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Stakeholder's Perceptions about Role of Sports in Resolving the Conflicts

Mohammad Yunis Khan*

Asif Jamil**

Abstract

Sports are regarded as very effective instrument for conflict resolution and peace building. In this context a study was launched in the province of Khyber Pakhtunkhwa to analyze the perceived agentive role of sports in resolving the conflicts. Teachers and the Parents, as well as students and sportsmen/women were the population of the study. To select the sample convenient sampling approach was used. A closed form questionnaire built on "five point Likert scale" was utilized to cognize the perceived agentive role of sports in conflict resolution. For analysis of data Percentage and ANOVA was used as statistical technique. Statistical analysis of the data disclosed that stakeholders consider sports as very successful tool for creating a space for peaceful dialogue and reducing anger and defuse tension between rival groups. The stakeholders accepted that sports give relief in middle of conflict and make a significant contribution to conflict reconciliation and promote a culture of peace.

Keywords: Perception, stakeholders, sports, conflict resolution, peace building.

Introduction

Sports are all kinds of physical activities that contribute to physical development and fitness, mental wellbeing and social interaction, such as competitive sports, organized sports, indigenous games and sports, play and recreation (UNITFSDP, 2003). Conflict is an interactive process manifested in incompatibility, dissonance or disagreement within or between social entities. Moreover conflict starting with disagreement and followed by verbal abuse and interference (Rahim, 2011).

Conflict resolution may be defined as the process by which two or more parties use to find a peaceful resolution to a dispute or conflict among them. The dispute or conflict may occur between countries, groups, and communities etc. (Doyle, 2019). Role of the sports in resolving the conflicts has been a topic of discussion for quite a long time. Those peoples who criticize the sports say that sports have nothing to do with fair play. It involves jealousy, violation of rules, and hatred (Sugden & Stidder, 2003). Sports activities increase hostility between rival groups and if not appropriately controlled it can strengthen division of ethnicities (Majaro-Majesty, 2011). Although sports connect the peoples with one and other but it is not a universal solution for social

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problems. Sports may deliver social separation, social discrimination, and differences particularly on the grounds of nationality, ethnicity, sex, physical ability, and social class (Dorokhina, et al., 2011). For players of all ages there is consistently risk of injuries in sports. In addition to injuries sports may place feeling of worry, stress, and social pressure on the young players and they are vulnerable to a variety of overuse injuries (Hedstrom & Gould, 2004). The expectations of spectators, general public, team manager, coach, and family on players for good performance during competition build pressure on them, therefore players feel uneasy and they may lose their confidence (Huggins, 2018).

Supporters of sports program assert that sports has been using in conflict resolution and peace building from ancient times. In support of their claim they give the examples of Olympic truce of 9th century B.C and Christmas Truce of 1914. In 9th century B.C Olympic Truce which is also called “ekecheiria” began from Ancient Greece. “Ekecheiria” means “lying down arms”. Actually this was an agreement between the rulers of “Pisa, Sparta and Elis” for temporary suspension of fighting (Gardiner, 1925). The organizers of the Olympic Games announce the truce on the occasion of Olympic Games for its proper implementation (Toohey & Veil, 2007). Because of “Olympic Truce” it was possible for the players, officials, and viewers to make a trip towards the “Olympic Games” city and come back homes secure n safe without any danger (IOC, 2015). Besides during the period of Olympic truce weapons were resting, war between the rival states forces were suspended, no one was allowed for threatening the games, legal disputes, and major punishment such as death penalties were banned. The date of commencement and termination of Olympic Games were announced by special announcers and they request the opponent armies of rival states for implementation of ceasefire during Olympic Games (Georgiadis & Syrigos, 2009). Therefore safe passage was provided to all players, coaches, managers, officials, and spectators normally for 21 days (UN News, 2012).

Famous Christmas truce of 1914 is another case of the utilization of sports for conflict resolution. During First World War English and German troops stopped antagonism, interchanged gifts on the event of Christmas. The both opponent soldiers played a football match on the battle field. The football match provided temporary relief to opponent troops in shape of an unofficial temporary cease fire. This act of opponent troops clearly shows that they ratified the power of sports for reconciliation and peace building (Cardenas, 2013).

There is incredible and powerful connection between sports and peace. Sports can bring the peoples of opposing groups together and closer, break down barriers, and cross boundaries. Playgrounds, courts, gymnasiums, and other playing fields are best source for social contact between rival groups. Sports may be used for recommencing social dialogue, breaking down prejudice and highlighting the similarities between people. Sports convey the peace message powerfully (Gaur, 2014). Professor

Woodhouse said that sports develop such values which are necessary for conflict resolution and peace building processes. Sports cross the boundaries, unite the people, develop social inclusion, respect and tolerance (Howie, 2012). Moreover sports might be utilized to develop values necessary to lessen tension, create harmony, and prevent conflict (Krafchek, 2012). One of the capacities of sports is to develop social interaction; hence sports maintain open channel of communication in tense and conflict situations. People badly affect in conflict and post conflict situations and in such situations sports may help to build useful outlet for affected people, therefore tension and hostilities may be reduced (SADC, 2005).

Round the globe sports are used for conflict resolution, and peace building. Columbia has severely affected during interior clashes and war. Various peacemaking steps including utilization of sports were taken to resolve the armed conflict of Columbia. Different types of sports activities were utilized for the motivation behind peace building. In war impacted Columbia sports added to peace building through different ways with other harmony and peace activities. Cardenas said that in spite of the fact sports alone can't end the fifty five year long armed conflict in Columbia, however sports based program helped a great deal in conflict resolution and peace building in Columbia (Cardenas, 2015). There was an ethnic clash among Catholics and Protestant in Northern Ireland (Storey, 2004). Games of Football and Basketball were used to bring Catholics and Protestant together and closer with other peace initiatives (Cardenas, 2015). Sports promoted connections among both communities, which helped in conflict resolution and peace building (Cardenas, 2016). Additionally sports were used to cultivate understanding between both rival groups in Northern Ireland (Cardenas, 2017). In Sierra Leone Football festivals were conducted during the civil war to unite the peoples. During these festivals, matches of soccer were played between opposing groups. During football festivals civil war was suspended (Van Der Niet, 2010). Sports were utilized for social inclusion during second civil war of Liberia. In addition with the help of different sports programs peoples learned to resolve conflicts in peaceful manners (Pozovi, 2014).

In various countries of the world the research on role of sports in resolving the conflicts and building the peace is becoming more important for policy makers, sports organizations, sports associations, international organizations and funding agencies but research findings in this regards are not conclusive and decisive. The reason is that in certain countries in certain circumstances sports develop tolerance and harmony while in some other countries in some different circumstances it creates conflict (Giulianotti, 2010).

Whether sports activities resolve conflicts or create conflicts remain a topic of controversy and debate. The capacity of sports in resolving conflicts is not fully understood. Therefore in the above perspective the present study was planned to explore the role of the sports in resolving certain conflicts.

Material and Methods

The researcher used “survey research design”. The study was “descriptive in nature”. For this study population composed of “the Teachers and the parents as well as students and the sportsmen and women” from the Province of Khyber Pakhtunkhwa in Pakistan. Initially five districts of KPK were randomly selected including district Dera Ismail Khan, Peshawar, Mardan, Swat and Abbottabad. Convenient or available sampling procedure was adopted for choosing the sample. Total 540 questionnaires were distributed at the ratio of 128, 140,140, and 132 among parents, teachers, students and sportsmen/women respectively. Out of 540 questionnaires 512 received back including 125 parents, 131 teachers, 130 students, 126 sportsmen/women. To give equal representation to each stratum, 125 questionnaires from each stratum (total 500) were taken for analysis purpose. Closed form questionnaire on “five point Likert scale” consisted of 10 questions was used for collection of data. The researcher personally visited sample districts, distributed the questionnaires among the stakeholders and got back dully completed by them. The data gathered were treated statistically through SPSS. The data was analyzed with the help of percentage while ANOVA was used to test the four hypotheses.

Results

The results of the study are shown in below Table 1.

Table 1
Frequency of the responses of participants’ to the queries

Questions	S.A		A		N.S		SDA		D.A	
	f	%	f	%	f	%	f	%	f	%
Sports lessen the gap among different groups.	70	14.0	301	60.2	12	2.4	107	21.4	10	2.0
Sports may be used to break the ice among clashing groups.	106	21.2	228	45.6	37	7.4	104	20.8	25	5.0
Sports bring assorted groups of adolescents together and closer.	80	16.0	299	59.8	12	2.4	100	20.0	9	1.8
Sports create a space for peaceful dialogue.	80	16.0	255	51.0	32	6.4	118	23.6	15	3.0
Sports may be used as a communication platform.	71	14.2	324	64.8	16	3.2	85	17.0	4	0.8
Sports activities help to reduce anger.	60	12.0	264	52.8	27	5.4	134	26.8	15	3.0
Sports help to defuse tension between different groups.	80	16.0	302	60.4	19	3.8	86	17.2	13	2.6
Sports give relief in middle of conflict.	69	13.8	284	56.8	33	6.6	102	20.4	12	2.4
Sports can make a valuable contribution to conflict reconciliation.	79	19.4	231	52.6	33	1.8	135	24.8	22	1.4
Sports promote a culture of peace.	72	14.4	314	62.8	11	2.2	97	19.4	6	1.2

*Note: f = Frequency, SA = Strongly Agree, A = Agree, NS = Not Sure, DA = Disagree, SDA = Strongly Disagree”

Inferential Statistics

Table 2

There is no significant difference of perception among all categories of stakeholders regarding role of sports in reducing the distance between disparate groups

	Sum of Squares	df	Mean Square	F	P
Between Groups	0.488	3	0.163	0.152	0.928
Within Groups	530.320	496	1.069		
Total	530.808	499			

Table 2 above illustrates that $F(3, 496) = 0.152$, $p = 0.928 > 0.05$, which indicates that null hypothesis is accepted. This means that all categories of stakeholders have similar perception about role of sports in abridging the distance among disparate groups.

Table 3

There is no significance difference of perception among all categories of stakeholders regarding role of sports in creating a space for peaceful dialogue

	Sum of Squares	df	Mean Square	F	P
Between Groups	10.566	3	3.522	2.912	0.034
Within Groups	599.856	496	1.209		
Total	610.422	499			

Table 3 above reveals that $F(3, 496) = 2.912$, $p = 0.034 < 0.05$, which assert that the null hypothesis has been rejected. This means that there prevails a noteworthy difference in the perceptions among entire groups of the stakeholders about role of the sports in making a space for peaceful dialogue.

Table 4

There is no significance difference of perception among all categories of stakeholders regarding role of sports in reducing tension among different communities

	Sum of Squares	df	Mean Square	F	P
Between Groups	0.472	3	0.157	0.152	0.929
Within Groups	514.528	496	1.037		
Total	515.000	499			

Table 4 above shows that $F(3, 496) = 0.152$, $p = 0.929 > 0.05$, which upholds that the hypothesis i.e. the null, is accepted. This means that all categories of the stakeholders have similar perceptions about capacity of sports in reducing tension among different communities.

Table 5

There is no significant difference of perception among all categories of stakeholders regarding role of sports in providing respite in the midst of conflict

	Sum of Squares	df	Mean Square	F	P
Between Groups	2.608	3	0.869		
Within Groups	532.160	496	1.073	0.810	0.489
Total	534.768	499			

Table 5 above illustrate that $F(3, 496) = 0.810$, $p = 0.489 > 0.05$, which yields that null hypothesis is accepted. This means that all categories of stakeholders do perceive alike concerning the ability of sports in providing relief in the conditions where a conflict arouses.

Discussion

The researcher found that stakeholders see exceptionally positive prospects of the sporting activities in resolving conflicts. It was noted that 74.2% stakeholders said that sports might be utilized as an instrument for lessening the gap among different groups. Comparable has been statement of Schülenkorf (2010) who contended that sport may be an appropriate instrument for lessening the distance between different groups. Stidder and Haasner (2007) also endorsed this statement.

The greater part of the stakeholders (66.8 %) admitted that the sports activities might be utilized to “break the ice” among clashing groups. Johnston (2017) also contended that sports work as ice breaker between clashing groups. Giulianotti (2011) expressed that as indicated by the authorities of United Nations “breaking ice” is the prime commitment of “Sports for Development and Peace projects” to establishing a tranquil type of worldwide common society.

It was brought about by dominant part of respondents (75.8%) that sports have the capacity to gather assorted groups of adolescents “together and closer”. Outcome of the aforementioned study is nearly relating to the statement of Eitzen and Sage (2003) who expressed that sports and games unite the assorted people and bring them closer. Rader (1999) affirmed that sports unite the various groups. Jones (2001) expressed that sports have the capacity to gather individuals of various social settings, in this way add to a serene and better society.

It was seen that majority of the stakeholders (67 %) concurred with the theme that sports have the capacity of making room for dialogue leading to peace. Rookwood (2008) delineated sports can naturally make situations into “teachable moments” where individuals have dynamic discourse with one another so as to take care of an issue or problem. This is likewise prove by SDP (2008) who expressed that sports have been utilized to make the way for serene discourse and to diminish political strain among different nations.

Seventy-nine percent of the respondents viewed that sports might be utilized as a “communication platform”. The same has been bolstered in the work of Hirasawa (2003), who expressed that sports can urge communicating and create discernments between different peoples and groups; along these lines sports can help lessen conflict and advance harmony. This proof is likewise bolstered by United Nations (2003) who expressed that because of its all the inclusive intrigue, convening power and numerous positive affiliations sport is one of the most remarkable specialized communication instruments of the universes. Sports can impart messages, for example, co-operation and co-existence. As an amazing platform to impart messages, sports can likewise be a field to advance United Nations objectives for improvement, harmony and peace.

This was the view of 64.8% stakeholders that sports help to decrease anger. Different studies confirmed that sports participation help to diminish outrage and improve the behavior while other research studies demonstrated that sports participation improve the behavior and control the annoyance of peoples (McMahon & Belur, 2013).

Total 76.4 % stakeholders conceded that sports help to defuse tension among various groups. Guha (1998) claim that game like cricket assists with understanding the gaps and strains of a profoundly partitioned society and gives significant bits of knowledge about the histories of religion, caste and race in the nation. Murray and Pigman (2013) expressed that in 2002 after Kashmir emergencies left the Pakistan and India about to start a major world conflict war, yet in 2004 a progression of cricket matches were encouraged by the two governments to lessen strain and investigate the chance of normalizing relations, opening border and continuing direct security exchanges.

Larger part of the respondents (70.6 %) accepted that sports give relief in middle of the conflict. Armstrong (2004) expressed that during the civil war of Liberia, thousands of warriors tossed their arms and reached to the football arena together to see football matches and harmony was kept up during entire matches despite of recognizing the fact that enemy is present in their midst.

Significant part of the respondents (72 %) conceded that sporting activities play a quite effective role in resolving the conflicts. Sugden and Wallis (2007) found that painstakingly planned program of sporting activities makes significant commitment to strife compromise.

This was the opinion of lot of the stakeholders (77.2%) that sports activities help improve and promote a culture conducive for peace. Bouzou (2010) inferred that sport can be effectively used for peace building. Dossal (2006) narrated that the sports can be used as an effective tool for preventing conflicts and advancing sustainable harmony and peace. Sports have incredible potential for combining peoples, developing resilience, solidarity, affection and harmony between peoples, which are fundamental fixings in the advancement of harmony and peace. During a match the supporters of

both teams communicate with one another and acknowledge the victory of opponent team with open heart. It makes a culture of fairness, harmony, and reasonableness in the public arena, which emphatically adds to the way of life of harmony and peace.

Statistical analysis of data indicated that sports programs have been a great achievement in reducing anger, defusing tension, and encouraging communication between different opponent groups. Accordingly the results of this research study can help execute sports program for compromise, harmony building, conflict resolution and peace building, and sports might be utilized as an apparatus for propelling peace plan.

Conclusion

The prime purpose of present research was to analyze the perceived role and capacity of sports in conflict resolution. The researcher used questionnaires to explore that how sports contribute to resolve the conflicts. It is concluded that sports lessens the gap among different groups, breaks the ice between different conflicting communities, bring assorted groups of adolescents “together and closer” and make possible the dialogue for peace. It was also concluded that the sports activities can also be utilized as “communication platform”, help to lessen anger and tension among various groups. Sports give relief in middle of conflict; make important contribution to conflict reconciliation and advance a culture of harmony and peace. On the basis of research findings, the researchers strongly recommend and support the utilization of sports for the motivations behind improving the communication between conflicting groups, conflict resolution and peace building. The researchers advocate that government, Non-Government Organizations, and other donors support to fund the “sports for peace projects” to resolve conflict; promote peace building between countries, disparate communities and conflicting groups.

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English Language Curriculum Implementation in Non-Native Settings: the Case of Pakistan

Muhammad Sarwar Bajwa*

Abstract

The implementation of national curricula of English language in non-native settings is commonly frustrated by various challenges and thus national academic and communicative competence targets remain unachieved. With such consciousness, this study was carried out to assess the rate of implementation of the English Language National Curriculum of Pakistan 2006 and identify the challenges facing the teachers. For gathering the required information, a questionnaire and an achievement test were employed by the researchers. The English Textbook for grade 6, developed in line with the curriculum, was taken as a focused area of the curriculum for research. It was found that the achievement of the curriculum implementation amounted to one-tenth of the required level. For addressing this failure, the steps like changing teachers' attitude towards methodology of teaching, amendment of examination demands, provision of effective teachers' training, etc., have been suggested with this view that these changes can occur only in an environment generated by strategic initiatives like establishing academic teaching communities, and learning organizations in the institutions equipped with digital spaces where teachers can share their problems, solutions, and thus be competent and competitive.

Keywords: Curriculum goals, curriculum implementation, textbook, teachers' attitudes, teachers' training, strategic initiatives.

Introduction

The progress of a country depends a lot upon the information and the communicative power of its citizens. Reinforcing this Chinese point of view Dello-Iacovo (2009) terms such citizens 'high quality' persons. When these citizens are seen from the Western point of view, their characteristics are self-expression and creativity. In the era of globalization and paradigm of communicative competence, this consciousness has gone even more intense and the goal to achieve it more cherished. This consciousness of leveraging the skills of citizens has brought into focus the reformation of education policies and curricula which according to Lie (2007) furnish the context and specific expectation that mediate students learning and achievement for ensuring a sustainable future. Gorozidis and Papaioannou (2014), drawing attention to current worldwide innovations and reformation specifically, say that countries are

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making attempts to improve education through switching from traditional pedagogies to student centered approaches i.e. cooperative, project-based learning, etc. Al-Jardani (2012) says that countries all over the world are trying to upgrade their curricula either through their own curriculum officers or different publishers. In both the cases the need to evaluate the curricula is being attended to so that methodology, the content and other curriculum features can become more substantial and updated. In the context of English language learning, Wedell (2003) reports that since 1990s for the development of communicative competence through the medium of English, proficiency in English has become a highly aspired goal throughout the non-English speaking world. Keeping in view the instrumental benefits that proficiency in English brings, the countries have reformed their English language curricula to improve language skills of their school leavers.

Considering the trend briefed above, the government of Pakistan reformulated her national curriculum from grade I to 12 in 2006 which came to be known as the National Curriculum of Pakistan 2006. Keeping in view the vital role that English is playing at global and local level communication, the developers of this curriculum have laid special emphasis on the teaching and learning of English language use. In this respect, determining the features of curriculum, the Education Policy of Pakistan 2009 in its section 6.2 prescribes: “Curriculum development shall be objective driven and outcome based. It shall focus on learning outcomes rather than content.” The Curriculum 2006 has been enforced in the form of the textbooks from grade I to X. All this indicates that the National Curriculum of Pakistan 2006 per se is a well-developed document. However, the fruit of a curriculum could only be achieved through its successful implementation.

Concepts and Issues related to Curriculum Implementation

The curriculum, textbook and teacher are generally accepted as three main pillars of any education system. Of course, the role of examination system cannot be neglected. For bringing about required change in a society, above mentioned levers are required to be reformed and updated and at times manipulated.

Implementation of Curriculum

Curriculum implementation is inherently a difficult task. Corresponding to this position, Altinyelken (2010) says that mostly policies are well framed and curricula well-designed and carry enviable aims. However, to realize their aims is not frequently possible. Currently, a lot is being written on this issue and acknowledged as well that policy makers should not simply frame or give policy aims but they should also give plan for the implementation stage of the reforms. This is necessary because policy aims and their translation into reality are interdependent. However, in the case of national curriculum of Pakistan, implementation aspect has not been attended to fully. In this respect Khalid (2007) in his review of basic points and policy recommendations contained in “the White Paper on the Education in Pakistan” highlights serious gaps in

curriculum reform and implementation. She emphasizes that some arrangement should have been made for proper evaluation through the provision of a review after every five years and these arrangements should also have constitutional cover so that the individuals, following their whims, may not make arbitrary changes.

Necessity of Accepting Changes in Teaching

Currently, paradigm of classroom learning has shifted from teacher-centeredness to the learner-centeredness. In other words, now active learning classrooms are considered the basic need for education (Betts & Liow, 1993). Traditional teaching methods are not beneficial for tactile learning because for such learning students require firsthand experience and manipulation of learning materials (Kolb, 1984). Another drawback of traditional classroom is that it is not possible for teachers to transfer knowledge to the students who are in the classroom but unengaged and uninvolved (Domin 2007). Therefore, for meaningful learning to take place, learners require to experience an event. Hull (1999) noted rightly that “the majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used”. If, for the provision of these needs, teaching approaches and practices are changed, the teachers should accept them willingly.

Strategic Initiatives for Invigorating the Teachers and their Institutions

On the front of curriculum implementation, the non-native teachers of English are generally found intuitive, lethargic, and averse to innovations. On the other hand educational institutions are not able to provide environment as well as leadership for enabling their teachers to be capable and competitive. This gap can be filled only through some strategic initiatives which have already been suggested by experts. One of such initiatives i.e., the establishment of academic teaching communities in institutions has been proposed by Laurillard (2008). She says that learning and teaching should be turned into research activities through problematizing them as it is done in academic research and thus discoveries can become possible. In the same line Bell, et al. (2017) say that keeping in view the role of the trainees, training context, and learning that occurs in the field of practice, theory-driven training research in institutions is necessary. Further, Kirwan (2016) high lights the crucial importance of capable people, for the success of some venture, whose capabilities can be promoted through learning and development initiatives. From all this, it can be said that through this initiative the institutions’ and teachers’ knowledge and understanding related to curriculum implementation will be enhanced and the state of inertia will vanish. The concept of another strategic initiative i.e. the establishment of learning organization comes from Senge (1990 in Khasawneh 2011). According to Senge, the learning organization is such a platform where people continuously remain engaged for maturing their thinking patterns, expanding capacity for the creation of their desired results, enjoy an environment where collective aspirations are fulfilled, and they learn how to learning together.

