of English writing skills as (mean = 12.65, SD = .483), pre-test results were (mean = 12.45, SD = .552). Repeated measures paired sample t-test showed that difference statistically insignificant as t(39) = 1.599, p>0.118. This minor improvement may be by chance.

So, the results failed to support the null hypothesis $H_o$: There is no statistically significant difference between experimental and control groups mean scores on English writing skills: Cohesion and coherence of grade XII students, and accepted alternate hypotheses as $H_A$: There is statistically significant difference between experimental and control groups mean scores on English writing skill: Cohesion and coherence of grade XII students.

*Hypothesis*

**$H_o$:** There is no statistically significant difference between experimental and control groups mean scores on English writing skill: grammar of grade XII students.

Table 2
*Comparison of English writing Skills: Grammar.*

|  | Mean | SD | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Experimental Group Post Test | 16.28 | .452 | 60.194 | 39 | .000 |
| Experimental Group Pre Test | 12.25 | .439 |  |  |  |
| Control Group Post Test | 12.43 | .549 | 1.433 | 39 | .160 |
| Control Group Pre Test | 12.28 | .452 |  | 39 |  |

*Note:* p=0.05 and n=40

Table 2 results showed comparison of experimental and control groups in reference of English writing skill: grammar, on the basis of pre-test and post-test scores. Results showed that experimental group gained more scores in post-test on grammar as (mean = 16.28, SD = .452) than pre test-scores as (mean = 12.25, SD = .439). Repeated measures paired sample t-test showed that difference statistically significant as t(39) = 60.194, p<0.001, due to intervention of reconstruction activities for the teaching of English language.

On the other hand, table 2 showed the results of control group on English writing skills: Grammar. Post-test results showed minor improvement in English writing skills: grammar as (mean = 12.43, SD = .549) and pre-test (mean = 12.28, SD = .452). Repeated measures paired sample t-test showed this difference statistically insignificant t(39) =

1.433, p>0.160, that may be by chance rather than conventional teaching methods adopted for the teaching of English language.

So, the results failed to support the null hypothesis $H_o$: There is no statistically significant difference between experimental and control groups mean scores on English writing skill: grammar of grade XII students, and accepted an alternate hypothesis $H_A$: There is statistically significant difference between experimental and control groups mean scores on English writing skill: grammar of grade XII students.

## Findings

Study was conducted to find out the effect of reconstruction activities on English writing skills: Cohesion and coherence and grammar. Reconstruction activities were selected as classroom instructional activities for teaching English textbook II and English composition (essay writing). Data analysis revealed the following findings:

1. Reconstruction activities were effective for teaching English writing skills: Cohesion and coherence at grade XII.
2. Reconstruction activities were effective for teaching English writing skills: Grammar at grade XII.

## Discussion

Results of this study showed statistical significant effect of reconstruction activities on English writing skills-cohesion and coherence, and grammar. Significant effect of reconstruction activities on cohesion and coherence result is consistent with Alshammari (2015) and Chuenchaichon (2011). The studies were conducted through experimental design. Authors recommended the use of reconstruction activities for teaching English writing skills.

Reconstruction activities showed statistically significant effect on English writing skills-grammar. These results were consistent with the Pamelasari and Khusniati (2013). McNamara (2012) also discussed statistical significant effects of reconstruction activities on English writing skills and reading comprehension.

Present study findings were consistent with Hameed (2017) which was conducted in Pakistan to find out the effect of directed activities related to texts on English writing skills: Cohesion and coherence. The study showed statistical significant improvement in English writing skills due to intervention of directed activities related to text. Reconstruction activities are one of them. Results revealed that reconstruction activities significantly improved students' English writing skills-cohesion and coherence, at intermediate level in Pakistan.

Grammar is one of the English writing skills. Reconstruction activities significantly improved students' grammar competency at intermediate level. These results were consistent with Dossoumou, Mehouenou and Koukpossi (2018) and Ferris

(2012). Grammar plays vital role for the purpose of proper communication in writing of second language. Grammar is actually the science of any language. It enables a writer to construct sentences, paragraphs and text for comprehensive communication through written language. Teaching English language with the help of reconstruction activities enhances students' writing skills competency.

Reconstruction activities were effective for teaching English writing skills: grammar finding were consistent with Hashemi and Daneshfar (2018) and Pamelasari and Khusniati (2013).

Intermediate level education is door way for higher education. At this level, a student should be competent enough to write effectively in English language because the medium of instruction in higher education is English. In Pakistan, English is inevitable part of our official communication and also medium of instruction in education. The success in higher education depends upon students' competency in English language. Therefore, to make intermediate level students competent in English writing skills, reconstruction activities were recommended to be incorporated in instructional plan for English language.

On the basis of above discussion, it was summarized that reconstruction activities were effective for teaching English language at intermediate level in Pakistan. These activities significantly affected English writing skills-cohesion and coherence, and grammar.

## Conclusion

Research findings and results revealed that reconstruction activities were effective for teaching English language at intermediate level in Pakistan. These activities directly developed to improved English writing skills: cohesion and coherence of grade XII students. Study also findings also revealed that reconstruction activities were effective for teaching English writing skills: Grammar competency at grade XII. Learning English language through the experience of reconstruction activities will enhance grammar competency of intermediate level students. So, it was concluded that reconstruction activities were effective for teaching English writing skills-cohesion and coherence and grammar at intermediate level in Pakistan.

## Recommendations

On the basis of findings, the study had following recommendations:

1. English teachers teaching English as language at grade XII may adopt reconstruction activities as instructional activities for teaching English writing skills: cohesion and coherence. Teachers are encouraged to incorporate reconstruction activities in their teaching methodologies for the development of cohesion and coherence in English writing of higher secondary level students.

2. English teachers were recommended to use reconstruction activities for teaching English writing skills-grammar at grade XII. It may enable students to write in English language grammatically correct.
3. Grade XII students were also recommended to experience reconstruction activities to learn English writing skills: Cohesion and coherence.
4. Grade XII students were recommended to experience reconstruction activities to develop their competency in English grammar which may help them to write grammatically correct in English.

*Recommendations for Future Researchers*

Future researches were recommended to conduct a study to find out the effect of reconstruction activities on other English writing skills: relevant and adequate use content, vocabulary for purpose, mechanical accuracy I (punctuations), and mechanical competency II (spellings).

There were other activities like analysis activities which were also suggested as useful for teaching English language by the educationists and researchers. Researchers were recommended to conduct study by intervening analysis activities to find out their effect on students' English writing skills as well as reading comprehension. These activities, reconstruction and analysis, can also be intervened at secondary and elementary level to find out their effectiveness for teaching English language.

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# Exploring Online Peer Harassment Experiences of Female University Students: A Qualitative Study

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## Abstract

*In the recent decade, there has been an increase in the use of the internet in Pakistan, and increasingly more female students are using it to communicate with others. However, female students are also facing disproportional harassment via the internet. This study aimed to explore female university students' experiences related to online harassment victimization, bystander behavior, and perpetration. This study was conducted in a private university in Pakistan, and a basic qualitative study research design was used. Semi-structured-interviews were conducted with 14 graduate and postgraduate students to gather the meaning these participants gave or extracted from the online peer harassment experiences. Data were analyzed using qualitative content analysis. All data related to fourteen participants were coded. Clustering similar codes helped in identifying sub-categories from data. Several assertions were developed by comparing and contrasting various categories and sub-categories. Analysis of the data revealed that all the participants had been victims of online harassment. Moreover, all participants had witnessed online harassment as a bystander. However, they did not interfere considering it others' matters, especially when the person causing the problem was unknown to them for fear of harassment. Interestingly, some of them had also been a perpetrator of online harassment. This study has helped in developing an understanding of the prevalence of cyber-bullying and online harassment among female university students using a small sample. The knowledge produced can help us in developing a digital citizenship curriculum, which is a tool to prepare students for using the technology in a positive and informative way so that female university students' online experiences can be made better.*

**Keywords**: Online peer harassment, cyber-bullying, victimization, bystander behavior, perpetration

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## Introduction

Information technology has changed the lives of individuals, affording them many benefits and enabling them to complete their daily tasks more efficiently and effectively (Betts, 2016). The use of digital tools has increased not only for entertainment but also for communication, to gather information, access to law, and many more. Considering the internet as a 'safe' space, young people use social networking tools such as Twitter, Instagram, Facebook, and WhatsApp to express themselves freely. All this has effects on ethics, culture, norms, and values, making the lives of individuals more complex.

A current overview uncovered that youth invest more energy on the internet than staring at the TV (Griffiths, 2017). According to one estimate, it was accounted for that young people spend up to 9 hours every day on the web, with most by far of that time being spent via web-based networking media sites from cell phones, adding to the straightforward entry and accessibility to youth. With the expansion of internet and social networking sites (SNS), youth's social activities have moved from the physical world to the cyber-world, and now more and more young individuals are using social networking sites for their social activities (Jones, Mitchell & Finkelhor, 2013). The increasing use of cell phones and smartphones for this purpose has expanded internet use to encompass almost the youth's daily social activities.

Many times, we notice people misusing information technology tools. Because of this, cyber-space no more remains a place of positive discourse where social responsibility, caring, and respect can be promoted through a positive, nurturing environment. Online harassment has become a social problem, and "women and minorities are targeted with online harassment more frequently and telling them to leave social media echoes the societal forces that have always tried to silence their voices" (Golbeck, 2018, p. 2).

Peer harassment is also an important social problem negatively affecting a large number of our student population in schools, colleges, and universities. Peer harassment is an umbrella term, and it encompasses various interpersonal aggression, including bullying (Mitchell, Jones, Turner, Shattuck, & Wolak, 2016). Olweus (2001) defined bullying as: "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (pp. 5-6). According to this definition of bullying, negative (aggressive) actions are carried out repeatedly and over time, and secondly, there is a certain imbalance of power or strength (Olweus, 2001). Compared to this, online peer harassment is the one which is committed in the cyber-space, and it is usually in the form of verbal aggression, amounting to threats, rumors, and gossip (Wolak, Mitchell, & Finkelhor, 2007). In addition, Mitchell et al. (2016) are of the view that "peer harassment is a broad term that includes bullying but also includes other types of interpersonal aggression that do not

meet the standard definition of bullying because they do not involve repetition and power imbalances between perpetrators and victims" (p. 193).

Online harassment victimization experiences negatively impacts youth (Mitchell et al., 2016). Baek, Losavio, and Higgins (2016, p. 27) assert that "youth who have experienced online harassment suffer from a variety of negative consequences such as psychological distress and suicidal ideation." Serious emotional distress, anxiety, damaged reputations, and fear for personal safety social withdrawal and school failure can also occur (Holt, Lee, Liggett, Holt, & Bossler, 2019).

Females are the victim of technology violence and are experiencing online harassment victimization because nowadays greater numbers of individuals are accessing the internet. Ostini and Hopkins (2015) believe that our understanding of violence is limited to traditional and corporeal perspectives perceiving violence as a physical threat. They assert that there is a need for broadening our perspective on violence by incorporating technology violence. They define technology violence as "the extent to which new communication and surveillance intimate partners, technologies are increasingly misused to stalk, intimidate, harass, humiliate and coerce particularly girls and women" (Ostini & Hopkins, 2015, p. 4). Since university students are becoming more reliant upon computers, they are facing increasing number of encounters—which can be characterized as online harassment victimization, stalking, and sexual assault. The prevalence of technology violence and online harassment victimization in the Pakistani context is yet to be determined since there exist no substantial amount of studies to support the premise.

Another phenomenon, which is often linked with online harassment and has a distinct role in the dynamic of bullying, is 'Bystander.' The traditional conceptualization of bullying sees this phenomenon as a dyadic interaction between a *bully* and a *victim.* However, recently, third party, the bystander, has been incorporated to study potential of bystanders to affect the bullying dynamic (Quirk & Campbell, 2015). This was certainly to explain social context (the presence of others) in which most bullying takes place. Quirk and Campbell (2015, p. 431) elaborate that "regardless of how they behave, bystanders are the social consensus: that is, how they choose to act will sustain the social norm." This is so because "bystanders provide direct feedback of the acceptability of behaviour by reacting in a certain way; a bystander can choose to actively or passively reinforce the aggressive behaviour, or s/he can choose to support the victim" (p. 431).

Engagement in responsive bystander behavior is believed to be positively influenced by several factors. Greater self-efficacy and feeling responsible for acting appear to increase the probability of bystander behavior. Furthermore, personal or social factors also play significant role in an individual's decision to act in the role of a responsive bystander behavior. Yule and Grych (2017) assert that "individuals are more likely to intervene in a risky situation if they have a relationship with the victim or

perpetrator, are younger, female, have a history of victimization and report peer norms that are unsupportive of sexual coercion" (p. 3).

Nevertheless, engaging in a bystander behaviour is hindered by several factors, which inhibit observers from intervening in a bullying situation. The risk of being tangled in a potentially dangerous interaction may hinder some not to involve in bystander behaviour. Moreover, the ambiguous nature of potentially risky situations also influences the decision of many. Moreover, if students are seeking acceptance and friendships in their new context, they usually less inclined to act as bystander (Yule & Grych, 2017).

Online bystander behaviour can be exhibited in various ways. Victims of online harassment experience often have the option to report the content and harassers to the social networking platform where the harassment has occurred. This harassment report is then evaluated by the officials of the platforms "against terms of use and other policies to decide whether to remove content or take action against the alleged harasser—or not" (Matias et al., 2015, p. iv). In this study, an individual was considered to exhibit bystander behavior if "she has told the person causing the problem to stop, talked to harasser's friends to help it stop, got friends to try and help, reported the problem to website, talked to an adult at home and/ or talked to an adult at university about harassment experience online" (Jones & Mitchell, 2016).

There is only very limited research on the topic of cyber-bullying and online harassment in the Pakistani context (eg., Batool, 2017; Butt, Jamil, & Khalid, 2019; Hafeez, 2014; Hafsa & Hanif, 2017; Rafi, 2019; Shahid, Kauser, & Zulqarnain, 2018). In addition, Mitchell et al. (2016) have underscored that "technology-based harassment and bullying could cause greater harm than traditional forms because content can be transmitted anonymously, involve many other youths quickly, and reach victims anywhere and at any time" (p. 193). As universities are increasingly emphasizing the need for developing a policy response to cyber-bullying and online harassment, policy-makers must understand contextual ground realties so that effective policy could be developed. This study was designed to fill this gap.

## Research Methods

This study aims to explore female university students' experiences related to online harassment. This study focuses on three key dimensions: online harassment victimization, bystander behavior, and online harassment perpetration. The following research questions guided this study:

1. What are the perceptions and experiences of female university students regarding online harassment victimization?
2. What are the perceptions and experiences of female university students regarding online bystander behavior?

3.  What are the perceptions and experiences of female university students regarding online harassment perpetration?

In this study, a qualitative research approach was used. Qualitative research is one of the ways of learning about social reality and is an effective way to explore the meanings people ascribe to activities (Mason, 2018; Patton, 2015). This study used what Merriam (2009) calls a *basic qualitative study research design,* which is used to explore "(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences. The overall purpose was "to understand how people make sense of their lives and their experiences" (Merriam, 2009, p. 23).

*Semi-Structured Interviews*

In-depth interviews were conducted to gather the meaning female university students gave or extracted from the experiences they had lived (Brinkmann, 2013). Good perspectives are directly related to the experience participants have (Leavy, 2014). Therefore, semi-structured interviews were used to collect data from students.

Several resources such as some literature reviews, interview guides made by some other researchers, journals, and research scholars were consulted for the construction of appropriate and to-the-point questions. However, Jones and Mitchell's (2016) well-formulated questions for the investigation of online harassment victimization, bystander behavior, and online harassment perpetration were useful in the construction of the final draft of the interview guide. Research participants also provided help in the preparation of the interview guide. Research participants were given as the role of help providers throughout the preparation of the interview guide. Therefore, they knew the various dimensions of the interview guide before the interview was conducted.

*Sampling and Criteria for Inclusion of Participants*

Criterion sampling (Patton, 2015) was used to select a sample for this study. Since the study was delimited to the female students of the Education Department of a private university in Lahore, all cases that met the following predetermined criteria were selected: Participant studied in the particular private university in Lahore, had completed her one-year education in the Education Department, was easily approachable and had herself agreed to participate in the interview process. The demographic information of participants is given in Table 1.

Table 1
*Demographic Information of Participants*

| Participant | Age | Program | Semester |
|---|---|---|---|
| 1 | 24 | MPhil Education | 3 |
| 2 | 24 | MPhil Education | 3 |
| 3 | 28 | PhD Education | 1 |

| 4 | 25 | MPhil Education | 1 |
|---|----|-----------------|---|
| 5 | 24 | MPhil Education | 4 |
| 6 | 25 | MPhil Education | 4 |
| 7 | 25 | MPhil Education | 4 |
| 8 | 23 | BS Education | 6 |
| 9 | 23 | BS Education | 6 |
| 10 | 25 | PhD Education | 1 |
| 11 | 26 | PhD Education | 1 |
| 12 | 24 | MPhil Education | 3 |
| 13 | 25 | MPhil Education | 3 |
| 14 | 23 | BS Education | 6 |

Participants were asked whether they had faced some disrespectful online behavior during the past three months. On a positive reply, they were selected as participants to conduct the interviews with them. Their ages ranged from twenty-three to twenty-eight. All the female participants were selected because they face more harassment issues on the internet. This was also to narrow down the study only to female students.

## Analysis

The interview data were analyzed using qualitative content analysis (Elo et al., 2014; Flick, 2014; Schreier, 2012). All in-depth interviews with female university students were tape-recorded, translated, and transcribed later. Face-to-face interviews were conducted and recorded accordingly. Recordings were used to transcribe those interviews. The transcription was verbatim. Transcription was checked by an expert in the English language after completion. Some transcripts were also shown back to participants of this research to validate the accuracy of the accounts (Creswell, 2007).

After that, a summary of participants' responses concerning each dimension was written. Coding was developed from this summary (Saldaña, 2013), and all data related to fourteen participants were coded. Clustering similar codes helped in identifying categories and sub-categories from data. Several assertions were developed by comparing and contrasting various categories and sub-categories (Miles, Huberman & Saldaña, 2014). These assertions in the form of themes are reported in the next section.

## Results

### Online Harassment Victimization

Most of the participants reported that they faced online rude and mean comments. According to them, people mostly used bad language online while talking with others. This happened mostly on Facebook and WhatsApp, where people made rude and mean

comments. People mostly made rude and mean comments with the unknown. They used very bad language; even they did this publicly, and people did not care about others' feelings. They did not tolerate anything and used harsh language with others. In the past few days, there was a political campaign going on in Pakistan, and youth took a keen interest in political posts on social media. In supporting their parties, some participants had long conversations, which mostly resulted in an exchange of rude and mean comments. Statuses on Facebook and WhatsApp concerning their activities in different parties also resulted in an exchange of rude and mean comments from known and unknown people.

> *I am very interested in politics. Recently, when the political talk was the top trend, I also took part in different online conversations to support my political party. At that time, I faced many rude comments. (Participant 8)*

However, sometimes, some known people also made rude comments on their posts and profile photos, and they did this just for fun.

Most of the participants perceived that people did not even hesitate to make rude behavior online, even with known and unknown persons. People forget their norms and values while using technology. They are better at writing bad or rude comments to other than face-to-face word firing. While commenting on other posts, people did not think that what they are saying, will it hurt them or not? Online behaviors of people are different from good digital citizenship. They did not show good digital citizenship behaviors. In making rude behavior, both genders are included in it. Some faced them on Facebook by commenting on others' posts. They use such a bad language that they show that they are uneducated and have no manners.

Most of the participants reported that they faced online harassment. People harassed them by using different ways and applications like some faced this problem on Facebook. For example, some unknown person tried to contact them by sending them friend requests if they did not accept the request, they texted them on the messenger and tried to blackmail them with different ways, even they called them on the messenger to disturb them. Some participants reported that they faced harassment on WhatsApp. Some unknown people texted them and tried to talk with them, even called them on WhatsApp, and if they did not reply, the harasser started bad language that disturbed the victim.

All the victims blocked perpetrators on Facebook and WhatsApp or any other online applications, from where they faced such problems. They believed that blocking was the best way to get rid of this, making the victim comfortable and relaxed. They only asked perpetrators if they were acquaintance; all unknown persons were blocked by them directly. Most participants experienced online harassment through friendship requests and texts by others. A participant said, "If someone's personality is strong, then no one

can harass or embarrass others. Anyone should keep her personality strong" (Participant 9). Another participant reported,

> *Obviously, when someone makes rude comments to you, then you cannot bear it. On many of my posts, when someone commented rudely, I also gave an answer. Sometimes, my friends commented on my post: You are looking fat, etc. Then I always answered them. It is unbearable for me. (Participant 4)*

Some of the participants experienced the issue of people spreading rumors about them. They had experienced different situations. Some victims had experienced severe conditions regarding this. Some did just for fun and enjoyment. A few said that they did not experience this issue on the internet. They did not face such a problem in their life that anyone could spread rumors about him. They reported that they had many people who might be jealous of them, but no one took this step to vilify them.

However, most of the participants faced the issue that someone shared their personal information and made them feel too much embarrassed, and after that, they were unable to have trust in others. All of them were victimized by their good friends and family members. Some said that their close friends shared their personal information because a person can share their personal information only with their close people on whom they had trusted, but they break their trust and tell their personal information to others. They reported that people, even close friends, shared their personal things with others on social media by posting it on different applications.

Most of the participants experienced that their pictures and videos on social media were shared by friends without their consent. Some said that their friends posted their photos just for fun, but sometimes it hurt a lot, as they did not want them to share such photos on media. Some photos were taken in parties and other events. Posting their bad photos hurt them a lot because other friends made fun of it online and publically. One respondent said that her friend posted her photo in her WhatsApp status, she asked her to remove it because people started making fun of her, but her friend did not do so, so it resulted in a dispute.

The summary of findings related to dimensions of online harassment victimization explored in this study is provided in Table 2.

Table 2
*Findings related to Dimensions of Online Harassment Victimization*

| Dimensions of Online Harassment Victimization Explored. | Findings |
| --- | --- |
| Experiencing rude or mean comments. | All participants faced online, rude, and mean comments. |

| | |
|---|---|
| Experiencing harassment or embarrassment the internet you. | All participants had experienced online harassment. |
| Experiencing spread of rumors about you on the internet. | Some participants experienced people spread rumors about them on the internet. |
| Experiencing the sharing of something personal online with others about you. | Most of the participants faced the issue that someone shared their personal information that made them too embarrassed, and after this, they were unable to have trust in others. All of them were victimized by their good friends and family members. |
| Experiencing posting of a video or picture of you that you knew it would hurt your feeling. | Most of the participants experienced that their pictures and videos on social media were shared by friends without their consent. |

*Online Bystander Behavior*

All participants reported that they witnessed online harassment. Some reported that harassment was public since both the members were threatening each other badly, and no one was there to stop them. If anyone did so, he or she had to face his or her bad comments as well. Therefore, most participants did not interfere.

> *Yes, I have seen online harassment many times. People use harsh words with others. They forget their norms and values on social media. People are harassing each other in public places, but no one-stop them from this act. (Participant 13)*

However, some tried to stop them and tried to settle the issue. They reported that it was a common routine for them to see the people harassing and teasing others.

When participants were asked about stopping the person causing a problem on social media, they reported that they did not interfere in others' matters, especially the person causing problems unknown to them, so they did not even bother to stop them. However, if he or she was known to them, they always tried to stop such activity on social media. They said that when they tried to stop them, they started harassing them. Some tried to solve their problems and issues personally.

Most of the participants said that they did not talk to the harasser's friend because both of them are unknown to them. They said that the best way was to get rid of all such activities on social media because this was very common almost on every post that negative people would comment badly and try to threaten others.

Most of the participants replied that they did not try to involve their friends in any social media issue believing that this was their problem; they did not involve others. The person creating the problem was mostly unknown to them, so they did not involve

them and their friends in other's problems. However, if someone known was in trouble on social media, they themselves and their friends also tried to help them and resolved their problems.

Almost all the participants mentioned that they reported different pages and websites that they did not like, or they thought those websites and pages on social media seemed to destroy the norms and values of society. Some highlighted that they reported pages and IDs because their friends told them to do so.

Most of the participants believed that social media and their problems were their personal matters, so they did not involve their family members in social media matters. Most of the participants did not tell their social media matters to their family. They themselves resolved their problems. Some of them reported that they did not face any such a big issue that needed their family's involvement. They believed that they used the internet only for entertainment. They did not do such bad activities that created problems for them. However, a participant told her family about her online experience that included a person harassing her and trying to trap her, so she told her mother to resolve such an issue. One participant involved her sister in her matter on social media because she believed that elders were more experienced and could give better advice.

The summary of findings related to dimensions of online bystander behavior explored in this study is provided in Table 3.

Table 3

*Findings related to Dimensions of Online Bystander Behavior*

| Dimensions of Online Bystander Behavior Explored. | Findings |
|---|---|
| Witnessing online harassment. | All participants had witnessed online harassment. |
| Stopping the person causing the harassment problem. | They did not interfere in others' matters, especially when the person causing a problem was unknown to them for fear of harassment. |
| Talking to the harasser's friend to help it stop. | They did not talk to the harasser's friend because both of them are unknown to them. They just log off all such activities on social media. |
| Getting friends to help to deal with the harassment problem. | Most of the participants replied that they did not try to involve their friends in any social media issue. |
| Reporting the harassment problem to website. | Almost all the participants said that they reported different pages and websites that they did not like, or they thought those websites and pages on social media that seems out of our culture and try to destroy our norms and values. |
| Talking to an adult at home about the SNS harassment problem. | Most of the participants believed that social media and their problems are their personal matters, so they did not involve their family members in social media matters. |

*Online Harassment Perpetration*

Analysis of the responses revealed that most of the participants made rude and mean comments to others. All of them said that this was the result of their reaction to the rude comments of others. Mostly they did not read comments on posts, and they only enjoyed the post and ignored all other activities. Some of the participants reported that after seeing wrong comments, they could not tolerate, and they reacted on it, and such activities mostly happened on Facebook and in different groups. One respondent told the story that she was a pet lover, and she joined different groups and pages related to pets. A person on that group said,

> *No one should rescue a dog because it is prohibited in Islam. At this, I replied to him that to rescue any animal is not prohibited in Islam. That resulted in dispute, and no one was there to control it. (Participant 12)*

All participants made mean and rude comments to unknown people because they did not have to face them in their lives. However, with known people, they mostly avoided such activities. Political talks were on the top trend since it was an election season, so many respondents took an interest in the political debate, so mostly started using harsh and rude words to support their party.

Next, the participants were asked about online harassment activity done by participants. Some of the participants used the internet to harass or embarrass someone. One of them said that she wanted to teach a lesson to a boy that used to harass other girls. Her purpose was not to harm others, not to embarrass someone, but she used social media to teach a lesson to someone. She used the internet in different ways to know about him and kept an eye on his activities. Another participant reported,

> *Yes, once I used the internet to harass someone. That was my class fellow; he always followed me in the university, and I was very disturbed by his act. I told this to my friend, and she gave me an idea to make a fake ID to stop it. I made an ID with a male name and warned him not to disturb that girl in the university. After this, he stopped following me. (Participant 13)*

Some participants said online harassment was beyond their thoughts. They themselves had faced this many times, but they did not think to do this ever in their life because they did not want to hurt anyone. Some respondents said that they were busy in their studies; they did not have much time for such activities. They believed that we all should use technology for a good purpose. For some participants, this question seemed very weird. At first, they ignored this question and said nothing in their online life that can be characterized harassment. Few participants shared their activities of spreading rumors about someone through the internet. A participant reported,

> *Yes, once I did this but not to harm my friend but just for fun. As I told you that, my friends make fun of me regarding my engagement and spread rumors. Just to take a revenge about this, I spread a rumor about my friend that she loves a boy in our university… but after some days, I accepted that this was only a joke, nothing else. (Participant 10)*

Some of the participants reported that they shared something personal about others. For example, a participant stated,

> *Once I came to know about the second marriage of our professor through our class fellow. He did not want this to be known to any of the students. But I told this to my friends via Facebook that our professor has a second marriage. I think this was his private matter, and if he came to know, it would hurt him. (Participant 14)*

All the participants stated that they shared pictures of their friends just for fun or for some other purposes but not for harming anyone. To wish them birthdays on Facebook, they posted their pictures and wished them good. None of them stated that they used others' pictures to harm others. Some posted pictures on WhatsApp status or Instagram, just to show love and friendship, nothing else. All of them said that they shared other's pictures just for fun, but sometimes it might have hurt others. They mostly shared

their pictures of friends and family in privacy. If they post others' pictures, most of them reported that they always asked them for permission to post. Some said that they posted funny pictures of their friends, just to tease them.

Most of the participants took part in online groups and different conversation pages. For example, a participant wanted to ask some questions related to online CSS groups. She joined CSS groups, and she asked different questions in online groups and on different education pages. There were MCQs on those pages and groups, so they always took part and answered them. Sometimes they directly asked questions in online groups, and if someone knew that answer, he or she directly responded to her.

> *Many times, I took and gave information to different groups. Recently, we had many talks on politics, and I participated in them. Sometimes it resulted in disputes and sometimes ended just as fun. (Participant 4)*

A few participants reported that they used social media, just for time pass nothing else, and they did not take part in any conversation even they did view the comments. They just read the posts and then scrolled down. The summary of findings related to dimensions of online harassment victimization explored in this study is provided in Table 4:

Table 4

*Findings related to Dimensions of Online Harassment Perpetration*

| Dimensions of Online Harassment Perpetration Explored | Findings |
|---|---|
| Making rude or mean comments to someone. | All participants made mean and rude comments to unknown people because they did not have to face them in their lives. However, with known people, they mostly avoided such activities. |
| Using the internet to harass or embarrass someone. | Some of the participants used the internet to harass or embarrass someone. |
| Spreading rumors about someone using the internet. | Few participants spread rumors about someone using the internet. |
| Sharing something personal online with others about someone. | Some of the participants shared something personal about others. |
| Posting or sharing a video or pictures of someone online when he knew it might hurt or upset them. | All the participants shared pictures of their friends just for fun or some other activities, mostly privately. |

## Conclusion

This exploration of female university students' experiences related to online harassment victimization, perpetration, and bystander behavior through qualitative content analysis of semi-structured interviews conducted with 14 graduate and

postgraduate students from a private university in Pakistan revealed some interesting findings. Most participants faced online rude and mean comments and had experience of people spreading rumors about them on the internet, sharing their personal information, pictures, and videos on social media without their consent to the extent that they were now unable to have trust in others. All participants had witnessed online harassment. However, they did not interfere in others' matters, especially when the person was unknown to them for fear of harassment. They just logged off on social media. However, they did report different pages and websites that they did not like, or they thought immoral websites and pages on social media.

On the other hand, the same participants admitted that they made mean and rude comments to unknown people because they did not have to face them in their lives. However, with known people, they mostly avoided such activities. Even some participants used the internet to harass or embarrass others on the internet, spread rumors about someone using the internet, and shared personal information of others. This was done for fun.

This study has helped in developing an in-depth understanding of the prevalence of cyber-bullying and online harassment using a small sample recruited from a private university in Pakistan. There is a need for resource development and training to improve the views of female university students regarding online harassment and bullying behaviors. Digital citizenship education can be made part of university curricula so that students could be educated about the use of technology and appropriate behavior online so that students should be taught to use the technology only for the right purpose. Besides, they may be guided to develop online respectful civic behavior and effective bystander behavior.

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## A Study of School related Factors and their Influence on English Speaking Skill of Students

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### Abstract

*This study was designed to analyze the features which are essential for the spoken skill of elementary school students in Pakistan. The data was collected by applying 640 questionnaires and 320 oral tests from four districts of South Punjab through personal visits of the researcher. Factor analysis with Varimax rotation produced school environment, Teacher related factors, school related factors, classroom environment and peers' attitude with 30% common variance explained for both the data sets. Mean, Standard deviation and percentage of responses was calculated as descriptive statistics whereas Regression analysis was employed to draw the inferences. It was found that English spoken skill of the students was considerably poor at Government schools whereas the participants at private schools were comfortable to communicate in English. The school environment was emerged as a major contributing factor in this regard. The learning environment of schools needs considerable changes to improve the situation.*

### Introduction

Everybody needs better communication skill for leading comfortable life. It is helpful for exchange of ideas and sharing daily life experiences. One can be recognized socially if he has the ability to express his views in an effective manner. Such type of individuals can satisfy others as per their demands. An effective communication needs at least two persons i.e., speaker and listener. A speaker is an individual who expresses his views to other in a unambiguous manner.

The person who focused the meanings of the spoken words is generally known as listener. Pragmatic approach is considered effective for learning a language (Ayres, 2009). Another important thing is the use of the common medium between the two.

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Hua and Renandya (2012) identified a close relationship between language and culture. To them it compulsory to create an environment that facilitates the students to learn a specific language- such as English. In general factors relating to environment cannot be ignored for teaching a language (Hua, & Renandya, 2012).

Speaking is considered as an effective and productive skill for learning a language. This skill is usually known as complex and tangled in the sense of difficulty in utterances words while speaking. It indicates thinking about what is to be said. The speaking is generally reported as the way of expressing and communicating fluently and accurately in a foreign language. Although it is very hard and difficult in foreign language yet it requires social interaction accurately and appropriately. It also needs grammatically and linguistically semantic rules (Harmer, 2001).

There are number of factors which enable a student for having an effective command on a language. Fluently is an essential component of an effective command over a language through which a person can easily express his feelings and ideas to others. School environment is another important factor in this regard. Morreale, Spitzberg, & Barge (2007) noted the significance of the medium of instruction for learning English as a second language.

It is common observation that teachers generally do not bother about the environmental factors while teaching a language. They consider grammar and vocabulary sufficient for the effective learning a language which appears as a major hurdle for students to learn a particular language. Only due to the above mentioned teachers' behavior the students hardly develop confidence in them and feel it difficult to communicate with others. This behavior of the teachers needs special attention. Use of learning activities through demonstration method in the class may be helpful for teaching a language. Particularly for teaching English to the students it should be made mandatory for the students to speak as much as English as they can both inside as well as outside the class. Active participation from students side is essential for making this move (Ayres, 2009; Baker & Westrup, 2003).

For the teaching learning process, it is an established fact the professionally qualified teachers can teach more effectively as compared to the professionally unqualified teachers. Professional training is very essential for the teachers especially for language teaching. The most common difficulty while communicating in foreign language is the confusion about the responding locality and that led to faulty method of interaction. This situation can be overcome by exact judgment of the responding locality and by using suitable vocabulary and also accurate pronunciation. The style of expressing our view point with others is also a key factor for communication. Continuous effort should be made to improve vocabulary. Peer groups can help in this regard. Student can speak English within peer group without any hesitation. Comprehensive feedback and appreciation from the teacher side is very helpful in this regard. Participatory

observations along with interviews are considered as effective tool for judging the speaking ability of students (Alsagoff, McKay, Hu, & Renandya, 2012).

.        The acquisition of foreign language is not easy task for students without the proper guidance and practice. Even both teacher and taught feel hesitation for speaking English language at school. Generally, this is neglected and least practiced skill at educational institutions. The teachers teaching English usually use drill or grammar method to teach in classroom. They do not involve students in speaking practice whereas one can easily learning spoken English through speaking as compared to listening and reading. That is why the students feel hesitation to speak English in classrooms. They seem much troubled and worried about having listening and speaking tests. They can read and write but unable to speak without hesitation and accuracy (Parker, 2003).Therefore, it was considered necessary to conduct research on the above mentioned problem.

*Procedure of the Study*

Looking at the nature of problem descriptive method was considered appropriate for the study. It is convenient for the researchers to collect data from the diversified sampling through survey method. Both the oral test and questionnaire were used for employed data collection. Elementary school students in the province of Punjab considered as population of this research.

Multistage sampling was used to identify the representative sample from the population. Initially random selection of four out of eleven districts was made. Once again random sampling was exercised to identify four schools from the clusters of government and private elementary level located in each district. Then ten students from 7th and 8th classes of the elementary schools were picked up randomly from each school included in the sample. Gender (male/female) and locality (rural/urban) were given equal representation in the sample. Total sample size was 640 participants for questionnaire survey.  Fifty percent (320) of the respondents of the questionnaire survey selected were selected for oral test through random sampling technique. 640 students handed over the filled questionnaires. 48.9% male and 51.1% females responded the survey questionnaire. As far as age of the respondents is concerned 31.7% participants falls in 10 to 12 years whereas 68.3% in 13 to 15 years age bracket.

## Analysis of Data and Findings

Five factors (school environment, Teacher related factors, school related factors, Classroom environment and peers' attitude) with 30% common variance explained was accepted for both the data sets. Factor loading along with variance explained, agree/disagree frequency and percentage on each item of the factor was calculated. The results are given in the following tables:

Table 1
*Students' perception regarding their school environment*

| Sr.# | Statements | Factor loading | Variance explained | Cronbach Alpha | A+SA % | Undecided % | DA+SDA % |
|------|-----------|----------------|--------------------|----------------|--------|-------------|----------|
| 1 | English speaking is the part of my school environment | .783 | | | 34.7 | 5.6 | 59.7 |
| 2 | My speaking skill improved with the effect of school environment | .739 | | | 53.2 | 10.9 | 35.9 |
| 3 | Speaking skill is one the most important part of my school environment | .718 | | | 51.6 | 8.9 | 39.5 |
| 4 | Reading material of school library is very helpful to enhance the ability of speaking | .671 | 11.076 | .724 | 56.6 | 04 | 39.4 |
| 5 | Students can read books to improve the speaking skill in school | .659 | | | 56.5 | 12.3 | 31.2 |
| 6 | Library period is the part of my school time table. | .651 | | | 30.1 | 11 | 58.9 |
| 7 | Competitions like English debate most of the time apprehended in my school. | | | | 57.2 | 9.1 | 33.7 |
| 8 | Participation of student in English debates is encouraged from school teachers. | .551 | | | 55.6 | 9.2 | 35.2 |
| 9 | Speaking skill of students improved by their participation in English debates | .513 | | | 53.5 | 12.3 | 34.2 |

More than 53% elementary school students said that their school environment is very much effective regarding improve their speaking skill because speaking skill is the essential part of school discipline. Almost 56% students said that there is sufficient reading material on speaking in their school library that helpful to improve their English speaking skill. Competition like English debates apprehended in their schools and more than 55% students said that they were encouraged to participate in English debates that enhance their English vocabulary and improve their speaking skill. Almost 59% students

agreed that English speaking environment is not the essential part of their schools. More than 58% students said that library period is not part of their school timetable.

Table 2
*Students' perception regarding their elementary school teachers related factors*

| Sr.# | Statements | Factor loading | Variance explained | Cronbach Alpha | A+SA % | Undecided % | DA+SDA % |
|---|---|---|---|---|---|---|---|
| 1 | English speaking skill enhanced with the help of modern technology i.e. internet, audio recording etc. by school teacher. | .953 | | | 29.3 | 9.4 | 61.3 |
| 2 | Students response always in English otherwise receive punishment from teacher. | .913 | | | 31.3 | 6.3 | 62.4 |
| 3 | Students can speak in English with their teachers confidently. | .837 | | | 59.6 | 6.9 | 33.5 |
| 4 | Mother tongue used by teacher in English teaching. | .717 | | | 34.3 | 4.2 | 61.5 |
| 5 | Students encouraged by the teachers as they response in English. | .678 | 6.562 | .812 | 59.5 | 3.8 | 36.7 |
| 6 | Teacher gives answer in Urdu as students ask question in English class. | .638 | | | 57.6 | 0.5 | 37.4 |
| 7 | Teacher communicate in English with students in classroom. | .617 | | | 34.5 | 3.9 | 61.6 |
| 8 | Medium of instruction between teacher and student is English. | .606 | | | 35.6 | 2.0 | 62.4 |
| 9 | My teacher is well trained for teaching English language to my class. | .595 | | | 61.7 | 3.8 | 34.5 |
| 10 | My teacher always confident to present lesson before class. | .505 | | | 63.4 | 0.3 | 36.3 |

More than 59% students agreed that they can speak English with their teachers confidently as they encouraged their students to response in English not only inside but outside the class but at the same time students claimed that their teachers give answers of their questions by using Urdu language. More than 61% Elementary school students agreed that their school teacher is well trained in order to teach and improve their speaking skill. They also said that their teachers always confident to present lesson before

them. More than 61% students admit that their English teacher not use modern technology during the learning period of speaking skill and not punish their students as they respond in other than English language. Most of the students admit that their English teacher not always uses English language inside or outside the class also he/she never use mother tongue in classroom.

Table 3

*Students' perception regarding factors related elementary school students*

| Sr.# | Statements | Factor loading | Variance explained | Cronbach Alpha | A+SA % | Undecided % | DA+SDA % |
|------|-----------|----------------|--------------------|-----------------|--------|-------------|----------|
| 1 | I cannot speak English confidently in | .953 | | | 34.7 | 05 | 60.3 |
| 2 | I can speak English fluently because of sufficient vocabulary. | .823 | | | 41.1 | 5.7 | 53.2 |
| 3 | I can express my views effectively as I have sufficient command over English grammar | .627 | | | 59.9 | 5.6 | 34.5 |
| 4 | I try to speak in English in my classroom. | .537 | | | 61.2 | 7.1 | 31.7 |
| 5 | I try to busy myself for the enhancement of speaking skill in school time. | .717 | 4.592 | .702 | 57.9 | 12.7 | 29.4 |
| 6 | I used English language with my friends on cell-phone conversations. | .675 | | | 35.4 | 1.5 | 63.1 |
| 7 | I used English language in my class presentations. | .567 | | | 36.7 | 9.1 | 54.2 |
| 8 | I can effectively put my ideas in English without the help of translation. | .514 | | | 33.6 | 13.3 | 53.1 |

More than 57% students admit that they can express their view effectively because of command over grammar. Almost 61% students claimed that they try to busy them in practicing English speaking skill not only classroom but also out outside the class. On the other side more than 53% students said that they are not confident to speak and have no fluency in their spoken because of insufficient vocabulary. These students hesitate to use English language on phone conversations and cannot effectively made

presentation by the use of effective English vocabulary. As elementary school students do not have sufficient vocabulary so that more than 53% students used translation method in their spoken.

Table 4
*Students' perception regarding classroom environment*

| Sr.# | Statements | Factor loading | Variance explained | Cronbach Alpha | A+SA % | Undecided % | DA+SDA % |
|------|------------|----------------|--------------------|----------------|--------|-------------|----------|
| 1 | Students can effectively perform speaking related activities due to comfortable seating arrangement of English class. | .933 | | | 53.2 | 7.6 | 39.2 |
| 2 | In English class students can be seated properly. | .823 | | | 51.5 | 12.6 | 35.9 |
| 3 | English teacher uses different activities for the purpose of teaching of English in classroom. | .737 | 4.541 | .902 | 59.1 | 8.2 | 32.7 |
| 4 | Teacher makes sure that every student participates in classroom activities held by English teacher. | .617 | | | 55.4 | 3.5 | 41.1 |
| 5 | Lare number of students is a big hurdle in the learning of speaking skill in English class. | .527 | | | 34.2 | 9.1 | 56.7 |
| 6 | Strength of students is suitable for the learning of English language in English class. | .514 | | | 53.7 | 10.5 | 35.8 |
| 7 | Teacher teaches English language inlanguage lab. | .505 | | | 34.2 | 11.1 | 54.7 |

More than 51% students said that were properly seated in their class and seats were comfortable to perform classroom activities. More than 55% students claimed that their teacher held different classroom activities for the enhancement of speaking skill at the same time teacher make sure that every student of class actively participates in class room activities.53.7% students agreed that strength of students is appropriate in order to learn English effectively in the presence of teacher. More than 54% students said that they have no facility of English lab in their school. These students agreed that large number of students is a big hurdle to learn English language and perform classroom activities effectively.

Table 5
*Students' perception regarding the attitude about their peers*

| Sr.# | Statements | Factor loading | Variance explained | Cronbach Alpha | A+SA % | Undecided % | DA+SDA % |
|------|-----------|----------------|--------------------|----------------|--------|-------------|----------|
| 1 | I often communicate with my class-fellows in English language | .933 | | | 34.6 | 9.7 | 55.7 |
| 2 | I received criticism from my peers as I used English language in my communication | .823 | | | 39.8 | 6.6 | 53.6 |
| 3 | I cannot remain confident as I speak English with my class-fellows. | .617 | 3.513 | .832 | 37.6 | 5.6 | 56.8 |
| 4 | I often get appreciation from my peers while speaking in English | .527 | | | 54.5 | 10.3 | 35.2 |
| 5 | My peers avoid speaking in English in gathering. | .507 | | | 41.2 | 6.5 | 52.3 |

More than 53% students admit that they can confidently speak in English with their peers. Elementary school students avoid criticizing each other as they use English language in Communication. That is the reason they can speak confidently with their classmates. 54% students agreed that they get appreciation from their classmates while speaking English but not always they used this language in their communication.

Table 6
*Comparison of Elementary schools both (Government and Private) about the analysis of School related factors that influence speaking skill of students*

| Demographic Variable | Type of schools | N | Mean Score | S.D | T-value | Sig. |
|----------------------|-----------------|-----|------------|--------|---------|-------|
| Type of School | Government | 320 | 3.1235 | .51773 | -2.325 | .031* |
|  | Private | 320 | 3.2135 | .56382 | | |

α = .05

Results showed that P-value (.031) is less than .05 that is considered as the level of significance. This means that opinions of Federal/provincial and public sectors regarding the influence of factors (School) on students' speaking skill. As mean score (Federal/provincial M= 03.1235, public sectors M = 03.2135) shows that influence of Private schools is more than Government schools. private schools gave more positive response as compared to government schools about the influence of (school related) factors.

Table 7
*Gender wise comparison of students of elementary level*

| Classification | N | Mean | Standard Deviation | t | Significance. |
|---|---|---|---|---|---|
| Boys | 316 | 3.1384 | .51761 | 1.627 | .104 |
| Girls | 324 | 3.2075 | .56673 | | |

α = .05

Above table concludes that (.104) is greater than level of significance that is .05. This shows that there is no difference between the opinion of elementary school students (male and female) regarding the influence of different factors in the environment of school, on English speaking skill.

Table 8
*Elementary school students' scores in speaking skill*

| Ratings % | f | (%) |
|---|---|---|
| 1-40 | 180 | 28.2 |
| 41-70 | 407 | 63.7 |
| 71-100 | 053 | 8.1 |

(f=frequency, %= Percentage)

Table shows students' grades in their speaking. Four hundred and seven (407) were highly respond and get 40 to 70 percent marks. Only fifty-three students respond in the range of 70 to 100 grades with 8.1 percentages. One hundred eighty students get marks in the range of 1 to 40 with 28.2 percentages. Overall speaking skill of elementary school students is good enough as they showed their response in above table.

Table 9
*Elementary school students' grades in the basic elements of speaking*

| Grades% | A | P | F | V |
|---|---|---|---|---|
| 1-40 | 129 | 76 | 154 | 165 |
| 41-70 | 176 | 153 | 152 | 142 |
| 71-100 | 15 | 91 | 13 | 14 |

(A= accuracy, P= pronunciation, F= fluency, V= vocabulary)

Table shows students grades in four basic elements of speaking skill i.e. accuracy, pronunciation, fluency and vocabulary. Results shows 41-70% grades received 176 students in accuracy, 153 in pronunciation, 152 in fluency and 142 in vocabulary. Ratio of students in other grades like 1-40 and 71-100 was less than 41-70%.

Table 10
*Analysis of environment of school that influence verbal language*

| β | Std. error | t | Sig. | f | r | r Square |
|---|---|---|---|---|---|---|
| 2.760 | .139 | 17.315 | .000* | 7.063 | .104 | .011 |

Dependent Variable of the study is students' ability in speaking skill, α = .05

Above table concludes value of correlation that is .104 is positive that means positive and significant correlation the spoken of learners and different elements of school environment. Value of f(f=7.063) and p(p=.000) shows that there is linear and significant correlation. This also concludes that there is influence of different elements of school environment on the spoken language of school learners.

## Discussion

Spoken language of leaners that studied in elementary level schools influenced in school environment in which different factors gives their contribution. Spoken of elementary learners and school environment correlate with each other. It is necessary to enhance school environment as demand students' speaking skill. In the present study teacher is one of the most important factor that influence students speaking skill. If teacher is important element in the learning process speaking skill than he should be well trained and command over his subject. Results of this study showed that teacher apprehended different classroom activities and encourage their students to participate in these activities because he is confident and well trained. Ben Knight gives assessment criteria of teachers' performance. He concludes that teacher should be aware about assessment criteria and held activities for students by keeping in mind some defined and essential elements of speaking skill (Knight, 1992).

So many elements are there that may influence spoken of students. In this regard Bashir (2011) gives different factors that influence students' speaking skill but she not gives importance to school related factors unlike current research. Teacher is a common factor in both researches. Bashir concluded that teacher used English language in his communication and try to develop students speaking skill unlike present research teacher used Urdu language while giving answer to students of their questions. But at the same time teacher encourages students to speak in international language in school environment.

There are some elements that affect the speaking of students. Hamad in his study conclude that teachers not pay attention to apprehend activities for the improvement of speaking of student. They simply pay attention to teach their subject not to implement it practically. In Saudi colleges students and teachers communicate in Arabic language. These factors negatively affect the seeking of students and they were unable to speak confidently before society (Hamad, 2013). In current research students were not punished in case of not responding in English. Teacher also uses Urdu language while giving answers to their answers. As teacher's role cannot be ignored in the personality development of students so that flexibility in rules from teachers' side is responsible of

less fluency in speaking of students. Both studies gives importance to teachers' role in the development of speaking of students but present study takes it as an essential factor.