Strategic Approaches for Success in Curriculum Implementation

A number of strategic approaches can also be followed for the achievement of the required targets related to curriculum implementation. One of these approaches is learning orientation of teachers and managers. Khedhaouria and Jamal (2015) say that team members' learning orientation plays a critical role in the success of knowledge related activities, creative climate, and helps increase knowledge reuse with the help of group knowledge sourcing and repositories. Cirella, et al. (2016) found that the organizational learning mechanisms i.e., cognitive, structural, and procedural mechanisms add to the creative climate. Another approach is enhancing motivation through providing sense of purpose. Black and Venture (2017), highlighting the significance of the sense of purpose provided by an organization for its members, say that the sense of purpose can be provided only when the culture in an organization is people centered. Albrecht, et al. (2015) provides guidance on how to facilitate engagement of employees that can produce positive results. Still another approach is cultivation of flexibility and adaptation. Khasawneh (2011) says that actually, in the present day competitive world, ability to adapt is very important for survival. Therefore, learning new skills, accepting new ideas and embracing ongoing change are highly necessary. Jundt, et al. (2015) emphasizing the importance of adaptive performance, say that employees can succeed if they have capacity to accept alteration in their tasks. One more approach is enhancing capability of teachers and their organizations. According to Mallen, et al. (2016) opting for an organic organizational structure is not basic as far as organizational performance is concerned. The basic element is the learning capability of the organization. All these approaches are very vital and viable and if followed competently, can prove as a game changer.

A Conceptual Framework for Curriculum Implementation

From the review of the strategic concepts given above, a framework can be developed for the reorientation, resiliency, flexibility and capability of teachers that can result in the successful implementation of curriculum. First, there should be academic teaching communities in educational institutions. The teachers as members of these communities will research and generate, share and enhance knowledge related to the curriculum implementation issues. Further, these communities can work as learning organizations where teachers can remain continuously busy in gathering, sharing, analyzing, constructing, disseminating, and reposing knowledge with the help of digital spaces. These initiatives will generate collective aspirations; provide necessary orientation, readiness for accepting new ideas, motivation through purposeful engagement and adaptation for the teachers, creative climate, and organic organizational structure.

The Aim of the Study

The aim of the study was to investigate the challenges facing curriculum implementation and to assess how much success has been achieved in implementing the

National Curriculum of Pakistan 2006. In the light of this aim, related concepts and conceptual framework, following research questions were framed.

Study Questions

1. What are the common challenges that are facing the implementation of the curriculum?
2. To what extent do the teachers implement the curriculum in their actual classrooms?
3. How can the teachers' intuitive, non-resilient and disowning approach to curriculum implementation be changed to a proactive one?

Methodology

For answering the research questions, first survey method and later a conceptual framework were used. For gathering the required information, a questionnaire and an achievement test were employed by the researchers. The responses of teachers regarding curriculum implementation were gleaned through the questionnaire part one and that of students through part two. The sampled students were given an achievement test also to assess the success of the teachers' effort related to the implementation of the curriculum. The test was based on Students Learning Outcomes (SLOs) indicated in the Textbook (TB). For the purpose of the validity of the questionnaire, its copies were distributed among five university teachers of the education department and in the light of their opinion a number of items were modified in terms of their language and prompts. The reliability of the questionnaire was ascertained through its piloting to 10 teachers and 20 students and coefficient of reliability was found 0.781. As far as the test is concerned it was constructed using mostly the exercises and parts of the textbook concerned. Therefore, it was considered valid and reliable.

An important thing about the framework is that it is based on cross-disciplinary approach because the studies that were examined for the purpose of developing the framework belonged to human resource development discipline.

Informants

The population for this research consisted of the 96 Elementary School Teachers (EST) who taught English to grade 6 and the students of grade 6 in the public-sector schools of Pakistan. For the purpose of gathering data, forty eight public-sector Elementary Schools of Bahawalpur district were sampled. Twenty four of them were rural and twenty four urban. Then from rural and urban categories half of the schools were for girls and others for boys. Sampled teachers and students belonged to rural and urban schools in even number of district Bahawalpur. On the whole, the researchers gathered information from 96 Elementary School Teachers (ESTs), male and female teachers who were equal in number. The number of students who completed the questionnaire was 190. These 190 students were selected randomly from the groups that

were administered the test. As far as the test was concerned it was administered to 48 groups available in the sampled schools.

Data Collection

In order to determine the implementation level of the Curriculum 2006, twelve elements of the curriculum implementation were selected for data collection: seven general areas (questionnaire) and five specific areas (test). The general areas included: giving instructions; using English as medium of instruction; achievement of the SLOs specified in the TB; teaching through the activities and strategies incorporated in the textbook; preparation of the written lesson plans; following the instructions and guidelines for the teachers detailed in the textbook; using the Teacher's Guide; and teachers' familiarity with the framework of the Curriculum 2006. The specific areas included five competencies specified by the Curriculum 2006 and observed in the TB. These were: vocabulary teaching using thesaurus, dictionary, synonyms, antonyms, etc.; reading and thinking skills; writing skills; oral communication; and grammatical and structural aspects of the language. The data collected through the two-part questionnaire have been presented in the Table 1.

Table 1
Broader areas of curriculum implementation

Areas	Questionnaire for 96 Teachers results %	Questionnaire for 190 Students results %	Mean
Use of English in the classroom as medium of instruction.	17	07	12
Effort for the achievement of the SLOs.	17	13	15
Employing the activities and strategies given in the textbook.	24	10	17
Preparation of the written L.P.	02	00	01
Following the guidelines, given in the T.B, for the teacher.	09	04	6.5
Use of teacher guide.	03	00	03
Familiarity with the frame work of curriculum.	06	00	06
Total	11.10 %	3.50%	8.64

Table 1 indicates that the level of the activities and strategies the teachers employed was the highest one. The levels of the teachers input to achieve SLOs and the use of English as a medium of instruction were second from top. Following this the levels of guidelines given in the textbook and familiarity with the curriculum framework were towards the lower edge of implementation whereas the preparation and use of lesson plan and use of the teacher guide were the lowest ones in their level.

Table 2

Outcome-areas of curriculum implementation

Skills	Students test results %
Vocabulary knowledge	3.31
Reading and thinking skill	10.77
Writing skill	4.19
Oral communication skill	2.15
Grammar and structure	9.83
Total	6.50%

Table 2 demonstrates that the area of grammar and structure skills was, though not good one, the 2nd highest in the level of implementation. Next to this area, the areas of reading and thinking skills and writing skills were present at middle level. On the other side, vocabulary knowledge and oral communication skills were the lowest in level.

Data Analysis

Results of General Areas

Teachers' use of English as medium of instruction: Very few teachers used English in the classroom whereas the dominant majority of teachers used Urdu or local languages for communication in the classrooms. Most of them justified them by saying that their learners weren't able to understand English language. Hence, they avoided the use of English language in the classrooms. However, a few accepted that they themselves weren't fluent in English and felt shy to speak it in front of the learners.

Achievement of SLOs: Roughly one sixth of teachers tried to achieve SLOs whereas others were teaching in traditional style which aimed at making students cram selected pieces of texts for qualifying their examinations. The reason was, as some teachers indicated, that the teacher was all in all in his/her class. No one ever reviewed his/her teaching work. Further, SLOs based teaching and learning were quite new concepts in the Pakistani system of education and the teachers did not understand SLO's worth and thus considered this aspect of teaching futile and fruitless.

The use of techniques, and activities provided in the textbook: It was found that only 17% of the teachers were using the techniques and activities provided in the TB to some extent. Most of the teachers facilitated their students to attempt and understand a few selected problems/questions from the TB and skipped the rest. Actually, these techniques and activities were alien to the teachers therefore they could not employ them on account of their deficient training and capability. In addition, according to most of the teachers, examination system in Pakistan promotes rote learning which frustrated the use of these techniques and activities.

Preparation and use of lesson plan: Only 1% teachers prepared lesson plans. The teachers informed the researchers that there was no follow up of the training nor were the teachers convinced of the utility of the lesson plans. They argued that they did not prepare lesson plans because they were so busy in other tasks assigned by the provincial government. There was a problem of fossilization as well. For example some teachers considered themselves so much experienced in teaching that they needed not prepare LPs.

Following the guidelines provided in the textbook: Every unit of the textbook provided the teacher with guidelines, illustrating what he/she was supposed to do. It was found that only 6.5% teachers tried to follow these guidelines either wholly or partially. Most of the teachers thought that to follow these guidelines and techniques was time consuming; they had to finish their syllabus within the prescribed time; and make their students pass the public examination. Actually most of them, as the head teachers disclosed, were not competent enough to follow them.

The use of teacher's guide: Teacher's Guide was available at most of the schools. Only 3% teachers claimed to use it partially. Most of the teachers felt it difficult to understand and use it as it was written in English. Some did not consider it worthwhile, as in their opinion, it was irrelevant to the syllabus and TB. A few complained that their school environment was not conducive to their effort to follow the techniques and activities mentioned in the TB.

The Teachers' familiarity with the framework of the curriculum: Only 6% teachers were familiar with the framework of the curriculum to some extent. The discussion with the teachers reflected that the teachers considered curriculum to be something irrelevant, having nothing to do with the teacher and his teaching. They considered the curriculum to be the guidelines for the syllabus designer and TB developer.

Results of Specific Areas

Vocabulary: Most of the learners could not perform well on the test items related to the competency of vocabulary building because these items were focused to the use of dictionary, thesaurus, synonyms and antonyms and did not deal with words-meanings directly. Therefore, the students could score only 3.31% in the written test. The learners' responses in the questionnaire reflected that there was not a single teacher in the sampled teachers who was making the students use dictionary, thesaurus, synonyms, antonyms, etc., for the purpose of teaching vocabulary.

Reading and Thinking Skills: Reading and thinking skills were an important competency which included conceptual understanding and analysis of the text, distinguishing facts from opinions, implied meanings, figurative language, describing places and people, analyzing, chronological order, effects and story elements, etc. The implementation and achievement in this competency was also very low. The reason

might be that the teachers were not either familiar with or competent in these aspects of teaching and learning.

Writing Skills: These skills included, paragraph writing, describing objects and past events, story writing using elements of story, informal letters, making predictions about future, locating places in the school, essay writing, etc. The overall performance in the writing skills was also found very low. Most of the teachers were making their learners copy from the textbook or help books, especially as homework and making them cram the material from here and there and put it in the answers to examination questions for getting good grades. As far as the activities and the techniques, which were focused in the TB to be adopted by the teachers, were totally neglected.

Oral Communication: The competency of oral communication at this level included: ask and answer simple questions of personal relevance, show and accept apology, get personal needs met, give and follow instructions, expressing reasons for likes and dislikes, expressing viewpoints/agree/disagree politely etc. The achievement in this area was almost zero. The reason was that the most of the teachers were either not competent in oral communication or they considered these activities not useful for the purpose of examinations.

Grammar and Structure: The achievement in the area of grammar and structure was 23.27%, comparatively highest score among all the competencies tested. But still the level of achievement was low, perhaps because the teacher laid emphasis on the learning of definitions of grammatical terms and rules, instead of their practical use in context. Although the TB provides contextualized exercises on particular grammatical items to encourage the students to apply their knowledge of grammar rules which was based on understanding and using the principles of pronunciation, grammar, punctuation and syntax for developing accuracy in their spoken and written communication, yet the teachers focused on memorization of the rules of grammar to make the learners pass the examinations.

Discussion

In the light of the results of the study, an answer to the first research question is that the teachers of Pakistan have negative attitude towards the provisions of the curriculum. They think that the teacher's guide, techniques and activities, SLOs, footnotes and the long exercises provided in the prescribed textbook are the wastage of time. Consequently, they remain stuck to traditional methodology of teaching language simply for making their students obtain high percentage of marks in the annual examinations.

In answer to the second research question, it can be said that level of the curriculum implementation is roughly one tenth of the target. One cause of this failure may be the inappropriate methodology used by the teachers. Another cause may be that the teachers have not owned this curriculum. The teachers working in the system

generally do not accept the newly introduced changes because of their beliefs and views about the curriculum (El-Okdaf, 2005; Wang, (2006). The reason of this lack of ownership may be that the curriculum 2006 is top-down one in whose designing and development the teachers were neither taken on board in real sense nor were they allowed to use bottom-up approach in any part of the curriculum implementation. The Education Policy of Pakistan 2009 confirms that teachers, administrators, educationists, curriculum experts and students were consulted during the process of curriculum development. These people were those who could be accessed conveniently. It means common teachers who are responsible for implementing curriculum were not consulted meaningfully. They were simply asked to give feedback regarding the existing materials. The negative impact of this paradigm is that textbook becomes the centre of the teaching learning activity. This is what Song and Sardegna (2014) highlight when they refer to language instruction in secondary schools in Korea. They say that teachers strictly adhere to the language textbook and no opportunity of extensive reading is furnished for the students. Hasan (2007) expresses the same complaint when he says that in implementing curriculum, in Pakistan, the textbook is at the center instead of the teacher and, on account of this, assessments are based on textbook instead of curriculum (section 6.2.1, p.18).

A few more seeds of this failure are also there in the constitution of the curriculum because it is an outcome-based curriculum and lacks humanistic and content aspect. On account of this students do not take the responsibility of their learning. Mashori (2003) says when a curriculum is humanistic; it emphasizes thinking, feeling, and action and thus relates content to the needs and lives of the learners. When students' self is at the centre, they carry integrative motivation and take the responsibility of learning. However, this element of self is absent on account of the 2006 curriculum's outcome-based nature. Synchronizing with the position of Mahhori, Superfine (2002) stresses the learning that takes place through investigations, creativity or problem solving can help learners to feel that their learning is purposeful and hence becomes the cause of their involvement which is not possible when the curriculum is outcome-based instead of being content based. Another consequence of an outcome-based curriculum, according to Silver, et al. (n.d., 11) is that teachers dominate instructional discourse in the classroom for the purpose of transmitting knowledge and skills through didactic way and students are supposed to receive knowledge and skills through passive listening. Taking this position more forward, Dello-Iacovo (2009) says that thus examination comes in between formal education and practical life and as a result the students depend upon rote learning while totally neglecting the cultivation of initiative and responsibility.

In order to bring about the desired change in the teachers, training regarding the Curriculum 2006 was imparted to the teachers. According to the Pakistan Educational Statistics 2008-2009 (Academy of Educational Planning and Management, 2009),

above 90 percent of teachers working in public-sector schools in Pakistan were formally trained. However, the impact of teacher training was not reflected by the students' performance. During informal discussions with the teachers it was revealed that the training imparted to the teachers was not effective; most of the trainers were incompetent. The trainees also showed least interest in this training as they thought it to be useless and irrelevant as well. In addition to the languishing pedagogical skills, the results reveal the feebleness of teachers' language literacy which results in teachers' failure in their pursuit of curriculum implementation. Highlighting the importance of comprehensive language literacy, Svalberg (2007) says that language literacy should not only incorporate knowledge of grammar but teachers need a broader range of explicit knowledge and sensitivities.

It is apparent from the results and the discussion that the teachers, who are responsible for implementing curriculum, are mostly intuitive and have negative attitude towards the provisions of curriculum implementation. The examination system comes in the way of the teachers if and when they think of implementing curriculum productively. The training of the teachers is also deficient therefore they are not well prepared to utilize the new curricular materials and to follow quality pedagogical practice e.g., contextualizing teaching/learning process. At this point, research question three can be answered positing that successful curriculum implementation will never be possible unless the mindset of the teacher is changed; further, until the teachers are provided with the environment in which they can follow the principles of collaboration, self-learning, knowledge sharing and knowledge construction. This all can be done through the strategic platforms mentioned in the conceptual frame work give above.

Suggestions for Further Research

As it has been found that teachers are intuitive, non-resilient and mostly not competent, and marks in the examination are the sole focus of the teachers and students, it is suggested that research should be carried out how a culture of competitiveness and ownership among teachers can be generated. Further, research should also be made to bring curriculum aims into focus in place of textbook and examination

Conclusion

The results of the study do not paint a good picture. A number of factors have played the negative role in this failure. These factors are the teachers' negative attitude towards the textbooks and new methodology of teaching. Further, examination system hinders the implementation of the curriculum. Next, the teachers' training level is also not sustaining. On the whole, it can be said that the required level of implementation can be achieved through a wholesome change in all the factors that contribute to the implementation. For example, teachers are required to be competent and competitive which can be achieved through strategic platforms like teachers academic communities and learning organizations in the institutions; examinations should be there to measure both the achievement and performance of the students; and a very effective and vigilant

training system as well as on-going evaluation and periodical review arrangement should be in place. Still another aspect of the required change is the introduction of some periodical mandatory literacy tests for the teachers on the pattern of the mandatory Literacy Test for Primary Teachers introduced in UK in 2001.

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**Relationship between Familial-Monitoring and Academic Achievement of
Secondary School Students in Multan Division**

Ghulam Murtaza*

Abstract

The purpose of the study was to find out relationship between familial-monitoring and academic achievement of the secondary school students. The study was confined to (632) public secondary schools (male and female, urban and rural) in Multan division. The sample of the study was 886 urban students (boys), 785 urban students (girls), 803 rural students (boys) and 337 rural students (girls). The total sample comprised of 2811 students of 9th class. After reviewing the related literature, a hypothetical framework was developed to measure the familial monitoring of secondary school students. A Self-inventory of five point rating scale was developed for the students of 9th class. The self-inventory was consisted of thirty statements about familial monitoring. The validation of research instrument was checked by five research-experts (professor). The reliability of research instrument was .89. The factor loading of components of family social capital was determined by using Component Factor Analysis (Exploratory Factor Analysis). Sampling Adequacy was measured by using KMO (Kaiser-Meyer-Olkin) of Sampling Adequacy that was .92 (as marvelous). Academic achievement of the students was determined from their marks of SSC Examinations year 2015. Data collected from the students were analyzed on SPSS-20. Frequencies, Crosstabulation. Chi-square was calculated to determine the association between familial monitoring and academic achievement of secondary school student. From this study, it was concluded that, familial monitoring was closely related to academic achievement of secondary school students. The children, whose parents monitored all the activities of their children regularly, got better grades than the children whose parents did not, monitored them regularly.

Keywords: Familial-monitoring, academic achievement, parental involvement, parental perceptions, parental expectations.

Introduction

Duncan (2007) investigated that families that have many children, their educational outcomes are not better because they have a few or null resources. In such families parents may not be able to pay full attention on their children. This is why; parents cannot monitor all the activities of their children. When there is a big family,

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parents will not have much time and money for each adolescent. In this way, all types of family capital, economic, person and societal capital will be divided among the offspring. It is concluded that adolescents in large families do not have verbal power; their home environment is not inspirable and they have negative behavior (Duncan, 2007).

Chassin (2009) concluded that, besides the presence of a relationship between parents and children, Parents should keep an eye on all the actions of their kids at home and at school. A structure of the family (two-parent, single-parent, step-parent family) also changes the familial monitoring. In different structures of a family, parents monitor their children in different ways. Association between parents and teachers provide better opportunities to get good grades for the adolescents. Associations with good fellows can also provide opportunities for the adolescents for better educational outcomes. Associations with bad fellows may be resulted in disappointed educational outcomes. For example, when a child will have the relationship with a child that suffers in anti-social behavior; the first child will also be involved in bad behavior (Chassin, 2009).

Problem Statement

In order to investigate that family social capital have effects on students' academic achievement, the problem to be investigated in the study was: Relationship between familial-monitoring and academic achievement of secondary school students in Multan division.

Objectives of the Study

The study was conducted to determine the association between familial-monitoring and academic achievement of secondary school students.

Literature Review

Parents should also monitor the children in their co-curricular activity involvement. Participation in co-curricular activities has a great importance in the modern age. Jordan (2001) found that the adolescents who do not partake in co-curricular activities, their educational outcomes are not satisfied. Later on these children cannot stay in a school for a long time. Co-curricular activity involvement is a better way for the students to study with concentration. Concentration is very important to get good results in study. When a student takes part in sports, he learns many societal attitudes. These attitudes and principals are very important to be successful for a student in his future life (Michaels, Ronald, & Mullis, 2010).

Duncan (2007) concluded that the adolescents who regard as their father as their future image, their educational outcomes are satisfactory. The children, who regard as their father as their future image, get the good grades in their school results. Moreover, the children, who regard as their father as their future image, they have good social behavior than their fellows who regard as their future image a family member

besides father, or they have no future image. The children who regard a male as their future image, imagine that they will have good educational outcomes than their fellows who do not regard a male as their future image. The teenagers who do not regard as anybody as their future image, they indulged in bad habits sooner or later. Children who belong to one-parent families 'show mischief and their academic achievement are also low.

One good feature of familial monitoring caused in parental expectations for their adolescent's school performance (Bloom, 2004), parents' association with their children is the source to get better performance in school. Moreover, when the parents are attached to school and discuss the teachers of their children about their problems, this act of the parents will be helpful to get good grades in school (Epstein, 2001). Yet some theories about parental involvement are emerged. Epstein (2001) has presented some stages of familial monitoring in their adolescent's achievements. Epstein (2001) presented four types of familial monitoring: (a) crucial errands, (b) attachments between parents and teachers, (c) familial monitoring of children at school, and (d) familial monitoring of students in studies at residence. Later, Epstein (2001) presented six stages of familial monitoring: (a) how a family can make better their children's learning, (b) association between family and educational institutions, (c) parental involvement in school related behavior of their children, (d) how parents help their children in studies in home, (e) parental involvement about co-curricular activities of their children and (f) parental involvement in to make closer relationships between school and community. Epstein presents that how teachers can play an important role to make better parental involvement.

In past decades, many researchers found that familial monitoring is very important in adolescent's school achievements (Henderson & Mapp, 2002). Familial monitoring linked with family' duties in monitoring their adolescents at residence and in educational institutions. Monitoring may be, to ask the children about their school activities. Parent participation plays a vital role at high school results. When parents are involved, high school students get the good grades and their school vision is vast and they will not have anti-social behavior (Deslandes & Roger, 2008).