## Conclusion and Recommendations

Finding based conclusion shows that lack of facility of library and its lecture, uses of Urdu language as a way of communication between teacher and student, flexible school rules regarding English speaking are some key problems regarding less command over spoken language of elementary level learners. Results of both research tools i.e. questionnaire and oral speaking test are very different. According to the investigation of rating scale learners are self-confident because of school environment which was helpful to improve their speaking skill but on the other side investigation of speaking test exposed that learners are not so competent in the spoken of international language. They have no command over accuracy, fluency, vocabulary and pronunciation of English language. Private schools' students' speaking skill highly improved with respect to these four basic elements (fluency, vocabulary, grammar and pronunciation) than students of government sectors because of strict environment regarding English communication in private school both for teacher and students, not only inside but outside the class.

In the light of findings of the study, following recommendations are made:

1) Current study was to examine school environment that influence the speaking skill of students. The findings linked with school environment exposes that library facility is missed in most of the schools. If this gap can be filled with the facility of library period for all learners of elementary levels.
2) Second factor of the study was teacher related factors show that there are some main deficiencies about poor English vocabulary of students belong to elementary schools. These problems can be solved changing the teacher attitude towards strict rules regarding English communication with students inside and outside the class.
3) Classroom environment is also one of the most important factors of this study. Students perception showed that they felt uncomfortable in large number students. This is a big hurdle for them in learning process. This issue can be solved by making different section so that students can effectively participate in different classroom activities.
4) Speech competition not only improves speaking skill but also remove shyness in personality of students. Participation in these activities improve their vocabulary and also develop reading skill and they can effectively make their presentation in English language without the help of grammar translation method.

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# E-Learning with Digital Media and Human Development: The Way Forward for Pakistan

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## Abstract

*The education system of any nation plays a great role in national construction. The enlightenment of education is one of the necessary sectors to witness the revolutionary changes in recent times with the evolution of digital media technologies. The present research is aimed to recognize and highlights the significance of e-learning in the national construction and human development of Pakistan. The current research attempt scrutinizes the conceptual pattern of digital learning, fundamental aspects of national construction, the usefulness of such learning in the region of South Asia generally and Pakistan specifically. The education role in human resource along with the disciplinary elements of the national building is also aimed to be interpreted. Afterward appreciating the importance of human resource development, the essentials of e-learning have been explained in detail. The study also focused that how e-learning with digital media technology can be employed to minimize the digital divide to succeed in national advancement and digital educational development. The study also submits various suggestions and practical steps on the implementation of the electronic learning techniques in Pakistan and the results are beneficial at the national level for effective usage of e-learning methods with digital media technologies in human resource expansion drivers. If it is planned properly with the availability of digital media then the appropriate outcomes will be affecting definitely human development in Pakistan.*

**Keywords:** E-learning, Human Resource Development, Digital Media, Technology, Pakistan

## Introduction

The essence of the successful achievement of a certain nation is founded in their conception and improvement in the sector of education. The development in the education field may decrease the rate of illiteracy and unemployment that both issues are supposed the very basic ills of nations (Ahmad, Arshad & Ahmad, 1991). In Pakistan, the educational field is directed by the governmental ministry at the provincial level while

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further addition and development in curriculum and financial matters are dealt with under the supervision of the federal government functionally. There are about 180.1 million citizens (United Nations Development Program, 2011). Geographically, it has border sharing in the east with India, in the south with the Arabian Sea, in the southwest with Iran, in the northwest with Afghanistan and, northeast with China. It is analyzed that Pakistan is one of the most global fastest-growing countries in concern to population and ranked as the 6th most populous in the globe (Malik, 2011).

E-learning is an electronically approach of learning and education process with the help of digital media devices like laptops, computers, tabs and android cell phones. It is either a course from the schools, colleges, training or part-time digital learning study is the mode of electronic technologies to reach outside the classrooms. In the various aspects, it is thought of as a course, program or entirely an online degree. Such learning is very precious to build the fundamental development of each country. In contemporary modernized age, everyone is in the support of the described way of learning. It actually paves the field to reach the foreign quality way of learning experiences. It is possible when a local way of education is not providing such quality of study because of finance or other issues (Shah & Attiq, 2016). Pakistan is now bouncing continuously as despite a couple of problems at the moment of its formation, has now solved related issues of that time. In spite of significant improvements, she could not develop as it was dreamt by its founder to grow quickly. Nowadays, when human resources are thought the key to success, the world is concerning their youngsters to be equipped with various skills, but Pakistan has not got significant developments in this regard. The lack of capability to innovate the youngsters' potential is the fundamental hurdle in the national improvement, and it caused the formation of various societal lusts that turned their minds to be the facilitator of terrorism. With the characteristic aspects of the economic situation, flexibility, ease to reach, easiness in usage, functionality, interaction and adaptation, digital learning is the basic solution for the major deteriorations of Pakistan (Pituch & Lee, 2006). From the odd human growth and majorly the education is not as a significant boost in the upcoming time period, the trend of e-learning in the whole nation might have a connective result to shorten the digital gap and could be proved as a treasure for Pakistan. This study, therefore, presents a review of e-learning related literature in this essay to under a holistic picture of digital technologies use and e-learning techniques in Pakistan. This study utilizes literature review approach to present the summary of association between digital media, e-learning, and human development in Pakistan.

*Digital Media and Human Development*

Digital media technologies with specific reference to the internet play a great role in national growth and human development as well. The national growth and human development comprise the innovative ideas and modern technology at enlightening the lives of the people. The national development is a social order where the people yearn to

be fulfilled via sustainable and legitimate consumption of various resources and the mechanisms. The consumption of such naturally available resources relies on the digital mode of technology through which the cultural characteristics of the population are under the frame of the specific state. Whatsoever the surroundings and the cultural environment of the people in which the digital media work, convinced elements are the basics in the way they stimulus national growth and human development too (Toor, 2005). In the context of traditional media, Kamboh and Yousaf (2019) found that Pakistani press did not allocate precious space to prioritize human development issues for voiceless factions' hardships. Rather, the press is dominated by the content regarding national political issues and conflict with the neighboring countries.

## *National Construction and Human Development*

The significant improvements in intercontinental commerce, production, infrastructure, finance, and production via education and technology are the basic and major components of national development. The distribution of fundamental convenience and social services can explicitly be thought of as the basic elements for the construction of nations (Iacono, 1999). A deep inquisitive reveals education as a basic constructive element from the time when the society members equipped with technical skills that are a necessity for national improvement and keenly essential for personal construction. Through various educational elements and technology provide national development too as it jointly with education may enhance the production rate and surge economic development. Empowered politics is considered as another element (Dervis, 2009).

## *Development and Pakistan*

Beyond the strategy of 5 years, the state of Pakistan has formed a concerted strategy of 2025 for producing Pakistan a developed nation (ISSRA, 2016). These are the regrettable facts & figures that lie the huge statements of government with 574.1 billion dollars' GDP and in reality, Pakistan has declined to 133 from 124th previous position from the competitive ranking of 148 countries. The explicit decline reveals an institutional deficiency in economics for creating an innovative gap. The GDP as per capita income, Pakistan is ranked to 177th place globally while 120th for national saving. Out of 125 countries, it is ranked 67 in the list of basic infrastructures (Schwab, et al, 2006). The mentioned figures express the bleak image of Pakistani development and, such limited conceptions must be redesigned to make Pakistan growing up in the global index of developments.

## *Education and Human Resource Management*

The indicators of national as well international human resource management mention the populace of the state and perform like a precious improvement tool. In developing states like Pakistan, the contemporary qualities of human resources and its developmental tactics are extremely inadequate. Consequently, the majority of these states are entangled in the bitter hold of villains of the perpetuation of less skilled and

less developed. Pakistan is seen as unfortunate to achieve such developmental goals (Education reaches to minimum of 4% of total GDP and health reaches to minimum of 2% of the GDP) (Rizvi, et al., 2015) it is clearly assessed through the allocated budget as the consumptions used for the education sector, healthcare and for social welfare sides, there are a fewest allocations that made unhealthy situation of HRM. Shortly, the committed plan of a high-value HRD is treated inadequately. The current unequal adjustment Human Development Index clearly reveals the trivial efficiency of Pakistan in this sector (108/144) (UNDP, 2016). Our focused strategy is the growth based none of providing significance to education, healthcare, nutrition and migrations. That's why it is suggested to narrate such aspects.

*Education in Pakistan*

Both education and development are nearly linked with each other (Memon, 2007). As confirming education, a fundamental provision which the constitution of the Islamic republic of Pakistan introduces as the task of developing the educational infrastructure in the country (Khalid & Khan, 2006). As various emerging states including Pakistan's expenditures consumed for technical training and higher education is relevantly low as other segments of the budget (Green, 2008). The developmental indicators correlate the poor progress in the educational sector in Pakistan as the country's population exceeding 184 million however the 64% live in remote regions. There is a lack of resources and infrastructural developments in the education sector (Malik, et al., 2015). According to the Human Development Index (HDI), Pakistan is ranked at a position which is not satisfactory at nay coat in any sense in the international community. Performance of Pakistan in the context equates to Bangladesh, both the countries are ranked at the lowest place. In regret, Pakistan never was able to meet its targets of Millennium Development Goal with further standards containing healthcare, education and the other related essentials of competitiveness (Malik, et al., 2015). The performance in the teaching and education owing to infrastructural lacks along with less contribution in advanced education has placed Pakistan in the UNESCO's table at the rank of 113th out of 120 nations. There are 4 contributing other factors in the same order; lack of resources, unawareness, gender discriminations and misguidance of government have been noted as the reasons for low learning level (Naeem, 2013).

*Education Structure*

The three levels of Pakistani educational setup contain the elementarily specific level of schooling, the secondary level of education and the third one is the Higher Education. In 2010, 34.84 million institutes of education were enrolled containing 1.397 million for the teaching staff. Religious madaris contains 4.95% among whole institutes of education, 1.2% of vocational institutes, 10% of High Schools, 16% of middle schools and 50% of primary schools (Iqbal, 2010). As of Pakistani Educational Statistic Report (2015), the educational system of Pakistan has 260,200 institutes, delivering 42,918,801

numbers of students via 1,598,334 official teachers. The education imparts via 81,544 privately owned and 179,024 publicly established institutes. The literacy ratio from males to females is seen at 57:43% from 56% whole literacy rate (Malik, et al., 2015).

*Pakistan's Human Development Index (Hdi) Value and Rank*

Pakistani HDI values of 2017 are seen 0.562 which is a category of medium-range of human development, ranks to 150 among 189 states and territorial regions. In the central period of 1990 to 2017, her HDI values surged from the value of 0.404 to 0.562 with the enhancement of 39.0%. The following Table A Expresses Pakistani development in every HDI indicator. From 1990 to 2017, the life expectancy of Pakistani birth rate grew from 6.5 years, the schooling mean year surged from 2.9 years and the concerned time period of schooling grew from four years. The GNI of Pakistan per capita enhanced from approximately 66.2% in the described time period.

Table 1
*Pakistan's HDI trends based on consistent time series data and new goalposts*

|      | Life expectancy at birth | Expected years of schooling | Mean years of schooling | GNI per capita (2011 PPP$) | HDI value |
|------|------|------|------|------|------|
| 1990 | 60.1 | 4.6 | 2.3 | 3,195 | 0.404 |
| 1995 | 61.4 | 5.0 | 2.8 | 3,387 | 0.428 |
| 2000 | 62.7 | 5.4 | 3.3 | 3,451 | 0.450 |
| 2005 | 63.8 | 6.5 | 4.5 | 4,101 | 0.500 |
| 2010 | 65.1 | 7.5 | 4.7 | 4,447 | 0.526 |
| 2015 | 66.3 | 8.2 | 5.1 | 4,978 | 0.551 |
| 2016 | 66.5 | 8.6 | 5.2 | 5,155 | 0.560 |
| 2017 | 66.6 | 8.6 | 5.2 | 5,311 | 0.562 |

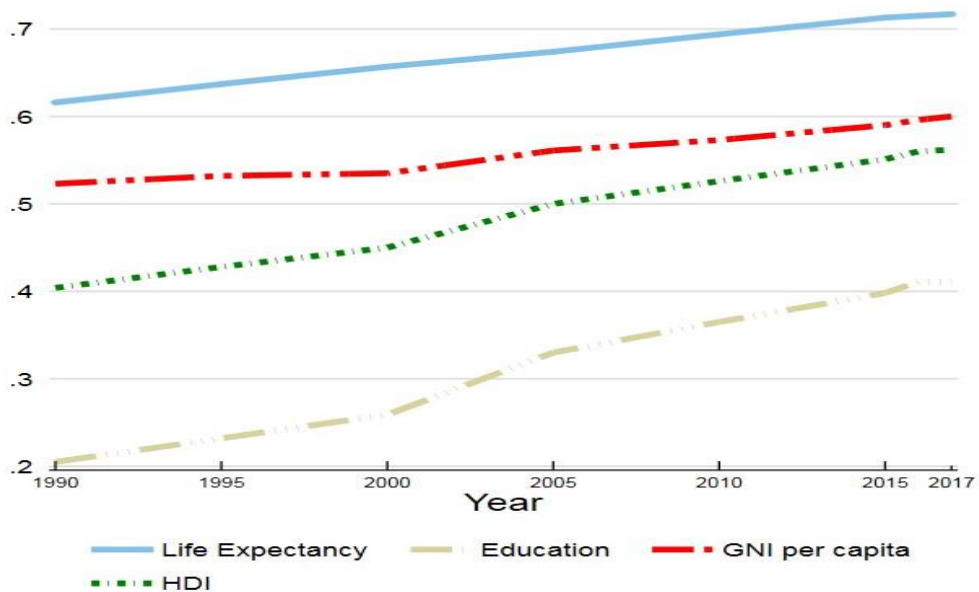Source: UNDP, 2018

***Figure 1.*** Trends in Pakistan's HDI component indices 1990-2017
Source: UNDP, 2018

Evaluating the development process relative to other countries, the efficiency of human development estimated by HDI may be matched to other states. Instantly in Pakistan from 1990 to 2017, India and Bangladesh are estimated to different values of development for improving their HDI values.
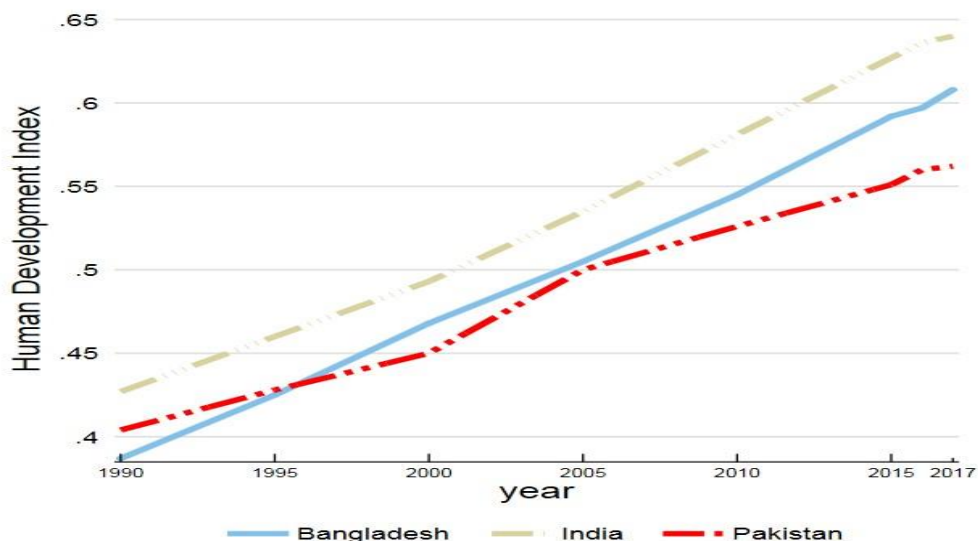
***Figure 2.*** HDI trends for Pakistan, Bangladesh and India, 1990-2017
Source: UNDP, 2018

Pakistani HDI of 0.562 in 2017 is below the average of 0.645 for states in the medium developmental group and below the average of 0.645 for South Asian states. In South Asian countries that are a bit closer to Pakistani HDI rand in 2017 and demographically, India and Bangladesh are too close in the list of those nations which have HDI ranked 130 and 136 respectively for both of these countries (see table B).

Table 2
*Pakistan's HDI and component indicators for 2017 relative to selected countries and groups*

|  | HDI value | HDI rank | Life expectancy at birth | Expected years of schooling | Mean years of schooling | GNI per capita (PPP US$) |
| --- | --- | --- | --- | --- | --- | --- |
| Pakistan | 0.562 | 150 | 66.6 | 8.6 | 5.2 | 5,311 |
| Bangladesh | 0.608 | 136 | 72.8 | 11.4 | 5.8 | 3,677 |
| India | 0.640 | 130 | 68.8 | 12.3 | 6.4 | 6,353 |
| South Asia | 0.638 | — | 69.3 | 11.9 | 6.4 | 6,473 |
| Medium HDI | 0.645 | — | 69.1 | 12.0 | 6.7 | 6,849 |

Source: UNDP, 2018

*Higher Education in Pakistan*

The establishment of the Higher Education Commission of Pakistan in 2002, it also supervises the universities and higher education in the country. Among the whole 163 Pakistani universities, 57% have belonged to the Public sector while the other 43% are privately established (Malik, et al., 2015).

*Media Globalization and E-Learning*

Because of media globalization, the world has become a global village today. Currently, education can be functioned as promoting environmental awareness, tranquility, social diversity, increasing the competition and the phenomenon of the global village. In the contemporary era, education is consumed like a source of making world-wide natives. To work in this competitive globe, individuals must have lots of competitive skills for better survival that is possible with education significantly. The multiple improvements can be confirmed if the educational system is enhanced and much improved. Significantly, digital learning is one of the best ways to achieve such targets. The medium of digital learning is the extraordinary source of booming the education system in the country. When any educational institute takes a step to deliver a standard piece of education, it ought to establish on the basis of values and proper ethics and, it must be full of innovation while training particular majors. E-learning with digital media is not merely the alone aspect but it is multi-dimensional dealing with various levels of approach and techniques.

*E-Learning – A Conceptual Framework*

E-learning with digital media is supposed as worldwide trend because of various social, economic and technological efforts and the needs of students too. Knowledge and information as a bastion for social betterment and prosperous future, leadership and trades are struggling to enhance their space for learning and confirming standard and improved knowledge-based economies. The significant increase in e-technology and its consequences in online developments have provided chances for students to be trained better in the local classrooms at their homes globally (Sawahel, 2013). As a result, digital learning has got wealth in whole prominent institutes globally, it is as MIT has adopted such a piece of education mode (Downes, 2005). The beginning of word digital learning is doubtful, it appeared in 1980, although, by & large Jay Cross has the credit of this word (Cross, 2004). The evaluation of 4 different viewpoints as technological drive, communicated-based delivery process and educational-pattern-based, introduced digital learning as "an attempt for educating and being educated, presenting the whole or segment of applied educational system that's rooted in the consumption of electronic media and such devices like useful function to improve the reach for learning, communicating, interacting and giving facility to adopt the modern trends of knowing and improving the learning process" (Harrison, 1996). Digital learning contains the lessons that are stored and become part of transmission via the internet and its servers

that deal with the relevant content to digital learning purposes. The concerned material is provided via media tools as photos etc. for learning the purpose, different ways are adopted as practicing, illustrations and replies (McTighe, 2005). It functions as instruction in the actual moment, known as Synchronous digital learning or structured for suiting someone's needs for personal learning knowing as Asynchronous digital learning (Thorne, 2003).

## The Benefits of Digital Education and E-learning

The recent overlook at the efficiency of e-learning is essential from the influence of the credit crunch (Beldhuis, 2012). Digital education is evaluated by a flexible impact of personal knowledge, free to select the study time and feasible location without moving one to another place (Salmon, 2013). The multiple usefulness of digital learning contains cost efficiency i.e. minimized price and to learn compress in the angle of decreased working out moment (Moule, et al., 2008). Digital education gives a quicker distribution function times in contrast to the traditional kind of classrooms; digital learning is not limited to any fixed digit. As an illustration, British Telecom gave training its 23,000 workers merely in 3 months, with consuming merely £5.9m. The price of teaching in the case of the traditional way of learning would have been soared to £17.8 with 5-years of needed time. Digital Learning provides a useful way of learning by delivering universal reach to the learning platform that may now be reached even via modern means of deliveries as cell phones (Woodill, 2007). Students as well as teachers are tangled in digital learning and get almost similar kind of satisfaction and achievements as may be gained in any other way of teaching (Cole, 2014). The constructive communication between a teacher and a student as well student to student are key to establish with the advanced degree of gratification (Cole, Shelley, 2014).

## Limitations of E-learning

Digital learning scheme is majorly technological reliant on i.e. the students would be needed to reach via computer-based instruments, need of few specifications as directed by digital learning availability. Digital learning has to face Materialistic Incompatibilities various times (Ramayah, 2012). Such kinds of pieces of the training of training may be proved as a supplement by digital learning and cannot properly be feasible via digital learning opportunities. The starting price of such learning services may cost prohibitive, while the production price of online training content is relatively luxurious too (Cole, 2014). The electrical means of communication is much linear as face-to-face conversation as it remains a suspect problem. The toughness in the accessibility for the web at out of the way and periphery territories and load-shedding is the fundamental hurdle to implement the effective digital learning atmosphere in Pakistan. The Expensive equipment is used in digital learning confirms it a handicap too, depriving many more students to be benefitted from the platforms delivered by such a piece of learning in Pakistan.

## *E-learning in Higher Education in Pakistan*

The ICT in the Educational Masterpiece of strategy 2007" defines the strategies to use ICT to improve students' learning, widening educational possibilities, and developing capacities at all stages (HEC, 2015). Digital learning or E-learning may be interpreted as learning that's received with online way, through web, a distance-based Education system, computerized digital learning, internet learning and some other kinds as well. So, digital learning can be illustrated as the courses delivered via the web connection to somewhere rather than the classrooms where the teacher teaches. It's interactive-based learning wherein a learner may communicate with teachers, lecturers or other learners in the class. Momentarily, it's transmitted live; wherein anyone may electronically raise hands and generate interaction really and in some cases, it's a lecture that is prerecorded too. Routine wise, there's a teacher or professor who communicates with learners and grades the expected participation, organizes the assignments and various tests. Digital learning is proved to be a successful way to train and educate. It's becoming the trend of many users in our nation e.g. agricultural education, adulthood education, pre and primary education in higher education.

## *Challenges Faced by E-Learning in Pakistan*

Over the previous fifty years, the Pakistani government has delivered complete planning assistance and substantial public funds and support for creating one of the most world's largest systems of higher education. Such institutes with the exception of few notable ones have not been able to consistently maintain the extraordinary education or to keep maintaining pace with developments especially, in the knowledge and technological advancements. Over time, financial restrictions of greatest enrolments and, extremely high demanded both primary and secondary education has deteriorated the governmental financial support. Prominently, overall structural myriad control along with the rigid bureaucracy has suffocated its development. The major rural population and giving them awareness about the concept of digital learning isa great challenge. The infrastructural deficiency in the sense of connectivity, web availability, etc. is another problem. The government is struggling to improve the communicational system and new technologies as 4G in the telecom space that's already initiated to be implemented for betterment. The social implementation of digital learning is another part of the study that's extremely important to understand for successful Pakistani digital learning. Such described implementation can be categorized into the following types of problems: cultural, lifestyle, gender, geographical, disabilities, religious/spiritual, literacy, and digital division. In the cultural problems, the categorical elements are material, multimedia, writing styles and structures, Web designing and the participant roles. Some of the material, though crucial for the course, and either be unaccepted or unfavorable with specific class members. If the faculties are known the sensitive ingredients of the discourse or covered content, how can they lead the class to include or not to include the contents? Even the writing styles may influence the holding process of online courses.

*Role of E-Learning in Human Development*

In a developing state, there is a huge look at educational infrastructure; the pre-requisite for human resource development is not the economically viable choice. The country-wide expanded consumption of digital learning would result in the deeper rural penetration and remote locations too, thus realizing the requirement to lay the price prohibitive educational infrastructure and to accelerate the national development in a limited possible time zone with the fewest price. The achieved Pakistani stride of technology in the shape of ICT and digital communicational infrastructure, the density of telecommunication, mobile coverage and reach to the web can be consumed for greater benefits to enhance HDI and easy reach to education with fewest infrastructural requirements. The enhanced production consequences to digital learning would give an extraordinary increase in developing the nation.

## Conclusion

After the study, we may say that overall development in Pakistan is difficult if not impossible without an educated, technical and fully trained human resource. Through human resource development, the nation can be having more educated and skilled resources as well as in this way nation can develop their motherland in the true sense globally. The current study has concluded that the rapid growth in web connections is an important tool for the better functioning of digital media and e-learning as well. In addition, a strong internet system and digital media technology with a multitude the local and international companies to assist the e-learning with make further betterment in human life. In the underdeveloped and developing states, digital media and e-learning increase the educational levels, literacy and economic improvement. If the agriculture, education and health sectors in the developing world are driven by digital media and e-learning, the emergent rate would defiantly be grown. Digital media and e-learning both can be improved by proper investigation and active strategies. In this regard, in developing states like Pakistan, such an educational concept is new and one element that can differentiate to generate a good market response. It not only true for parts such as government and education, while for the corporate field too. The previous decade was the time of rapid alteration and digital media and e-learning during which the traditional learning ways have gone through dramatic changes. With the rapid development of digital media technology, it is hoped that we have not topped and the upcoming time is ready to bring innovations that may hardly be expected. The android cell phones, laptops, tabs and computers are opening new paths for education and learning experiences. Thus, the digital scientists and education experts view that there is needed to have a mindset to adopt e-learning. The remote areas and rural territories with none of the university education may gain the institution of higher education through digital media technology and the solution is much cheaper than constructing building infrastructure for academia. In the developing world and states like Pakistan, e-learning with digital media may boost the educational standard, literacy rate and economical construction. Likewise, it is also

better for those countries where technical education is costly; options are limited and economic disparities are existed. In the e-learning process, the lack of connection with other classmates and with the institutional impact may be the key to the success of the online students. National development in Pakistan and human growth is still unfledged but it will continue to achieve the courageous step of adopting digital media technology and e-learning system in order to match its communicational requirements and may hold educational opportunities.