There is a close association between social economic status (SES) and parental contribution in adolescent's learning. The researchers are taking a great interest in this respect. These two factors are closely related. Similarly, demographic factors can change the level of parental involvement (Baumrind & Black, 2010). Research in these part shows that parents monitoring in their adolescent's activities in may be in various patterns and in various stages. For instance, researchers found that parents of African American children were very interested to visit the class rooms of their children and the parents of Asian American children were not interested to stopover the class rooms of their children. However, parents of Asian American children had the comprehensive vision about the future of their children and they were much involved in helping to do

the home work of their children. The researchers concluded that, Asian American students got the good grades in school.

Many researchers found that familial monitoring has positive influence on school performance of their adolescents. Hara (2008) suggested that bigger familial monitoring is the means of getting good grades by the students. In many studies, it is found out that familial monitoring is very helpful in determent that how well the students will show performance both at elementary and secondary school levels. Hara (2008) investigated that the influences of familial monitoring has the lasting effects at the elementary school level. The results of familial monitoring are noticeable in understanding activities, mathematics attainment and in many school subjects. Familial monitoring is closely related to parental education and family background .In modern age; a lot of researchers want to know more of the ground rules about familial monitoring. Familial monitoring, is a complicated term, different people have different meanings. In current age, different researchers are very interested to know that what is meant by familial monitoring. Hara (2008) described different levels of familial monitoring. She also described that; it will be very useful if different researchers try to know that, which aspect of familial monitoring have the more influences on children's results. Grolnick and Apostoleris (2006) notes that if the researchers found that, what familial monitoring included, then, it will be easy to found that how much affects the familial monitoring have. Moreover, many researchers are trying to found, about which levels of familial monitoring are the most noteworthy. Hoge and Crist (1997), for example, described that familial monitoring is the result of; family visions, family attention, and familial monitoring in school. From these, four factors, (Hoge & Crist, 2007) concluded that family prospect were very vital. Some researchers are agreed and some are disagree about the results of parental expectations. Mau's (2005) conclusions were that, because familial visions were more crucial, so familial monitoring on homework was very important. She explained that although white parents were taking interest in school related tasks than Asian and Asian-American parents, but the Asian and Asian-American parents had good expectation about the future of their children. So the Asian and Asian-American children showed the better performance in school.

Jordan and Averett (2001) determined the components that may affect the familial monitoring. Family features (for example, qualification of the parents, parents configuration, family group, parent gender, and the time parents spent exterior the home) and kid facial appearance (for example, epoch, sex, classes, and educational outcomes) may be some factors that alter familial monitoring. Research has clarified that uncivilized parents and sole parent less monitor the actions of their children. For example, Deslandes and Roger (2008) determined that outdated families and knowledgeable parents are more interested to supervise the actions of their children (parent inspiration and admiration, help with homework, ask the children about their school actions, and participation of students in educational co-curricular activities.

Astone (1999) also mentioned that adolescents who belong to sole parents or step-parents, their homework were less supervised than the students from conventional families. Deslandes and Roger (2008) mentioned that mothers were more interested to monitor their children's educational affairs than fathers. Epstein (2001) investigated that learned parents and those who do not had additional responsibilities were more interested to supervise their kids at educational institutions. Deslandes and Roger (2008) completed that the children belong to a family with less members, were more monitored than the children with big family. Child characteristics also effects parental monitoring. For example, Deslandes and Roger (2008) mentioned that mothers of adolescent boys had the close association with teachers than did mothers of adolescent girls. Parents pay more concentration to supervise their children's activities when their adolescents are learning in elementary grades or they are indulged in anti-social behavior. According to Eccles and Harold (2006), parents of intelligent students are more interested in school tasks than do parents of dull young people. Epstein (2001) concluded that parent's take less interest to monitor their children steadily as adolescents are get admission in secondary school. When Deslandes and Roger (2008) compared parental monitoring in Grades 8, 9, and 10, he found a constant decrease in familial monitoring, but an incessant adds to in adolescent self-sufficiently.

It is necessary for Parents, they should be aware of their roles because, this responsibility is very necessary to monitor the activities of their children. In other words, we can say that parents will take more interest to supervise the actions of their children if they think their monitoring is very significant as parents. Hoover-Dempsey, Jones, and Reed (1999) suggested three parts of role construction of parents, i. e. Parent's association with teachers, parent's relationships with society and relationships with family members.

Researchers have also found that teachers will monitor the activities of their children at school if the parents are associated with school. Parents will be more interested to monitor their behavior if they think that both teacher and students insist and ask for their monitoring (Dempsey, 2000).

Researchers found that parents will be more interested to monitor their children if they consider that their kids invited them to do so. Students' invitations are the result of their civilized manners. For example, when student's demand to be monitored by the parents for help with homework, they are expressing explicit invitations. Similarly, if the children wanted to do homework alone, parents should tend to reduce their monitoring. If an adolescent has the lower achievement, they are expressing implicit invitations. When young people demand for help, this is an expression of explicit invitations.

Parental monitoring is the awareness about school and parents' views about the school atmosphere for their adolescents. This is because those schools have the duty of collaboration with every student's parents. This is very vital for civilizing the student's

grades at school. Familial monitoring means as the contact of parents with school and get in touch with about school programs and students' presentation.

There is a lot of research in psychology and education that domestic atmosphere has the lasting effects on adolescent's school performance, these effects are stronger than social properties (The Home Environment, 1993). The positive home atmosphere factors comprise a father or mother spending time in monitoring actions of their children to develop their achievements. These home atmosphere factors are known as social capital (Coleman, 2008), because they conclude that if the parents monitor all the activities of their children at school and at home, their student's achievements will be better (Larrivee, 2007).

Research Question

Is there any association between familial-monitoring and academic achievement of secondary school students?

Null Hypothesis

There is no significance association between familial-monitoring and academic achievement of secondary school students

Population of the Study

The total number of students (male and female) of 9th class who took the 2015 annual examination from B.I.S.E Multan was 123010. The total number of public secondary schools was 632 (male & female, urban & rural). So all the students of 9th grade of (632) Public Secondary Schools (male and female, urban and rural) of Multan division was the population of this study. The students of 9th class were selected for study.

Sampling Method

In the present study cluster sampling and proportionate stratified random sampling techniques were used. There were four districts in Multan division. The number of public secondary schools in each district was different. So the number of schools from each district was taken proportionately to the total number of schools in each district. Ten percent of schools from each district and from each category were selected. Cluster sampling technique was used to select the sections of students.

Only students of 9th class of public secondary schools (boys& girls, urban & rural) were included in the study, sampling layout is given in the table on next page. The instrument was administered 3000 Secondary Schools. Data were received from 2811 students. The response turned out to be 94%.

Table 1

Schools and students from public secondary and higher secondary schools in Multan division

District		Male		Female		Total
		Urban	Rural	Urban	Rural	
Multan	Total School	53	60	26	30	169
	Sample School	5	6	3	3	17
	Total Students	9192	10111	8667	7570	35540
	Sample Students	237(250)*	245(250)	201(210)	98(100)	781(810)
Khanewal	Total School	55	67	39	44	205
	Sample School	6	7	4	5	22
	Total Students	10496	9535	8908	7930	36869
	Sample Students	252(260)	203(215)	267(280)	105(110)	827(865)
Vehari	Total School	31	56	21	59	167
	Sample School	3	5	3	5	16
	Total Students	8789	8465	7615	4781	29650
	Sample Students	222(225)	193(200)	178(190)	70(90)	663(705)
Lodhran	Total School	27	31	14	18	90
	Sample School	3	4	2	2	11
	Total Students	6242	5710	5912	3998	21862
	Sample Students	175(200)	143(174)	157(168)	65(78)	540(620)
	Grand total Schools	136	202	78	135	632
	Total Sample of School	17	22	12	15	66
	Grand total Students	34719	33821	31102	24279	123021
	Total Sample of Students	886(935)	784(839)	803(848)	337(378)	2811(3000)

*Proposed Sample

Development of Research Instrument

To determine the familial monitoring of the sampled students, the researcher developed a questionnaire after review of related literature about the research topic. The researcher developed a hypothetical framework for this purpose. Based on this format, the researcher developed the questionnaire consisting 30 statements that were about students' familial monitoring. These statements were on five points Likert type scale. The coding on Likert type scale were as, 5 = always, 4 = most of the time, 3 = sometimes, 2 = rarely, 1 = never.

Academic Achievement

Academic achievement in letter grades of the sample students was determined from their annual results of B.I.S.E Multan as per board standards. Detail is given here,

Student's academic achievements (Grades) were as,

A+ = 90% and above (Exceptional)	A = 80% to 89% (Excellent)
B+ = 70% to 79% (Very good)	B = 60% to 69% (Very good)
C = 50% to 59% (Fair)	D = 40% to 49% (Satisfactory)
E = 33% to 40% (Only pass marks)	F = below 33% (Fail)

Total sample=2811

Passed students in all subjects =1410

Failed students in one subject=475

Failed students in two subjects =358

Failed students in three subjects=371

Failed students in all subjects (failed as a whole) =197

However, total marks of all sample students were taken from their result cards of B.I.S.E Multan

Data Analysis

Crosstabulation, Chi-square, were calculated to determine the association between familial monitoring of and academic achievement. Frequencies of demographic variables were calculated. Reliability Coefficient of factors was calculated. Self-Inventories for parent-child relationship were confirmed using KMO (Kaiser-Meyer-Olkin)

In this research, the researcher wanted to determine the association between familial monitoring and student performance. Familial monitoring consisted of thirty statements. First of all, scores of these statements were added, and then these scores were converted into ordinal data because in interval data, range of scores was vast. Crosstabulation cannot be used for vast range of scores. In the following Table, different letters (A+, A, B+, B, C, D, E, F) show the level of familial monitoring e.g. letter A+ denote the best level of familial monitoring. Then A, denote the low level of familial monitoring than A+ and so on. Letter F denote the lowest level of familial monitoring. Then association between familial monitoring and grades of students was determined.

Table 2

Association between familial-monitoring and academic achievement of secondary school students

Grade		Familial-Monitoring								Total	Sig.
		A+	A	B+	B	C	D	E	F		
90% and above	Count	17	14	6	6	2	1	0	0	46	.01
	Expected Count	21.1	11.9	7.1	3.1	1.7	.8	.2	.1	46.0	
80% to 89%	Count	66	46	29	14	9	7	1	1	173	
	Expected Count	79.3	44.6	26.6	11.8	6.2	3.0	.9	.6	173.0	
70% to 79%	Count	154	79	44	27	10	3	3	0	321	
	Expected Count	147.1	82.7	49.3	21.8	11.5	5.5	1.7	1.0	321.0	
60% to 69%	Count	204	110	68	31	25	14	3	1	456	
	Expected Count	209.0	117.5	70.1	31.0	16.4	7.8	2.4	1.5	456.0	
50% to 59%	Count	150	89	46	21	8	7	1	2	324	
	Expected Count	148.5	83.5	49.8	22.0	11.6	5.5	1.7	1.0	324.0	
40% to 49%	Count	41	14	20	1	4	1	0	0	81	
	Expected Count	37.1	20.9	12.5	5.5	2.9	1.4	.4	.3	81.0	
Fail in one or two subjects	Count	395	214	123	58	25	11	5	2	834	
	Expected Count	382.3	214.9	128.2	56.7	30.0	14.2	4.5	2.7	834.0	
Fail in three or in all sub	Count	261	158	96	33	18	4	2	3	575	
	Expected Count	263.6	148.1	88.4	39.1	20.7	9.8	3.1	1.8	575.0	
Total	Count	1288	724	432	191	101	48	15	9	2810	
	Expected Count	1288.0	724.0	432.0	191.0	101.0	48.0	15.0	9.0	2810.0	

$\alpha = 59.897$ Sig. = .01

In table 2, Crosstabulation results are shown. In this table significance value (.01) shows the strength of confidence, it means that, there is strong association between family monitoring and academic achievement. A family who monitor all the activities of its children, their children shows the better performance but a family who does not monitor all the activities of its children, their children does not show the better performance of secondary school students.

H₀: There is no significance association between familial-monitoring and academic achievement of secondary school students.

Thus there is a significance association between familial-monitoring and academic achievement of secondary school students. Null Hypothesis claiming that there is no significance association between familial- monitoring and academic achievement of secondary school students is therefore rejected.

Discussion

Several studies report that familial monitoring has positive influence on school performance of their adolescents. Hara (2008) suggested that bigger familial monitoring is the means of getting good grades by the students. In many studies, it is found out that familial monitoring is very helpful in determining that how well the students will show performance both at elementary and secondary school levels.

Grolnick and Apostoleris (2006) notes that if the researchers found that, what familial monitoring included, then, it will be easy to find out how much affects the familial monitoring have. Moreover, many researchers are trying to find out, about which levels of familial monitoring are the most noteworthy. Hoge and Crist (1997), for example, described that familial monitoring is the result of; family visions, family attention, and familial monitoring in school. From these, four factors, (Hoge & Crist, 2007) concluded that family prospect were very vital. Some researchers are agreed and some are disagree about the results of parental expectations. Mau's (2005) conclusions were that, because familial visions were more crucial, so familial monitoring on homework was very important. She explained that although white parents were taking interest in school related tasks than Asian and Asian-American parents, but the Asian and Asian-American parents had good expectation about the future of their children. So the Asian and Asian-American children showed the better performance in school.

A study was conducted by Dornbusch (1987) to investigate that which style of parents was helpful in achieving good scores. Two types of parenting attitudes were described in that research. Authoritarian parents wanted to control their children by force but the democratic parents used a civilized manner with their children. It was concluded from the study that the second type that was authoritative or democratize, was helpful for adjustment of children in a society and to achieve good grades. Thus these researchers investigated that authoritative or democratize style help the students in good performance. This result of previous studies supports the result of this study.

Recommendations

Following recommendations are given: (1) there should be a close relationship between parents and their children so that better school results should be achieved, (2) parents should be aware of their children's personal problems and they should try their best to solve these problems, (3) it is induced from the study that the home discipline should be democratic because it employs explanation, discussion and reasoning to help the children, (4) parents should try to know the Psychics of their children, (5) family members should be in contact with school for the betterment of their children and (6) parents should monitor their children regularly in all their activities.

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Quality Teaching At Higher Education: Demands and Challenges

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Abstract

In my own words, the role of higher education has always been an important factor for the development of education and the economic system of any country. Key components that are considered as a key factor for the quality of higher education include quality of faculty, standards of curriculum, research environment, technological equipment, policies, and evaluation process of the education system. The present study was aimed to explore the perception of university teachers about their priorities regarding the measures of quality teaching at higher education. The key areas identified by OECD (2012) for quality teaching at higher education were followed by the present study. One hundred university teachers from public sector universities of Pakistan were selected as a sample of the study. A self-constructed questionnaire that was based on OECD's key areas was used as an instrument of the study. Collected data were analyzed by calculating mean scores, frequencies, and percentages for each statement. The major findings of the study showed that OECD's identified areas are not at the highest level of priority by public sector universities. It is recommended that universities may focus on the OECD's identified areas to achieve the goal of quality teaching at higher education in Pakistan.

Keywords: Quality teaching, university teachers, higher education.

Introduction

In my opinion, from many centuries, education has always been treated as an instrument of the change agent in any nation. Broadly higher education is known as one of the most important key drivers of growth, performance, and prosperity of any nation. The social role of higher education provides a significant link between the intellectual and educational roles of universities (Anderson, 2004; Barnett, 1994). Quality teaching is considered as a source for teaching methods to construct the learning outcomes for students. Many dimensions are involved in quality teaching, which includes the

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productive curriculum design and content, collaborative learning, experimentation, and guide for independent study. A variety of learning environments must be used for quality teaching. It has been observed by many of the researchers that promoting quality teaching is an effort at many levels and support for quality teaching is needed at three independent levels which are:

1. *Institutional level*: It includes policy design projects and support for the institution and internal quality assurance system,
2. *Program level*: Consist of activities to evaluate and encourage the design, content, and delivery of programs inside a department.
3. *Individual-level*: It includes initiatives to support the teachers to achieve their goals by encouraging them to bring innovations and supporting the student learning improvements by focusing on a student-centered teaching-learning approach (Cartwright, 2007).

These three levels are considered essential components for quality teaching and are inter-dependent on each other. But supporting the quality teaching at the program level is considered the key element to ensure the improvement in quality teaching. Many initiatives can be taken to encourage quality teaching at the institutional level:

1. Teaching-learning development center
2. Activities for professional development
3. Recognition awards for teaching excellence and activities
4. Practices for teaching innovations
5. Proper criteria for teachers' selection
6. Libraries and computing facilities for learning
7. Proper management for teaching-learning practices
8. Students' counseling, career advice, and mentoring services
9. Proper evaluation methods for the teaching-learning process (Telford & Masson, 2005).

There are many of the factors that bring quality teaching to the forefront. Every education system does experience the gradual development of students' enrollment nowadays. On the other side, higher education also suffers many of the problems related to the students, teachers for their performance towards quality teaching. The common reasons for which quality teaching is encouraged by the institutions include;

1. Meeting the increasing demand for meaningful and effective teaching. Because nowadays students also want to ensure that whether their education will get any employment and will equip them with the demanded skills or not?
2. To ensure that they are reliable providers of quality education.
3. To balance the teaching-learning performance with research performance
4. To compete effectively against the backdrop of tuition fees and students' mobility

5. Effectively increasing the effectiveness of the teaching-learning process against the funding constraints (Anderson, 2004).

There are also some of the factors which are influencing the quality teaching including:

1. Internationalization of higher education
2. The increasing scope of education and a variety of students' profile
3. Continuous technological changes that may cause for the outdated content and pedagogies.
4. Increasing demand for the graduates and higher education engagement
5. Increasing global competition and economic effectiveness
6. The demand of skilled workforce for the 21st-century challenges (Darling-Hammond, 2010).

Characteristics of Quality Teaching

It is concluded from many of the discussions that many of the scholars are agreed on the opinion of the quality teaching components, and these components are the combination of good and successful teaching. Description of both components is below;

Good Teaching: It is considered that good teaching is a base for the expertise of any idea because good teaching is related to the effectiveness of the behavior. It is identified by the researchers that many characteristics can depict good teaching. These characteristics are merged into three main elements (Wechsler & Shields, 2008) including:

- First of all, good teaching depends on what teachers bring into the classroom, and these are called teachers characteristics. These characteristics include content pedagogy, content knowledge, experience, general intelligence, and verbal ability (Darling-Hammond, 2010; Berliner, 2004; Wechsler & Shields, 2008). It is expressed by Kennedy (2008) that teachers' characteristics are teachers' resources, and these personal resources include beliefs, attitudes, values, and personal traits.
- Second good teaching depends on what teachers do in the classroom, and it is called teaching practice. Good teaching always uses the rational and moral method, and these two methods are classified into three main elements of good teaching by Fenstermacher and Richardson (2000). These three elements include logical acts, psychological acts, and moral acts of teaching. Logical acts of teaching include defining, demonstrating, explaining, creating, correcting, and interpreting. Psychological acts emphasize motivating, encouraging, rewarding, punishing, planning, and evaluating (Darling-Hammond, 2010). Moral acts of teaching include moral traits, including honesty, courage, tolerance, compassion, trust, respect, and fairness.

- Third good teaching is known as what students learned from learning that are desired outcomes. Teaching practice that is associated with the students' learning outcomes and test scores is considered an effective indicator of good teaching (Haskins dan Loeb, 2007; Darling-Hammond, 2010; Kennedy, 2008).

Successful teaching: It has been suggested by Fenstermacher and Richardson (2000) that one of the important parts of quality teaching is students' response towards teaching. But to know that either student, learn the material or not is called successful teaching. Successful teaching majorly depends on the students. Main elements of the successful teaching comprised; students' urge to learn, support of social environment from family, society, culture, peers, and, most importantly, proper facilities, time, and resources (Loughran, 2010; Elmore, 2004). For successful teaching, every student must be skilled with the background knowledge, questioning techniques, adding new knowledge, and understanding the phenomena. In successful teaching, it is the responsibility of a teacher to create a learning environment that provides rich opportunities for learning to the students.

Dimensions of quality teaching: Quality teaching has always been considered one of the essential components of quality learning in higher education. Nowadays, graduates are going in the world of employment rapidly with risk and complexity demands. For these demands, university education has to play an important role in meeting the challenges of the employment market and training the students' skills, knowledge, values, and beliefs to survive in the world of employment. A good connection between the demands of the employment world and learning experiences can provide wonderful opportunities to the students to learn professional and common competencies. Certain areas have been identified by the OECD in 2012's report, which must be considered by the higher education institutions for quality teaching. Areas included are: (a) increasing awareness about the quality teaching (b), preparing excellent teachers, (c) engaging students, (d) developing an organization for change and teaching leadership, (e) supporting institutional policies to encourage quality teaching, (f) highlighting innovation as a core component for change and (g) evaluating the impact.

In the 21st century, higher education has more focused on the students' learning outcomes with student-centered learning, pedagogical competencies, activity-based learning, peer and group assessments, networking, collaborations with other disciplines, and international programs. Quality in higher education has always been considered a multidimensional concept, and this concept must be accepted with all its functions, activities, teaching, academic programs, research and scholarships, faculty, students, community services, and academic environment (UNESCO, 1998). It is a fact that the quality of education is directly related to the quality teaching and quality teachers. Teachers are known as the core component of any educational process, and it is

important for any educational system that teachers should be professionally competent and sincere towards the teaching profession. It is indicated by many discussions that a university teacher is not only a subject teacher, but he/she must be a strong source for understanding, strength, good conduct, and national unity (McCarty, 2003).

In higher education, university teachers always play an essential role in the understanding and improvement of the teaching-learning process (Zaman, 1998). In higher education, teaching is not only considered as delivering information, but it is a continuous process of communicating the information and guiding the students to gain instruction. Teaching is also known as the interaction between the teachers and students, preparation and lesson planning, selecting proper teaching aids, and evaluation of instruction and communication (Misra, 2002).

Statement of the Problem

In the era of continuous growth and development with the verification of higher education systems, society is considered one of the important factors to offer quality education programs for the students. Higher education institutions are getting more attention because of public assessments and international rankings. It is reviewed from the literature that good teachers always have empathy for the students. They are always experienced teachers and well organized and expressive. And in comparison, excellent teachers have a passion for learning, for teaching, and students' learning. This comparison has emphasized a research culture among the institutional environment. National policy by public authorities and quality assurance agencies can also help institutions to develop a quality culture, including the teaching-learning process. Keeping in view the previous literature and findings, the present study was aimed to explore the university teachers' perceptions about the priorities of their universities concerning measures taken for quality teaching.

Methodology

The main focus of the present study was to find out the perception of university teachers about the measures of quality teaching for higher education at their institutions. As the study was survey-based, so, the quantitative research design was used to collect the data. All teachers from public universities of Pakistan were treated as the population of the study, whereas 100 teachers from public universities of Pakistan were selected as the sample of the study through a simple random sampling technique. A self-made questionnaire by researcher comprised of seven key areas of quality teaching identified by OECD (2012), was used as an instrument for data collection. The questionnaire was comprised of 74 statements with the categorization of 7 clusters. Respondents were asked to rate the priority of their institutions on a four-point scale ranging from least to highest priority. Collected data were analyzed through frequency, percentage, and mean score for each statement and each cluster.

Data Analysis

Table 1

Percentage of teachers rating as highest priority and option wise

Sr. #	Statement	% of Teachers Rating as Highest Priority of Their Institutions	Option wise Rating of the Majority
1.	Quality teaching is considered as a deliberate objective of my institution.	26.5 %	option # 3 by 26.5%
2.	The developed framework for the institution reflects the mission, values, and context of the institution.	20.6 %	option # 4 by 38.2%
3.	Department/program level teaching and learning frameworks are in-line with the framework of the institution.	20.6 %	option # 4 by 29.4%
4.	Teaching and learning frameworks clearly define the students' learning outcomes.	20.6 %	option # 4 by 44.1%
5.	Consultation of all stakeholders, including students, is considered for the development of teaching and learning frameworks.	17.6%	option # 3 by 29.4%
6.	Aligning the teaching-learning process is the main purpose of teaching-learning frameworks.	17.6 %	option # 4 by 41.2%
7.	Quality teaching in my institution is emphasized by all contexts, avenues, and occasions.	11.8 %	option # 4 by 38.2%
8.	Quality teaching is promoted by my institution at the regional, national, and international levels.	5.9 %	option # 4 by 32.3%
9.	Quality teaching is celebrated and awarded by teaching awards in my institution.	5.9 %	option # 1 by 26.5%
10	The balance between research and teaching is developed through support for quality teaching.	8.8 %	option # 4 by 35.2%
11	A strong link between research and teaching is used to enhance the teaching-learning process.	20.6 %	option # 4 by 32.4%
12	My institution presents the teaching by quality culture and supporting the teaching-learning scholarships.	11.8 %	option # 4 by 44.1%
13	The teaching-learning framework is always supported by the teaching staff, heads, and team leaders.	5.9 %	option # 3 by 44.1%
14	Human resources, funding, and facilities to support quality teaching are always provided by my institution to meet the needs of teachers.	8.8 %	option # 4 by 50%
15	Quality teaching is monitored by a well-constructed tool, and useful, constructive, and timely feedback is provided to the teachers.	8.8 %	option # 4 by 38.2%
16	The pedagogical competencies that are related to my institution are expected from the teachers' and others' involvement.	8.8 %	option # 4 by 35.3%

17	Most of the time, pedagogical competencies are used as a source for professional development and improving the teaching-learning process.	11.8 %	option # 4 by 35.3%
18	A well-designed professional development with clear objectives associated with quality teaching is provided by my institution.	5.9 %	option # 4 by 38.2%
19	Resources and experts in professional development are always accessible in the right place at the right time.	2.9 %	option # 4 by 32.4%
20	Peer-learning, coaching, mentoring, and collaborative approach are all encouraged by my institution to improve the teaching-learning process.	2.9 %	option # 2 by 29.4%
21	A wide range of mechanisms is used for excellent teaching practices in my institution.	5.9 %	option # 4 by 35.3%
22	Teachers are identified for their excellency and accomplishments for an institution.	14.7 %	option # 2 by 32.4%
23	Students are trained to play an active and constructive role in the achievement of quality teaching.	23.5 %	option # 4 by 29.4%
24	A specific role by my institution is played to foster quality teaching across the institution.	14.7 %	option # 3 by 32.4%
25	Students are encouraged to provide useful and constructive feedback for the evaluation of quality teaching.	14.7 %	option # 4 by 47.1%
26	Students are appropriately awarded for playing an active role in fostering quality teaching.	5.9 %	option # 4 by 14.7%
27	Well-constructed instruments are used to collect students' feedback about the teaching-learning process.	14.7 %	option # 4 by 38.2%
28	Teachers in my institution are aware of how to use the students' feedback to improve their teaching-learning process.	11.8 %	option # 4 by 29.4%
29	Proper mechanisms are used to monitor and collect students' feedback.	8.8 %	option # 4 by 32.4%
30	Modern teaching methods are encouraged for students' active engagement in the teaching-learning process.	11.8 %	option # 4 by 29.4%
31	Staff and students are aware of the use of students' feedback and action results.	5.9 %	option # 3 by 32.4%
32	The culture of on-going communication between students and teachers is encouraged to promote quality teaching.	11.8 %	option # 2 by 29.4%
33	A clear leadership structure is followed by my institution, which highlights the responsibilities for fostering quality teaching.	5.9 %	option # 3 by 35.3%
34	Leadership responsibilities are about the resources and instruments that are needed to communicate	8.8 %	option # 4 by 35.3%

	the results.		
35	Leadership responsibilities are fostered and developed concerning pedagogical leadership.	8.8 %	option # 4 by 38.2%
36	Attractive career paths and possible compensation are offered by my institution for leadership responsibilities.	5.9 %	option # 4 by 32.4%
37	Every faculty member is welcome to adapt and implement the teaching-learning framework for maintaining consistency.	11.8 %	option # 2 by 35.3%
38	Regular monitoring is done across my institution for evaluating the progress of the teaching-learning framework.	8.8 %	option # 4 by 41.2%
39	A well-functioned and specific unit is dedicated to quality teaching with clear instructions, responsibilities, and resources.	2.9 %	option # 3 by 32.4%
40	Research is always promoted by the quality teaching unit; a proper work base is developed by providing pedagogical resources.	2.9 %	option # 3 by 29.4%
41	Effective practices are communicated by a quality teaching unit and provide professional development.	5.9 %	option # 2 by 32.4%
42	The quality teaching unit is full time connected with the departments and disciplines to promote the productivity of best practices.	5.9 %	option # 3 by 26.5%
43	The teaching-learning framework is always integrated with the support services.	11.8 %	option # 4 by 32.4%
44	Policies are regularly reviewed to identify the main factors that are hindering the consistency of quality teaching.	5.9 %	option # 2 by 26.5%
45	Departmental policies for quality teaching are related to the teaching and learning framework of the institution.	5.9 %	option # 3 by 38.2%
46	The objectives of quality teaching are always supported by human resources policies.	11.8 %	option # 2 by 29.4%
47	Performance and career progression policies are evaluated regarding the pedagogical competencies.	8.8 %	option # 4 by 32.3%
48	The full range of effective teaching and learning practices are reflected in the remuneration package.	17.6 %	option # 3 by 26.5%
49	Well-aligned technological policies are used for the more effective teaching-learning process.	11.8 %	option # 4 by 29.4%
50	The learning environment is adaptable for quality teaching with a variety of teaching approaches.	17.6 %	option # 3 by 35.3%
51	Student support policies are well-set with the teaching-learning framework by supporting effective learning.	11.8 %	option # 2 by 35.3%
52	Student support services, including induction, tutoring, and counseling, are always evaluated to assess the contribution to effective learning.	5.9 %	option # 2 by 29.4%

53	Students' and teachers' international policies are regularly used as an opportunity to enhance quality teaching.	8.8 %	option # 2 by 26.5%
54	In my institution, experimentation and innovation in teaching practices are always encouraged and awarded.	11.8 %	option # 4 by 35.3%
55	Students are properly involved in the design and evaluation of innovative teaching-learning experiments.	11.8 %	option # 2 by 29.4%
56	External stakeholders of the teaching-learning framework are properly involved in innovative teaching-learning practices.	0.00 %	option # 2 by 38.2%
57	Teaching practices' innovations are properly evaluated to find out the impact.	2.9 %	option # 2 by 38.2%
58	Multidisciplinary and team approaches are encouraged across my institution for collaborative innovation.	5.9 %	option # 2 by 44.1%
59	Research activities are encouraged by the students for learning and suggesting possible innovations in teaching practices.	8.8 %	option # 4 by 35.3%
60	Teaching practices are continuously evaluated through reflection for effective teaching practices.	5.9 %	option # 4 by 32.4%
61	Teaching-learning challenges are carefully diagnosed, and possible solutions are also suggested.	8.8 %	option # 4 by 29.4%
62	Teaching practices' innovations are carefully designed within the institutional guidelines by managing the risks.	5.9 %	option # 2 by 26.5%
63	Innovations in teaching are properly monitored to assess the consistency concerning institutional strategic development.	5.9 %	option # 2 by 32.4%
64	Knowledge-sharing platforms and sources are all the time accessible to support the enhancement of innovative practices.	2.9 %	option # 2 by 44.1%
65	The term quality teaching is merged with the quality assurance processes and assessment techniques of my institution.	8.8 %	option # 4 by 44.1%
66	The results of internal and external evaluations are considered as an important factor for quality teaching enhancement.	8.8 %	option # 3 by 32.4%
67	Evaluation of teaching performance and evaluation of instruments to support quality are treated separately.	17.6 %	option # 3 by 32.4%
68	Evaluation is designed as an initiative process for quality teaching.	5.9 %	option # 2 by 35.3%
69	Evaluation instruments are well-managed, understandable, and technically supported.	5.9 %	option # 3 by 35.3%
70	The results of the evaluation are analyzed carefully and used carefully to improve the quality teaching-	5.9 %	option # 3 by

	learning process.		32.4%
71	Teachers are professionally trained to interpret and use the results of the evaluation.	8.8 %	option # 3 by 41.2%
72	Reflection to improve the quality teaching is done by using the internal evaluations.	8.8 %	option # 4 by 38.2%
73	A check and balance are maintained to assess the implementations of results and recommendations.	11.8 %	option # 4 by 38.2%
74	Results of evaluations are communicated across the institution for the implementation of results.	8.8 %	option # 3 by 35.3%

Cluster wise mean scores were calculated and interpreted as following:

Table 2
Interpretation of Mean Values

Mean value	Interpretation
between 1 – 1.99	least priority
between 2 – 2.99	less priority
between 3 – 3.99	priority at a moderate level
between 4 – 5	highest priority

Table 3
Cluster wise means

No.	Cluster	Mean	Interpretation
1	Raising awareness of quality teaching	3.29	Priority at a moderate level
2	Developing excellent teachers	3.17	Priority at a moderate level
3	Engaging students	3.08	Priority at a moderate level
4	Building an organization for change and teaching leadership	3.00	Priority at a moderate level
5	Aligning institutional policies to foster quality teaching	3.27	Priority at a moderate level
6	Highlighting innovation as a driver for change	2.83	Priority at a moderate level
7	Assessing the impact	3.12	Priority at a moderate level

There is not even a single cluster given the highest priority

Respondents were asked to rate the priority of their institutes on different options, where 1 indicates the least priority of their institution 2 as less, 3 as moderate, and 4 as the highest priority. The above table gives us a detailed picture of the options # selected by the highest number of respondents for each statement /measure for quality. Results indicate that options # 4 has been selected for a very limited number of statements; hence highest priority is not being given to the measures of quality.

Discussion

The phrase quality teaching is discussed differently by policymakers, researchers, and practitioners. Some of them claimed that quality teaching is directly linked with successful teaching, whereas some of them indicated that quality teaching is student-centered teaching. And also, some of the countries didn't provide a clear definition of quality teaching.

It is found from the data that the evaluation of teaching performance is done for the improvement of teachers in the teaching-learning process, and these evaluation measures are conducted carefully. Results are being informed to the teachers for improvement. These findings are in-line with the findings of many studies as it is stated by Darling-Hammond (2010) that the major aim of evaluating teachers' effectiveness must be for the improvement of teachers' capacities and providing them opportunities to enhance the teaching effectiveness and their institution. It is important to evaluate the quality teaching to find out the need for teachers' recruitment, strengths and weaknesses of teachers, ensuring the professional development of the teachers, identifying mentors, coaches and leaders and allotment of quality teachers to every school (Haskins & Loeb, 2007; Kennedy, 2008; Darling- Hammond, 2010).

Every discussion about quality teaching starts with teachers. It ends with quality teachers, and education is considered the necessary element in the teaching-learning process, and this process becomes more effective with the collaboration of teachers and students. The common conclusion inferred from many of the studies highlights that quality teaching requires quality teachers, and to produce quality teachers, it is important to facilitate teachers to utilize a variety of teaching methods and techniques to refresh their knowledge.

Every education system needs to develop a high standard of quality teaching, which will help to attract, prepare, support, and develop the quality teachers who will be able to teach in a challenging environment. Initiatives from institutions must be taken to prepare the skilled teachers who can teach content with the practice and experiences. More importantly, the policies that develop the teaching context must be related to the quality and role of the individual teacher in the contribution of quality teaching culture (Darling-Hammond, 2010).

Conclusion

Based on literature and findings, it is concluded that higher education has always been an important key factor for quality teaching in any institution. The importance of quality teaching cannot be ignored in any century, and it has become a key factor in the sustainable development of any nation, both economically and socially. It has been concluded from the findings that a very low percentage of the teachers thought that the measures which can help to meet the challenges in all the areas of concern are given the highest priority by their universities. It is also inferred from the

findings that raising awareness of quality teaching, developing excellent teachers, Engaging Building organization for change and teaching leadership, Aligning institutional policies to foster quality teaching and Assessing impact being prioritized at a moderate level by Pakistani universities while universities are giving less priority to highlighting innovation as a driver for change. Finally, it is concluded that the majority of the teachers believed that the measures which can help to meet the challenges in all the areas of concern are given moderate or less priority by their universities.

Recommendations

The focus of quality teaching may be on competencies, and teacher role can be transferred from transferring knowledge to knowledge creation. Quality teaching can be a form of "deep learning." Proper channel for quality teaching may be created for quality outcomes and students' learning. Teachers' evaluation reports might be shared with teachers through proper channel for professional growth and development. Active learning and problem-solving may be focused on quality teaching. A learner-centered teaching-learning process might be followed for quality education. Teaching must be made "learning – centered" where the focus is on learning and real needs of the students that are derived from the market and citizenship requirements. Based on the findings of the study, a further comparative study can be conducted to measure the quality teaching among male and female university teachers.

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Relationship between Time Management Practices and Job Satisfaction of Secondary School Teachers

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Abstract

It is generally perceived that teachers who have good time management skills have high job satisfaction level. To investigate this, the researchers sought to explore how secondary school teachers (SST) manage their time and explore the relationship between their productivity and satisfaction level at their workplace. The researchers selected 1244 SST through cluster sampling technique from seven sampled divisional headquarters districts of Khyber Pakhtunkhwa (KP) province. Self-constructed questionnaires were used to measure the time management skills and job satisfaction level of the secondary school teachers. The researchers analyzed the data using both descriptive and inferential statistics including mean, standard deviation and Pearson correlation. Main findings of the study show that SST time management skills and job satisfaction have above average levels of observance. Additionally, on average, these SST were satisfied with work environment, administration, in-service training, and teaching as a career and were satisfied with teaching at their schools. The co-efficient of correlation value suggested a significant positive moderate relationship between total time management scores and overall job satisfaction scores. Building teachers' time management capacities may be a worthwhile strategy for improving their efficiency at school.

Keywords: Time management skills, job satisfaction, secondary school teachers, teaching-learning process.

Introduction

Time management skills are an important predictor of job satisfaction level of principals, teachers and students (Farrell, 2017; Kouali & Pashiardis, 2015). However, very little research studies have been conducted at national and international levels on this important issue and also factors affecting school, college and university teachers' time management skills (Claessens, Van Eerde, Rutte, & Roe, 2007). It should be of note that researchers have recently focused on investigating the time management problems faced by individuals at workplace (König & Kleinmann, 2007). In the words of Covey

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(2009) “time is one of the most valuable resources in the modern world.” He further stated that “efficient people usually have effective time management skills” (p.12). Today, everyone continuously searches for ways to use time effectively and efficiently. Similarly, school, college and university teachers and students are also searching for ways on how to save, invest or improve time management skills. Most researchers have paid attention to unearth the factors affecting teachers’ time management skills and how these skills affect their performance, their customers and co-workers (Sorenson, Goldsmith, & DeMatthews, 2016). Thus, time management is considered as one of the important key issues for employees and their organization and is considered a key predictor for outcomes (Bawaneh & Takriti, 2015).

It has been noticed that many teachers feel frustrated because of lack of time issues at their workplace. Researchers like Torres, Ulmer, and Aschenbrener (2007) stated that teachers continuously suffer from high levels of stress, because they have greater workload and they work for long hours at school, college and university. Joerger and Boettcher (2000) argued that during first two months of the school year, teachers experience high level of stress because of heavy workload. Apart from classroom instruction, secondary school teachers perform additional responsibilities at school. They take care of maintaining discipline at school, look after co-curricular activities, manage classroom for instruction, coach students for competitive examinations, participate in in-service training for enhancing their competencies, and motivate and encourage students for academic excellence. In this context, Schuler (1979) anticipated that, “time management means less stress for individuals, which means more efficient, satisfied, healthy employees, which in turn means more effective organizations” (p. 854). Claessens et al. (2007) and Macan (1994) noted that little attention has been given to investigate the factors affecting time management practices and related organizational outcomes.

Another potential challenge for secondary school teachers is to maintain a balance between their organizational and personal life. Edwards and Briers (1999), Mundt and Connors (1999) and Myers, Dyer, and Washburn (2005) found that teachers face problems regarding maintaining a balance between organizational and personal life and they cannot say “no” to performing different life roles. Mundt and Connors (1999) concluded that teachers face problems in maintaining a balance between organizational and personal life because of lack of establishing priorities, maintaining personal motivation and having a positive outlook towards personal and organizational lives. The different areas which should be focused during pre-service and in-service trainings provided to teachers include professional development, coping stress management strategies, learning time management techniques, enhancing communication skills and effective teaching strategies. Claessens et al. (2007) noticed that learning time management skills improve the job satisfaction level and reduces the stress related outcomes.

Very few teachers are likely to be resistant to stress. Talbert and Camp (1994) noticed that beginning teachers tended to exhibit more stressful behaviors than their senior coworkers and felt difficulty to meet their schedules. Those teachers, who failed to manage their time effectively proved to be more stressful and often left the teaching profession (Champan & Hutcheson, 1982). In this same way, Moore and Camp (1979) noticed that teachers who left their profession reported the reasons being long duty hours and multitasking. It is evident from the above discussion that time management and stress has a strong association. It is therefore, important for the secondary school teachers to learn about time management techniques for enhancing their job satisfaction level. Wildman and Niles (1987) rightly said that the greatest challenge which the teachers face is to know how to manage their time to increase their productivity. Since teachers devote most of their time to preparing classroom instruction, they should thus have excellent time management skills (Torres et al., 2007). Similarly, Mundt (1991) concluded that teachers have to plan daily lessons for multiple classes, meet deadlines, completing paperwork, organize classrooms to ensure maximum learning which produce stress because of heavy workload.

Teachers' Time Management Skills are related to Their Job Satisfaction

Extensive studies of the related literature have been done for investigating the relationship between teachers' time management skills and their outcomes. In this regard, Claessens, Van Eerde, Rutte, and Roe (2004) concluded that the perceived control of time was positively related to job satisfaction of the workers. Similarly, Hall and Harsh (1982) concluded that time management behaviors were positively related to increased job satisfaction level. Likewise, other researchers have also found that time management behaviors decrease job induced and somatic tensions and increase life satisfaction of college students (Macan, Shahani, Dipboye, & Phillips, 1990). Kelly (2001) theorized that increased time use efficiency would result in increased productivity, high performance measures, increased feelings of accomplishments, and increased work satisfaction. Mohammadi, Soleimani, and Babelan (2014) found that principals' time management were positively and significantly related to their job performance. Principals having good time management skills proved to be more effective at their workplace. They also declared that principals' time management skills proved to be a significant contributor to teachers' job performance.

Teachers having better time management skills proved to be more effective at classroom. Those teachers, who manage their time effectively, use instructional time efficiently and teach in an effective way (Khan, Farooqi, Khalil, & Faisal, 2016). Green and Skinner (2005) noticed that better time management skills of employees ensure greater productivity in organization and also enable workers to perform their job in smarter ways. Abduljabbr, Mahdi, and Almsafir (2012) believed that time management behaviour helps employees in improving their productivity, makes their job easier, perform tasks efficiently and guide the organizations towards achieving its goals. They

found that time management behaviour of employees have positive relationship with the job performance. However, Classencs et al. (2007) noticed that those employees who have positive attitude towards time have well time management skills and have greater level of job satisfaction; however, the effect of time management skills on employees' job performance was unclear. Similarly, the effects of time management behaviour on job satisfaction were found to be positive. Hall and Harsh (1982) concluded that employees having better time management behaviour were found to be more satisfied with their job. Similarly, Adams and Jex (1999) concluded that those employees who had positive attitudes towards time and had control over their time proved to be more satisfied with their job and their surroundings. Bawaneh and Takriti (2015) concluded that private university teachers' time management behaviours were positively correlated with their job satisfaction level. They believed that teachers having high job satisfaction level demonstrated good time management practices. Chang an Nguyen (2011) concluded that those students who efficiently manage their time have greater levels of satisfaction in their personal and academic life.

Purpose and Research Questions

The literature on time management skills and its outcomes revealed that teachers who manage their time efficiently and effectively were found more satisfied with their personal and academic lives. If a teacher is competent to use their time appropriately and efficiently, then he/she will be satisfied with his/her work and productivity. Many researchers have recommended time management training for increasing the job satisfaction level and reducing job stress of teachers. However, to the best of researchers' knowledge, there is lack of scientific investigation in the local settings for inquiring how teachers' time management skills are correlated with their job satisfaction level. Therefore, to fill this knowledge gap, the present study intended to discover how SST' time management skills are correlated with their job satisfaction levels in the local settings. The research objectives of the study were to:

1. Find out the time management skills level of SST in seven sampled divisional headquarter districts of KP province,
2. Find out the time management skills level of SST in seven sampled headquarter districts of KP province, and
3. Discover the correlation between time management skills and job satisfaction levels of SST in seven sampled headquarters districts of KP province.