## Suggestions and Recommendations

Yet having acknowledged the significance of e-learning in the human development, the time is now set to submit definite endorsements for implementation of e-learning modules. It is bitterly suggested the government must formulate the national digital learning plans that ought to be inseparably inter-linked to the Pakistani education strategy. The e-education strategy must be manifested in Pakistan's future vision. Not only focusing on the unattainable growth in the budget division for education, but also be shifted to spread education through e-learning and digital media. The information communication technology revolution in the developed and developing world the more widening in the web access ought to be underscored while spreading of e-learning countrywide. Collaborative measures with foreign institutions of higher education have already applied e-learning. Higher education commission of Pakistan must endeavor for collaborating with such universities and form a standard piece of learning availability at students' homes. It must be made essential for the whole tertiary educational institutes to drive conventional face to face education along with e-learning that would provide a cheaper alternative for the middle class and could stop radical elements of society. The universities, as well as technology collages, should have to adopt the learning management system (LMS) to facilitate the students. The massive growth of technical education in Pakistan by resorting to e-learning with digital media may develop Pakistan eminently.

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# Madrassas Reforms in Pakistan: A Critical Appraisal of Present Strategies and Future Prospects

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## Abstract

*Over the years, there have been several discussions on the mainstreaming of Madrassas in Pakistan with their main focus to provide career opportunities to their students by reforming curriculum, removing hate speeches and adding some additional subjects such as Mathematics, IT and English. The issue of Madrassa reforms particularly came to lime light in the backdrop of post-9/11 developments especially the global war on terror. The terrorist attack on Army Public School in Peshawar in December 2014 provided further impetus for a 20-Points National Action Plan (NAP) for countering terrorism and extremism of which one the important points was that Madrassas would be regularized and reformed. The present study is aimed to highlight the importance of Madrassa reforms by discussing the challenges and sensitivities involved in this process. It also discusses the perceptions and ground realities about the role of the Madrassas in the society by highlighting its various dimensions. The discussion begins with an analytical overview of the history and background of these institutions. It also analysis the prevailing administrative structures controlling the working of various Madrassas. The analysis concludes on presenting various options and strategies for introducing reforms in the Madrassa system in Pakistan by offering some policy recommendations.*

**Keywords:** Madrassa, Islam, Jihad, Pakistan, Extremism, National Action Plan, Interfaith

## Introduction

In a Muslim society, religious schools are commonly known as "Deeni Madrassas" which provide not only social cohesion and harmony but also a feeling of solidarity. Therefore, both factors have an important and constructive role in the lives of individuals. Meanwhile, in many Muslim societies especially in underdeveloped

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countries, religion and religious schools have been used as a tool in politics to gain certain objectives, e.g., in Pakistan, during 1980s, a chain of religious schools was established and patronized to meet the challenges erupted from internal and external threats to the country. This was the first time that the state organs involved in promoting the concept of 'Islamization' in Pakistan. Soviet Union's attack on Afghanistan in 1979 and its expansion policy towards South Asia to reach warm waters provided an opportunity to General Muhammad Zial-ul-Haq, then the President of Pakistan, to promote the element of 'jihad' in Afghanistan. The US and the western world also appreciated the idea of 'jihad' and recognized the role of 'Mujahideen' (Muslim militants and warlords of Afghanistan) in defeating the Soviet army. However, experience of Islamization and Jihad policy changed the entire face and character of the Pakistani society. The graduates from these madrassas participated in Afghan jihad, also remained part of civil war in Afghanistan and later on joined Taliban movement. The unstable situation in Afghanistan even after the establishment of Taliban government in 1996 had negative impacts on the people of Pakistan. During this instability, over three million Afghan refugees came to Pakistan and eventually included the element of radicalization in the country. During this period, authorities in Pakistan were unable to control jihadi elements and organizations working in the country or those militants who returned from Afghanistan. At that time, even no concrete steps were taken to rehabilitate and integrate these militants to the main stream of society. Even some Madrassas remained involved in Afghanistan and enhanced their influence not only in the Tribal Areas of Pakistan bordering Afghanistan but also expanded in other parts of Pakistan.

The incident of 9/11 propagated the concept of terrorism and changed the attitude of the western world toward 'jihad' and Muslims. 'Mujahedeen' in Afghanistan who once were recognized as crucial party in the US strategy against Soviet Union were then labelled as terrorists and fundamentalists. Afghan Taliban who denied to handover Osama Bin Laden (OBL) to the US were also considered terrorists. Likewise, Madrassas in Pakistan were blamed for promoting radicalisation and extremism. In order to meet the imperatives of new realities and global trends, General Musharraf joined US global war on terrorism. Under his government, Pakistan took actions against militant organizations having transnational activities in several countries especially in Afghanistan. The military operations against terrorism saw a new momentum after the brutal terrorist attack on Army Public School in December 2014 in Peshawar. It compelled both the civil and the military authorities to take serious and strong actions against the terrorists. With consensus of the then government and the opposition, a 20-point National Action Plan (NAP) was introduced in 2015 to counter religious extremism and terrorism. Under NAP, Pakistan Security Forces made great successes against terrorism. The military operations *Zarb-e-Azb* and operation *Rudul Fasad* have been critical in curtailing terrorism in the country. Pulwama attack in the Indian Occupied Kashmir (IOK) in March 2019 raised concerns on the activities of some militant groups

of Pakistan origin, operating in the IOK. Although, the terrorism in India is because of its own policies, however, to reflect Pakistan's commitment to regional peace, Pakistan's security forces further intensified their operations against the militant groups without any discrimination. Prime Minister of Pakistan Imran Khan assured that Pakistan would not allow militant organizations to use its soil for operations in other countries. He added that the situation today is different than that of 1980s when the establishment in Pakistan and the US supported militant groups for waging Jihad in Afghanistan against the Soviet Union. He added that "there is no use for these groups anymore" (Jeffrey, 2019). Director General Inter Services Public Relations, Major General Asif Ghafoor also reiterated the resolve of the Armed Forces to eliminate militant organizations. He clarified that this decision was taken in 2014 and operation launched as a result of NAP, much before Pulwama attack took place (Ghafoor, 29 April 2019).

It is ironic that the Madrassas which were once symbol of harmony and unity, now have become a sign of hatred and differences, sectarianism, religious extremism and terrorism. The paper is aimed to highlight the status of Madrassas reforms and usefulness of NAP. This study also elaborates the constructive and positive role of the Madrassas in the society of Pakistan by tracing their historical contributions to Islam and the Muslims communities. It also investigates the destructive role of Madrassas and the need of reforms. Additionally, the study analyses school educational system of Pakistan and addresses the question that why the parents send their children to Madrassas rather than to schools. It presents some viable recommendations to improve education system of Pakistan especially the mainstreaming of Madrassa education by introducing reforms and taking other innovative measures. This study is significant in terms of its scope and its policy relevance as it will promote the ongoing debate on Madrassa reforms and regulation in Pakistan by adding new literature on the subject.

*Meanings of Madrassa and Its Historical Background*

Madrassas are key component of any Muslim society that spread religious education and maintain norms, traditions and values of Islam. Most of the Madrassas look after mosques, a key institution that provides spiritual satisfaction to the followers of Islam (Khan, 2012. pp.41-44). The term Madrassa is come from the Arabic word 'Dars', which is synonym of word 'Qara'. The meaning of both words is 'read' (Meerthi, 1974. p. 276). The literal meaning of Madrassa is a place where Islamic education is provided to its students. In addition to teaching, usually it also provides residential facilities to its students, a masjid and a library (Parihar, 1992, p. 175). In reality, madrassas are the places where religious education is provided in a traditional way and their curriculum is based on a number of Islamic subjects. In short, madrassa is a simple religious school or a religious seminary. In Pakistan, religious schools are hence regularly alluded to as 'Deeni Madaris', where 'Deeni' interprets as religious while Madaris is plural of Madrassa in Arabic. For example, Pakistan Education Statistics report for the year 2015-2016, define

'Deeni Madaris' as "educational institutions in which formal religious education is provided" (Vestenskov, 2018, p. 16). With the word of 'Madrassa', now a day it is considered the place where religious education is provided but in past Madrassas were not confined only for religious education.

After the advent of Islam in seventh century, Masjid-e Nabvi was the first center of all learner seats of Muslims where Prophet Muhammad (PBUH) himself used to teach Quran to his companions on a 'Suffa' (platform). These companions were called Ashab-al-Suffa. They were unmarried, orphan and poor young people (Qasmi, 2005, p. 1-3). Therefore, historically the Masjid Nabvi and Suffa became the first religious institutions of learning and teaching of Islam.

During next four hundred years, Madrassas were shaped and established in all areas where Islam entered and got roots. In Morocco, the Jamia Al-Qarawiyyin, which was founded in 859, and is still one of the leading spiritual and educational centers of the Muslim world, is considered the oldest continuously operating institution of higher learning in the world by the Guinness Book of World Records. Other traces of early Madrassa are found to be established during 1005 AD by Fatimide caliphs for religious teaching of Shiite Muslims. This Madrassa is known to have had all the elements of a modern institution including a huge library containing 6500 volumes on different subjects including architecture, astronomy and philosophy (Munir 1987, p. 283). That was the time when madrassas were established by government and rich community persons. However, mostly madrassas remained independent, having permanent free residential complex with paid staff and academics. Meanwhile, learners were also provided free food, residence and education. It is due to this contribution, Madrassas have played their role to eradicate the illiteracy and enhance the level of education in the Muslim world. Baghdad and Spain were known as credible centers of Islamic education and learning.

Earlier Madrassa were the places where besides pure theological studies, several branches of academic spheres were taught and they produced mathematicians, geographers, physicians, lawyers, politicians, philosophers, linguists, and historians, and so on other than great Islamic jurists, Qura'nic commentators and Hadith scholars. Ibne Sina, Ibne Rushud, Moosa Al-Khawrzimi, Az-Zuhrwi, Imam Ghazali, Imam Abu Hanifa, Imam Bukhari and Imam ibn-e-Taimiya were the products of such institutions.

Reportedly, in 1005 AD, Fatimid dynasty established first known Madrassa in Egypt where the Shiite version of Islam was taught along with other subjects such as philosophy, astronomy and architecture, etc. In tenth century, the Egypt was involved by Sunni Muslims, the Shiite form of Islam in this Madrassa was supplanted with the Sunni adaptation of Islam. Afterward in 1067, a Seljuk Vizier named Nizam-ul-Mulk Hassan Bin Al-Tusi established the first formal and organized Madrassa in Bagdad (Vestenskov, 2018, p. 19). The largest and the most famous of these was the Nizamiya in Baghdad (Ludhianvi, 1995, p. 73).

As concerned the history about the establishment of madrassa in sub-continent, first madrassa was built by Nasir-ud-Din Kabbacha who was ruler of Multan. The name of this first Madrassa was "Madrassa Firozi". Renowned Scholar Qazi Minhaj Siraaj has written that he had undertaken the charge of that Madrassa in 1226 (Qasmi, 2005, p. 2-4). The same tradition was continued during the Mughal period when numerous Madrassas were established in many parts of India especially around Delhi. The Madrassas were to a great extent casual in their strategy for educating with the educational programs being fairly adaptable in a mix of realist, for example, mathematics and rationales and religious subjects (Vestenskov, 2018, p. 19). People were prosperous and took keen interest in religious education. At that time Madrassas were symbol of peace and harmony in the society. These were backbone of the Muslim society because they were providing citizens' spiritual and mental satisfaction.

East India Company introduced western education system in sub-continent in 19th century with the aim to change dramatically the role of Madrassa education in the region. British education system and especially with the introduction of English as an official language made Madrassas irrelevant to the state as well as economy. Due to this policy a major shift was seen in the curriculum of Madrassas which strictly focused on religious sides (Vestenskov, 2018, p. 19).

The main aim of western education system was to destroy the religious education in Madrassas. With the introduction of English as a language of learning and liberal subjects, the traditional educational system of Muslims was destroyed. The inhabitants of India lost their self-esteem and culture and became slaves of western ideas (Rabbani, 2012, p. 37). Lord Macaulay remained successful while introducing an entirely a new education system after which British created a nation with black colour but British in taste (Mehmood, 2018). Furthermore, British also followed the policy of divide and rule and for this they promoted sectarianism in India as well as around the world. When Indians of the sub-continent were defeat in 1857, the symbolic Mughal Empire ended at all. After this the Muslim population was divided into three factions. One faction led by Sir Syed Ahmad Khan was loyal to the British and hence started Aligarh Movement for the expansion of modern western education. He established several western style schools and associations for the Indian population (Rabbani, 2012, p. 37-38). The second faction of the Muslims comprised religious scholars (Ulema) who left the politics and established Madrassas for pure religious education and research (Rabbani, 2012, p. 47). The third faction was led by the Syed Ahmad Brailvi Shaheed who was in favour of jihad against British and Sikhs (Rabbani, 2012, p. 31).

During this period, the prominent Madrassa was set up in Deoband in 1867 running on the basis of charity from Muslims. Thus, the establishment for Madrassa financing was totally dependent upon charities and it continued until today. The Deobandi development presented a standardized conveyance of Islamic training described by paid

staff, a full library, a set educational modules, formal examinations, and affirmation upon graduation. The Islamic researchers of the Deoband Madrassa underscored a rigid school of Islamic idea, which before long prompted the development of fellow Madrassas and today this school of thought has the biggest number of Madrassas in South Asia (Vestenskov, 2018, p. 19).

With the efforts of Ulama, sub-continent became prominent in the entire Muslim world in spreading the religious education and this happened due to continuous struggle of different schools of thought (Ghazi, 2011, p. 288). Madrassa of any school of thought whether Deobandi, Brailvi, Ahle Hadith and Ahle Tashiee, have the basic purpose of spreading Islamic education and experts of creating. These four Sunni schools of thought (Hanfi, Malki, Shafi'i and Hambali), have different point of views regarding the explanation of Islamic teachings. Every school of thought considers itself right and all other schools of thought do not have right views about Islamic teachings. All these Madrassas had two things in common, i.e., they followed Dars-e-Nizami with little variations and also rejected all forms of modern knowledge in retaliation of the Western education system. While Madrassas had continued playing their part in education of South Asian populace, Sir Syed Ahmed Khan, established Ali Garh College which aimed at furnishing Indian Muslims with modern education to remain in the main stream of Indian social and political system (Nayyar, 1998, p. 86).

The above stated schools of thought are mostly found in the South Asian Subcontinent. Besides these schools of thought, there are other which have their own point of view regarding teachings of Islam. The followers of these schools of thought are found in some African and Arab countries. Some Muslim countries have the majority of one school of thought or another -Saudi Arabia and Iran are its prime examples. These countries also support the followers of their concerned sects. In this way sectarianism increases at national level as compared to local level. In contrast, according to another point of view, madrassas are not responsible for extremism. It is propaganda of foes of Islam. As regards the difference of opinions, it was also prevalent in the golden period of companions of Holy Prophet Muhammad (PBUH) (Abbasi, 2003. p. 28). However, in general, it is widely considered that madrassas are playing a positive role in the society.

*Madrassa System in Pakistan*

It is not known the exact number of Madrassas in Pakistan. Reportedly, in 1947 there were around 189 Madrassas in the country (*Madrassas in Pakistan*, 2019) and this number kept on increasing with the passage of time. According to a recent study, there are around 20,000 Madrassas registered with the government and thousands are unregistered where millions of students are studying (Renaud, 2018). According to another report entitled *Pakistan Education Statistics 2016-2017* published by Academy of Educational Planning and Management (AEPAM), the total number of Madrassas in Pakistan is 32,272 with 2.26 million enrolments of students. The three percent of these

Madrassas are under public sector and remaining 97 percent are run by private sector. There are 74,648 teachers in these institutions out of which 76 percent are male and 24 percent are female (Shah, 2018).

There are primarily five religious schools in Pakistan which run madrassas at various levels: Deobandi, Brailvi, Shia, Ahl-e-Hadith and Jamat-e-Islami. These five schools of thought have set up their own different madrassa boards, affirmed by the administration and perceived by the Higher Education Commission (HEC) (Vestenskov, 2018, p. 22). These boards are in charge of planning and running the issues of the particular Madrassas with respect to their examinations so that these boards set schedule, direct tests, and control Madrassas in their individual schools of thought. These five boards are:

Table 1
*Madrassa Boards in Pakistan*

| Name | Sub-sect | Place | Date of Establishment |
|---|---|---|---|
| Wafaq-ul-Madaris Al-Arabia | Deobandi | Multan | 1959 |
| Tanzeem-ul-Madaris Ahl-e-Sunnat | Brailvi | Lahore | 1960 |
| Wafaq-ul-Madaris Al-Salafia | Ahl-e-Hadith | Faisalabad | 1955 |
| Wafaq-ul-Madaris Al-Shia | Shia | Lahore | 1959 |
| Rabita-ul-Madaris Al Islamia | Jamat-e-Islami/Neutral | Lahore | 1983 |

Source: (Shabbir, Farooq & Khan, 2012. p. 148)

The above mentioned table shows that all the boards of these major schools of thought were established from the year1955 to 1960. Before this these Madrassas were working without any separate boards. Before the establishment of their boards, the work and record of these Madrassas kept by the concerned 'Muhtamum' (superintendent).

Likewise, the HEC additionally recognizes some independent Degree Awarding Institutions (DAI) that are not associated with any of the previously mentioned Boards (Vestenskov, 2018, p.23). These include:

Table 2
*HEC Recognized DAI*

| Name | Address |
|---|---|

| | |
|---|---|
| Jamia Islamia Minhaj-ul-Quran | Lahore |
| Jamia Taleemat-e-Islamia | Sargodha Road, Faisalabad |
| Jamia Ashrafia | Feroz Pura Road, Lahore |
| Darul Uloom Mohammadia Ghousia | Bhera, Sargodha |
| Darual Uloom | Korangi Greek, Karachi |

As indicated by HEC, the endorsed method of education for acknowledgment of final degrees in religious instruction is seen in the following table (Vestenskov, 2018, p. 23):

Table 3
*Mode of Education*

| Name of Deeni Sanad | Duration | Equivalent to |
|---|---|---|
| Deeni Sanad | 8 years of study | Middle School Certificate or 8th grade |
| Shahadatul Sanvia Aama | 2 years of study | Secondary school certificate or 10thgrade |
| Shahadatul Sanvia Khasa: | 2 years of study | Intermediate, 12-year education |
| Shahadatul Alia | 2 years of study | Graduation, 14-year education |
| Shahadatul Almiya | 2 years of study | MA Arabic/Islamic Studies, 16-year education |

*Types / Levels of Madrassas*

In Pakistan at least four types of Madrassas are functioning. The first type of Madrassas is commonly known as 'Nazira Madrassa' where students get only preliminary knowledge and their teaching is mostly restricted to recitation of the Holy Quran. These Madrassas are located in or near to mosques and need limited resources for their daily function. In these Madrassas students are taught Arabic language and recitation of Quran by the Imam Masjid once a day, i.e., promptly toward the beginning of the morning or at evening. The lecture duration is around an hour or so (Vestenskov, 2018. p. 24).

The second kind of Madrassas is 'Hifz Madrassas' the place notwithstanding fundamental perusing of the Quran, memorization of the Quran is attempted. These

Madrassas are arranged inside mosques, either with or without lodging. Hifz Madrassas can be categorized into two types. One is 'Iqamti Madrassa' that means boarding schools and second type is 'Ghair Iqamti' which means day schools. In Iqamti Madrassas students have to stay from two to three years for memorizing the Quran. More finances are required in these Madrassas to fulfil dining and living expenses for students. On the other hand, in Ghair Iqamti Madrassas, students spend around eight hours daily and then go back home. These Madrassas require fewer financial resources for their establishment and daily routine. This type of Madrassa is usually established within a mosque (Vestenskov, 2018, p.24).

Dars-e-Nizami is the third type of Madrassa where eight years of education is imparted to students. The syllabus of this type of Madrassa includes recitation of the Quran and its translation. Tafseer or explanation of Quran is also part of syllabus. Another subject 'Ahadith' based on sayings of the Prophet Muhammad (PBUH) is also taught to students. 'Islamic jurisprudence' is another subject that is very much popular to be taught. Arabic and Persian languages and supporting subjects are included in this type of Madrassas (Vestenskov, 2018, p. 24). The fourth type of Madrassas are known as 'Takhassas Madrassas'. This level of Madrassas offers students specialization courses of 'Mufti' who can issue a Fatwa and 'Qazi' who is a judge in Islamic Sharia Justice System (Vestenskov, 2018, p. 24).

## *Madrassa Reforms Agenda in Pakistan and the NAP*

During the British Raj, Madrassas were excluded from the formal education system and the economy. Unfortunately, the same was continued even after the independence of Pakistan. The issue of Madrassa reforms was first time raised during General Ayub Khan's era 1958-1969. He criticized the then prevailing Madrassa system and wanted to modernize their system. Later on, during 1980s, the government of General Zia-ul-Haq also attempted to reform Madrassas. However, formal reform program was launched in 2001 by General Pervez Musharraf in the back drop of war on terror (WoT) led by the US. However, religious elite showed severe resistance to these reforms and thus the implementation remained a dream (Vestenskov, 2018, p.19).

In 2015, the government of Pakistan introduced the NAP with the aim to fight militancy and extremism across the country. One of its point was to register and regulate Madrassas. It is observed that registration and regularization of Madrassas was a huge task that has met with severe resistance from the religious circles. Reportedly, a number of actions have been taken against the Madrassas in Punjab and Sindh yet both government and Madrassa elements have not been able to finalize the steps and procedures with reference to Madrassa reforms. It is noted that with the introduction of NAP, government has increased surveillance of Madrassas by gathering intelligence information about their possible interactions with terrorists in the country. Meanwhile, the process of registration of Madrassas is very slow and so far no concrete step has been

taken related to curriculum reforms (Rathore, 2015, p.92). The registration process can be improved with the consultation of Madrassa Management or with the help of Boards, these Madrassas are associated.

*Madrassas: A Symbol of Harmony in Society*

A major section of society viewed that Madrassas are a symbol of harmony and these are playing positive role in propagating Islamic values and teachings. Furthermore, Madrassas are the places where mostly poor and orphan students can get free education and accommodation. Hence, directly or indirectly, these institutions are also contributing to the economy of the country. An eminent religious scholar Muhammad Amin is of the view that Deeni Madrassas are the forts of Islam and playing their constructive role in the society. He added that the effects of Islamic teachings can be seen in Pakistani society, and this is only because of the efforts of the Ulama and Madrassas. He stated that although Pakistani educational, social, political, and constitutional structure is based on western thoughts and civilization yet the people of Pakistan have adopted teachings of Islam and this is only because of Madrassas (Amin, 2004. p.51).

Amin called it remarkable that religious teaching and training of Islam had been continuing since the lifetime of Holy Prophet Mohammad (PBUH). He said that surely all those people are lucky who are receiving Islamic education and this is because their lips are always moving with the verses of Holy Quran and the sayings of Holy Prophet (PBUH). Also, their hearts are full of love and devotion with the Holy Prophet (PBUH). He further argues that the Ulama of Deeni Madrassas have raised the flag of Islamic education besides the efforts of foes of Islam (Nadeem, 2012. p. 20). There is no doubt that the teachings of Islam are about peace and tolerance so Madrassas help promote a culture of harmony and patience in the Society.

Another religious scholar Syed Banoori is of the opinion that if Ulama did not establish Madrassas, the name of Islam would had been removed from the country. He added that if there were no Ulama of Islam, no one could stop the flood of Socialism, Communism, Marxism, Liberalism or secularism. With the help of these Ulama, the wealthy religious people also donated their wealth to secure these religious forts. Thus with the connection of Ulama and the rich people, the great task was completed without any Government support (Banoori, 2000. p. 85). Ibn-ul- Hassan agrees with Banori and in his opinion, the role of 'Moulvis' and Madrassas cannot be ignored as they made efforts to defend the religion of Islam. He added that if there were no 'Moulvis' and Madrassas, the Hindus and the British would have changed the values of Islam (Abbasi, 2003. pp. 132,133).