The study sought to answers the following research questions:

1. What is the extent of time management skills level of SST in seven sampled divisional headquarter districts of KP province?
2. What is the extent of job satisfaction level of SST in seven sampled divisional headquarter districts of KP province?

3. What is the extent of correlation between SST time management skills and job satisfaction levels in seven sampled divisional headquarters districts of KP province?

Methodology

The present study was based on quantitative (descriptive survey) research design. Cross-sectional survey design was used to collect data from the respondents. As the study focused on seeking secondary school teachers' time management skills level and job satisfaction level and also sought to find the relationship between these two constructs, therefore, correlational research design was used to analyze the data. Thus the study was a cross-sectional survey and analytical in nature (Cohen, Manion, & Morrison, 2007). From scattered population, survey is considered the best way to gather information from the respondents in an analytical study because it allows the researcher to find the relationship that exist between variables to be studied (Bryman, 2008; Cohen et al., 2007). Therefore, the researchers adopted the above stated method for collection and analysis of data in this study.

The researchers would like to generalize the results on the all government secondary schools teachers (10043) currently working in seven divisional headquarter districts (Swat, Mardan, Abbotabad, Peshawar, Dera Ismail Khan, Bannu, and Kohat) of KP province in the academic year 2018-19. Out of these, 1244 (12.38%) secondary schools teachers were selected using stratified random sampling technique. The divisional headquarters districts were chosen due to a number of reasons. The first reason was that, because of large number of schools present in these districts. Secondly, as compared to other districts these districts are more developed. Thirdly, the researchers belonged to these sampled districts. Fourthly, no empirical research study has been conducted on this topic in these districts. Out of the 1244 sampled secondary school teachers, 806 were male teachers and 438 were female teachers. Similarly, 843 secondary school teachers were working in rural schools, while 401 were working in urban schools.

The divisional headquarters districts were chosen due to numerous reasons. Firstly, a large number of secondary and higher secondary schools have been established by the government in these districts as compared to rest of the districts in these divisions. The researchers observed that no scientific study on this area had been conducted in these districts, which compelled the researchers to conduct a study on this important and neglected area. Thirdly, the researchers belonged to this region, due to which it was very convenient to gather data from the respondents in a short period of time.

Twelve hundred and forty four (1244) survey packets (questionnaires) were distributed among Government secondary teachers of 344 schools in seven divisional headquarter districts of Khyber Pakhtunkhwa. Each survey packet was accompanied

with a covering letter inviting participation in the survey, describing purposes of the study and ensuring confidentiality and anonymity for the institution and teachers. One thousand and ninety six filled questionnaires were collected from the respondents. Of these, 46 incompletely or incorrectly filled questionnaires were discarded. Thus 1050 useable questionnaires were used for data analysis with a final response rate of 88.10%.

The researchers had developed a questionnaire to collect data from the respondents related to time management skills and job satisfaction levels of secondary school teachers. There were three parts of the questionnaire. The first part of the questionnaire was related to demographic information of the participants. The demographic information included name of the teacher and school which were optional, their gender, age, teaching experience, academic and professional qualification and school's location. The second part of the questionnaire related to time management skills was comprised of 37 rating scale items. There were seven constructs related to time management behavior, which included time attitude, scheduling, short range planning, and long range planning, managing paperwork, establishing priorities and handling interruptions. The third part of the questionnaire related to teachers' job satisfaction consisted of sixteen items was based on five-point Likert scale.

Initially, an item-bank of 69 items was developed by the researchers. For content validity, the researchers decided to show it to a group of experts who were experienced and had years of administrative and teaching experience and were well reputed in the field of educational management and administration. Among these experts, one was foreign professor and four were full professors and six were assistant professors serving in Pakistani universities and holding PhD degrees in the field of educational management and leadership. There were also six secondary school teachers and two language experts who checked the content validity of the instrument. These experts were requested to write suggestions and comments regarding ambiguity of the items and directions, length of the items, clarity, and design of the instrument on the white paper. After validating the instrument, experts' suggestions and comments were integrated in the research instrument.

The final modified and refined research instrument consisted of 53 items was piloted in the field to check the reliability of the instrument. It was piloted on thirty secondary school teachers who were not the part of this study, so that we have a more valid, reliable, and objective research instrument. The responses of the teachers were found satisfactory. Among 37 items related to time management behaviour, six items were grouped under the category of attitude towards time. The examples of the items in this category include "I feel I am in charge of my own time, by and large" and "I believe that there is room for improvement in the way I manage my time". Eight items were grouped under category of scheduling. Examples of items in this category include "I schedule my activities daily" and "I cannot keep schedule because of constant interruptions". Five items were grouped under the category of short-range planning.

Examples of statements in this category include “I make a list of the things “to-do” each day” and “I spend time on each day planning”. Six statements were grouped under the category of long range planning. Examples of statements in this category include “I set long term goals in the starting of session” and “I set deadlines for achievement of goals”. Seven statements were grouped under the category of managing paperwork. Examples of statements in this category include “I tend to organize my paperwork” and “I leave clear workspace”. Five statements had establishing priorities as their category. Examples of statements in this category include “I develop my own priority lists each day” and “Problems as they arise define my management priorities”. Four statements had handling interruptions as their category. Examples of statements in this category include “I tend to avoid interruptions during workday” and “I know how to say “no” to my friends”. Sixteen statements were grouped under the category of secondary school teachers’ job satisfaction. Examples of items in this category include “I am very satisfied with my job” and “I feel I am making a contribution to young lives”.

The respondents were requested to fill the questionnaire on a five-point Rating and Likert scales, ranges from “always” to “never” and “strongly agree” to “strongly disagree” carrying point values from 5 to 1 respectively. The value of the Cronbach Alpha for the questionnaire was .83, which shows that the instrument was highly reliable. The inter-item reliability was also found for each construct or dimension of the questionnaire. The Cronbach’s alpha values for different dimensions of time management behaviours i.e. time attitude, scheduling, short range planning, long range planning, managing paperwork, establishing priorities and handling interruptions were .88, .89, .84, .82, .86, .85, and .81 respectively. The value of Cronbach alpha for job satisfaction scale was .86, which was also found satisfactory. According to Cohen, et al. (2007) and Tesfaw (2014) if the Cronbach’s alpha value for a questionnaire is .70 or more, then it would show satisfactory level of statistical testing for social sciences.

Data Analysis

The researchers analyzed the collected data using both descriptive and inferential statistical tests. In descriptive statistics, the researchers used frequency of the respondents, their percentages; mean scores of each dimension and overall scores of teachers’ time management skills and their job satisfaction level, and standard deviation of each dimension and overall scores of teachers’ time management skills and their job satisfaction level were used. As the data was showing normal curve distribution, therefore, the researchers used Pearson’s Product-Moment co-efficient correlation (r) as inferential statistics. To interpret the mean scores, the researchers used mean score 3.0 as midpoint mark (Iqbal, 2010; Ghazi, 2004; Nguni, 2005; Hukpati, 2009; Tesfaw, 2014). It was assumed by the researchers that the item or dimension having a mean score greater than midpoint (i.e. 3.0) demonstrated the evidence of teachers’ job satisfaction level and time management skills. Thus, the item or dimension having mean score greater than the midpoint ($M > 3$) was interpreted as above average level of

observance of time management skills and job satisfaction levels and an item or dimension having mean score greater than point value 4 ($M > 4$) was interpreted as sufficiently above average level of observance of time management skills and job satisfaction levels. The researchers assumed that the higher the mean score, the greater the observance of time management skills and job satisfaction levels.

The researchers also interpreted the value of Pearson product-moment correlation coefficient (r) between secondary school teachers' time management skills and job satisfaction scores based on Field's (2009) interpretation. According to Field (2009), the values of r which lied between .10 to .29 was interpreted as weak relationship; the value of relying between .30 to .49 was interpreted as moderate level; and the value of r lying between .50 to 1.0 was interpreted as high or strong relationship. The researchers fed the collected data into data sheet for analysis in Statistical Package for Social Sciences (SPSS) version 22.0.

Table 1

Sample profile of the participants

Demographical Variables	Frequency	Percentage
Sex		
Male	677	64.47
Female	343	32.66
Academic Qualification		
Ph D	04	0.38
M. Phil/MS	37	3.52
MA/M. Sc	783	74.57
BA/B. Sc	226	21.52
Professional Qualification		
M. Ed	288	27.42
B. Ed	492	46.85
CT/AT/TT/PET	270	25.71
Locality of School		
Urban	313	29.80
Rural	737	70.19

Of the 1050 respondents, 677(64.77%) were male teachers and 343(32.66) were female secondary school teachers. Among the sampled teachers, 04(0.38%) had a PhD degree, 37(3.52%) had MS/M. Phil degrees, 783(74.57%) had MA/M.Sc degrees and 226(22.52%) had BA/B.Sc degrees as the highest academic qualification. Of the sampled participants, 288(27.42%) teachers had an M.Ed degree, 492(46.85%) had a B.Ed degree and 270(25.71%) had CT/AT/TT/PET certificates as professional qualification. Among the sampled respondents 313(29.80%) teachers were working in urban locality school and 737(70.19%) were working in rural locality schools.

Table 2

Secondary school teachers' time management skills and job satisfaction level

TMP	N	Mean	Std. Deviation
Time Attitude	1050	3.37	.510
Scheduling	1050	3.44	.735
Short Range Planning	1050	3.55	.666
Long Range Planning	1050	3.68	.716
Paperwork	1050	3.65	.886
Handling Interruptions	1050	3.49	.988
Priorities	1050	3.75	.877
Job Satisfaction	1050	3.42	.741

The above Table shows the different practices used by secondary school teachers to manage time. The perceptions of secondary school teachers regarding “long range planning” was observed to have the maximum mean value (i.e. 3.68), which shows that this practice has the maximum level of observance among the seven practices of time management. On the other hand, “time attitude” was observed to have the minimum mean score (i.e. 3.37). It shows the lowest level of observance among the seven practices of time management. As the mean scores for different dimensions of time management skills and job satisfaction was found more than the midpoint 3.0, therefore, secondary school teachers had above average level of observance.

Table 3

Pearson correlation matrix between overall scores of teachers' time management skills and job satisfaction

Variables	TA	S	SRP	LRP	MPW	EP	HI	JS
TA	1							
S	.746**	1						
SRP	.757**	.789**	1					
LRP	.508**	.572**	.680**	1				
MPW	.523**	.646**	.661**	.815**	1			
EP	.484**	.655**	.661**	.745**	.753**	1		
HI	.563**	.734**	.669**	.834**	.690**	.812**	1	
JS	.466**	.445**	.412**	.414**	.432**	.379**	.358**	1

**Note:* TA = Time Attitude, S = Scheduling, SRP = Short Range Planning, LRP = Long Range Planning, MPW = Managing Paperwork, EP = Establishing Priorities, HI = Handling Interruptions, JS = Job Satisfaction

The above Table shows the correlation analysis between the different dimensions and overall scores of time management skills; overall scores was found statistically significant. Based on Field's (2009) correlation interpretation, the relationship between time attitude and job satisfaction was found positive significant

moderate; scheduling and job satisfaction was found positive significant moderate; short range planning and job satisfaction was found positive significant moderate; long range planning and job satisfaction was found positive significant moderate; managing paperwork and job satisfaction was found positive significant moderate; establishing priorities and job satisfaction was found positive significant moderate; and handling interruptions and job satisfaction was also found positive significant moderate relationship.

Discussion

This study focused on investigating the time management skills and job satisfaction levels of secondary school teachers in Khyber Pakhtunkhwa and also explored the relationship between the two constructs. The results showed that secondary school teachers' time management skills and job satisfaction had above average levels of observance. Positive significant moderate correlation was found between the different dimensions of time management skills and their job satisfaction levels of secondary school teachers.

The study results showed that skills like having positive attitude towards time, following schedules, setting short and long term goals, managing paperwork, making priorities and handling interruptions are necessary elements for managing time to fulfill academic and nonacademic responsibilities of secondary school teachers. The perceptions of secondary school teachers showed that they had positive attitudes towards time, scheduled their activities on weekly/monthly and term basis, made to-do list for each day, set long term goals in the starting of session, filed their paperwork regularly and appropriately, tried their best to use time productively, handled interruptions properly during working hours, and prioritized their work on importance basis and honour priorities. These findings show that time management is an important skill which the secondary school teachers must possess. These findings resonate with the findings of the previous researches conducted nationally or internationally in which time management skills were considered as an effective tool for their productivity. Furthermore, the findings of the study also showed that secondary school teachers' time management skills have above average level of observance (Kayode & Ayodele, 2015; Khan et al., 2016; Macan, 1994; Classencs et al., 2007; Peeters & Rutte, 2005).

This study found a positive moderate significant relationship between overall scores of different dimensions of teachers' time management and their job satisfaction level. The respondents believed that they felt and took pride in being a teacher. They were satisfied with the school administration, school environment, colleagues' behaviour, working conditions and teaching-learning process at school. They felt that they were making contribution to lives of their students. These findings are supported by previous research studies (Tesfaw, 2014; Crossman & Harris, 2006; Arani & Abbasi, 2004; Deosthalee, 2002; Imam, 1990).

The results of the study also revealed that time management skills of secondary school teachers had positive significant relationship with teachers' job satisfaction level. All the facets of time management practices of teachers had a positive moderate significant relationship with their job satisfaction. This study results suggest that secondary school teachers should practice time management skills to fulfill their responsibilities for enhancing their job satisfaction. This finding supports the findings of previous researches (Bawaneh & Takriti, 2015; Adams & Jex, 1999; Chang & Nguyen, 2011; Classencs, 2004).

Conclusion

The following conclusions have been drawn from the study results: (1) secondary school teachers have above average level of time management skills. They perceived that they had a positive attitude towards time, scheduled their activities properly, set short and long term goals, managed paperwork properly, established list of priorities and handled interruptions efficiently, (2) the secondary school teachers' job satisfaction level was found above average. They were satisfied with the school administration, school environment, colleagues' behaviour, working conditions and teaching-learning process at school and (3) there was a positive significant moderate relationship of teachers' time management practices with teachers' job satisfaction level. Moreover, the time management practices exhibited by the secondary school teachers were in line with their job satisfaction level.

Recommendations

The researchers offer the following recommendations to the different stakeholders, policymakers, school principals and teachers: (1) secondary schools teachers should be trained in time management area. It is recommended that time management practices must be an integral part of all types of trainings provided to the teachers whether pre or in-service programmes and (2) for ensuring maximum job satisfaction level of the school teachers, the provincial and federal governments should increase their salaries and other benefits for sustainability and commitment of the teachers with teaching profession. Moreover, secondary school principals should encourage good relationship with teachers, treat everyone as equals, and show concern towards teachers' needs and problems and also focus on students' academic achievement. Teachers should be conscious about their time management practices, especially with their decision about how to use and manage their time as efficient and effective time management significantly increases their job satisfaction level.

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Effect of Continuous Feedback on Students' English Writing Skills at Matriculation Level

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Abstract

English is taught from early grades to higher levels and compulsory subject for students of Matriculation in Pakistan. It is commonly noticed that students of Matriculation are not good enough in English writing inspite of studying from early grades. There are various strategies that might be helpful for learning English in classroom. This paper unveils the use of continuous feedback for developing English writing skills on students of 10th grade. The study is quasi experimental in nature. Pretest-posttest control group design was used for this study. To this end, a class of 40 students was divided in experimental and control groups. Pretests were conducted on experimental and control groups to determine their initial level of achievement. Maximum oral and written feedback was given for four weeks to experimental group. After the administration of intervention on experimental group, posttests were administered to both groups to assess students' English writing skills. Findings showed the better performance of experimental group as compared to control group. Thus, the study conformed the effectiveness of continuous feedback on students' writing skills at Matriculation.

Keywords: Teaching strategy, continuous feedback, English writing skills, Matriculation

Introduction

Language in the global world is used to express ideas and thoughts. English is accepted as the major international language of communication and many areas of research and education. To learn English is important for getting information, employability, research, and international mobility. In our education system good command of English has important place from early grades to higher education levels. English is studied as compulsory subject for students of Matriculation in Pakistan. Although curriculum of Matriculation addresses four skills of English language but the examination system checks only two skills of students that are reading and writing skills and these two skills are also assessed in examination. School prepares students for the preparation of these skills for getting success in examination and does not much focus on listening and speaking.

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Present study is focused to determine the effect of continuous feedback in English language classrooms to develop writing skills at Matriculation level. This stage is significant because it encourages students to enter into higher education or to continue practical life by entering into the job. Writing skills are developed by three dimensions i.e. developing ideas, organization and arrangement of as well as mechanical accuracy. Varieties of strategies have been used in English classrooms but this study is focused only on the use of continuous feedback for developing English writing skills. Feedback is important strategy that helps a lot during process of teaching writing. With the use of effective feedback students' writing skills can be improved. Feedback helps the teachers in two ways. First, teachers can know the proficiency level of students. Second, by knowing the students' weaknesses they can also improve their teaching. Khan (1999), Sawalmeh (2013), Ghani and Ahmed (2016) expressed that feedback helps students throughout the writing process i.e. from planning to the final piece of writing. They argued that feedback is fundamental aspect to improve the process of writing.

Clark and Lockhart (2011) and Spiller (2014) highlighted that regular feedback is powerful instructional approach which helps teacher to identify the gaps in students' current proficiency level. Teachers may know the next step of students' learning. Giving continuous feedback on students' work help teachers to what extent and to which direction they need to move forward. Fareed, Jawed, and Awan (2018) expressed that lack of proper feedback hinders in students' learning. Similarly, teachers that just underline the mistakes and do not recommend what to do cannot help much in raising the level of learning. As a result students face problems in understanding the concepts. Nirmla (2008) found that ESL learners are not good enough in English due to traditional approaches of teaching. Teachers give comments on grammar, tenses, preposition, spelling and punctuation.

There are two types of feedback given in classroom that is positive and negative. Positive feedback is best way to enhance students' learning while negative feedback may cause less motivation in students. It provides chance to teachers to improve where they are not in the right direction, as well as they come to know the expectation from the students. Spiller (2014) elaborated that teachers should give feedback at the end of instruction as soon as possible. Similarly, teachers should ensure that feedback provides guidelines to perform better in future. Feedback should be according to instructional aspect not only for just highlighting and communicating errors to students.

Ferris (2010) discussed that through feedback students come to know where they are lacking in the process of writing. Fatima and Akbar (2017) discussed that teachers should give feedback on domains of writing to make the writing process easier and understandable. In this way students can learn the complete process of developing writing. They further elaborated that both oral and written feedback have equal place in teaching of writing. Along with written comments on their work or highlighting and

correcting errors, they should also explain it orally for better understanding of students. Harmer (2006) elaborated that process of writing starts from prewriting and ends at editing. Students' writing can be improved if teacher follows process of writing. Writing process broadly consists of developing and arranging ideas as well as improving mechanical accuracy. Teachers should focus on these aspects to make students learn. Similarly, they can come to know where students are weak and facing difficulty. In this way teacher can focus particularly on that aspect need to be improved. It can be concluded that while giving written feedback, teachers should explain it orally so that it may be inculcated in students' minds for improvement of their writing skill.

By looking at the paper of 9th and 10th class, it showed that class 9th paper of English language contains 75 marks (56 marks for essay type while 19 marks for objective type) which includes both writing and reading skills of students. Duration of the paper is 2.30 hours. Similarly, class 10th paper of English also comprises of 75 marks (essay type contains 56 marks while objective type comprises of 19 marks) with 2.30 hours duration. Analysis of paper showed that papers assess two skills of English i.e. reading and writing. Therefore, in classroom, teachers' emphasis is on developing reading and writing. Question paper showed that most of the questions measures students' writing. So for this study continuous feedback is selected to see its effect on students' writing.

Objectives of the Study

Teachers of Matriculation use various strategies in English language classrooms. However, people believe that writing skills of students of Matriculation need to be more developed. It is obvious that some strategies are more effective than others. This study found the effect of continuous feedback on students' writing skills of experimental and control groups at Matriculation level.

Significance of the Study

Writing is very important skill to be developed among students of Matriculation. The findings of the study will help teachers about the use of feedback strategy in English language classrooms. This study may prove to be significant for curriculum developers for better formulating and implementing strategies of teaching writing to develop writing skill. This research may help in comparing the traditional strategies being taught at schools and the use of feedback strategy for the attainment of writing learning outcomes. In this way it may contribute in providing some practical suggestions for curriculum developers for the use of continuous feedback at Matriculation. In this way, this study helped teachers for the achievement of desired writing outcomes by the use of written feedback. Similarly, teachers will come to know effective way of giving feedback on students' writing.

Hypotheses

The hypotheses of the study were:

H₀₁: There is no significant effect of continuous feedback on students' posttest scores controlling for pretest scores before the intervention.

H_a: After controlling for pretest scores as covariate, there are differences on achievement scores by the use of continuous feedback.

Methodology

Pretest posttest control group design by following Quasi experimental design was selected to investigate the effect of continuous feedback on scores of students. Due to the nature of the design (intact groups were taken as experimental and control group), it was possible that pretest might affect the scores because students may become familiar about the form and content of the test. As a statistical solution for removing this threat of internal validity, one way ANCOVA was conducted. ANCOVA is more appropriate analysis to determine a statistically significant difference between effects of continuous feedback on students' achievement controlling for the pretest scores.

The purpose of quasi experiment is to determine causality without randomization. An intact class of 40 students was divided into experimental and control group. Randomly, groups were selected as experimental and control group. Two groups were pretested to determine the initial differences among groups. After administering pretest, students in experimental group were taught by giving continuous feedback for four weeks. The intervention consisted of 12 prompts on narrative writing. Maximum oral and written feedback was given on students' work. Students in control group did not receive any intervention. They were only given prompts to write as per traditional method. Same test was administered to determine their posttest scores.

An English writing achievement test comprised of one essay type question related to narrative writing was administered as pretest. To develop narrative writing skill is an objective of curriculum of English for the students of Secondary School Certificate. Feedback strategy was for developing narrative writing skill lasted for four weeks. After that, posttest was administered to both groups determining the results of feedback strategy on students' achievement. Scoring rubrics were developed to score students' scripts from level 5 to 1 with 5 being high and 1 being low. The criteria used to measure the task varied from band 1 to band 5. Band 1 comprised of 'little skill', band 2 'marginal skill', band 3 'adequate skill', band 4 'competent skill' and band 5 'effective skill'. For satisfactory working of marking scheme scorers were taught to use the scoring rubric through a training session. It determined how students use different strategies when they communicate ideas and the use of vast range of writing skills in their final product.

Findings

An achievement test was given to students of Matriculation to assess their writing performance. Test contained a task related to narrative writing. To develop narrative writing skill is an objective to be attained in National Curriculum of English language 2006. ANCOVA was run for two group pre-test and post-test design. It is useful to compare the effect of treatment for each group with small sample size. Pretest scores were taken as covariate to control the already existing differences between the two groups. This was done due to the reason because when intact group were taken these groups may have different attributes. Therefore, ANCOVA was used to reduce some of its differences.

Table 1

Achievement on pretest and post test scores of experimental and control groups

Group	No	Pre Test		Post Test	
		M	SD	M	SD
Control Group	20	6.95	2.18	8.40	3.34
Experimental Groups	20	8.80	1.15	11.70	2.77

Table 1 shows the differences between means and standard deviation of experimental and control group for the achievement scores in English writing. It shows that mean of experimental group was comparatively higher (8.80, 11.70) as compared to control group (6.95, 8.40) on pretest and posttest scores respectively. It shows that English writing skills on narrative writing task were better in experimental group as compared to control group.

Table 2

Analysis of covariance for the achievement scores

Source	SS	Df	MS	F	p
Pretest	28.17	1			
Group	44.08	1	28.16	3.29	.07
Error	316.83	37	44.08	5.14	.02
Total	4494.00	40	8.56		

One way between groups ANCOVA was run to compare the effectiveness of intervention on experimental and control group. Independent variable was the teaching strategy i.e. continuous feedback and dependent variable consisted of students' achievement on test when the intervention completed. Scores of the students on pretests before the administration of intervention were used as covariate in this analysis.

After the adjustment of pre-intervention scores, there was significant difference between the two groups at the end of intervention on the effect of continuous feedback, $F(1, 37) = 5.14, p=.02$. So the null hypothesis is rejected which stated that there is no

significant difference between experimental and control group after the intervention is completed, therefore, alternate hypothesis is accepted.

Discussion

This study investigates how continuous feedback effect English writing skills of students at Matriculation. Students' writing skills are less developed to communicate effectively in writing. Findings of the current study showed that writing skills can be improved through continuous feedback. Through regular feedback students get acquainted about their strengths and the areas where they need to improve through conceptual understanding. This finding is consistent with Naeem (2011) and Khan (1999). This study explored that feedback is effective in classrooms to develop writing skills, consistent with Spiller (2014). Although in English language classrooms teachers give feedback but there should be continuous oral and written feedback so that their understanding may be developed. Harmer (2006) discussed that only written feedback is not enough to make students learn. They seldom open the copies to learn from mistakes. Teachers should correct their mistakes along with oral feedback. Sawalmeh (2013) found that feedback is effective strategy from where learners come to know about their errors in writing. Students try to remove errors in their work when they find opportunity to write again.

Although English language curriculum focuses on improving writing but in classrooms there is no focus on developing this skill. To develop the skill of narrative writing in an objective of English language curriculum for developing writing skill (Government of Pakistan, 2006). Both students and teachers know that questions for essay writing in the examination will be taken from textbook which have to be memorized by the students. This type of practice is done in classrooms of Matriculation because of the examination pattern. Another fact is that students already know that there will be choice in examination so they prepare one genre and ignore the other one. For example, they already know that in examination they have to write story, letter or dialogue so they select one genre to be attempted in examination. If teachers follows the use of continuous feedback on students' writing, their writing skills may be improved and it will also help in understanding the concepts. This will lead towards better attainment of intended learning outcomes.

Conclusion

This paper focused on the use of continuous feedback in English classrooms to develop writing skills. This study proved the positive effect of feedback on students' writing skills on narrative writing task. Developing writing skills is a challenge for teachers to improve students' skills. Being a significant strategy for developing English writing skills, teachers should use the feedback strategy in classrooms to clarify the concepts of students regarding English writing. Memorization of textbook is not enough for students to think beyond traditional way. Students' writing skills can be improved if

continuous system of feedback is adopted in schools. To conclude, teachers should ensure effective use of feedback to enhance students' learning at Matriculation level.

Recommendations

It is recommended that teachers should give regular feedback to develop students' English writing skills. This feedback should be oral and written to maximize students' learning. They should also involve students in process of writing and give comments on each aspect to make them learn the whole process of writing. Similarly there should be separate classes of writing to develop English writing skills in time table of Matriculation so that class time on developing writing skills is increased.

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Discerns of Special Education Teachers about Access and Equity in Schools

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Abstract

Majority of children with disabilities are enrolled in special schools under a segregated learning environment. This marginalization hampers the learning process in two ways: first; providing substandard curricular learning activities and second; standardized and uniform instructional approach does not leave room to address the diversified needs of the students with disabilities. As a result, the students remain deprived from a pedagogy that can rightly trigger their learning process. The compromised assessment system further down plays the student achievements. The main objectives of this study were to identify special education teachers' perceptions about inequitable learning opportunities in special education schools, explore the most salient factors affecting the equitable opportunities on student's learning and to propose measures to reduce learning inequities. Quantitative study method was used to collect data from 67 special education teachers working in government special schools in four districts i.e. Lahore, Sheikhpura, Kasur and Nankanasahib through convenient sampling procedure. An instrument was designed on 4 dimensions of equitable learning reported by classroom teachers. Teachers in special education were found sensitive enough to recognize the inequitable learning experiences in schools. Findings of the study revealed that inequity reported by teachers existed in all areas i.e. policy, infrastructure, curriculum & instruction and transition, however, analysis of variance shows that teachers of three disabilities; hearing impairment, visual impairment and physical impairment feel more inequities in education.

Keywords: Inequalities, inclusion, children with disabilities, equitable learning.

Introduction

Inequity in learning is the consequent of inequity in education that refers to unequal, unfair or unjust distribution of various opportunities provided by education system of any state. There may be many reasons of this inequity in special education, for instance, "institutional features of school systems including early streaming,

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regional diversity in expenditure or political engagement, unequal access to education and drop-out rates, or unequal access to different types of providers” (OECD, 2012). According to Jacob and Holsinger (2008) equity is considered as the “social justice ramifications of education in relation to the fairness, justness and impartiality of its distribution at all levels or educational sub-sectors”. These unequal opportunities are created by a number of factors such as physical infrastructure, funding or budgeting, professional and qualified teachers and non-teaching staff, curriculum, assessment, transportation, admission criteria etc. Inequalities in these factors are prevalent affecting further the marginalized segment of society such as persons with disabilities, women, destitute, transgender, migrants, child labors, street children and nomads etc. There is a need to survey the special education teacher’s perceptions about sensitivity towards prevailing inequities in learning opportunities. The focus of this paper is to identify systemic sources of inequalities in special education and to make recommendations to reduce them.

Literature Review

Creating and providing equal learning opportunities for students of all backgrounds is a real challenge for schools that are unequally resourced in terms of well-prepared teachers, materials supplies for instruction, course offerings, and teachers’ pedagogical strategies (Smith, et al., 2013). This unequal distribution of the resources has resulted in inequitable learning opportunities and outcomes for different groups of students (Smith, et al., 2013; Campbell, Hombo, & Mazzeo, 2000; Oaks, et al., 1990). Inequalities, often, are culturally routed whereas some are more technical in nature and can be eliminated through technical solutions. UNESCO (2018) designed a five-dimensional framework to analyze equity in education. These dimensions include; meritocracy, minimum standards, equality of conditions, impartiality, and redistribution.

<i>Meritocracy</i>	Distribution of educational opportunities should be merit based
<i>Minimum Standards</i>	Same educational opportunities for everyone below a certain threshold
<i>Equality of Conditions</i>	Same educational opportunities should be for everyone in the population regardless of circumstances difference
<i>Impartiality</i>	Equal distribution of educational opportunities regardless of gender, ethnicity, religion, language, location, wealth, disability, and other characteristics discrimination
<i>Redistribution</i>	There should be a mechanism for the compensation of initial disadvantage

Figure 1: Five Dimensions of equitable learning. (UNESCO. 2018)

Various forms of social, economic and structural inequalities can only be minimized all over the world if UN member states, global actors and key stake holders

show strong commitment to promote and deliver equitable and quality education for all children (Schuelka, 2013). At international level global efforts are in being made to transform the society by eliminating injustice and inequalities. Launching of Sustainable Development Goals (2015) is the most recent international treaty to address the issue of injustice and inequity of various forms in world that is also ratified by various state members. Both government and non-government agencies of these states are playing their role in eliminating these discriminations gradually (UNESCO, 2016). Pakistan is making rigorous efforts in developing and sustaining equitable educational opportunities for all since its conception. However, political instability and lack of societal attitudes inequity in education is very common and to great extent socially acceptable in our education system (Nidhi, 2013). As far as systemic inequalities are concerned, policies and laws are enacted to address them; however, the social support is not strong enough to make them meaningful. Teacher's sensitivity towards these inequitable learning opportunities plays a pivotal role in sustaining or eliminating these inequitable learning environments. Special education teachers philosophically as well as by actions are trained to live in segregated environments (Hameed & Manzoor, 2016). If the perceptions of these teachers are not sensitive enough to see these inequalities and the damage, they create then it will be difficult to operate through these teachers for more equitable learning opportunities especially in case of children with disabilities who are already victims of social and educational exclusion. Further, an inequality if originated outside the school belongs to cultural, social and economic biases such as poverty accounts for some of the racial disparities in special education placement in American education system (Deborah, 2002). A brief portfolio of the department of special education, Punjab province is presented in Box. Since it was first study of its nature so the concepts and language used this survey are kept familiar to respondents.

Objectives of the Study

The study was intended to:

1. Assess special education teachers' perceptions about various factors of inequitable learning.
2. Compare the teachers' perceptions on the basis of demographics i.e. qualification, age, gender, disabilities and institutions.
3. Identify
4. The most throbbing factors of inequitable learning in special education schools.

Methodology

This was a quantitative study based on survey of special education teachers working in government special schools in four districts i.e. Lahore, Sheikhpura, Kasur and Nankanasahib. Data were collected by using questionnaire from 66 special education teachers working in 13 special schools through survey (Table 2). A Likert Scale type of instrument was designed to collect data on 4 dimensions of inequalities in

learning i.e. policy, infrastructure, curriculum & instruction and transition. Reliability of the instrument was 0.85 (N=38) whereas, factor-wise reliability was; policy: 0.74 (N=11), infrastructure: 0.55 (N= 8), curriculum & instruction: 0.86 (N= 12) and transition: 0.79 (N= 7). Overall, the instrument was found of good quality.

Sample and Sampling Technique

This survey was conducted in four districts of Punjab province namely Lahore, Kasur, Sheikhpura and Nankana Sahib. These four districts constitute Lahore Division; one of the seven divisions of Punjab. Table 1 indicates the distribution of sampled schools in the study. The selection was based on convenience of approach since sampling the whole province needs lots of financial, manpower and time resources. Care, however, was taken to select proportionately representative sample of each district. Table 2 shows the schools across disabilities. Although the number of schools for children with hearing impairment seem over-represented but they are only 3% of the total schools serving this disability.

Table 1

Population distribution

Sr. #	Districts In Division	No of Tehsils In Each District	No of Institutions In Each District	No of Schools in Sample
1	Lahore	09	18	5
2	Kasur	04	06	3
3	Sheikhpura	05	09	3
4	Nankana sahib	04	04	2

Table 2

Sample distribution

Name of Institute/Tehsil	No of teachers selected in different areas of disabilities					Total
	HIC	VIC	MCC	PHC	SL	
GSES(HIC)-Kasur	6	0	0	0	0	6
GSEC-Chunian, Kasur	2	2	1	1	0	6
GSEC-Rawind, Lahore	1	1	1	1	0	4
GSEC-Nishter town, Lahore	2	0	3	2	0	7
GSEC-Shalimar town, Lahore	0	1	0	0	0	1
GSEC-Wahga town, Lahore	0	1	3	2	0	6
GISL-Lahore	0	0	0	0	5	5
GSEC-Ferozwala, SKP	2	0	3	2	0	7
GSEC-Muridkey, SKP	5	2	2	2	0	11
GSEC- Safdraabd, SKP	0	1	0	0	0	1
GSEC-NankanaSab	4	2	1	1	0	8
GISL-NankanaSab	0	0	0	0	4	4
GSEC-Nanadipur	0	0	0	1	0	1
Total	22(3%)	10(6%)	14(4.25%)	12(5%)	9(5%)	67(6%)

Table 1 shows that sample is fairly distributed in 5 categories of special schools. The percentages within brackets indicate the representation of sample to the population.

Findings of the Study

On the basis of data analyses following findings were drawn.

Table 3

Perceptions of teachers about inequitable learning

Factors	Cut-point	Mean	St. D	t.	Sig.
Policy	33	30.51	5.6	23.65	.000
Infrastructure	24	22.72	3.55	2.95	.004
Curriculum & Instruction	36	34.01	7.14	5.86	.000
Transition	21	20.76	4.45	5.63	.000
Total	114	103.34	12.75	6.84	.000

Table 3 indicates teacher's perception about inequitable learning at special schools. The cut points in column 2 show the level of mean agreement to the factors. The cut point was calculated by multiplying 3 by number of items in the factor. For example, policy factor has 11 items; its cut point is 33. In other words, if mean responses fall below this point, the inequalities are present. One sample t-test is used to see the significant difference between the calculated mean and a cut point already determined. This test was applied to see the overall level of satisfaction and the extent to which it is significantly lower or greater than the cut point. The results indicated that none of the factor significantly equal or greater than the cut point. In other words, special education teachers are not satisfied with the environment in providing equitable learning to all children in special schools of Punjab.

Table 4

Comparison of teacher's perceptions with reference to gender

Factors	Gender	Mean	St.D	t.	Sig.
Policy	Male	30.50	3.47	.006	0.996
	Female	30.51	6.01		
Infrastructure	Male	24.40	2.32	1.64	0.105
	Female	22.42	3.67		
Curriculum & Instruction	Male	34.80	5.18	0.374	0.636
	Female	33.88	7.46		
Transition	Male	20.40	4.22	0.276	0.783
	Female	20.82	4.53		
Total	Male	105.70	8.193	0.631	0.530
	Female	102.93	13.40		

In order to compare the teachers' perception regarding educational inequalities on the basis of gender, independent sample t-test was applied. Independent sample t-test is used to see the significant difference between two independent samples. Results in table 3 indicate that there is no significance difference between male and female teachers on various factors of equitable educational opportunities. Both male and female teachers agreed that learning environment in special education institutions had inequitable learning opportunities for students with special needs.

Table 5

Comparison of teacher's perceptions with reference to disabilities

Factors	F	Sig.
Policy	2.31	0.054
Infrastructure	.55	0.732
Curriculum & Instruction	.39	0.850
Transition	1.76	0.134
Total	.329	0.893

Analysis of Variance (ANOVA) was performed to compare the perceptions of teachers with reference to 5 disability areas. ANOVA is used when comparison of more than two groups are required. The results of ANOVA in table 5 indicated that there is no significant difference of opinion among special education teachers from various fields on three factors (Infrastructure, Curriculum & Instructions, Transition) of equitable learning opportunities. There is significant difference of opinion among teachers on policy. A Post-hoc multiple comparisons of means on the basis of disabilities indicated a significant difference between following pairs: (the mean of disability with * is higher than the other)

*HIC VS MCC, *HIC VS SL, *PHC VS MCC and *VIC VS SL

Since HIC, VIC, PHC are such disabilities which can be easily accommodated in regular schools, teachers of these disabilities feel the negative effect of segregation as compare to other disabilities.

Table 6

Comparison of teacher's perceptions with reference to qualification

Factors	F	Sig.
Policy	4.53	0.014
Infrastructure	6.603	0.002
Curriculum & Instruction	0.039	0.962
Transition	1.290	0.282
Total	1.944	0.151

Results of ANOVA in table 6 showed that there was no significant difference on two factors i.e. curriculum & instruction and transition whereas a significant

difference was found in other two factors i.e. policy and infrastructure on the basis of teachers' qualification. A Post-Hoc multiple comparisons of means on teachers' qualification regarding policy indicate a significant difference between following pairs: (the mean of qualification with * is higher than other)

*Masters VS M.Phil, *M.Ed VS M.Phil,

A Post-Hoc multiple comparisons of means on teacher's qualification regarding infrastructure indicated a significant difference between following pairs: (the mean of qualification with * is higher than other)

M. Phil VS *M.Ed, M.Phil VS *M.Ed

Discussion

The findings of the study reveal that teachers of special education are well aware of the various forms of equitable learning opportunities. Their perception about different aspects is relevant to the objectives of the study which highlight the education equality and quality as crucial element to fighting economic and gender inequality. Further, the significant difference of opinion on policy is supported with study of (Walker, et al., 2019) in which the findings reported that necessary policy approaches is one of the major factor identified by the teachers in a survey which is pivotal to bring reform of public education system focusing equality and quality education. Similarly, in another other study conducted by (Gorman, et al., 1999) findings revealed teachers as key agents in creating an environment for optimal learning. He says that teachers must present as cultural brokers to minimize the incidence of inequitable learning opportunities caused by rules and expectations of school policies which create a feeling of embarrassment for native learners and leads towards drop out and failure (Gorman, et al., 1999). However, a number of studies show that unequal distribution of resources is linked with economic and cultural biases of the schools e.g.

Conclusion

The study concludes that teachers in special education were sensitive enough to recognize the inequitable learning environment in schools. They reported that inequity existed in all areas i.e. policy, infrastructure, curriculum & instruction and transition. There was no difference of opinion between male and female teachers on four aspects of equitable learning environment. However, teachers from all five categories of institutions agreed on the existence of inequitable infrastructure, curriculum & instruction and transition whereas a difference of opinion was indicated in terms of inequitable school policy i.e. admission criteria, provision of services and open access for all types of disabilities. Teachers' from MC and SL field reported less opportunities for equitable learning than teachers from HI, VI and PH fields. Teachers with M.Phil qualification were more critical towards equitable learning environment than teachers with M.A/M.Ed. It seems likely that a common source of dissatisfaction stemmed from segregated special education schooling.

Recommendations

On the basis of findings and conclusions of the study, following recommendations are made: (1) in order to provide equitable learning opportunities to all children segregated system of education i.e. special education vs general education should be eliminated, (2) learning inequity within special classrooms can be minimized by using UDL (Universal Design of Learning), (3) in order to enable special education teacher to continuously adapt learning environment according to individual needs flexibility in curriculum & instruction and assessment procedures should be allowed, (4) the assessment process needs to be aligned with the national SLOs so that children with special needs can have comparable learning environment and (5) for upwards mobility of children with intellectual disabilities and slow learners on education ladder, these programs should be dovetailed with secondary and tertiary education for smooth transition towards job market.

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BOX 1.

Department of Special Education Punjab (DSE) was established as a separate administrative department in 2004. Prior to that there were only 51 institutions catering 4265 children with disabilities. The definition and classification of disabilities in Pakistan are not strictly according to International Classification of Functioning (WHO, 2008). According to the definition of the DSE Punjab, only five types of disabilities are served in special school. They include hearing impairment, visual impairment, physical impairment, intellectual disability and slow learners. The number of institutions increased from 51 to 293 in last 15 years. These 293 institutions provide educational services to approximately 34000 students with special needs (Govt. of Punjab, 2019). This network of schools has been expended to every Tehsil/ Town in 36 districts of Punjab. All special education centers cater four disabilities. However, there are separate single disability based secondary schools for each disability in most districts along with a primary school for slow learners. In each center teaching staff comprises four senior special education teachers, eight junior special education teachers, a speech therapist and a psychologist. Whereas, in secondary schools the number of teachers varies according to the students' strength. A teacher has to teach multi-grade students simultaneously as number of teachers is not sufficient to teach in a single grade class. This situation is more critical in the area of intellectual disabilities where one teacher has to teach children with varying levels of intellectual challenges. Teacher is also overburdened due to additional duties such as stipend distribution, uniform distribution, dengue eradication campaigns, stock verification and many more along with all curricular and co-curricular activities. Minimum qualification of a teacher for KG level to 10th grade level is Masters of Arts in Special Education. However, there is no provision of subject teachers in special schools / centers. Teacher of one disability area is reluctant to deal with students of disability area. Some of the teachers are B.A with Diploma in Teaching of Deaf (TD). Students with sensory disabilities and physical disabilities are taught reduced and lower level of general education curriculum. Senior teachers of the Deaf use sign language very fluently, however novice teacher face difficulty in using sign language. Similarly, Braille reading with visually impaired students is common among senior teachers of the blind but is rarely use by young teachers. There is a huge diversity within a disability area as students with cerebral palsy (ataxic, spastic), polio, club feet, cleft lip, spina bifida, and others are clubbed together in one classroom. Blind and partially sighted are grouped together. In the same Deaf and hard of hearing study together. Such diverse classrooms create unequitable learning environment. Unavailability of subject teachers substantially reduces the opportunity of optimal learning in a subject area such English, science, Urdu, General Science at secondary level. Due to this limited opportunity of learning students show poor outcomes in their public examinations. Probably this may be a prime reason for not teaching science in any of the secondary special school/ center. Hearing impaired students are compelled to memorize as an image what they see on the board without understanding the language codes. They reproduce these images in their examinations without developing literate thought. Visually impaired students mostly are unequipped and due to less proficiency or practice on gadgets such as Braille, JAWS they produce less than expectations in examinations. The students with physical disability also perform below average with no creativity as they fail to get proper support and motivation. Over all, content teaching is poor. As far learning process of students with intellectual disabilities is concerned the abnormal teacher student ratio is a big shortfall and they whole day passes in managing so many diverse ability students by one teacher in a class. There is huge diversity in this class as students with downs syndrome, micro cephalous, AD/HD, ADD, behavior disorders etc. from childhood to adult age sit together with a lot of sexual and antisocial behaviors (boys and girls together). Curriculum for these students is based on the items taken from developmental goals for 0-6 years age group which is not functional based and outcomes based.