Saleemullah Khan said that students and teachers of Deeni Madrassas always remained busy in educational activities. In these madrassas mostly teachers and students have devoted themselves for getting the education and for spreading of education. He viewed that in the present age of materialism, attraction of wealth and material goods

cannot change their will and purpose. He added that from the classes of madrassas, the commands of Allah and sayings of Holy Prophet (PBUH) are described in different subjects of curriculum (Khan, 2012. p.77). He also added that when any opposite power of Islam tried to harm the belief of Muslims, only Madrassas tried to control the objectives of opponents (Khan, 2012. p.78).

Hanif Jalandhari called Deeni Madrassas and Ulama as 'power houses of Islam' because they have played an important role in spreading education and Islamic teachings (Jalandhari, 2011. p.305). He added that the role of Madrassas always remains constructive and welfare based. In his opinion, mostly Madrassas are working without any type of government funding. The opponents of Islam think that the students who are getting education of Islam are the only one who can defend their religion. This is the main reason they think these students are "their enemies". Therefore, these students are called terrorists and Madrassas are called the nurseries of terrorism by the foes of religion Islam (Jalandhari, p.414).

According to Anwar Ghazi, blame of terrorism on Madrassas is not true. He told that many blames are imposed on Deeni Madrassas with reference to the Shia- Sunni extremism. This is the propaganda that in these Madrassas, the lesson to kill the opponent sect is taught. The reality is that in the elementary level curriculum of Deeni Madrassas, 'Sharah-e Tahzib' book is taught in every Madrassa which is written by the author of Iran named Abdullah bin Al-Hussain. Till today no one hesitates to teach this book in Madrassas, actually, which reflects this is propaganda of the Western media against Madrassas (Ghazi, 2011. p.53).

*Madrassas: A Symbol of Hatred and Hub of Sectarianism?*

While one of the main roles early Islamic Madrassas had undertaken was refutation of Greek philosophy. Madrassas of today emphasise not only refutation of Western philosophies and education system, they also teach their students about misguidance of the other sub-sects and lay emphasis on the notion that their school of thought is the only right way in the present age while rest all are paths leading away from the true Islam (Rahman, 2005, p.342). Farooq Khan said that by seeing the dress of students and teachers of any Madrassa, you can easily imagine about their school of thought. Similarly, all the teachers and students of a particular Madrassa have links to any particular sect. After serving or spending eight or ten years, student views about that sect become more rigid and strong. So, this is the main reason of increasing sectarianism day by day (Khan, 2008. p.258). These arguments reflect that rather than uniting, the Madrassas of Pakistan are dividing students into different sects.

In the opinion of Malik Ghulam Ali who was once Special Assistant Secretary of Abu-ul- A'ala Madoodi, these Madrassas cannot bring any Islamic revolution and social change. The reason is that, they have lost their effectiveness and their impressive role. Now they are working just like stagnant traditions. Moreover, these Madrassas has

lost their relevance and quality of education as well as moral standard (Ahmad, 2012.p.52). The education standard and ethical standards are continuously declining mainly due to ignoring the real teachings of Islam. Another scholar, Irfan Nadeem revealed that the mismanagement of education and teacher training system is the important aspect which is being neglected by the Deeni Madrassas. In this context, initiatives of Shariah Academy Islamabad and Jamia Rashidiah of Karachi which organized training sessions for the religious scholars is appreciable (Nadeem, 2012. p.21).

*Educational System of Pakistan: A Critical Analysis*

In Pakistan, educational institutions are divided into many groups. In first group, there are government controlled schools and colleges that are mostly Urdu medium educational system. In second group, low level private educational institutions are included. In these schools, source of education is English, the ability of teachers and physical facilities are not up to the standard. In third group, there are institutions which charge very high fees and the medium of instruction is purely English. Although, the quality of education in these schools is very good but they are only limited to cities. These schools follow the curriculum of Oxford and Cambridge. Obviously, the atmosphere in these institutions is totally different from the other categories. This also means that all these institutions are promoting different type of culture and civilization under the supervision of Government (Khan, 2008. p.258).

According to Amin, there are several weaknesses in educational curriculum. The most important one is that the school curriculum in Pakistan is mostly based on non-Islamic material and that is not compatible to mainstream culture of the society (Amin, 2010. p.157). Secondly, a variety of school systems generate division in the society rather than cohesion (Amin, 2010. Saleemullah Khan, also agrees with Amin by further arguing that this situation is destroying the basic fabrics of Pakistani society (Khan, 2012. p.267).

Interestingly, according to a report of Brookings Institute, it was stated that in Pakistan, Madrassas are not responsible for the promotion of terrorism or related activities rather it is due to the weak and flawed government educational system which is the main root cause of the problem. The report argues that the curriculum of schools and the methodology of teaching are the main causes of promoting intolerance (Ghazi, 2011. p.307-208). The report further states that only a small number of Madrassas are spreading sectarianism and extremism. Due to the activities of these few Madrassas, the whole system is blamed. There is a need to have a check on the problematic Madrassas rather than blaming the whole institution of Madrassa. This will help in correcting the image of this institution and diminishing the negative fallout of small number of Madrassas involved in extremism and sectarianism.

In the context of the above analytical review of the overall situation of Pakistan, following recommendations are being presented for the betterment of the system:

- The nation has come to realize that nearly all social ills germinate from lack of or misdirected education. Thus, there is surging social pressure on the government to overhaul basic education sector of the country, including mainstreaming of Madrassa system. It is a historic opportunity for the political elite to capitalize prevalent popular sentiment and initiate much desired social reformation process. Religious circles may also seize the moment and divert their potential in this drive to move the nation away from frustration, extremism and terrorism.

- Rigorous revision of the Madrassa education is extremely important for addressing the root causes of intolerance, extremism, sectarianism and terrorism in the society. Reforms in basic education sector compatible to education streams and futuristic setting of syllabus will create a whole new generation of true Pakistanis and mobilize the youth to create a progressive Muslim society based on the Islamic values of righteousness, virtue, tolerance and social justice. Besides, research oriented pluralistic approach in higher studies of religious matters and social sciences will revolutionize higher education sector.

- Both government and religious scholars should agree to introduce required reforms in the syllabus and structure of Madrassas in order to meet the challenges of 21st century. The very first step should be registration of Madrassas as pointed out in NAP. Therefore, government should continue its efforts to change the mindset of religious scholars about the registration and regulation. Their reservations should be addressed by the government. After registration, a comprehensive funding plan should be announced by the government related to the needs of Madrassas. Meanwhile, Ulama should be given briefings about the use and importance of English language, sciences and technology. This will help in creating flexibility in their approach towards modernism compatible to Islamic value system. Every Madrassa should incorporate English and Computer in their curriculum (Qasmi, 2005. p.12).

- Ulama should realize that a major part of population of Pakistan consists of youth. So, it is their responsibility to teach them the teachings of Islam. They should also not only remain bounded with mosques and madrassa but they should also work for the welfare of the society. If they want Islam in the society then they shall have to form such organizations by which teachings of Islam can be spread easily among the masses especially in youth (Nadeem, 2012. p.34).

- The role of media is very important in promoting religious harmony. A national policy should be adopted in this regard by the government through which media persons should promote nationalism and unity among citizens. There is also a need to promote element of religious harmony among various religious communities. An of attempt to hurt the emotions of the followers of any religion or group should be discouraged at all levels. Teachings of various religions as

well as their prominent personalities should be legally respected. This will help in promoting peace and religious harmony among various sects and religious communities.

- Any type of foreign funding especially from Saudi Arabia and Iran should be stopped because it promotes extremism and sectarianism. Establishment of any organization whether it is religious, social or economic, should be registered by the government. Activities of foreign organizations and NGOs should be checked and noticed with the help of intelligence agencies.

- There is a great need of delinking the relationship between various religious and militant organizations and Madrassas. In this regard, government should start crack down on those organizations and armed groups which were established in 1980s for jihad in Afghanistan. Even today, some armed groups are still working in the country and defaming the national image around the world. Rehabilitation centers should be established at provincial level where militants may be brainwashed and rehabilitated by making them good citizens of the country. They may be involved in business oriented activities.

- Presently public statements by religious and political figures are under tight scrutiny. However, sensational graffiti on the walls, hate speeches in the mosques, rallies and printing of hate material by informal media is far from being eliminated. This situation reflects that social mobilization is needed at massive scale followed by strict regulation of electronic, print and social media to discourage propagation of hatred contents.

- A system of licensing or certification of religious teachers should be introduced and ensure that maximum teachers with moderate religious inclination should be authorized for teaching in Madrassas. Computer teachers and teachers of foreign languages should be appointed in Madrassas by the government so that students could learn modern knowhow. In this, way the difference of culture between school and Madrassa can be minimized. In addition, training workshops and seminars by government should be arranged for the teachers of Madrassas and schools.

- General arts subjects such as painting, calligraphy, sociology and Islamic economics etc., should be introduced in the curriculum. An obvious example of acceptance of such subjects is Islamic calligraphy, which is approved by all religious scholars. At the same time a parallel system of advanced religious education should be introduced in public sector schools with emphasis on ensuring better quality of education and job opportunities for the students qualifying from these institutions.

## Conclusion

The discussion made in this paper clearly reflects that Madrassas have a key position in Pakistani society which are imparting religious education to students mostly

who cannot afford mainstream education. It is noted that terms like extremism and terrorism cannot be devoted to Madrassas only. This is because terrorism is a state of mind and actions of a person or a group that uses elements of violence and terror to achieve certain political, economic, social or religious objectives. So in actual sense even some time a person or a group who is graduated from a western modern institution may also become a part of any extremist or terrorist activity. It is observed that the role of Madrassas in Pakistani society is constructive not destructive as it portrayed many times.

The analysis made in this paper also highlight that there is a great need of introduction of reforms in the structure and curriculum of Madrassas. Modern subjects related to computer, science and arts should be introduced. The government has commenced the endeavour to bring all Madrassas under Ministry of Education and introduce a new curriculum encompassing religious and modern education (Ghafoor, Asif. 29 April 2019). There is a great desire that government should start a mega project related to reforms in Pakistan's educational system so that both Madrassas and other public private educational institution could flourish and meet the challenges of 21st century.

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# Effectiveness of Literacy and Numeracy Drive at Primary Level in Punjab: A Trend Analysis

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## Abstract

*Study aimed to explore the effectiveness of Literacy and Numeracy Drive (LND) at primary level in Punjab. This study was intended to find out that how successfully "Literacy and Numeracy Dive" playing its role in developing basic skills in the students like reading, writing and understanding information in Punjab. The methodology of this study was designed into two parts to assess the effectiveness of Literacy and Numeracy Drive in district Gujranwala. Firstly, to see the trend in students' performance data of one year from January 2018 to March 2019 of Punjab district was assessed and collected from the official website of "Literacy and Numeracy Monthly Spot Assessments". One district Gujranwala was purposefully selected for due to fluctuations in students' performance based on LND data. For this study, longitudinal trend survey (Gay, 2012) was used to explore the effectiveness of LND in district Gujranwala. In second part of data collection teachers' perceptions about constructive role of LND were explored. According to School Education Department, there were 1545 males and 2798 female teachers, working at primary level. By using stratified proportionate sampling technique, 10 % primary schools teachers (433) of Gujranwala district were selected. It is evident from data that Literacy and Numeracy drive is successfully implemented in District Punjab. The result of this drive is positive and there was substantial improvement in students' performance in said time span. Pakistan can achieve targets of SGDs goals if sufficient resources and efficient strategies are applied to eradicate illiteracy at each level (basic and adult). Study recommended that LND drive should be implemented in other provinces as well.*

**Keywords:** Longitudinal study, trend analysis, 3rd grade students.

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## Introduction

Victorian Curriculum Assessment Authority (2017) has defined literacy as the ability of students to understand, interpret and create texts with accuracy and fluency in and out of school, and to participate in workplace and community. The importance of literacy in today's world hardly is overemphasized due to innovations in technology and information. To engage in education, to reach to potential at robust basis numeracy and literacy is pre-requisite for every child and adult as literacy is basic to all learning (United Nations, Educational, Scientific and Cultural Organization [UNESCO], 2010). Whereas Numeracy is defined as knowledge, behavior, attitude and skills that students require using mathematics in different situations in their daily life (Victoria State Government, 2017).

According to Kirsch (2011), definitions of literacy and numeracy have been transformed over time depending on social, economic and culture values and understandings. History showed that if people are capable of writing their names, they are considered literate. Gradually, people were required to become capable of reading and writing to be considered as literate yet UNESCO documented that literate people must have attended four to five years schooling (Boudard & Jones, 2003). Osberg (2000) asserted that literacy and numeracy measure educational outcome in teaching and learning content.

European Union has divided this literacy and numeracy drive into three categories. These three are called as "baseline, functional and multiple literacies". Baseline literacy is the information of letter, text and words structure and further requires reading and writing of letters. Functional literacy is to perform in society with confidence while multiple literacy is to use writing and reading skills at advance level. Similarly, numeracy can also be divided into three categories as well. Baseline numeracy is that a person has sound knowledge of numbers and basic knowledge of mathematical presentation. Functional numeracy is to use baseline knowledge in everyday use at schools and with others while multiple numeracy is a person's willingness to apply mathematical knowledge in modern society (EU Panorama Skills, 2014).

Acquiring an adequate stage of "Literacy and Numeracy" can significantly develop numerous aspects in one's life. Punjab Education Department (2015) has initiated Literacy and Numeracy Drive to ensure the knowledge and understanding of basic skills in students at primary level. This study aimed to find out how productively "Literacy and Numeracy Dive" playing its role in enhancing basic skills in the students like reading, writing and understanding information at grade III level. Pakistan has to achieve 90% literacy by 2025, enabling Pakistan to achieve SDG 4 Target of 100% literacy rate by 2030 (Education Policy, 2009). School Education Department has involved the "Program Monitoring and Implementation Unit" (PMIU), to utilize 1100 field officers to visit government schools every month across Punjab. These officers are

visiting each district and preparing key monthly assessment result that includes three indicators based upon "Literacy and Numeracy Drive". Thus, the study aimed to explore the teachers' perceptions regarding LND drive and evaluate students' performance based on LND data in Punjab. Furthermore, difference between target and achieved scores in subjects of Urdu, Mathematics and English were also studied.

*Statement of the Problem*

Andrabi, Das, Khwaja, Vishwanath and Zajonc (2007) prepared Annual report LEAPS (Learning and Educational Achievements in Pakistan Schools) on Pakistani schools regarding LND initiative (2014) taken by Government of the Punjab. They reported that the LND drive is facing substantial challenge that students are not showing improvement in basic concepts of writing, reading and mathematics in their native language. Literacy and Numeracy Drive was introduced at grade III level to administer tablet-based assessment in Punjab. Through this drive 300,000 students are monthly assessed to measure their improvement in basics competencies in Urdu, English and Mathematics.

Attaining a satisfactory level of "Literacy and Numeracy" can significantly enhance students' performance. Previous basic content and skills related to subjects of Urdu, English and Math (Grades I and II) were targeted as expected learning outcomes for this drive. This study was intended to check that how successfully "Literacy and Numeracy Dive" playing its role in developing basic skills in the students like reading, writing and understanding information at grade III level in Punjab.

*Objectives of the Study*

The study was conducted with the following objectives:

1. To explore teachers' perceptions about constructive role of LND at primary level in district Gujranwala;
2. To analyze the trends of students' performance based on LND data in fundamental concepts of English, Mathematics and Urdu in district Gujranwala;
3. To differentiate the target and achieved scores of LND of Gujranwala with other districts of Punjab in district Gujranwala.

*Research Questions*

Following research questions were developed for meeting above mentioned objectives:

1. What are the teachers' perceptions about constructive role of LND at primary level?
2. What is the trend of students' performance based on LND data in fundamental concepts of English, Mathematics and Urdu

3. Is there any difference between target and achieved scores of LND of district Gujranwala with other districts of Punjab?

## Review of the Related Literature

"The term literacy should be defined from womb to tomb" (Alexander, 1997). Kirsch (2011), says that literacy have been changed due to social, political, economic and culture values over time. History showed that if people are capable of writing their names, they are considered literate. Gradually, people were required to become capable of reading and writing considered literate yet UNESCO documented that literate people must have attended 4 to 5 years schooling (Boudard & Jones, 2003).

Kennedy et al. (2012) said that at individual level, literacy has different definitions and meanings. And these divided under the domains of cognitive, affective, socio-cultural, creative and aesthetic levels. Each domain has different understanding of this concept. There are three assessment initiatives i.e. "Programme for International Student Assessment (PISA), the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Assessment of Adult Competencies" (PIACC). These initiatives took literacy only for reading purposes. These three programs focus on the process of reading to construct meaning from the text. These programs also emphasis on the significance of literacy to empower individuals (Brunner & Tally, 1999).

Department of Education and Skills (DES) documented literacy and numeracy as a capacity to read, understand and appreciate many forms of communication. It includes spoken and written language (DES, 2011). It showed that term literacy has many facts and multiple literacies (Kress, 2010; Rose & Meyer, 2002). On the other hand, Aistear (NCCA, 2009) defines literacy as the capability to recite and transcribe. It assists children to communicate with others. According to Sulzby and Teale (1991), literacy also means that a child develops his/her own understanding and meaning.

Adult readers can construct meanings from variety of texts by their own (Mullis, Martin, Kennedy & Foy, 2007). These definitions focus on literacy as interactive process of reading comprehension (Ruddell & Unrau, 2004). Literature indicated that PISA and PRILS value the significance of reading comprehension to reflect literacy (Brunner & Tally, 1999).

Literature showed that literacy and numeracy have strong relationship and is a main component of human capital (Shomos, 2010). Numeracy means to communicate while making mathematical sense in everyday application use. It is an ability to explore and hypothesize logically by using different methods to solve problems (Booker et al., 1997). Historical background of literacy shows its three paradigms shifts from behavioristic to cognitive and socio cultural perspectives. In all aspects, first emphasis is given to reading skill as it is considered and taken from sociolinguistic perspectives. Second, it emphasizes on children's motivation, engagement and self-efficacy. There are

other three stages of literacy development with specific components i.e. vocabulary development, word recognition, accuracy, fluency, reading comprehension and writing (Kennedy et al., 2012). According to Leppänen et al. (2008), fluency in reading skill improves reading comprehension while writing skill involves symbolic process arises from independent expression (Kennedy et al., 2012).

Discovering numeracy Hamilton and Barton (2000) asserted that the aim of social and cultural numeracy is to determine an individual's level of literacy. Literacy testing means to answer questions of a test. It is also found that Ethnographic studies determine to examine how people are capable of using literacy and numeracy in daily life.

Literature reveals that parental involvement highlights that early reading under parents' guidance results in many benefits for children as they get assistance from formal literacy instructions. Furthermore, when parents involve in their children's reading habits, it determines language use and improve literacy (Bus, Jzendoorn & Pellegrini, 1995). On the other hand, Mbenzi (1997) argued that learners with low social background face difficulties in reading as compared to higher social background. He further explained that literacy is an ability to read and write in target language for different purposes. It aims to communicate with varied audience. Further, reading and writing is combined with listening and speaking and unfold various literary aspects. In this context, parents should educate their children, motivate them and promote intellectual in their children. It would further lead children to perform better in school (Haveman & Wolfe, 1995).

Literature also indicated that there is a difference between boys' and girls' performance when studying literacy and numeracy in a co-education system. It is found in literature that boys perform better and try to do better in numeracy while girls perform better in literacy and co-educational activities (Gilliganham & Stillman, 1997). On the other hand, many scholars argued that language instruction is an important and prominent teaching approach to teach literacy (Goodman & Ellis, 2005; cited in Kennedy et al., 2012). Research also showed that if children's literacy level is low, it would cause other problems at acquisition level later in life. The low level then further creates difficulties in obtaining educational goals (Ozola, 2008, cited in Kennedy et al., 2012).

A study by Magnuson, Ruhm and Waldfogel (2007) described that children's engagement in literacy and numeracy activities showed positive school results as compared those who are not engaged in literacy activities. Their study also found that pre- kindergarten activities improve reading and mathematical skills. Scheffers' (2005) study found that before the launch of family literacy and numeracy program, Ministry of Education conducted a survey on one Lower Primary and community program in 13 regions. He said that the survey was conducted due to strong belief i.e. to support parents to help their children. This support would result in literacy competence in order to perform better in schools. The main purpose of this survey in Namibia is to provide

support to parents so that they could guide their children for early five years' education.

A study on Reading among grade six learners in Namibia and Norway by Wikan et al. (2007) found that 63% children from low economic background faced difficulties while reading activities as compared to 48% children from higher economic background. PISA 2009 (OECD, 2010; Perkins et al., 2010) indicated that students in Ireland received higher scores on reading literacy than OECD average scores. Napoli and Purpura's (2015) study revealed that relation between numeral knowledge and language is achieved by informal numeracy.

In the above literature, it is noticed that literacy starts from early childhood learning from home where parental involvement  assist children to get familiarity with reading comprehension and numeracy. It is also found that several literacy practices are aimed to establish social and cultural practices while school literacy is highly linked with school assessment (Cole, 1996). Kennedy et al. (2012) prove that literacy is not only an individual tool in fact it is fully concerned with a social group to provide multiple literacies for multiple social groups. Gee (2000) is in similar context had proved that literacy is highly a social practice associated with wider social purposes and range. However, Street (2005) asserted that literacy is a unified skill which can be used across cultures. Lastly, it can be said that literacy is a requirement to acquire desired content with reading and writing skills. This paper highlighted that how literacy and numeracy play a constructive role in improving student performance at primary level in Punjab. Moreover with these objectives, the researchers found out that how students performed in fundamental concepts of English, Mathematics and Urdu subjects.

## Methodology

The study was designed into two stages.

*First Stage:* To see the trend in students' performance data of one year from January 2018 to March 2019 for grade III students' in Punjab district was collected.

*Second Stage:* One district "Gujranwala" was purposefully selected due to fluctuations in students' performance regarding LND.

### Research Design

To measure the effectiveness of LND, longitudinal survey research design was used. This research design is suitable as it helped the researchers to examine the change in responses of population over a specific time period (Gay, 2010).

### Research Method

For this study a trend survey (Gay, 2012) was used to study the effectiveness of LND in district Gujranwala.

*Sample of the Study*

According to School Education Department, there were 1545 males and 2798 female teachers working at primary level (School Education Department Punjab, 2011). By using stratified proportionate sampling technique, 10% primary schools' strata of male (154) and female teachers (279) from Gujranwala district were selected. Thus total sample selected was 433 teachers. Return rate of questionnaire was 338 (102 male and 236 female respondents).

*Data Collection*

Data regarding target and achieved scores about LND of district Punjab was also taken from the official website of "Literacy and Numeracy Monthly Spot Assessments" (https://open.punjab.gov. pk/ lnd/ reports/ about us). In second part of data collection teachers' perceptions about constructive role of LND were gathered through self-developed survey.

*Pilot Testing*

For reliability, survey was pilot tested from 30 primary school teachers. The reliability of this instrument was .878 which was comprised of 17 statements. For taking perceptions 5 point Likert scale was used in this instrument.

## Data Analysis

To explore the teacher perception and to see trends in students' performance SPSS and excel were used.

Table 1

*Descriptive scores on the statements about LND*

|  | Range | Mean | SD |
|---|---|---|---|
| Do you think due to visits of higher authorities has improved school physical infrastructure, Cleanliness, Students Attendance and Quality Indicators? | 4 | 4.34 | .94 |
| Do you think this drive has helped the students to acquire basic "Math's Skills" like recognizing shapes, time, problem solving and handling data? | 4 | 4.21 | .84 |
| Do you think this numeracy and literacy drive is effecting positively in the learning process of students? | 4 | 3.97 | 1.04 |
| Is this drive has made teachers punctual and more responsible for performing their duties? | 4 | 3.89 | 1.06 |
| Do you think this drive has helped the students to acquire basic "Urdu Language and Writing Skills" like recognizing, reading and writing words independently? | 4 | 3.81 | 1.16 |
| Do you think this drive has given you directions to keep your performance on the set indicators? | 4 | 3.79 | .94 |
| Has this drive played positive role in improving the basic learning outcomes of students of particular class and relevant age group? | 4 | 3.72 | 1.12 |

| | | | |
|---|---|---|---|
| This drive has improved percentage of student's presence? | 4 | 3.71 | 1.17 |
| Do you think this drive has helped the students to acquire basic "English Language and Writing Skills" like recognizing, reading and writing words independently? | 4 | 3.68 | 1.14 |
| Is this drive exerting positive influence on teachers and management performance? | 4 | 3.55 | 1.12 |
| Do you think this drive has helped students to read and write effectively in general? | 4 | 3.55 | 1.22 |
| Do you think the ongoing numeracy environment through this particular "LND Drive in Govt. Sector" has enabled the students to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of daily life | 4 | 3.52 | 1.023 |
| Do you think this drive has yielded fruitful results among the students as compared with private sector? | 4 | 3.47 | 1.23 |
| Is this drive and mechanism of testing through third party carry on in future? | 4 | 3.41 | 1.21 |
| Do you think the ongoing literacy environment through this particular "LND Drive in Govt. Sector" has enabled the students to gain the skills necessary to participate in the general education curriculum? | 4 | 3.39 | 1.15 |
| Do you think these indicators and measures have made teacher's job tough? | 4 | 3.10 | 1.25 |
| Do you think this drive has burdened you? | 4 | 2.99 | 1.24 |

Above table shows the descriptive information about each statement asked from the elementary teachers of Gujranwala. Perception from teachers (338) on above mentioned statements were taken which shows that majority of teachers have agreed on the first two statements that visits of higher authorities has improved school physical infrastructure, Cleanliness, Students Attendance and Quality Indicators and this drive has helped the students to acquire basic "Math's Skills" like recognizing shapes, time, problem solving and handling data. Mean score for these two statements was high as 4.34 and 4.21. Lowest mean score (2.99) was on the statement that this drive has burdened teachers.
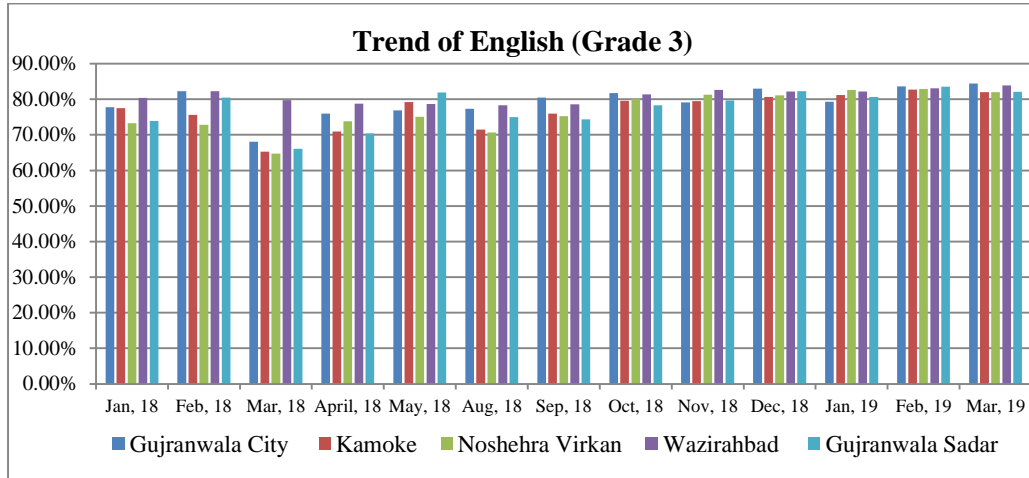
***Figure 1.*** Performance trend of English subject of grade 3 students in Gujranwala

Above chart shows the trend in performance of grade 3 students for English subject in district Gujranwala. Chart shows increase in the scores from 78% to 82% over the year, which indicates improvement in students' performance in fundamental concepts of English subject.
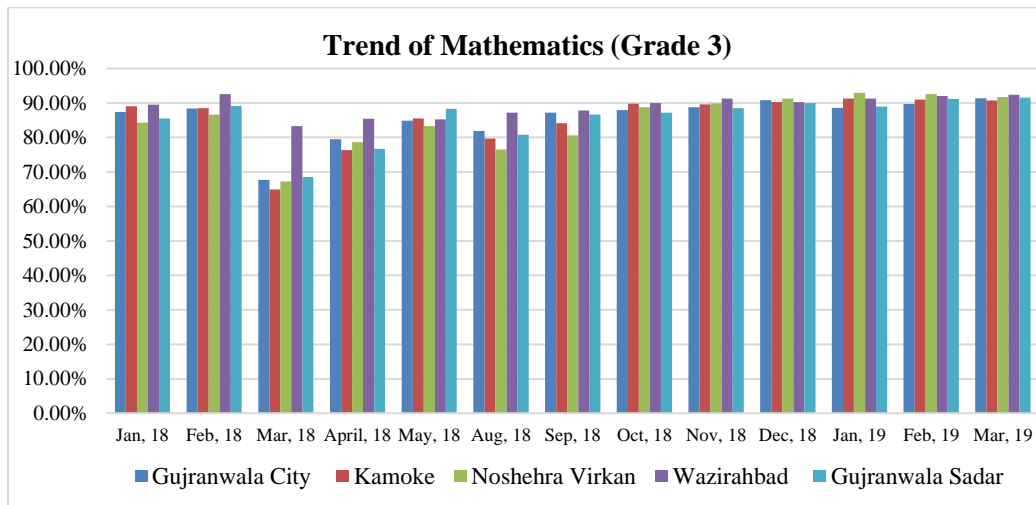


***Figure 2.*** Performance trend of Mathematics subject of grade 3 students in Gujranwala

Above chart shows the trend in performance of grade 3 students for Mathematics subject in district Gujranwala. Chart shows increase in the scores from 87% to 91% over

the year, which indicates good improvement in students' performance in fundamental concepts of Mathematics.
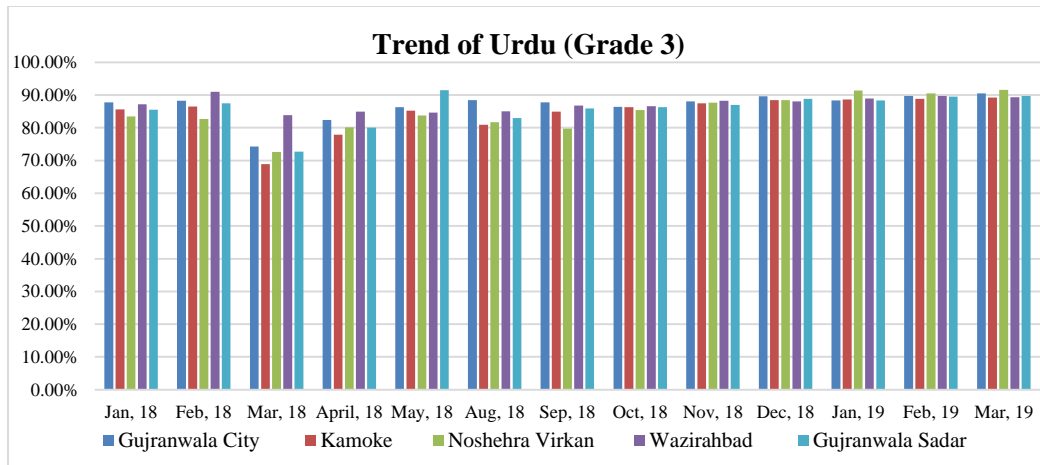


**Figure 3.** Performance trend of Urdu subject of grade 3 students in Gujranwala

Above chart shows the trend in performance of grade 3 students for Urdu subject in district Gujranwala. Chart shows that throughout year performance remained more than 80% with minor decrease in few months. Which depicts good improvement in students' performance in fundamental concepts of Urdu as compared to English and Mathematics.
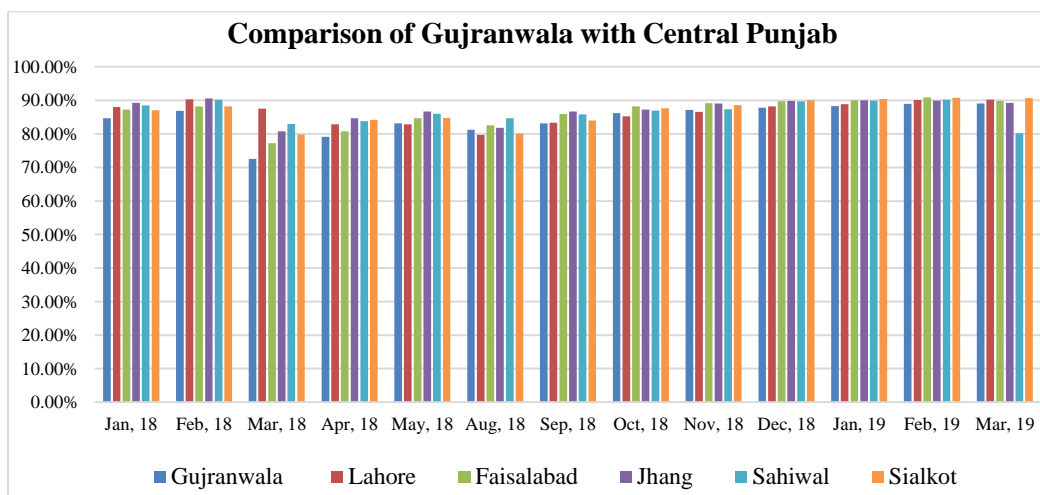


**Figure 4.** Comparison of Gujranwala with Central Punjab based upon LND achieved scores

Above chart shows the comparison of Gujranwala district with Central Punjab based upon LND achieved scores. Target is set to achieve 80% performance in three selected courses i.e., English, Mathematics and Urdu in LND. Data from January, 2018 to March, 2019 depicts gradual increase in performance.
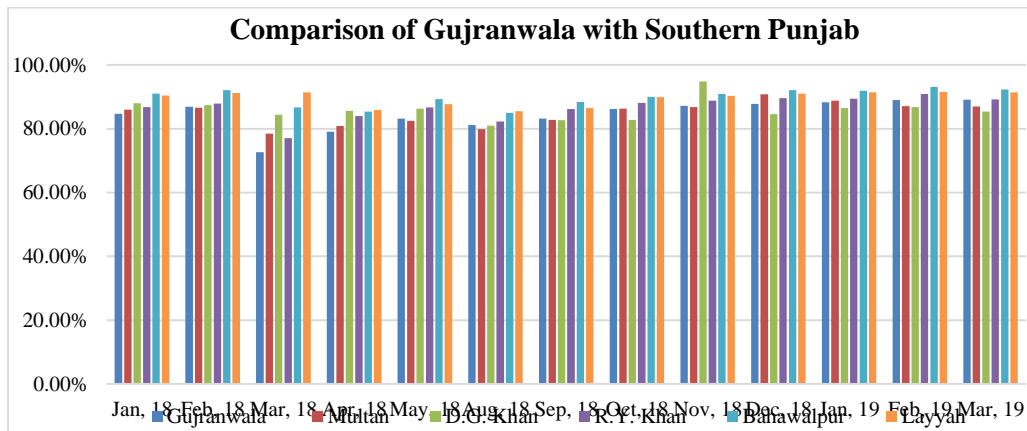


*Figure 5.* Comparison of Gujranwala with Southern Punjab based upon LND achieved scores

Above chart shows the comparison of Gujranwala district with Southern Punjab based upon LND achieved scores. For literacy and numeracy drive target is set to achieve 80% performance in three selected courses i.e., English, Mathematics and Urdu. Data from January, 2018 to March, 2019 depicts increase in performance from the beginning of year till end.



*Figure 6.* Comparison of Gujranwala with North Punjab based upon LND achieved scores

Above chart shows the comparison of Gujranwala district with North Punjab based upon LND achieved scores. For literacy and numeracy drive target is set to achieve 80% performance in three selected subjects i.e., English, Mathematics and Urdu. Data from January, 2018 to March, 2019 shows t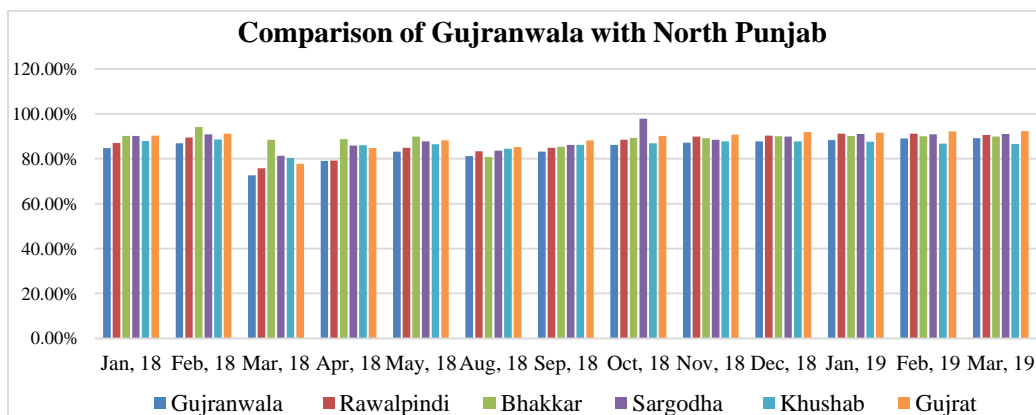hat overall improvement in every month performance targets were achieved except two districts Gujranwala and Rawalpindi in March 2018.

## Discussion

Through the Literacy and Numeracy Drive initiated by PITB, the students across Punjab are being assessed against the learning outcomes of their particular class.

First objective was about the perception of teachers regarding constructive role of LND drive in Punjab. Teachers showed their concern about the difficulty of their jobs (M = 3.10, SD = 1.25) but they also highlighted positive aspects of this drive as LND makes teachers more responsible towards their duties (M = 3.89, SD = 1.06), influence positively on management process (M = 3.55, SD = 1.12). This notion also supported by Osberg (2000) as increasing literacy and numeracy is helpful in measuring the desired educational outcome.

Second objective of the study was to analyze the trends in students' performance based on LND data. Data was accessed through LND website and results of Urdu, English and math subjects were also compared. Data revealed positive changes in scores as shown in charts 1,2&3. Students also showed improvement in fundamental concepts of these subjects. Also, this data is supported by teachers' perception as teachers also responded that students basic concepts and skills in English (M = 3.68, SD = 1.14), Urdu (M = 3.81, SD = 1.16) and Math (M = 4.21, SD = .84) were improved after this drive. Highest improved scores of LND were observed in Urdu (Chart 1) subjects as compared English and Math. These results are also co-relates with the study of Magnuson, Ruhm and Waldfogel (2007) as children's engagement in literary activities showed positive school results as compared those who are not engaged in literacy activities.

Third objective of the study was to compare the target and achieved scores of LND of district Gujranwala with other districts of Punjab. Scores of LND drive of different districts were analyzed by dividing districts into three regions North, South and Central Punjab. From every district, five districts were randomly selected for comparison. It was noted that all the districts of North Punjab (Rawlpindi, Bhakkar, Sarghoda, Kushab & Gujrat) were able to meet the target scores 80% mostly. However, district Sargodha was on top with 95% by exceeding the target in LND drive. In Southern Punjab (Multan, D.G khan, R.Y. Khan, Bahawalpur & Layyah) despite few variations, most of the districts met the target scores of LND drive. Here D.G Khan was on top with 90% among all districts. Likewise in Central zone (Lahore, Faisalabad, Jhang, Sahiwal & Sailkot), the entire district were successful in meeting the target except district Sahiwal. This shows that LND drive is successfully implemented by Education department in different

districts of Punjab. To strengthen this notion, teachers also highlighted the effectiveness of LND drive. Teachers responded this LND drive as fruitful and effective (M = 3.47, SD = 1.23), played positive role in basic learning (M = 3.72, SD = 1.12) and makes students responsible and punctual (M = 3.89 & SD = 1.08). Kennedy et al. (2012) argued that if children's literacy level is low, it would cause other academic problems at acquisition level. The low level then further creates difficulties in obtaining educational goals (Ozola, 2008). This means that at basic level, students are being subjected to improve their basic skills which ultimately improve their learning later in life. Gee (2000) stressed that literacy is highly a social practice associated with wider social benefits for society and community in long run. Street (2005) asserted that literacy is basic requirement to acquire desired skill and knowledge.

## Conclusion and Implications

It is concluded that Literacy and Numeracy drive is successfully implemented in District Punjab. The result of this drive is positive and effective throughout the year from January 2018 to March 2019. Students' basic language and understanding skills are improved. Teachers expressed positive behavior and improvement in. Moreover, this drive is acting as catalytic agent in transforming schools management practices to become more concerned about achieving targets set by department of education. The role of MEAs in implementing and directing this drive is important. Continuous support of regulatory authority (Punjab Education Department) is the key factor to make this drive successful and effective in all respects.

Based on the results of this study it is recommended that LND drive should be implemented in other provinces as well. Pakistan can achieve targets of SGDs goals if sufficient resources and efficient strategies are applied to eradicate illiteracy at each level (basic and adult). Keeping in mind the capacity of formal education system, a parallel informal infrastructure should be developed to support this drive at each district level. Government may seek help of retried teachers and unemployed graduates to implement LND positively. Also, government should seek community support to raise awareness among parents about literacy and its multidimensional benefits. Community may contribute in identifying the adults and children which are illiterate and bridge the gap of access and resources.

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**Evaluating Effects of Think Pair Share Technique on the Descriptive Writing Skill of Secondary School Learners**

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## Abstract

*Think Pair Share (TPS) is a cooperative teaching- learning method which helps learners in developing critical writing ability. An experimental study was designed to evaluate the efficacy of TPS on tenth-grade students to find out whether this technique could assist and enable learners to expedite descriptive writing skill. Objectives were to find out the effectiveness of TPS in developing descriptive writing skill of the learners. Design of the research was pre-experimental where one group pre-test post-test design was used. The population of this study comprised of the secondary school Male learners at the district of Bahawalpur. Sixty students equally divided in two groups were taken through cluster sampling on the basis of their results and class performance. A test was conducted to observe the progress gained before and after the implementation of TPS technique. It was observed that learners showed transformation in five aspects: content improved from 12 to 16, organization from 11 to 15, lexis from 9 to13, grammar from 8 to 10, and mechanics from 8 to 11 where the improvement for each aspect was 4, 4, 4, 2 and 3. The tool tried out after having validity, reliability, difficulty index, and discrimination index. The results calculated by independent sample showed tcount is -12.145 with degree of freedom (df) is (n-1) 39-1=38 and the score of sig. (2-tailed) = .000<0.05. The value of ttable for df 38 is -1.685, it means that the value of tcount is lower than the value of -ttable (24.958<-1.685). So, H0 is rejected and Ha is accepted, it means that there is positive difference score of test before and after treatment by using learner training. It can be concluded that Think-Pair-Share technique is an effective tool that can help the students' achievement in descriptive writing at the secondary level.*

**Keywords:** Think Pair Share, Descriptive writing, Writing skill, Descriptive content

## Introduction

The English language retains its status as a foreign language in lock stock and barrel of Pakistani educational scenario. Here language skill development is considered to be a complex process and especially while teaching writing skill English language

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teachers seemed to be more critical in devising and establishing sophisticated techniques. Cooperative learning is considered to be the best in teaching writing skill in this regard. Cooperative learning seemed to be general in its orientation as it deals with many techniques. With reference to teaching writing Think Pair Share (TPS) seemed to be reliable and facilitative in its use. TPS techniques offer learners to develop interaction among peers and to consolidate and recollect ideas.

Think Pair Share (TPS) Technique seemed quite effective in learning process of theoretical courses at elementary, secondary and higher levels of education. This technique is effective as it produces critical thinking process among learners which enhances communicative competence, makes them more expressive and elaborative in mediums of expressions such as speaking, reading and writing. Think Pair Share technique tends to develop an aptitude among learners which enables them to stray away from usual routine thinking. The researchers are interested in using TPS as a substitute approach. It was Frank Lyman who explored three steps of this approach. According to Lyman (2009: 213) the first step is Think; and at that step: the teacher invokes the learner's thinking with a rapid question or reflection. The second step is Pair; where the learner of target language involves a fellow learner or partner and compares their opinion or thought. When they have completed these two steps then at the third step they share their inference with the teacher and class fellows in round-robin fashion.

Researches like Syahputra and Ginting (2012), Aseptiana (2013) and Laini (2014) conducted studies regarding this issue and concluded that the respondents showed positive response during the TPS implementation in the classroom and even qualitative surveys showed that the learners agreed to the application of TPS in helping them to improve their writing in descriptive tests. So it can be concluded that TPS technique seemed more effective than the tradition method of teaching and learning in the improvement of descriptive writing skill. It is obvious from the results of previous researches that learners learning English as a Target language may improve their writing skill through using TPS technique therefore, the researchers of the present study applied this technique to the Secondary school learners in Bahawalpur (Pakistan). The application of this technique would bring out the reality whether in Pakistani scenario this technique gains the same results or not. So this study entitled, "Evaluating effects of think pair share technique on the descriptive writing skill of secondary school learners. The Present research aimed at identifying whether descriptive writing of the learners can be improved by using Think-Pair-Share technique. Action research technique was used to implement

TPS in two cycles. The results of the post-test in each round identified that there was substantial enhancement of the respondents in descriptive writing skill. This approach is likely to overcome the difficulty that occurs in the acquisition of writing skill. The investigation method of this research is quantitative which is designed as pre-experimental, that is one group pre-test post-test design.

The results showed that the TPS technique seemed highly effective for enhancing learners' mastery over writing skill. Due to these technique learners were able to improve five basic skills in descriptive writing that are i) organization, ii) lexis, iii) content, iv) mechanics and v) Vocabulary. It was obvious from the results that this technique easily improved organization, lexis and content but a few improvements were found in the improvement of mechanics and grammar among the learners of secondary school learners in Pakistan. It happened because it is easy for the learners to improve themselves in organization, vocabulary and content but it requires serious efforts on the part of learners and English language teachers to put their efforts for the longer span of time to get better results in grammar and mechanics. The research suggests that ELT's and others may use this technique to teach writing as it seemed to help students in the attainment of their descriptive writing skills which directly affects their abilities in writing English language.

*The Phases of Think Pair Share (TPS)*

(Sumarsih & Sanjaya, 2013) suggested some of the phases for TPS that are stated as under.

**Step 1** Keep the students in groups or at least in pairs. **Step2**. Pronounce a conversation an issue or problem to solve. **Step3**. Give a break to the students of at least 10 seconds so that they may think critically. **Step4** Announce partners of pairs among a group who will pair each other. **Step5**. Now tell learners to pair up and discuss the announced issue or topic for the solution **Step 6**. In the end haphazardly call on a few students to SHARE their ideas with the class.

*Objectives*
1. To find out whether, use of think pair share (TPS) technique affects learner's descriptive writing technique.
2. To influence the students to be enhanced in descriptive writing.

*Research Question*
- To what extent do the learners succeed in writing descriptive Text significantly after implication of the Think Pair Share Technique?"

*Hypothesis*
*Null Hypothesis*

There is no significant change on student's descriptive writing capability with and without think pair share technique H0

*Alternative Hypothesis*

There is significant change on student's descriptive writing capability with and without think pair share technique Ha

## Research Methodology

The present research study is experimental in its design and uses one group pretest and post-test technique. Gay, Mills, and Airasian (2006) were of the view that the studies of this type can be successful if the scores attained from the pretest are compared with that of post-test assessments. So the researchers have also tried out the same methodology in this research paper. The researcher conducted this study in three secondary schools of Bahawalpur (Pakistan). The samples of this research were the tenth class learners (Male) learning at secondary school. The samples of the study were selected through cluster sampling technique.

Table 1
*Sampling of Schools*

| No | Name of Schools | Learners | | |
|----|-----------------|----------|----------|----------|
| 1 | Government Sadiq Dane High school Bahawalpur | Group 1 10 | Group 2 10 | Group 3 10 |
| 2 | Government Technical High school Bahawalpur | Group 1 10 | Group 2 10 | Group 3 10 |
| Total Group 1,2 | | 30+30 = 60 | | |

*Technique of Data Analysis*

The researchers administered a test and after the test the assessed tests were evaluated and scored. The data was fed and analyzed which proved the hypothesis. The writer used SPSS to calculate the means, standard deviation and t-test. On the basis of results the following results were educed which stated that the aim of hypothesis analysis is to determine whether or not it is accepted or rejected, which further leads to answer the research question. The formula for hypothesis acceptance or rejection is as proposed by Arikunto (2006) below:

- If t-score < t-table, Ho is accepted and Ha is rejected
- If t-score > t-table, Ho is rejected and Ha is accepted

## Literature Review

Teaching English language skills to the students of non-English speakers is a tough ask. Especially majority of learners in Pakistan seemed to face difficulty in writing skill. Nunan (2003) is of the view that writing is a process in which a learner creates ideas through thinking and then expresses his/her ideas into white paper through writing. It may be inferred that writing is a mental as well as; physical work. Writing initiates human faculty of thinking and arranges ideas in the form of proper lexicons, grammar and punctuation marks. Heaton (2010) classifies descriptive writing scheme into five basic elements that are content, organization, lexis, grammar and mechanics. In Pakistani scenario the learners at secondary level face five major difficulties in achieving proficiency in descriptive writing. i) identification of ideas to write ii) lexical problems iii) enable to organize ideas appropriately and find it difficult to compose a paragraph iv) selection of proper grammar rules for ejaculation of conceived idea v) spelling mistakes. These are the difficulties due to which majority of the learners fail to pass secondary central exams and leave their study for good. Present research acted as reformative for the teachers and learners who after implementation of TPS technique were able to improvise and enhance their descriptive writing ability. System of education in Pakistan is descriptive in its nature and the learners have to write essays, stories and explain poetic inferences. So it seemed demanding that the writing skill of these learners may be enhanced.

Majority of the researchers such as Lujan & Dicarlo, 2006); (Cortright et al., Goodwin, 2005), are of the view that think pair share strategy may have valuable impacts in the classroom. They found that TPS is helpful in increasing critical thinking, quality of learning, learner's response and creative writing. Oshima and Hogue (1999:3) related

that writing generally and academic writing particularly demand practice to achieve plausible capabilities. Writing is said to be a process not a product in itself as it demands revision, review and even them it is not complete. Writing is tool of communication and through this tool feelings, ideas and emotions can be conveyed to others. Sharples (1999: 8) describes writing as an opportunity which enables learners to express and explain ideas. It is evident from the above discussion that the descriptive writing is a field of English language to be mastered by students and supposedly, according to Evawina (2010:7) descriptive writing is a genre of writing which portrays a person, place, or thing clearly in such a way that the reader can visualize the topic and enter into the writer's experience. Additionally, the investigators like Ransdell and Laure Barbier (2002: 143) proposed a method that has to be applied in the learning process of writing descriptive paragraph. They are of opinion that a good writing strategy can be trained, and it can improve writing performance. Name of this method is Think Pair Share (TPS) in which learner poses a challenging or open-ended question by teacher and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes.