Associating Leadership' Burnout and their Coping Humour in Pakistani Universities

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Abstract

The present descriptive study examines the associations between leaders' burnout and coping humour in Pakistani universities. Population consisted of all Deans, Directors and Heads from universities located in Lahore. Purposively 142 Deans, Directors and Heads from Lahore College for Women University and University of Punjab were selected to collect data. The sample consisted of professors, associate professors and assistant professors. Three different tools, Individual Background Questionnaire, The Coping Humour Scale and the Maslach Burnout Inventory- Educators Survey (MBI-ES) were used to collect information about research variables. Correlation analysis and simple descriptive statistics were used to analyze the data. Results of correlations analysis showed that all variables were associated with the three sub scales of MBI-ES i.e. emotional exhaustion, depersonalization and personal accomplishment. It was reported that there is a strong negative relationship between both variables. Leaders with high humour had relatively low level of burnout. More specifically Emotional exhaustion and depersonalization were negatively related to both affiliate and self-enhancing humor. The study highlights the importance of humour in coping with stress and wellbeing in the academia.

Keywords: Coping Humour, Burnout, Stress

Introduction

Sense of humor plays a very vital role to lower the level of depression and in the improvement of the quality of life. According to Girma, (2016) sense of humor is useful to decrease the level of psychological problems of a person e.g. depression, anxiety and stress, as well as provide relaxing mood, power to defeat illness, and life satisfaction. The Researchers take initiative to explore the possibility that sense of humor may have distinguished contributions in the effectiveness of workplace or not. Previous studies have been proved the importance of sense of humor and depict the association between sense of humor and workplace effectiveness such as; employees'

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creativity, social interactions, employee bonding, compatibility and enthusiasm (Cann, Cann, & Jordan, 2016).

Much research has been conducted on levels of teacher burnout and its reasons, but less attention is paid to teachers' coping strategies. It is admitted that leaders may not be able to show the level of efficiency and effectiveness for themselves as they can offer for their subordinates (Berkovich & Eyal, 2017). Burnout, a significant measure of physical exhaustion and mental distress is catalyzed by work-related and professional stress. It is known fact that depression, fatigued state of emotions low achievement level of leaders, decreases leaders effectiveness. Teaching profession is the most depressing and stressful profession in the world (Amjed & Tirmzi, 2016). Based on complexity of their work including teachers have to perform in different dimensions like teaching to students, working with administration, designing assessment, meeting parents expectations so it is obvious they become the victims of "burnout".

To investigate teacher burnout is important as it affects not only teachers but learners and overall quality of education too. Cooper, Kong, and Crossley (2017) discussed sources of teachers' burnout under two categories as environmental factors (i.e. societal/organizational) and personality factors, although it is not limited to these factors. Reasons or sources whatsoever, their coping strategies are varied from individual to individual as these appeared to be a function of the personal characteristics/capabilities, quality of interpersonal relationships, and school environment. Burnout itself is important but the most important is how to cope with it (Kim, Lee, & Wong, 2016). The present study was designed to identify and define relationship between academic heads' burnout level and their coping humour.

Objective

The sole objective of the study was to correlate academic heads burnout level with their coping humor.

Research Questions

1. What is the burnout level of Academic Heads?
2. Have academic heads a significant level of coping humour?
3. Is gender differences exist between heads burnout level and coping humor?
4. Is there any relationship between burnout level and coping humour?

Literature Review

Accountability has been recognized as a major reason of this difference among leaders' work stress in different contexts (Ma Prieto, & Pilar, 2014). General use of positive self-regulation strategies is another factor that may be the cause of this huge difference in results. Madrid, Patterson, Birdi, Leiva, and Kausel, (2014) lesser levels of burnout symptoms and work stress among academic leaders is the result of pervasive use of proactive self-regulation strategies. The results of this study depicts that there was a correlation between use of strategy and low levels of work stress. This buffering

effect produced by the use of pre-emptive self-regulation approaches does not proven highly effective on cynicism. This result is as similar to the results of previous research. Nijenhuis, (2015) illustrates that use of proactive self-regulation strategies lower the levels of burnout symptoms among teachers, while puts very low effect on cynicism. In the previous studies, researchers argue that the constant modification of one's own behaviour does not proven effective for reducing cynicism among teachers. The results of this study depicts that this may be true for principals also. The success and failure of a school's development is highly dependent on the well-being of the principals and teachers involved in the school leadership duties. Pundt and Herrmann, (2015) said that the well-being of teachers and principals may face challenges by any change in a school. Therefore, it is needed to investigate the well-being of those principals and teachers who take effective part in the school leadership responsibilities, for the school development and improvement.

Humor with positive style creates the relaxing and cherish environment at the workplace rather than creating stressful and passive environment. It is helpful to build strong relationship among peers and also helpful to reduce the communication gap among each other. In the opinion of (Jones & Bear, 2018), it is the ability to develop social interactions in stressful circumstances. In the previous studies, many researchers tried to unfold and describe the concepts of "humor" and "having sense of humour". However, after great efforts a researcher provides the complex humour construct with the abundance of complications (Kliuchnikova, Samokhina, Ilina, Karpov, Pyatnitskiy, Kuznetsova, & Archakov, 2016)). A review of literature on humour has shown that there are at least four distinguished factors that help in defining and deeply understanding the concept of humour:

1. both terms "humor" and "sense of humor" are often conversely used;
2. humor has diverse multiple dimensions
3. humor is appraised in different ways; and
4. There is large number of humor styles, some styles are positive while some styles are negative.
5. Employees' health, performance, job satisfaction and withdrawal, etc.
6. perceived leaders' performance, follower approval, etc. and
7. Lower the chances of harmful effects of workplace stress on the employees' health.

Leaders' sense of humour has great effects on his employees' performance as employees' own humour affects his own performance. According to Pundt and Venz, (2017) humour by leaders has been shown to mitigate the withdrawal behaviours from employee, Yam, Christian, Wei, Liao, and Nai, (2017) said that leaders' humour increase the job satisfaction and commitment among employee. Leaders' sense of humour is essentially required at the workplace because it is involved in raising the inspirational level of employee towards work. It may also provide satisfaction to the

employee. Humour by leaders is responsible for the raise in individual and team performance and has important implications for subordinate satisfaction with supervisors (Zeynep, 2014). Some studies suggests that the leaders who are using their sense of humour effectively are seems as much popular and trustworthy among their circle and they know how to create positive environment for work in surroundings. Leaders using humour become more popular among the source, Meyer, (1997) suggests a shared set of personal values and according to (Amjed & Tirmzi, 2016) increases trust in the source.

The well-being of those principals and teachers who take effective part in the school leadership plays an important role in the development of school, well-being of other staff and learning performance of students as said by the researchers in past (Cooper, Kong, & Crossley, 2017). Ma Prieto, and Pilar, (2014) illustrates in their studies that the chances of burnout for principals may increases if they consistently suffer from high levels of work stress. There are number of aspects of the school context contributing to increase the chances of stress and burnout among principals and teachers. According to Christian, Wei, Liao, and Nai, (2017) the professional well-being of those (e.g. teachers and principals) working in school leadership may face challenges by the reforms and development occurred in school. Most of the researchers spent their time to find out some effective strategies for principals to reduce their work stress such as the research on principals' ways of coping with work stressors has major focus on reactive strategies of coping stress and their effectiveness (Berkovich & Eyal, 2017). However, some strategies are known as proactive self-regulation strategies which means to decrease the level of work stress by putting effort into changing the work environment (Amjed & Tirmzi, 2016), and these strategies are used by the principals, teachers and others contributing to school leadership.

Methodology

The present study was descriptive and Quantitative in nature. Population consisted of all academic heads from universities located in Lahore. Purposively heads from Lahore College for Women University and university of the Punjab were selected to collect data. There are total 100 faculty members on different administrative positions in university of the Punjab and 42 in Lahore College for Women University. The sample consisted of professors, associate professors and assistant professors. They are dean, directors, head of departments, principle of centres and in-charges. Among them 83 were male and 59 were female. Three different tools, Individual Background Questionnaire, The Coping Humour Scale and the Maslach Burnout Inventory-Educators Survey (MBI-ES) were adopted to collect information about research variables. Data collection was time consuming due to work engagement of heads.

Data Analysis

Correlation analysis and simple descriptive statistics were used to analyze the data.

Table 1

Frequency and percentage of burnout level of academic leaders

Subscale	Degree of Usage	Frequency	Percent
EE	High	19	13
	Moderate	51	36
	Low	72	51
DP	High	12	09
	Moderate	38	27
	Low	92	65
PA	High	22	15
	Moderate	53	37
	Low	67	47

Table 1 showed that on all the three subscales of burnout inventory, percentage burnout of academic leadership was found to be low. As 51 % academic leaders reported low degree of usage for emotional exhaustion, 65% academic leaders reported low degree of usage for depersonalization and 47% reported low degree of usage for personal accomplishment.

The Coping Humour Scale (CHS) was used to determine the use and degree to which academic heads use humour as a coping mechanism when faced with stressful situations. It was developed by Martin and Lefcourt in (1983). The scores ranged from 09 to 27 with a mean score of 19.99 and a standard deviation of 3.23. A median split was calculated to determine categories in which academic leaders were divided into high vs low humour usage. The same procedure was used earlier by Talbot for her doctorate project in 1996.

Table 2

Frequency and percentage of humour usage of academic leaders

Scale	Degree of Usage	Frequency	Percent
CHS	High	65	46
	Low	77	54
	Total	142	100

Table 2 showed that 54% academic leaders use low degree of humour. It can be concluded that majority of academic leaders use other coping strategies for their stress than humour.

Table 3

Gender differences in the mean score of major dimension of research variables

Dimensions	Males		Females		t(142)	p
	M	SD	M	SD		
A-humor	4.50	1.15	4.54	1.10	0.25	0.80
S-humor	4.35	1.19	4.68	1.01	2.94	0.003
E-Exhaustion	3.00	1.11	2.50	1.15	-3.20	0.002
D-personalization	1.40	1.20	1.44	1.12	0.35	0.720
P-accomplishment	4.00	1.00	4.39	0.90	3.21	0.001

Gender differences were revealed by data analysis among three core components of heads ‘burnout, emotional exhaustion, depersonalization and personal accomplishment and affiliative and self-enhancing humor. Female’s score was higher on both scales of coping humor and two scales of burnout inventory than male. Only on emotional exhaustion scale of burnout male scored higher.

Table 4

Correlations among different dimensions of humour and burnout

Sr no	variables	1	2	3	4	5
1	Affiliative humour	-0.4	-			
2	Self-enhancing humour	-0.7	0.36**	-		
3	Emotional exhaustion	0.48**	-0.11*	-0.27**	-	
4	Depersonalization	0.24**	-0.12*	-0.20**	0.47**	-
5	Personal accomplishment	-0.21**	-0.27*	0.27**	-0.26**	-0.30**

* $p < .05$; ** $p < .01$

Correlations among three core components of heads ‘burnout , emotional exhaustion, depersonalization and personal accomplishment and affiliative and self-enhancing humor was calculated .The three dimensions of burnout were significantly related to affiliative and self-enhancing humor. More specifically, EE and depersonalization were negatively related to both affiliative and self-enhancing humor.

Discussion

The study was conducted to explore the burnout level of academic leaders and their use of humour as coping strategy, and the associations between these two variables. The results of this study has been shown that majority of academic leaders experienced low levels of work stress and burnout and exhibited low level of humour use as coping strategy. In comparison with previous studies, this study showed quite positive results as the previous studies has also shown that most of the academic leaders experience high pressures and stress due to work overload and too many responsibilities. The findings of this study match with Zeynep (2014) who says that humour might have a positive role making work more enjoyable and undermine power

and status. Organizations need a proactive approach having self-enhancing humour criterion for leaders' selection.

According to Cann, Cann, and Jordan, (2016) humour by leaders has been shown to mitigate the withdrawal behaviours from employee but this finding does not match with the findings of present study as it concludes that majority of leaders did not use humour as a burnout strategy. Contrary to the results of this study Zeynep (2014), said that leaders' humour increase the job satisfaction and commitment among employee. Leaders' sense of humour is essentially required at the workplace because it is involved in raising the inspirational level of employee towards work. Humour by leaders is responsible for the raise in individual and team performance and has important implications for subordinate satisfaction with supervisors (Amjed & Tirmzi, 2016). His findings are in accordance with this study that the leaders who are using their sense of humour effectively are seems as much popular and trustworthy among their circle and they know how to create positive environment for work in surroundings. Many researchers tried to unfold and describe the concepts of "humour" and "having sense of humour" such as Jones and Bear, (2018) provide the complex humour construct with the abundance of complications and results of their study strengthen the results of present study.

The results of Cooper, Kong, and Crossley, (2017) also strengthen the findings of present study as he identified the relationship between burnout and academic leaders' coping humour and he found out majority of the respondents are experiencing more burnout and emotional vulnerability. The findings of present study are contrary to the findings of Kim, Lee, and Wong, (2016) who says that humor and optimism had a significant main effect on burnout. The interactions between perceived stress humor, optimism, and pessimism did not predict burnout and this result also strengthen the findings of this study.

Conclusion

Majority of academic heads had low level of burnout. The degree of burnout among academic heads/leaders was low for all the components of burnout. i.e emotional exhaustion, depersonalization and personal accomplishment. Majority of academic heads did not use humor as coping strategy. Burnout of academic heads was found to be significantly correlated with their use of humor.

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A Study of Effects of Psycho-Social Elements on the Students' Academic Achievement at Secondary Level in Pakistan

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Abstract

The purpose of this research paper was based on to analyze the effects of six (06) psycho-social elements on academic achievement of students in grade 9th. The present study used mix method research design to collect data. Self-developed students' psycho-social elements questionnaire (Cronbach alpha 0.73) was used for data collection. The tool was based on six major psycho-social elements. The sample was consisted on 798 urban area boys and girls students from secondary schools (SSC). The sample was choosen by using systematic simple random sampling technique. Additionally, for qualitative analysis, twenty two (22) parents were selected by using convenience sampling technique. The quantitative data was analyzed by using multiple regression analysis technique while thematic appreciation method was used to analyze qualitative data. The results of the study showed that psycho-social elements such as students' life skills development (students' constructive and critical approach, learning environment of classroom, control over educational stress and emotions), health risk behaviors (unbalanced furniture of classroom, students' bad health by using unhygienic things and corporal punishment by the teachers), drug abuse (uses of drugs and drug addiction), self-esteem (students' capabilities and distinct qualities of learning), family adjustment (parents' encouragement and helps in learning) and academic anxiety affected students' academic achievement in grade 9th. Similarly, qualitative data results showed that parents' illiteracy, poorness, no proper time given to children at home, students' domestic responsibilities, academic anxiety, students' worries about educational objectives, class fellows competitions, tough course of the study, examination phobia, helplessness in educational achievement, students' inferiority complex and difficulties in study significantly affected students' educational attainment in 9th grade. In conclusion, quantitative and qualitative results confirmed that students' academic anxiety, drug abuse and health risk behaviors affected academic achievement negatively while students' self-esteem, life skills development and family adjustment had positive effects on students' learning.

Keywords: Effects, psycho-social elements, anxiety, students' academic achievement, secondary level, Pakistan.

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Introduction

Psycho-social is a combination of two words: psychological and social in which psychological means attitude, thoughts, spirits and feelings of person's life while social are the relationship between individuals and social environment. Psycho-social discusses individual's mental improvements in an association with a social situation (Fong & Asera, 2010). The features of psycho-social describe the effects of social relations on person's psychological attainment and well-being. Hayward (2012) was the man who invented psycho-social field and he explained the link between psychological and social elements. Historically, Erickson (1984) gave the concept of psycho-social in his theory of social development. Erikson's theory of psycho-social improvement is exceptionally important and significant in human development (Franz & White, 1985). It expresses that psycho-social elements essentially influence human behavior (Ochse & Plug, 1986). This approach looks at individuals in the framework of combined effects of psychological elements and integrating social condition on their physical and emotional well-being and their ability to work (Casillas et al., 2012). It describes psychological and social techniques that occur among people or group of people. A few psychological and social perspectives may influence individual's lives (Bouffard, Boisvert, Vezeau, & Larouche, 1995). In addition, psycho-social assessment is an evaluation of an individual's mental well-being and social prosperity.

Moreover, it was the fact that the progress of nations depends upon students' academic achievement and improvement. The advancement of any nation is directly linked to students' educational accomplishment (Mushtaq & Khan, 2012). In addition, students' academic achievement takes responsibility in upbringing qualitative personnel who will strengthen the nation in an appropriate way (Ali et al., 2009). That is the reason, each country emphasizes on students' academic achievement. Similarly, education is an integral element in upgrading financial development, decreasing poverty, improving private incomes, constructing viable economy, empowering individuals and promoting a healthy environment (Afzal et al., 2010). Essentially, education is a main element for economical, political, social and moral development of nations (Mahmood, Zahid, & Muhammad, 1999). Likewise, progress in students' educational attainment is directly related to psycho-social elements. Similarly, Durlak et al. (2011) defined the requirement of psycho-social abilities in learning programs to increase students' educational success.

The prior studies showed that there are numerous elements that affect students' learning at school level (Coles, 1970; Jeynes, 2003). Some researchers had investigated the associations between different psycho-social elements and educational learning. The researcher realized that it was extremely needed to find some specific additional psycho-social elements which will help to investigate the impacts of psycho-social elements on students' educational accomplishment. The identification of additional elements will help the students to enhance their educational learning. These elements

will provide information about necessities and difficulties of students' learning in secondary schools (SSC). It is predictable that additional psycho-social elements will assist and support students and teachers in their efforts to enhance students' educational attainment. Therefore, the researcher decided to conduct this important study to see the effects of six (06) psycho-social elements on students' educational achievement at secondary level.

Statement of the Problem

Most of the students received their secondary level education during teenage years in our country. This education is a basic necessity and extremely needed for every individual. It provides base and eligibility to attain further higher education. In addition, students face many difficulties for getting secondary level education. It has been observed that some elements such as locus of control, self-efficacy, attitude towards learning, depression, motivation and stress affect students' learning in 9th grade. Some other psycho-social elements may also influence students' academic achievement. In this regard, the study was designed to observe the effects of psycho-social elements on students' educational success at SSC level.

Objective

The main focus of the present research study was to analyze the effects of six (06) psycho-social elements on students' educational attainment in grade 9th at secondary level.

Research Question

What are the effects of six (06) psycho-social elements on students' educational attainment in grade 9th?

Significance

The results of this present research may be helpful to identify students' basic necessities, difficulties and hurdles in their learning. It was also noted that psycho-social elements were directly linked with academic achievement of SSC students. Therefore, these results may be helpful for teachers, head teachers and parents to control these psycho-social elements for the better results of these students in their future life and academic achievement. Moreover, the study may also be helpful for educational program managers to enhance their knowledge about the prevalence of psycho-social elements and their influences on students' educational success. Additionally, the current study may be valuable for those teachers who are facing difficulties in their professional career.

Literature Review

Psycho-social elements play key roles in students' learning at secondary level. Various studies have been discussed the influences of psycho-social elements on students' educational attainment. Hence, the results of few studies have been discussed in the review of the literature section. Therefore, Kolo, Jaafar, and Ahmad (2017) state

that two psycho-social elements had considerable impacts on students' education. Similarly, Kuo (2011) have described about the influences of psycho-social elements on classroom achievement of high school students. He described that motivation and social control considerably affected specifically female school students. Furthermore, Higgins (2011) shows positive relationships among family resources, parental involvement and academic achievement while negative correlation was found between family rules and academic attainment. Likewise, some additional psycho-social elements were identified and included in literature review.

Firstly, life skills development as psycho-social element was identified by the researcher. Life skills are adaptive and positive psycho-social capabilities to make individuals to deal positively with the demands and challenges of everyday life (World Health Organization, 2000). The relationship between life skills development and educational attainment was introduced by Lindsey and Mabie (2012) in which they state that life skills improve students' educational performance. Similarly, Currie et al. (2012) show significant effects of health care skills and physical fitness on high school students' educational attainment. In addition, a research study conducted by Amirian (2012) found that self-awareness, teaching with problem solving techniques and coping with stress skills significantly affected students' educational success. Similarly, Prajina and Prem Singh (2015) found considerable positive link between life skills and students' educational accomplishment. Further, Rasnack (2011) found no considerable relationship between self-efficacy and academic achievement of athletes students. Similarly, Ayaz and Sekerci (2015) determine positive impacts of students' constructivist knowledge on their educational attainment.

Secondly, students' health risk behavior was recognized as psycho-social element. The links between health risk behaviors and educational success of secondary school students were described by Rasberry (2017) in the United States. The results of his study reveal significant relationships among substance use, physical inactivity, violence-related attitudes, sedentary behaviors, suicide based behaviors, sexual risk behaviors, dietary behaviors and academic outcomes. Similarly, Bradley and Greene (2013) prove inverse relationship between health risk behaviors (insufficient physical activity, sensual activities, drug abuse, unnatural dietetic behaviors and smoking), academic attainment. In addition, Busch et al. (2014) state that healthy students perform better in academics while smoking and drug abuse negatively affected students' educational attainment. Moreover, Eisenberg, Golberstein, and Hunt (2009) describe that depression and anxiety contributed the cause of students' lower academic achievement and directly related to students' dropout from schools. These findings showed negative association between health risks and students' academic achievement.

In addition, students' drug abuse was used in the study as third psycho-social element. The relationship between drug abuse and academic achievement was described by So and Park (2016) in which they state that smoking, physical inactivity, irregular

diet, alcohol consumption were directly related with students educational learning. A study instigated by Amadi and Onyinyechi (2018) shows that students usually abuse drugs like tobacco, alcohol, marijuana and hot drinks recorded poor educational attainment at secondary level. Additionally, Chukwu et al. (2017) state that low educational attainment is one of the causes of drug abuse. Similarly, Akanbi, Augustina, Theophilus, Muritala, and Ajiboye (2015) reported considerable differences between academic achievement of those students who use drugs and do not use drugs. In addition, King, Kmeehan, Trim, and Chassin (2006) describe that substance abuse reduces the educational pursuits. Further, Okari (2018) states that school dropout; absenteeism and low attention are causes of substance and drug abuse which create nervousness, misperception and difficulties in students' academic achievement. Additionally, Brady, Insler, and Rahman (2017) identify negative impacts of bigger bad peer group and positive effects of smaller peer group on students' academic success.

Fourthly, students' self-esteem was identified as psycho-social element and Mirzaei-Alavijeh, Rahimi, Matin, and Jalilian (2018) show positive relationship between self-esteem and students' learning. Similarly, Doodman, Zadeh, and Changizi (2017) reveal that weaker academic achievement is a main cause of lower self-esteem and higher self-esteem cause better educational success. Similarly, Noronha, Monteiro, and Pinto (2018) state that high self-esteem resolves the conflicts and enable students to perform better in educational accomplishment. In addition, Kalouti (2012) identifies high correlation among students' self-esteem, social relations and educational commitment. Furthermore, Sangeetha (2017) demonstrates considerable relation between students' self-esteem and educational attainment. Similarly, Booth and Gerard (2011) reveal consistent relation between students' self-perceptions and their educational success.