## Results and Discussion

Table 2
*Student's Test Question's No: 01*

| Sr. No | Before Applying TPS<br><br>Why was Holy Quran sent in Arabic? | After Telling about TPS<br><br>Where was the Holy Prophet ﷺ born? | After practical Application of TPS<br><br>Why was Holy Quran sent in Arabic? | Total numbers<br><br>15 | Mean |
|---|---|---|---|---|---|
| 1. | 2 | 3 | 5 | 10 | 3.33 |
| 2. | 2 | 4 | 4 | 10 | 3.33 |
| 3. | 1 | 3 | 5 | 09 | 3.00 |
| 4. | 2 | 4 | 4 | 10 | 3.33 |
| 5. | 1 | 3 | 5 | 09 | 3.00 |
| 6. | 2 | 3 | 5 | 10 | 3.33 |
| 7. | 2 | 3 | 5 | 10 | 3.33 |
| 8. | 1 | 3 | 4 | 08 | 2.66 |
| 9. | 2 | 3 | 4 | 09 | 3.00 |
| 10. | 1 | 3 | 5 | 09 | 3.00 |

| | | | | | |
|------|------|------|------|------|------|
| 11. | 1 | 3 | 4 | 08 | 2.66 |
| 12. | 2 | 3 | 5 | 10 | 3.33 |
| 13. | 1 | 3 | 5 | 09 | 3.00 |
| 14. | 2 | 3 | 3 | 08 | 2.66 |
| 15. | 1 | 3 | 4 | 08 | 2.66 |
| 16. | 1 | 5 | 5 | 11 | 3.66 |
| 17. | 2 | 2 | 5 | 09 | 3.00 |
| 18. | 1 | 2 | 4 | 07 | 2.33 |
| 19. | 1 | 3 | 5 | 09 | 3.00 |
| 20. | 2 | 3 | 5 | 10 | 3.33 |
| 21. | 2 | 3 | 4 | 09 | 3.00 |
| 22. | 1 | 2 | 5 | 08 | 2.66 |
| 23. | 2 | 3 | 4 | 09 | 3.00 |
| 24. | 2 | 2 | 5 | 09 | 3.00 |
| 25. | 3 | 3 | 5 | 11 | 3.66 |
| 26. | 2 | 2 | 5 | 09 | 3.00 |
| 27. | 1 | 3 | 4 | 08 | 2.66 |
| 28. | 2 | 2 | 5 | 09 | 3.00 |
| 29. | 1 | 2 | 5 | 08 | 2.66 |
| 30. | 2 | 2 | 4 | 09 | 3.00 |
| | 1.60 | 3.16 | 4.53 | 9.06 | |

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 9.06. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Table 3
*Student's Test Question's No: 02*

| Sr. No | Before Applying TPS<br><br>What did he want to eradicate?(مٹانا) | After Telling about TPS<br><br>What type of people were the Arabs? | After practical Application of TPS<br>What did the Arabs tell Abu Talib? | Total numbers<br><br>15 | Mean |
|---|---|---|---|---|---|
| 1. | 2 | 4 | 4 | 10 | 3.33 |
| 2. | 0 | 3 | 5 | 08 | 2.66 |
| 3. | 2 | 2 | 4 | 08 | 2.66 |
| 4. | 0 | 2 | 3 | 05 | 1.66 |
| 5. | 2 | 4 | 5 | 11 | 3.66 |
| 6. | 2 | 4 | 3 | 09 | 3.00 |
| 7. | 0 | 3 | 4 | 07 | 2.33 |
| 8. | 0 | 4 | 5 | 09 | 3.00 |
| 9. | 0 | 4 | 5 | 09 | 3.00 |
| 10. | 0 | 3 | 3 | 06 | 2.00 |
| 11. | 0 | 4 | 4 | 08 | 2.66 |
| 12. | 2 | 4 | 4 | 10 | 3.33 |
| 13. | 2 | 3 | 5 | 10 | 3.33 |
| 14. | 0 | 4 | 4 | 08 | 2.66 |
| 15. | 0 | 2 | 4 | 06 | 2.00 |
| 16. | 2 | 4 | 4 | 10 | 3.33 |
| 17. | 1 | 3 | 4 | 08 | 2.66 |
| 18. | 1 | 4 | 5 | 10 | 3.33 |
| 19. | 0 | 4 | 4 | 08 | 2.66 |
| 20. | 0 | 3 | 4 | 07 | 2.33 |
| 21. | 0 | 4 | 4 | 08 | 2.66 |
| 22. | 0 | 4 | 4 | 08 | 2.66 |
| 23. | 0 | 4 | 3 | 07 | 2.33 |
| 24. | 0 | 3 | 4 | 07 | 2.33 |
| 25. | 2 | 2 | 3 | 07 | 2.33 |
| 26. | 0 | 4 | 4 | 08 | 2.66 |
| 27. | 1 | 3 | 3 | 07 | 2.33 |
| 28. | 1 | 2 | 4 | 07 | 2.33 |
| 29. | 2 | 2 | 4 | 08 | 2.66 |
| 30. | 2 | 3 | 4 | 09 | 3.00 |
| | 0.80 | 3.30 | 4.00 | 8.10 | |

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 8.10. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Table 0
*Student's Test Question's No: 03*

| Sr. No | Before Applying TPS<br><br>Why and where was a fair held? | After Telling about TPS<br>What did the Arabs tell Abu Talib? | After practical Application of TPS<br>Where was the Holy Prophet ﷺ born? | Total numbers<br><br>15 | Mean |
|--------|------|------|------|------|------|
| 1. | 1 | 3 | 4 | 08 | 2.66 |
| 2. | 0 | 3 | 4 | 07 | 2.33 |
| 3. | 0 | 3 | 4 | 07 | 2.33 |
| 4. | 0 | 3 | 3 | 06 | 2.00 |
| 5. | 2 | 4 | 4 | 10 | 3.33 |
| 6. | 2 | 3 | 4 | 09 | 3.00 |
| 7. | 0 | 3 | 4 | 07 | 2.33 |
| 8. | 1 | 4 | 3 | 08 | 2.66 |
| 9. | 1 | 4 | 4 | 09 | 3.00 |
| 10. | 1 | 4 | 3 | 08 | 2.66 |
| 11. | 2 | 3 | 3 | 08 | 2.66 |
| 12. | 0 | 3 | 3 | 06 | 2.00 |
| 13. | 0 | 4 | 4 | 08 | 2.66 |
| 14. | 3 | 3 | 5 | 11 | 3.66 |
| 15. | 2 | 4 | 4 | 10 | 3.33 |
| 16. | 2 | 4 | 3 | 09 | 3.00 |
| 17. | 2 | 4 | 4 | 10 | 3.33 |
| 18. | 2 | 3 | 3 | 08 | 2.66 |
| 19. | 0 | 3 | 3 | 06 | 2.00 |

| | | | | | |
|-----|---|---|---|----|------|
| 20. | 0 | 4 | 3 | 07 | 2.33 |
| 21. | 0 | 4 | 4 | 08 | 2.66 |
| 22. | 2 | 3 | 4 | 09 | 3.00 |
| 23. | 0 | 3 | 3 | 06 | 2.00 |
| 24. | 0 | 5 | 3 | 08 | 2.66 |
| 25. | 0 | 3 | 4 | 07 | 2.33 |
| 26. | 0 | 3 | 3 | 06 | 2.00 |
| 27. | 2 | 2 | 4 | 08 | 2.66 |
| 28. | 2 | 4 | 3 | 09 | 3.00 |
| 29. | 2 | 3 | 4 | 09 | 3.00 |
| 30. | 2 | 5 | 4 | 11 | 3.66 |
| | 1.03 | 3.46 | 3.60 | 8.10 | |

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 8.10. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Table 5
*Student's Test Question's No: 04*

| Sr. No | Before Applying TPS<br><br>What type of memory did the Arabs possess? | After Telling about TPS<br>What type of land is Arabia? | After practical Application of TPS<br><br>What type of land is Arabia? | Total numbers<br><br>15 | Mean |
|--------|------|------|------|------|------|
| 1. | 2 | 4 | 5 | 11 | 3.66 |
| 2. | 2 | 4 | 4 | 10 | 3.33 |
| 3. | 1 | 4 | 5 | 10 | 3.33 |
| 4. | 2 | 4 | 5 | 11 | 3.66 |
| 5. | 2 | 3 | 4 | 09 | 3.00 |
| 6. | 1 | 4 | 5 | 10 | 3.33 |
| 7. | 2 | 4 | 4 | 10 | 3.33 |
| 8. | 1 | 2 | 4 | 07 | 2.33 |
| 9. | 1 | 3 | 3 | 07 | 2.33 |
| 10. | 2 | 3 | 5 | 10 | 3.33 |
| 11. | 2 | 4 | 4 | 10 | 3.33 |
| 12. | 2 | 4 | 4 | 11 | 3.66 |
| 13. | 2 | 2 | 4 | 08 | 2.66 |
| 14. | 2 | 4 | 5 | 11 | 3.66 |
| 15. | 2 | 3 | 4 | 09 | 3.00 |
| 16. | 1 | 4 | 5 | 10 | 3.33 |
| 17. | 1 | 4 | 5 | 10 | 3.33 |
| 18. | 1 | 4 | 5 | 10 | 3.33 |
| 19. | 1 | 4 | 5 | 10 | 3.33 |
| 20. | 2 | 4 | 3 | 09 | 3.00 |
| 21. | 2 | 3 | 5 | 10 | 3.33 |
| 22. | 3 | 3 | 3 | 09 | 3.00 |
| 23. | 2 | 4 | 5 | 11 | 3.66 |
| 24. | 1 | 5 | 4 | 10 | 3.33 |
| 25. | 2 | 4 | 4 | 10 | 3.33 |
| 26. | 0 | 4 | 4 | 08 | 2.66 |
| 27. | 2 | 4 | 4 | 10 | 3.33 |
| 28. | 2 | 4 | 4 | 10 | 3.33 |
| 29. | 2 | 4 | 4 | 10 | 3.33 |
| 30. | 2 | 5 | 3 | 10 | 3.33 |
|  | 1.66 | 3.73 | 4.26 | 9.70 |  |

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 9.70. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Table 6

*Student's Test Question's No: 05*

| Sr. No | Before Applying TPS<br><br>How did Holy Prophet (P.B.U.H) spend his time in the cave of HIRA? | After Telling about TPS<br><br>What type of life Hazrat Muhammad (P.B.U.H) has spent? | After practical Application of TPS<br><br>How did Holy Prophet (P.B.U.H) spend his time in the cave of HIRA? | Total numbers<br><br>15 | Mean |
|---|---|---|---|---|---|
| 1. | 3 | 3 | 4 | 10 | 3.33 |
| 2. | 2 | 4 | 5 | 11 | 3.66 |
| 3. | 2 | 4 | 3 | 09 | 3.00 |
| 4. | 2 | 3 | 5 | 10 | 3.33 |
| 5. | 1 | 3 | 4 | 08 | 2.66 |
| 6. | 2 | 4 | 4 | 10 | 3.33 |
| 7. | 1 | 3 | 4 | 08 | 2.66 |
| 8. | 2 | 4 | 5 | 11 | 3.66 |
| 9. | 2 | 4 | 4 | 10 | 3.33 |
| 10. | 2 | 4 | 4 | 10 | 3.33 |
| 11. | 2 | 4 | 5 | 11 | 3.66 |
| 12. | 3 | 3 | 4 | 10 | 3.33 |
| 13. | 3 | 3 | 4 | 10 | 3.33 |
| 14. | 2 | 4 | 4 | 10 | 3.33 |
| 15. | 2 | 2 | 4 | 08 | 2.66 |
| 16. | 2 | 5 | 4 | 11 | 3.66 |
| 17. | 3 | 3 | 4 | 10 | 3.33 |

| 18. | 3 | 3 | 4 | 10 | 3.33 |
|-----|---|---|---|----|------|
| 19. | 2 | 4 | 4 | 10 | 3.33 |
| 20. | 2 | 4 | 5 | 11 | 3.66 |
| 21. | 2 | 4 | 4 | 10 | 3.33 |
| 22. | 2 | 5 | 4 | 11 | 3.66 |
| 23. | 3 | 4 | 4 | 11 | 3.66 |
| 24. | 1 | 4 | 4 | 09 | 3.00 |
| 25. | 2 | 4 | 4 | 10 | 3.33 |
| 26. | 3 | 3 | 4 | 10 | 3.33 |
| 27. | 2 | 3 | 4 | 09 | 3.00 |
| 28. | 2 | 5 | 4 | 11 | 3.66 |
| 29. | 2 | 5 | 4 | 11 | 3.66 |
| 30. | 2 | 4 | 4 | 10 | 3.33 |
|     | 2.13 | 3.73 | 4.20 | 10.0 |   |

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 10.0. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

## Discussion

The major objective of the study was to reconnoiter the role of think-pair-share as a teaching technique in descriptive writing skill and the role of the teacher in its effective implementation. A teacher may use different activities for learning the language. These activities may be new and effective. Writing is the key element in learning the expressive language. It was asked from the respondents whether the teacher used activity based learning or not. Activities are designed to make the learners active. Activity-based learning is an essential part for teaching learning at secondary level. The results indicated that think-pair-share not only used but has significantly improved descriptive writing skills. It was also concluded that think-pair-share as a language class activity makes learners quick, responsive and achievement-oriented. The same conclusions were drawn

in the study of Alina (2010) as she found out that collaborative learning and shared understanding of descriptive writing can be enhanced through this technique. Sampsel (2013) described the link between the think-pair-share technique and collaborative writing skills in his research study.

The second objective of the study was designated to uncover the role of the teacher in the effective use of think-pair-share as an effective technique of teaching writing. Talking about the think-pair-share is a technique that makes contact between the text and mind, it seemed quite essential for the teachers to engage learners in such interactive learning processes at the secondary level. Findings of the current study were validated by the study of Saphua, Bugis and Jupiter (2013), which focused on the significant improvements in the descriptive writing and reading through think-pair-share technique. According to the results teachers used polling station method through which learners learn in group work. The same conclusions were drawn in a study by Raba (2017). She found think-pair-share more effective and interesting while use in group work. In this method, learners divide themselves into groups and they choose their own groups by polling. It makes learner active and efficient in the performance of descriptive script writing. The positive attitude of the teacher is found workable for removing the sense of laziness form the students. It was confirmed from the learners that the TPS method work, even more, when teachers encourage and motivate learners. Raba (2017) also indicates the role of TPS in eliminating shyness and enhancing courage among the students.

## Conclusion

The study identified Students' achievement in writing descriptive text. It was evaluated that in the beginning it was very low, in this study Think Pair Share (TPS) techniques was applied to solve the problem. It was found that there was a significant improvement on the students' achievement in writing descriptive text by applying the application of Think Pair Share method. It can be seen from the improvement of mean of students' score, namely: the mean of first evaluation sharply increased to the mean of second and the third evaluation, which have and respectively. The score continuously improved from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method. Questionnaire and interview report showed that students agreed that the application of TPS (Think Pair Share) method had helped them in writing descriptive text. It can be concluded that the

application of TPS method significantly improves students' achievement in writing descriptive text.

Learners at secondary level are given ample opportunity to write descriptively. They have sound vocabulary. In order to judge this it was asked from the respondents to give their opinion about the paragraph writing as it is one of the major aspects of expressing their ideas descriptively. Learners were asked to judge fluency in language learning. Students were asked to give their observation about the teacher's attitude towards teaching. Whether their teacher follows TPS technique or not. For this respondents were asked to tell if their teacher was dividing the students into groups.

## Recommendations

Teacher may use different activities for learning language. These activities may be new and effective. Writing is the key element in learning expressive language. It was asked from the respondents whether teacher used activity based learning or Not. Activities are designed to make the learners active. Activity based learning is essential part for teaching learning at secondary level. In a language class activities make learners quick, responsive and achievement oriented. In a class where there are activities is worth watching.

Talking about the lesson is a technique that makes contact between the text and mind. It seemed quite essential for the teaching learning at secondary level. Polling station method is a method through which learners learn through group work. In this method learners divide themselves into groups and they choose their own groups by polling. It makes learner active. This question was asked to judge whether teacher adopted that method or Not. Learning activities are workable for removing sense of laziness form the students. It was asked from the learners about the effectiveness of the TPS method. They were asked to tell if the TPS method improved their learning or not.

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# How Socioeconomic Classes Influence Academic Grades of Elementary School Students? Defining Mediation Role of School Backgrounds and Cognitive Processing Strategies

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## Abstract

*This study was conducted to determine the significant role of socioeconomic class, public school background, and the cognitive processing strategies in students' achieved academic grades. The survey method was used, and 149 students of different socioeconomic classes provided the required information. These students differ in their public and non-public school backgrounds. The partial least squares SEM method was adopted to identify the strengths and significances of interrelationships between students' socioeconomic classes, school backgrounds, cognitive processing strategies and their academic grades. The Smart PLS 3 software assisted in testing different path hypotheses. The students' socioeconomic classes were found significantly related to their academic grades. The students' memorization cognitive processing strategies acted as a mediator, and these strategies effected the relationships between students' socioeconomic classes and their academic grades. Although, socioeconomic classes significantly predicted the use of deep strategies, memorization strategies, and students' pubic school backgrounds. However, students' public school backgrounds and their deep strategies were not appeared to play significant roles in their academic grades. The schools should opt student-centred teaching methods. These teaching methods can provide active learning experiences in classrooms. Examinations should not promote reproduction of knowledge, rather these should assess students' comprehension levels.*

**Keywords:** Socioeconomic classes, Memorization strategies, Deep strategies, Academic grades, Pakistani private schools

## Introduction

The examinations, students' personal characteristics, students' home and school environment are important aspects of the educational process. The examination process evaluates aptness of students' learning achievements that consequence from their

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participation in educational activities at schools (Olatunji et al., 2016). Hence, the students' future choices for subjects to study and career decisions after completing a particular level of education depend on their performance in examinations (Dilnot, 2016; van der Berg & Shepherd, 2009). For these said reasons, students and teachers perpetually remain under worry for good grades, and most of the times they become limited to things, which are important from the examinational point of view, consequently, the students fail to pay considerations to some important aspects of teaching and learning (Schinske & Tanner, 2014). The desire to acquire high academic grades impacts differently to high achieving and low achieving struggling students; this academic grades or performance competition provides intrinsic motivation to high achieving students for the best possible performance, however, low achieving students who are extrinsically motivated become more stressed and anxious (Schinske & Tanner, 2014). However, the nature of examinations or assessments too, whether the formative or summative influence students' learning behaviours and their achievements in studies (Smith & Gorard, 2005).

In a category of personal factors, learning styles, cognitive styles, learning conceptions, epistemological beliefs, learning orientations, and cognitive processing strategies impact students' academic performance (Evans & Vermunt, 2013). Among the contextual factors, students' regulation of learning, teaching strategies and school environment etc. determine students' academic achievements (Vermunt & Vermetten, 2004). The socio-economic characteristics of the family, especially the mother and father education, parents' profession and family income have profound effects on students' academic performances (Gooding, 2001; Hoque et al., 2017; Jensen, 2009). Likewise, students' socioeconomic backgrounds are associated to types of schools they attend (Perry & Southwell, 2014), and behaviours they learn in schools (Hertel & Jude, 2016). In this way, the factors which might be of contextual, personal and socio-economic nature impact students' academic performances in examinations (Hijazi & Naqvi, 2006; Vermunt, 2005).

Generally, the socioeconomic class is known as a socio-economic variable that impacts students' quality of education and academic achievements (Thomson, 2018; Watermann et al., 2016). Typically, socioeconomic class or status consists of parents' professions, their educational backgrounds and the income of a family (Ash, 2004). Although, students of high socioeconomic classes perform better and they achieve higher academic grades than the students of low socioeconomic classes (Butler & Le, 2018; Puddey & Mercer, 2013), there are several factors that can act as the mediators for the relationships between students' socioeconomic classes and their academic performances (Farooq et al., 2011). The parents' capability to offer resources, which might be of cognitive, social or economic nature, for the education of their children depends on the socioeconomic classes they belong, and evidently, the parents of the higher socioeconomic classes appear more resourceful than the parents of low socioeconomic classes to provide different resources to their children (Butler & Le, 2018; Fischer et al.,

2019). Furthermore, the higher socioeconomic class parents' behaviour towards their children's education is more positive, and these parents pay more attention to school instructions, teacher-parent meetings and keep up their positive communication with school authorities and support and encourage their children to perform well in schools (Hertel & Jude, 2016). These parental behaviours associated with the parents of higher socioeconomic classes, once adopted by the parents of low socioeconomic classes, as well ended in better performance of their children in examinations (Elia, 2015).

In another approach, the parents manage the education of their children through selecting different schools for their education (Wrinkle et al., 1999). In a case, the parents of high socioeconomic classes are dissatisfied with the education provided in public schools, they choose non-public or private schools to ensure provision of quality education to their children (Institute of Social and Policy Sciences, 2010). However, the parents of low socioeconomic classes cannot  afford to make such choices for the education of their children because of their financial constraints (Awan, 2015; Rahman, 2004). Beside the parents' income; there is the parents' education, which has appeared as a reason for the parents' choice of non-public or private schooling for their children (Awan, 2015). As well, it is observed that the students of low socioeconomic classes cannot perform on par with students of higher socioeconomic classes studying in the same school (Fernández Sanjurjo et al., 2018). It looks that the obvious reason for parents' choices of private schooling was the deteriorating quality of education in public schools. However, Wrinkle et al. (1999) nullified this assumption, and with the support of data, they revealed that the racial, economic and religious exclusions are the plausible causes for the rise of non-public schools.

Overall, there are positive effects on education because of the increase in non-public schools. The non-public school students' higher academic achievements have positively impacted the achievements of students in neighbouring public schools, and correspondingly, there is an increase in academic achievements of students in public schools (Dee, 1998; Hoxby, 1994). However, after we account the socioeconomic classes of students, the gap in quality of education between non-public and public schools decreases to minimum (PISA, 2011, 2018), and the claim to deliver high quality education by non-public schools becomes doubted. Dronkers and Robert (2003) evaluated the effectiveness and performances of public, non-public and government dependent non-public schools. They found independent non-public schools less effective as compared to public schools, when the type, number of students, their parental background  and social composition were controlled.

Definitely, the students' personal features such as the nature of their cognitive processing strategies regulate their academic grades (Evans & Vermunt, 2013). The cognitive processing strategies actuate students' academic achievements because of their direct relationships to students' knowledge acquisition (Braun et al., 2012). The strategies

such as information rehearsal, memorization, elaboration, relating, structuring and organizing information etc. are the common examples of different cognitive processing strategies (Vermunt, 1996; Weinstein et al., 2010). Typically, all cognitive processing strategies can be classed into memorization and deep strategies (Biggs et al., 2001). Memorization strategies such as rehearsal help to remember and recall information (Weinstein et al., 2010), whereas deep strategies encompass the more extensive and complex group of strategies such as restructuring information, applying information to different contexts and the creation of new knowledge (Entwistle, 2001; National Research Council, 2012). The students with extrinsic motivation, who seek to pass examinations, commonly go for memorization (Entwistle & Peterson, 2004b). On the other hand, the students with intrinsic motivation, self-interest, self-regulation, self-satisfaction and high self-efficacy use deep cognitive processing strategies (Entwistle & Peterson, 2004a; Vermunt, 2005).

Among different cognitive processing strategies, the memorization strategies are the basic and the simplistic set of strategies; the students memorize textbook information at different levels of education (Marton & Saljo, 2005). These strategies are negatively linked to learning achievements (Biggs, 1987a; Marton & Saljo, 2005) because these do not culminate to a thorough understanding of the information (Beattie et al., 1997; Marton & Saljo, 2005). Therefore, it is preferred for students to use deep cognitive processing strategies; for the reason that these strategies end in a thorough understanding of textbook information (Case & Gunstone, 2002). However, several factors regulate the use of deep strategies; for example, the nature of a learning assignment, type and nature of the anticipated assessment to assess the learning, and the age of students (Hattie & Donoghue, 2016). Nonetheless, there exist differences between western and Asian students in distinguished use of deep or memorization strategies (Biemans & Van Mil, 2008; Biggs, 1998). The western literature specifies that high achieving students use only deep strategies, whereas, Asian studies disclose that high achieving students use both memorization and deep strategies (Kember, 2000; Marton et al., 2005). On the other hand, congruent to western literature low achieving students simply use rehearsal and memorization strategies (Ferla et al., 2010).

*Background of the Study*

In Pakistani society, three types of schools; public, non-public and religious schools prepare students for three different standards of living (Malik, 2012). This study is limited only about the two types; public and non-public schools. The public schools serve low and lower middle income families, and these schools have the teacher centered education system, annual examinations, and high dropout rates (Aziz et al., 2014; Siddiqui & Gorard, 2017). However, different types of non-public schools exist in Pakistan. The students from elite and ruling socioeconomic classes attend elite private schools, whereas parents of low middle and middle socioeconomic classes select low-

budget non-public schools for their children because of their dissatisfaction from public schools (Rahman, 2004). It is established that teachers, curriculum, and examination system encourage Pakistani student to use memorization strategies in their studies (Safdar, 2013), and the use of memorization strategies is noticeable among Pakistani students at different levels of education (Aijaz, 2001; Ali & Abou, 2019; Ali et al., 2018; Aziz et al., 2014). However, the manner these variables impact the Pakistani students' learning outcomes and academic grades, is unknown and unexplored. Although, Farooq et al. (2011) revealed an impact of students' socioeconomic classes on their academic grades, there is little we know, how these indirectly affect students' academic grades in Pakistan?

*The Problem and Hypotheses*

The study was planned to establish a manner these different factors; students' socioeconomic classes, the type of schools, and cognitive processing strategies define students' academic grades. The study explored direct effects of students' socio-economic classes on their cognitive processing strategies, public school backgrounds and academic grades. With regard to indirect effects, we explored indirect effects of students' socioeconomic classes on their academic grades through their school backgrounds, use of memorization and deep strategies. These objectives were achieved by testing the following hypotheses:

1. Students' socioeconomic class is not significantly related to their academic grades.
2. Students' socioeconomic class is not significantly related to their public school background.
3. Students' socioeconomic class is not significantly related to their deep cognitive processing strategies.
4. Students' socioeconomic class is not significantly related to their memorization cognitive processing strategies.
5. Students' public school background is not significantly related to their academic grades.
6. Students' public school background is not significantly related their deep cognitive processing strategies.
7. Students' public school background is not significantly related to their memorization cognitive processing strategies.
8. Students' deep cognitive processing strategies are not significantly related to their academic grades.
9. Students' memorization cognitive processing strategies are not significantly related to their academic grades.
10. The indirect effect of socioeconomic class on students' academic grades is not significant.

**Theoretical Framework**

A range of social, economic and cognitive resources that parents can endow for their children education might be contingent upon their socioeconomic classes (Hartas, 2015; Hollingworth et al., 2011; Mcmaster, 2017). Therefore, the students' socioeconomic classes can assist to fathom variations in students' learning behaviours at schools (Butler & Le, 2018; Butler et al., 2018; Hertel & Jude, 2016; Smith & Barrett, 2011). The belief that the non-public schools provide the better learning environment, and non-public schools vow students' high academic achievements; this belief instigates parents of higher socioeconomic classes to choose these schools for their children (Aziz et al., 2014). If indeed the performance of students at non-public schools is better than the students of public schools, unquestionably, the non-public school students should have ideal or at least better learning behaviours than public school students. The different cognitive processing strategies associate with various ideal and non-ideal learning attributes (Biggs et al., 2001; Biggs, 1987b; Vercellone-Smith et al., 2012; Vermunt & Vermetten, 2004), accordingly, the cognitive processing strategies that non-public school students use can inform about their so-called better learning behaviours. One distinctive aspect of ideal learning behaviour is the use of deep cognitive processing strategies, because these strategies have relationships with comprehension of learning content and higher academic achievements, however, memorization strategies such as rehearsal are unsuitable because these strategies consequence in rote learning and limited understanding of the learning content (Biggs et al., 2001; Biggs, 1987b; Vercellone-Smith et al., 2012; Vermunt & Vermetten, 2004). However, Asian and Western culture bequeath different conceptions of learning (Biemans & Van Mil, 2008; Biggs, 1998), which produce dissimilar patterns to use cognitive processing strategies among Asian and Western students (Kember, 1996).

The Western culture endorses a clear differentiation between the poor performing students and high performing students. The poor performing students greatly use memorization, whereas, the high performing students use deep cognitive processing strategies (Vermunt & Verloop, 2000). In Asian culture, there prevail a dissonant situation; the high performing students use both memorization and deep strategies, while, the low performing students use only memorization strategies (Kember, 2000). Based on the above arguments, the Figure 1 states the theoretical background of the study. Theoretically, it appears plausible that the students' socioeconomic classes will affect their academic grades directly, and indirectly through effecting the students' choices of cognitive processing strategies and the schools they study; non-public or public. As well, the theoretical stance indicates the conceivable effects of students' public or non-public school backgrounds on the use of strategies that can weaken or strengthen the indirect effects of socioeconomic classes on students' academic grades.

## Research Method and the Population

The survey research use quantitative data collection rather than experimentation to explain trends in population to understand a situation or phenomenon (Creswell, 2012). Therefore, the cross-sectional survey design was deemed appropriate to understand the effects of students' socioeconomic classes, their public or non-public schooling on their cognitive processing strategies and academic grades. The population of the study involved only male students from different public and non-public schools who passed their elementary school examination (Year $8^{th}$ examination). The convenient sampling technique (Howitt & Cramer, 2008) enabled researchers to select the sample from different public and non-public schools found in the Bahawalnagar city. The first author visited these schools, and collected the data from available students during these visits. One hundred and sixty questionnaires were handed out, and returned, however, after data screening, 149 questionnaires were found suitable for data analysis. The sample size was within the minimum suitable range to run structure equation modelling analysis through partial least squares method (Hair *et al.*, 2014; Wolf *et al.*, 2013; Wong, 2013) by using SmartPLS3 (Ringle *et al.*, 2015).
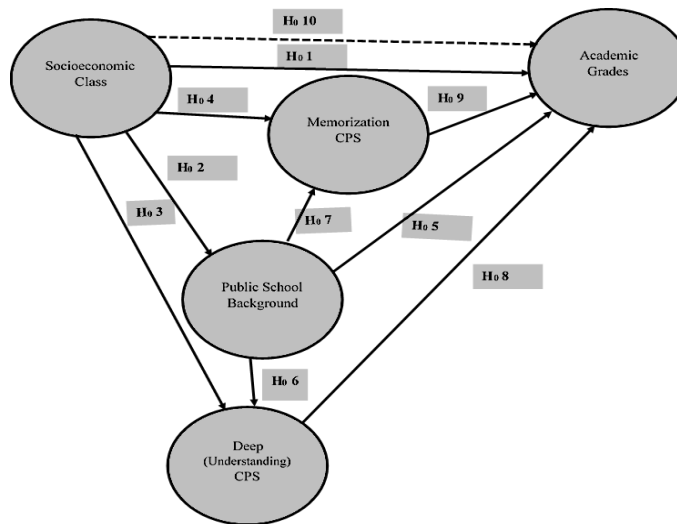


*Figure 5*. Theoretical Framework

*Measurement of Variables*

The hypothesized model in this study consisted five constructs. The two of these five constructs, namely memorization and deep (understanding) strategies, are the sub-constructs of the construct cognitive processing strategies. The items for the measurement

of memorization and deep (understanding) strategies were adapted in Urdu language from the cognitive processing strategies section of the inventory of learning styles English version (Vermunt, 1994). The scoring of parents' profession and parents' education was according to the Kuppuswami revised measure of socioeconomic class index (Khairnar *et al.*, 2017). The mothers' education is critical in child education (Hartas, 2015), therefore, it was included in socioeconomic class index in this study. However, the parents' income was excluded from the index because the relative function of income in determination of socioeconomic class is dubious and criticized (Mishra & Singh, 2003). In sum, the socioeconomic class index was the sum of scores of parents' profession, father and mother education. In response to self-reported questions, the students provided information about their strategies, academic grades, socioeconomic classes, public and non-public school backgrounds.

*Data Analysis*

The structural equation modelling (SEM) is used in data analysis. It is because the SEM provides an opportunity to combine factor and path analysis to understand the phenomenon under study concurrently (Hair *et al.*, 2014). Among the two commonly used techniques in structural equation modelling; co-variance based SEM and partial least squares SEM (Wong, 2013), the partial least squares SEM is used in this study because the partial least squares SEM is comparatively robust to small sample sizes and normality issues of data (Hair *et al.*, 2019; Rodríguez *et al.*, 2015). The SmartPLS 3 software (Ringle *et al.*, 2015) is used to operate structural equation modelling in this study.

## Results

The results section of the current study is divided into three sub-sections. The first sub-section provides the details and explanations of important issues linked to measurement of the constructs in this model. Whereas, the second sub-section covers the elucidation of the structural model and its associated parameters. Finally, the third sub-section debates about the proofs of the significance of different hypothesized paths.

*Measurement Model*

The Table 1 shows loadings or weights of different indicators or items to measure the constructs and sub-constructs unified in this model. The cognitive processing strategies entangle the measurement of the two sub-constructs: deep (understanding) cognitive processing strategies and memorization cognitive processing strategies. There are three items for the measurement of deep (understanding) strategies, and three items for the measurement of memorization strategies retained in this model. These items were retained because the loadings on these items for relevant sub-constructs were significant and above 0.50 (Hair et al., 2014; Hair et al., 2019) These indicators/items bared an acceptable level of composite reliability (above the threshold value of 0.70) for the relevant sub-constructs (memorization and deep strategies), which confirmed that there are sufficient internal consistencies in these sub-constructs (Singh, 2016). The average

variance extracted (AVE) specifies convergent validity, and the acceptable level of AVE is above 0.50 (Hair et al., 2014). The AVE values of memorization and deep (understanding) cognitive processing strategies were above the level of 0.50 (Table 1). It is obvious that measured sub-constructs of memorization and deep (understanding) strategies hold the acceptable levels of composite reliability and convergent validity (Table 1). The single indicator measures are used in this model for the measurements of academic grades, the type of schools (public or non-public school background), and socioeconomic classes.

Table 1
*Measurement Model Results*

| Indicators | Loadings | Dimension | Composite Reliability | Average Variance Extracted (AVE) |
|---|---|---|---|---|
| Deep1 | 0.638*** | Deep (Understanding) | 0.802*** | 0.577*** |
| Deep2 | 0.824*** | | | |
| Deep3 | 0.803*** | | | |
| Single Indictor | | Academic grades | 1.000 | 1.000 |
| Memorize1 | 0.821*** | | | |
| Memorize2 | 0.626*** | Memorization | 0.764*** | 0.522*** |
| Memorize3 | 0.708*** | | | |
| Single Indicator Background | | Public School | 1.000 | 1.000 |
| Single Indicator Class | | Socioeconomic | 1.000 | 1.000 |

$P < 0.001 = ***$

Customarily, the Fornell-Larcker criterion is applied to establish the discriminant validity of constructs (Henseler *et al.*, 2016). The Table 2 shows that the highlighted values (square root AVEs of constructs) are greater than their correlations with other constructs. This shows that these constructs and sub-constructs differ from each other to a considerable extent. Thus, the constructs and sub-constructs in this measurement model entail acceptable discriminant validity.

Table 2
*Discriminant Validity*

|   |   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | Deep (Understanding) | 0.760 | | | | |
| 2 | Academic grades | 0.137 | 1.000 | | | |
| 3 | Memorization | -0.028 | -0.380 | 0.723 | | |
| 4 | Public School Background | -0.106 | -0.095 | 0.056 | 1.000 | |
| 5 | Socioeconomic Class | 0.281 | 0.378 | -0.354 | -0.338 | 1.000 |

The statistics illustrated in Table 1 and Table 2 show item loadings, composite reliability, convergent validity and discriminant validity of constructs and sub-constructs in the measurement model. These statistics render this measurement model acceptable and appropriate to evaluate and test the different path hypotheses in the structural model.

*Structural Model*

In evaluation of the structural model, the first step is to scrutinize the variance inflation factor (VIF) for the constructs in the structural model. In our case, the inner VIF values are important for collinearity concerns. If two constructs are highly correlated, there exists collinearity (Hair *et al.*, 2014). A value of VIF between 3-5 cautions of collinearity concerns, however, the value of VIF below 3 is ideal (Hair *et al.*, 2019). In this model, VIF values for different constructs and sub-constructs displayed in the Table 3 are below 3. Hence, this model has no significant collinearity issues.

Table 3
*Collinearity Statistics (VIF)*

| Inner VIF | Deep (Understanding) | Academic grades | Memorization | Public School Background | Socioeconomic Class |
|---|---|---|---|---|---|
| Deep (Understanding) | | 1.092 | | | |
| Academic grades | | | | | |
| Memorization | | 1.157 | | | |
| Public School Background | 1.129 | 1.135 | 1.129 | | |
| Socioeconomic Class | 1.128 | 1.397 | 1.128 | 1.000 | |

The next step in assessment of the structural model calls for the scrutiny of variance described by different factors/constructs in the model. The R-square denotes the variance in each endogenous construct because of the predictor constructs in the structural model (Hair et al., 2019), therefore, the R-square implies the explanatory power of the structural model. The Table 4 accounts different R-square values for different

endogenous constructs in the model. This model explains significantly 7.9 percent variance in students' deep (understanding) strategies, 21.5 percent variance in students' academic grades, 13 percent variance in use of memorization cognitive processing strategies among students, and 11.4 percent variance in their public school backgrounds. This explanation of variance for different endogenous constructs by their predictor constructs is significant (Table 4).

Table 4
*Model Quality Criteria Results*

| Construct | R Square |
|---|---|
| Deep (Understanding) | 0.079* |
| Academic grades | 0.215*** |
| Memorization | 0.130* |
| Public School Background | 0.114* |

P< 0.001= ***, P< 0.01=**, P<0.05=*

*Path Significance and Hypotheses Testing*

The Table 5 displays the null-hypotheses of this study, associated path coefficients, T-values calculated, significance levels and the decisions about these hypotheses.  Overall, the significant path relationships in this model reinforced the assumption that the students' socioeconomic classes are significantly related to their cognitive processing strategies. Furthermore, the students' memorization strategies significantly affect their academic grades, whereas their deep (understanding) strategies do not significantly affect their academic grades. The students' public or non-public school backgrounds appeared not to significantly influence either their cognitive processing strategies, nor their academic grades. It means that the role of public and non-public school background is not significant in supporting the students' different cognitive processing strategies. The variance in use of deep (understanding) and memorization cognitive processing strategies might be because of their socioeconomic classes rather than the function of their public and non-public school backgrounds. These results and decisions are discussed below:

Table 5
*Path Coefficient Results*

| Null Hypothesis | Path Coefficient | T. Value | P. Value | Confidence Intervals | | Decision |
|---|---|---|---|---|---|---|
| | | | | 2.5% | 97.5% | |
| 1. Students' socioeconomic class is not significantly related to their academic grades. | 0.268 | 2.677 | 0.008 | 0.066 | 0.475 | Rejected |
| 2. Students' socioeconomic class is not significantly related to their public school background. | -0.338 | 4.282 | 0.000 | -0.488 | -0.182 | Rejected |
| 3. Students' socioeconomic class is not significantly related to their deep cognitive processing strategies. | 0.276 | 3.798 | 0.000 | 0.135 | 0.426 | Rejected |
| 4. Students' socioeconomic class is not significantly related to their memorization cognitive processing strategies. | -0.379 | 4.450 | 0.000 | -0.538 | -0.229 | Rejected |
| 5. Students' public school background is not significantly related to their academic grades. | 0.018 | 0.210 | 0.834 | -0.132 | 0.201 | Not Rejected |
| 6. Students' public school background is not significantly related their deep cognitive processing strategies. | -0.013 | 0.145 | 0.885 | -0.180 | 0.165 | Not Rejected |
| 7. Students' public school background is not significantly related to their memorization cognitive processing strategies. | -0.072 | 0.845 | 0.399 | -0.238 | 0.101 | Not Rejected |
| 8. Students' deep cognitive processing strategies are not significantly related to their academic grades. | 0.055 | 0.670 | 0.503 | -0.089 | 0.237 | Not Rejected |
| 9. Students' memorization cognitive processing strategies are not significantly related to their academic grades. | -0.284 | 3.861 | 0.000 | -0.421 | -0.136 | Rejected |

**Hypothesis 1:** The hypothesized relationship path between students' socioeconomic class and their academic grades is significant. It is inferred that students' socioeconomic class has the significant direct effect on students' academic grades. **Hypothesis 2:** The path between students' socioeconomic class and their public school background is significant. It is supported that students' socioeconomic class is negatively related to their public school backgrounds. The probability of students' public school background decreases with an increase in their socioeconomic class. The students of higher socioeconomic classes have more chances to be from non-public educational institutions. **Hypothesis 3:** The hypothesized path between students' socioeconomic

class and their deep (understanding) cognitive processing is significant. It means that students of higher socioeconomic classes will have more likelihood to apply deep (understanding) strategies in their studies than the students of low socioeconomic classes. **Hypothesis 4:** The hypothesized path relationship between students' socioeconomic class and their memorization cognitive processing strategies is significant. However, this relationship is negative. It means that prospects to use memorization strategies decreases with an increase in students' socioeconomic class. There are more chances that students of low socioeconomic classes will memorize more than the students of high socioeconomic classes.

**Hypothesis 5:** The hypothesized path between students' public school background and their academic grades was weak and insignificant. It means that the students' public school or non-public school background does not play any significant role in their academic grades in Pakistan. **Hypothesis 6:** The null hypothesis about public school background and students' deep cognitive processing strategies was not rejected in this study. There was the insignificant negative relationship between students' public school backgrounds and their deep (understanding) strategies. It can be supposed that students' public school background insignificantly discourages the use of deep strategies among students. **Hypothesis 7:** The insignificant role of public school background is also evident in results related to the null hypothesis 'students' public school background is not significantly related to their memorization cognitive processing strategies'. There was the insignificant weak negative relationship between students' public school background and their memorization strategies. It means that the public school or non-public school background do not significantly encourage students to use memorization strategies.

**Hypothesis 8:** The path hypothesis 'students' deep cognitive processing strategies are not significantly related to their academic grades' was not rejected. There was a weak positive insignificant relationship. It means students' academic grades do not actually reflect their ability to understand and use deep cognitive processing strategies. **Hypothesis 9:** The hypothesized relationship between students' memorization cognitive processing strategies and their academic grades was significant but in the negative direction. The higher use of memorization is associated with the lower academic grades. The use of memorization strategies appears to play a significant negative role in students' academic success.

**Hypothesis 10:** There were different hypothesized indirect paths to show indirect effects of socioeconomic classes on students 'academic grades. However, the indirect paths hypothesized from socioeconomic classes to memorization strategies, and memorization strategies to academic grades were significant. The indirect path from socioeconomic class to public school background and public school background to academic grades do not end in indirect significant relationships because the path relationship from the public school background to academic grades was insignificant.

Likewise, the case is with the indirect paths from socioeconomic class to deep (understating) strategies, and from deep (understanding) strategies to students' academic grades. The path from socioeconomic class to deep (understanding strategies) was significant, but the path from deep (understanding) strategies to students' academic grades was insignificant. Only, the indirect paths from socioeconomic class to memorization and memorization strategies to students' academic grades were significant. Therefore, the Table 6 shows the results related to the null hypothesis, 'the indirect effect of socioeconomic class on students' academic grades is not significant''. The mediation role of memorization in effecting the impact of students' socioeconomic class on their academic grades is significant and partial.

Table 6
*Summary of Mediation Results*

| Hypothesis | Direct effect Socioeconomic class on Academic grades | Indirect Effect | | Total Effect | VAF (Decision) |
|---|---|---|---|---|---|
| | | Socioeconomic Class on Memorization | Memorization on Academic grades | | |
| 10. The indirect effect of socioeconomic class on students' academic grades is not significant. | 0.268** | -0.379*** | -0.284*** | 0.376 | 28.6 % (Partial Mediation) |

P< 0.001= ***, P< 0.01=**, P<0.05=*

## Discussion

This study illustrates the predictor role of students' socioeconomic classes in defining their cognitive processing strategies, their public or non-public school backgrounds, and their academic grades. Although, the students' socioeconomic classes significantly predicted their memorization and deep (understanding) strategies, however, the memorization strategies only significantly, but negatively affected students' academic grades. As well, the students' socioeconomic classes were significantly related to their public or non-public school backgrounds, but the students' public or non-public school backgrounds were not significantly connected with their cognitive processing strategies and academic grades.

In this study, the parental education and profession were counted as the students' socioeconomic class, consequently, the findings of this study avowed preceding findings about positive effects of father and mother education on their children's education (Bakar et al., 2017; Gooding, 2001; Shoukat et al., 2013). At an international level, the parents'

average education is found to be positively related to students' academic achievements at schools (Martins & Veiga, 2010). Although, the effects of parental education on children education are independent of the children age, the mother education seemed to play a major role at the early childhood stage, whereas, the father education becomes crucial in children' learning at adolescence (Erola et al., 2016). In certain circumstances, the school differences fail to explain variance in students' academic achievements, thereafter, the differences in the father and mother education can explain these differences (Alves et al., 2017). The parental education creates the differences in patterns of parental involvement in the child education; such as assisting reading at home, expectations for the children's education, communication between children and parents about school, and the parental encouragement and support for learning (Boonk et al., 2018). Previously, Saeed et al. (2005) used Pearson correlations and found weak relationships between father education, mother education, father occupation, mother occupation and social status to students' academic performances in Pakistan. However, the current study used advanced level analysis than they used. In Asian context, our study affirmed the findings of Li and Qiu (2018) who discovered the substantial impact of parents' socioeconomic classes on students' academic achievements.

The second constituent of socioeconomic class; the parents' profession and their employment status such as the farmer (land owner or peasant), government servant or private servant, and whether employed or unemployed affect students' academic performance (Arshad et al., 2012). The parents' stressful, demanding and harsh work experience jeopardises parents' positive relationships with their children at home (Heinrich, 2014). In this way, the parents induce their work experience to their home environment, which impacts students' learning behaviours (Stewart & Barling, 1996).

The parents of higher socioeconomic classes afford to choose schools for the education of their children. These parents believe non-public schools provide better schooling as compared to public schools, therefore, they select non-public schools for their children (Andrabi et al., 2002; National Center for Education Statistics, 1997). Whereas, this study disavows this general assumption, and indicates that low budget non-public schools and public schools in Pakistan do not significantly contribute different learning outcomes in students. The sample data illustrate that students of higher socioeconomic classes have less probability to have public school backgrounds in Pakistan. However, the students' public or non-public low budget school background does not lead to any difference in their academic grades or to their cognitive processing strategies. As well, the PISA (2011) study acknowledged insignificant differences in academic performances between similar socioeconomic class students of non-public and public schools. This study highlighted the standing debate about the quality of education in low-budget non-elite non-public schools in Pakistan (Institute of Social and Policy Sciences, 2010). Overall, the students have poor learning outcomes in both public and non-public non-elite private schools in Pakistan (Akmal, 2016). Therefore, it is not the

students' public and non-public school background, but it is their socioeconomic classes that have significant relationships with their academic grades and cognitive processing strategies.

This study found the significant but negative relationship between students' socioeconomic classes and their use of memorization strategies, and a positive relationship between their socioeconomic classes and their use of deep (understanding) strategies. This is because the parents of different socioeconomic classes provide different learning supportive environments to their children at homes (Boonk et al., 2018; Butler & Le, 2018). This study affirmed the previous study of Ali and Abou (2019) in Pakistan. However, this study specified that only the memorization strategies have the significant negative relationship with students' academic grades. It is confirmed that higher use of memorization strategies consequence in students' lower academic grades.

To a great extent, the reported associations are consistent with the literature available. For example, Albaili (1998) reported the negative relationship between students' grade point averages and the rehearsal (memorization) strategies. Likewise, Coertjens et al. (2013) described a small positive correlation between deep strategies and academic performance, and a small negative correlation between memorization strategies and academic performance. Surprisingly, Cano and Cardelle-Elawar (2008) discovered negative relationships of both the memorization and deep strategies with academic performance. The reasons for a more significant role of memorization strategies in effecting students' academic grades are teaching strategies at schools (Donche et al., 2013), and students' assessment expectations (Ferla et al., 2009). Therefore, the typical causes for the use of memorization strategies are teacher centred teaching strategies (Byrne et al., 2010), reproduction testing assessment conceptions (Ferla et al., 2009), and the terminal examination system (Byrne et al., 2010). In Pakistan, there exist the teacher centred education system (Malik, 2012), and terminal examinations (Malik et al., 2017) which encourage students to memorize the content and rote learn (Benz, 2012; Imami, 2015; Shahid, 2012).

## Limitations of the Study

The sample size is not too large in this study, therefore, with a caveat the study results should be generalized. Furthermore, the income of parents was not included in the index of students' socioeconomic classes in this study, which limited the generalization of study results. Additionally, the population of the study were male students who have passed their elementary school level examination, subsequently, the results of the study cannot be generalized to higher secondary and university education and to female students.

## Recommendations

The Pakistani public schools and non-public schools must provide their teachers the trainings, and resources to teach students through student centered approaches. The students' assessments should be formative beside their summative assessments. The tasks in these assessments should promote understanding of the content rather than to reproduce information. Moreover, teachers and students should be made aware of deep strategies so they can use these in their teaching and learning at schools. Because the students from low socioeconomic classes lack information resources at homes, therefore, they should be provided resources in schools to acquire deep understanding of the content.

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