The fifth psycho-social element used in the study was family adjustment of the students. Hampden-Thompson and Galindo (2017) describe that family with school strong relationship and school contentment enhance children's educational success. In addition, DeFauw, Levering, Msipa, and Abraham (2018) state that family adjustment (mother' help, father financial support, family spiritual advices and parental education) influence children's education. Moreover, Roksa and Kinsley (2019) state that family passionate care and financial funding facilitate low income students in their academic achievement. Further, Mahuro and Hungi (2016) indicate that family contribution significantly increase students' grades. Furthermore, Otani (2017) denotes considerable relationship between family involvement and students' learning. Similarly, Topor, Keane, Shelton, and Calkins (2010) describe significant relationship between parental involvement and teacher's observation about students' learning. In addition, Abou (2016) indicates that students' domestic responsibilities significantly affected female SSC students.

Lastly, the psycho-social element which is used in the study was students' academic anxiety. Therefore, Das, Halder, and Mishra (2014) found considerable link between academic anxiety and educational achievement of SSC students. Additionally, Safeer and Shah (2019) found significant negative effects of examination pressure on 9th grade male students' educational attainment. Moreover, Shakir (2014) specifies negative correlation between educational anxiety and students' learning outcomes. In addition, Mirawdali, Morrissey, and Ball (2018) describe negative relationships among academic anxiety, tough course of study, test anxiety, family history and students' educational success. Further, Khemka and Rathod (2016) stated that every student has academic anxiety in which female students of private schools have more academic anxiety than public girls' school students. In the literature review, it is found that psycho-social elements play an important role in students' educational attainment (Bandura, 1986).

Methodology

Research Design and Participants

A mixed method research approach was considered for data collection. Population of this research study was consisted of three lac, one hundred and thirty four (300134) 9th grade boys and girls school students. The same numbers of students' parents were also considered as population of the study. The sample size was selected by using sampling table of (Cohen, Manion, & Morrison, 2013) for random samples. The total sample size was comprised on 798 secondary school students and 22 students' parents. For the sample of this study, systematic random sampling method was applied to select students while parents of these students were also chosen by convenience sampling technique.

Tool Development

For quantitative part of the research, a self-structured psycho-social elements questionnaire was developed for secondary school students. This questionnaire was consisted on forty eight (48) statements based on Likert-type scale. The reliability of tool was calculated by applying Cronbach's alpha using SPSS which was 0.73 and the validity was checked by Pearson's product moment correlation and also got expert opinion from senior professors. For qualitative part of the research, face to face interviews were conducted on students' parents. The main interview questions were about six psycho-social elements. Parents' interviews were analyzed by thematic appreciation method which is generally used for examining qualitative data (Thomas & Harden, 2008).

Data Collection and Analysis

The questionnaire was distributed among grade 9th students by personal visits of researcher to collect data. These personal visits improve the response rate of the respondents. The collected data was entered in to SPSS grid sheet. Data was analyzed

by using multiple regression analysis technique. Furthermore, with the help of thematic appreciation method, qualitative data was analyzed. By using this method, interviews were transcribed and themes were taken.

Data Analysis

An analysis of regression that contains more than one explanatory variable is called multiple regression analysis (Uyanık & Güler, 2013). So, the multiple regression analysis technique was used to predict the effects of independent variables on dependent variable.

Table 1

Students' gender

Gender	Frequency	Percentage
Urban area boys school students	479	60.0
Urban area girls' school students	319	40.0
Total	798	100.0

Table 1 shows that the participants were from both categories of gender. From each type of gender, boys were 479 (60%) while girls were 319 (40%), who responded to the questionnaire.

Table 2

Effects of life skills development on grade 9th students' academic achievement

Gender		N	β	SE	Beta	t	p
Urban area boys school students	(Constant)			271.409	34.0787	.964	.000
	Life skills development	479	2.003	.990	.092	2.022	.044
Urban area girls school students	(Constant)			476.632	43.90310	.856	.000
	Life skills development	319	-2.914	1.261	-.129	-2.311	.021

Dependent Variable= Marks in 9th grade

Table 2 expresses that multiple regression analysis was carried out to see the influences of life skills development on the academic achievement of students in 9th grade. The p-value of urban area boys 9th grade students ($p = .044$) denotes that life skills development pointedly affected students' academic attainment. Similarly, the p-value of urban area girls 9th grade students ($p = .021$) indicates that life skills development such as students' constructive and critical approach, learning environment, control over educational stress and emotions have significant effects on students' learning.

Table 3

Effects of health risk behaviors on grade 9th students' academic achievement

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)	479	2.218	284.48	21.717	13.112	.000
school students	Health risk behaviours			.858	.1182	.586	.010
Urban area girls	(Constant)	319	1.977	327.967	27.630	11.870	.000
school students	Health risk behaviours			1.127	.098	1.754	.080

Dependent Variable= Marks in 9th grade

The aforesaid table 3 describes the influences of health risk behaviors on students' learning. The *t* and *p* values of urban area boys 9th grade students were 2.586 and .010 respectively. Multiple regression analysis reveals that health risk behaviors (use of unhygienic things, unbalanced furniture and bad environment of the class room, students' bad health and corporal punishment by the teachers) significantly affected students' educational success in grade nine. In contrast, the *t* and *p* values of urban area girls' school students were 1.754 and .080 in the order. The results of multiple regression analysis show that there were no significant effects of health risk behaviors on urban area girls' school students' academic achievement.

Table 4

Effects of drug abuse on grade 9th students' academic achievement

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)	479	2.715	257.978	24.934	10.347	.000
school students	Drug abuse			.815	15	3.331	.001
Urban area girls	(Constant)	319	-2.502	451.443	27.832	16.220	.000
school students	Drug abuse			.908	-.153	-2.757	.006

Dependent Variable= Marks in 9th grade

The aforesaid table 4 shows the influences of drug abuse on students' educational accomplishment in grade nine. The *t* and *p*-values of urban area 9th grade students' academic achievement were 3.331 and .001 respectively. The analysis shows that drug addiction significantly influenced students' learning. Similarly, the *t*-value of urban area 9th grade girls school students was -2.757 and *p*-value was .006 which shows that health risk behaviors negatively affected students' educational achievement.

Table 5

Effects of self-esteem on grade 9th students' academic achievement

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)	479	2.474	1.088	.1042	.274	.023
school students	Self esteem						
Urban area girls	(Constant)	319	1.028	1.992	.045	.795	.427
school students	Self esteem						

Dependent Variable= Marks in 9th grade

The above table 5 shows the influences of self-esteem on students' learning in 9th grade. The values of 479 urban area 9th grade boys school students ($t=2.274$ and $p = .023$) indicated that the self-esteem has considerable impacts on academic achievement of 9th grade boys school students. Similarly, multiple regression analysis was conducted on 319 urban area 9th grade girls' school students and t and p values were .795 and .427 respectively. The results show that there were no significant effects of self-esteem on students' learning.

Table 6

Effects of family adjustment on grade 9th students' academic achievement

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)	479	3.747	.784	.2144	.782	.000
school students	Family adjustment						
Urban area girls	(Constant)	319	.433	.947	.026	.457	.648
school students	Family adjustment						

Dependent Variable= Marks in 9th grade

The above table 6 describes that multiple regression analysis was carried out to analyze the influences of family adjustment on students' learning in 9th grade. This table shows that family adjustment ($p=.000$) such as parents' encouragement in learning and parents' help positively affected urban area boys school students' academic achievement. In contrast, the ($p=.648$) value of urban area girls 9th grade students shows that there were no significant effects of family adjustment on students' educational attainment.

Table 7

Effects of academic anxiety on grade 9th students' academic achievement

Gender		N	β	SE	Beta	<i>t</i>	<i>p</i>
Urban area boys	(Constant)	479	.586	1.114	.024	.526	.002
school students	Academic Anxiety						
Urban area girls	(Constant)	319	.630	1.238	.029	.509	.611
school students	Academic Anxiety						

Dependent Variable= Marks in 9th grade

Table 7 indicated the influences of academic anxiety on students' educational attainment. The multiple regression analysis was conducted on 479 urban area 9th grade boys' school students. The *t* and *p* values were .526 and .002 in the order. The results reveal that academic anxiety significantly affected students' academic achievement. In contrast, the *t* and *p* values of urban area 9th grade girls school students were .509 and .611 respectively. The analysis shows no significant effects of academic anxiety on students' learning.

Thematic Analysis and Interpretation

The researcher conducted face to face interviews with 22 students' parents. After this, the researcher transliterated the interviews questions conducted on student's parents and extracted themes. The detailed description of themes was given below.

1. No awareness of life skills
2. Unhygienic things use
3. irregular nutritional behaviors
4. Punishment from teachers
5. Internet use
6. Drug addiction
7. Familial poverty
8. Parents' illiteracy
9. Academic stress and anxiety
10. Mental disorder

The most of the parents who were participated in the study were uninformed about life skills development and neglect this element for children's academic achievement. Parents further added that children's emotions and stress affected negatively their academic achievement. Moreover, parents agreed that physical inactivity, corporal punishment and uses of unhygienic things were the major sources of decreasing their knowledge. In addition, themes supported that use of smart phone, mental illness and students' smoking and use of drugs negatively affected students' educational success. Additionally, parents' views provide information that parents' illiteracy, educational anxiety, familial conflicts and tough course of study has negative impacts on students' educational accomplishment.

Discussion

The present study revealed many important findings and one of it from quantitative part showed that six psycho-social elements has considerable influences on students' educational attainment. Multiple regression analysis of the present research study showed that life skills development, students' learning environment, critical and constructive approach, educational stress and emotions significantly affected their learning. The results of the current study were similar with the findings of prior studies (Shamaki, 2015; Kamaruddin, Zainal, Aminuddin, & Jusoff, 2009; Duruji, Azuh, & Oviasogie, 2014; Lata & Sharma, 2013; Ayaz & Sekerci, 2015; Khan, Altaf, & Kausar, 2013; Saqib & Rehman, 2018). In addition, the findings disclosed that students' bad health, use of unhygienic things, corporal punishment from teachers and unbalanced furniture negatively influenced students' educational attainment. The previous research studies proved that corporal punishment, physical punishment and sit-stand furniture considerably influenced students' academic achievement (Akhtar & Awan, 2018; Naz, Khan, Daraz, Hussain, & Khan, 2011; Castellucci et al., 2017).

Furthermore, the findings of the current study showed that smoking and drug abuse has negative effects on students' learning. The findings of prior researches revealed that lower educational achievement is one of the influences of students' drug abuse, hot drinks, alcohol and marijuana (Amadi & Onyinyechi, 2018; Chukwu et al., 2017). Another important finding revealed that students' self-esteem, distinct qualities of learning and educational capabilities has positive effects on their educational attainment as stated in prior researches (Mirzaei-Alavijeh, Rahimi, Matin, & Jalilian, 2018; Thomas, Iventosch, & Rohwer Jr, 1987; Hemati-Alamdarloo & Moradi, 2013). Additionally, another finding exposed that parents' help and encouragement in students' learning has positive while parents' illiteracy, poorness, no proper time to children negatively affected students' educational attainment. The findings of current study were similar with the results of previous research studies (Hasan, 2016; Chohan & Khan, 2010; Kaur, 2013; McKenzie, 2019). The results further divulged that academic anxiety, students' inferiority complex, helplessness in academic attainment, examination fear, tough course of study and students' concerns about educational objectives significantly affected their academic achievement. The results of most research studies were similar with the findings of present study. The study of Das, Halder and Mishra (2014) found negative link between students' educational achievement and educational anxiety. Similarly, the results also point out that boys' school students have more helplessness in studies than girls' school students (Valas, 2001). In contrast with the present research finding, the Kalaivani's (2017) study showed negative correlation between students' inferiority complex and academic achievement in 9th grade. The findings of previous research studies indicated that test anxiety produced negative effects on students' educational accomplishment (Balogun, Balogun, & Onyencho, 2017). The findings of Boeding's (2016) study showed that

students' academic achievement is higher in short courses than compressed courses. Furthermore, the findings of thematic analysis indicated that students' stress, physical inactivity, smoking, corporal punishment, parents' illiteracy and poverty, tough course of study, mental illness, inferiority complex and uses of unhygienic things significantly affected students' academic achievement.

Conclusion

The present study has provided evidences and showed that life skills development, students' critical, constructive and learning approach significantly affected their educational success. Moreover, the study has shown that students' bad health and corporal punishment from teachers negatively affected students' learning. Furthermore, the study concluded that the causes of poor academic achievement were students' smoking, hot drinks, marijuana and other drug abuse. Additionally, the present study has found positive correlation among students' self-esteem, educational capabilities, distinct qualities of learning and their educational accomplishment. As stated in the findings, it was concluded that parents' encouragement and help of their children has positive while academic anxiety negatively affected students' educational success. Similarly, the qualitative results of the present research were consistent with quantitative findings. Based on results, it was concluded that six (06) psycho-social elements significantly affected students' academic attainment at secondary school level.

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Discrimination with Minorities in Public Schools: A Pakistani Perspective

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Abstract

Minority rights had been a burning issue in history of Pakistan. This issue is emerged side by side with the evolution of the concept of global village. To diagnose this issue in educational scenario a study was designed to know the educational problems of religious minority students at school level in Pakistan. Main objective of the study were i) what are the problems faced by religious minorities students in their access to education? ii) what is the level of discrimination for religious minorities students. To address the above objectives 320 working teachers from the selected schools were taken as sample for this study. Teachers were selected and the purposive sampling technique was used for sample selection. Rating scale was developed ranging from two to five categories according to the requirement of each statement. Data was collected through postal process and personal visits in the selected schools. Data analysis was done by using SPSS software by using appropriate analysis techniques. The data analysis showed that majority of teachers narrated that minority students are denied from admission due poor academic condition and teachers also select students from a religious minority group as class representative. Teachers were also of the view that minority students create problems in the class. On the other side, teachers were of the view that school provides welcome greetings to newly admitted students. On the bases of results the researcher recommended that comprehensive teacher-training programs should be launched to minimize the discriminating attitude of teachers about minorities and curricula should also be revised to omit all the texts containing discrimination sense.

Keywords: Minority students, teachers, discrimination, educational problems.

Introduction

Pakistan is a country where peoples of different religions are living i.e. Muslims, Christians, Hindus, Sikhs and Parsis. Christians and Hindus are considered major minorities in Pakistan. The main problem in the society with minorities is discrimination from other groups. It is a worldwide problem that religious minority is not accepted completely and therefore, they face hindrances while performing their rituals and obligations. The minority people further face the problem of social injustice

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and less employment and economic opportunities at the level as availed by main stream of the society (Rehman, 2010).

There are many daily routines in which religious minority people feel discrimination but the discrimination in educational setup is the most horrible form. Furthermore if this discrimination triumph in schools where young children are studying that would be alarming for the self-esteem of those minority children. On the other side, this discrimination may increase drop out, increase enmity among students belonging to different sects of religion. These are the problems which are created by the attitude of teachers and students with one another. The second major aspect for this discrimination may be due to content of text books. The text book developers do not consider all the groups of society particularly religious groups. We see many implemented textbooks and curricula are cultural and religious oriented and give a sense of prejudice about different minority groups of Pakistan (Hussain, Saleem, & Naveed, 2011). Asian Human Rights Commission (2011) highlighted that in Pakistan human rights are not followed properly, due to this reason security and peace is affected a lot at national as well as international level. Lack of implementation of law and order in Pakistan has made it an instable and politically conflicting country. The major areas where law and order situation is not up to the mark are discrimination with minorities in social and educational setup, violence against women particularly in villages, misuse of policemen authorities against citizens. The reason is only implementation flaws because Pakistan constitution has rules about the equality of human fundamental rights for all the minority groups. But even then there are many examples of discrimination about religious minorities as mentioned above and one incident was also present in the history of Pakistan i.e. when Babri masque incident happened the attitude of Muslims with Hindus became negative and at some places Hindus migrated towards India due to this reason (Czarnecki, 2011).

Basically there are two aspects of such type things i.e. theoretical and practical. International forums of discussion and socioeconomic effects of minority groups is the theoretical aspect of minority discrimination. Textbooks may also include in the theoretical aspect of discrimination. On the other side, difference of literacy rate of minorities in many countries is different from majority groups. In the same way behavior with minorities in the society or institution are considered the practical aspects of discrimination with minorities (Curtis, 2009).

Unfortunately, Pakistan is suffering from both types of discriminating aspects about minorities. According to Iqbal, (2015) textbooks as implemented according to the curricula 2006 are not free from all types of discriminations about minorities and literacy rates of minorities' are much less than majority population. In spite of this literacy rate difference, Indo-Pak relations/tensions, America-Pakistan relations or interference affect the discrimination level in Pakistan. Here the researchers would like to share their views that this discrimination and the reasons for this discrimination are

found all over the world. Like Pakistan, in America if any Pakistani behaves negatively the American people will consider all the Pakistani bad people.

According to Hussain, Saleem, and Naveed (2011) the effect of discrimination or hatred towards minority groups may affect attitude of minority students towards the development and peace of Pakistan. They further suggested that content highlighting the importance of minorities towards the development of Pakistan should also be included in the textbooks so that students may feel honor to be Pakistani rather than against it. The basic problem in schools is the attitude of teachers about minorities and minority teachers about majority. The attitude of minority teachers towards majority is not effective because minority teachers are very small in number, while on the other side, teachers' attitude towards minorities is not positive. While selecting class monitor (class head) normally teachers avoid making the minority students as head of class. Hussain (2008) was also of the view that minority like Hindu face problems when an unwanted incident take place in India by Hindus and Christians become target when American do any unwanted activity anywhere in the world against Muslims. He suggested that from history books hatred against Christians, Hindus or any other minority should be finished to give them equal rights of Pakistanis.

According to Idris (2018) when we see this discrimination in detail we see there are three patterns of discrimination with minorities in Pakistan i.e. behavioral, procedural and linguistic. Human rights organizations and many other NGOs have been criticizing the role of Pakistani government to minimize or finish the discrimination process in Pakistan. But the working routines of Pakistani government are not changing according to the international requirements. The role of Government of Punjab is better than other provincial governments in this regard for example free education up to matriculation class is an initiative in this regard but still needs more attention towards education system so that there may be awareness of human rights among future educated children.

These and other reasons may be the cause of discrimination and impact of discrimination is going to be worst day by day in this global village world. The above discussion guided the researchers to diagnose the real situation prevailing in Pakistan about minority.

Literature Review

There are many definitions and views about minority word. According to Human Rights Commission of US (as quoted by Deschenes) the definition of minority is given below:

A group of citizens of a state, consisting of a numerical minority and in a non-dominant position in that state, endowed with ethnic, religious, or linguistic characteristics which differ from those of the majority of the population, having a sense of solidarity with one another, motivated, if not implicitly, by a collective will to

survive and whose aim is to achieve equality with the majority in fact and in law (Deschenes, 1985).

In short we can say that religious minority is a group of people who belong from one religion which is basically different from other big groups' religion. In every country, there are groups of people loosely or closely associated for some specific reason or purpose, which may be racial linguistic cultural religious political economic etc. or a combination of these. In the quest for describing minority; United Nation Sub-commission on the prevention of discrimination of minorities –suggested that the term should include only those non-dominant groups in population, which possess and wish to preserve firm, ethnic, religious, linguistic traditions, characteristics, markedly different from those of the rest of the population (Hasan, 1987).

The Issue of minorities is everywhere in the world since ancient times Before World War I, the minority problem was especially sensitive in the Austro-Hungarian Monarchy, autonomy or independence was promised by Turkey and Russia during the war to minorities in enemy states, and revolts (e.g., of Arabs and Czechs) were encouraged (Davis, 1978).

In modern era advance countries of the world also have the problems related to minorities (World Directory of Minorities, 2007). Moreover they have to face problems in educational institutions.

In Israel, The Arab which are a minority are facing severe problems. The Arabs minorities in Israel often look protesting. In 2005 ministry of education introduced a new educational programme according to which all Israeli high school students should learn 100 terms in Zionism some alternative text were formulated by Arab minorities which were not accepted (Ghnem, 2005). A commission headed by Theodrein Israel confessed that riots by Arab minorities are due to educational, economic backwardness. It is an international issue. In India above 160 million populations of Muslims which is supreme religious minority facing all types of problems as non-Muslim minorities are facing in Pakistan.

Muslims are the majorities among the minorities which means Muslims constitute a large part of the minority community in India .Going through various researches and surveys it is significantly seen that education is one of the most lacking aspect in the Muslim community. Muslims in India are behind other religious communities in literacy and education. India was declared a secular state where equality to all was provided irrespective of caste creed and religion. These rights clearly become the part of the constitution which is mentioned in Article 29 and 30. Article 29 states, "any section of the citizen residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to conserve the same" Article 30 acknowledges "the right of minorities based on religion or language to establish and administer educational institution of their choice" (Hasan, 1987).

So far as religious in the Indian sub-continent are the Muslims, Christians, Sikhs, Buddhist, Jains and very small minority of Persians. Among all the above minorities Muslims are the largest single minority community in India. There are number of problems and grievances of minorities in general and Muslims in particular, some insubstantial and some intricate, some real and some noticeable The Muslims are educationally and economically backward in the country (Ansari, 1998).

Statement of the Problem

Therefore, the researchers conducted a study to view the role of school education department in discriminating minorities: a Pakistani perspective. For this purpose the study was delimited to Punjab and Sindh provinces of Pakistan.

Methodology

Three hundred and twenty teachers were selected as sample of this study from 16 districts (8 from Punjab and 8 from Sindh province). Only male teachers were selected because the researchers decided that male teachers would have more exposure about the daily life problems with minorities as compared to female teachers. Teachers were selected purposive sampling technique because only those schools were selected where the students of religious minority were studying. The response rate 93.125%, in this way respondents were 298. The collected data was analyzed and the results are discussed below:

Table 1

Teacher views about students of religious minorities are often denied admission because of

Reasons Denied Admission	Frequency	Percent	Rank
Faith	34	11.4	4
Non Availability of Seat	8	2.7	5
Poor Academic Condition	70	23.5	2
Any other Reason	63	21.1	3
Not Denied from Admission	123	41.3	1
Total	298	100.0	5

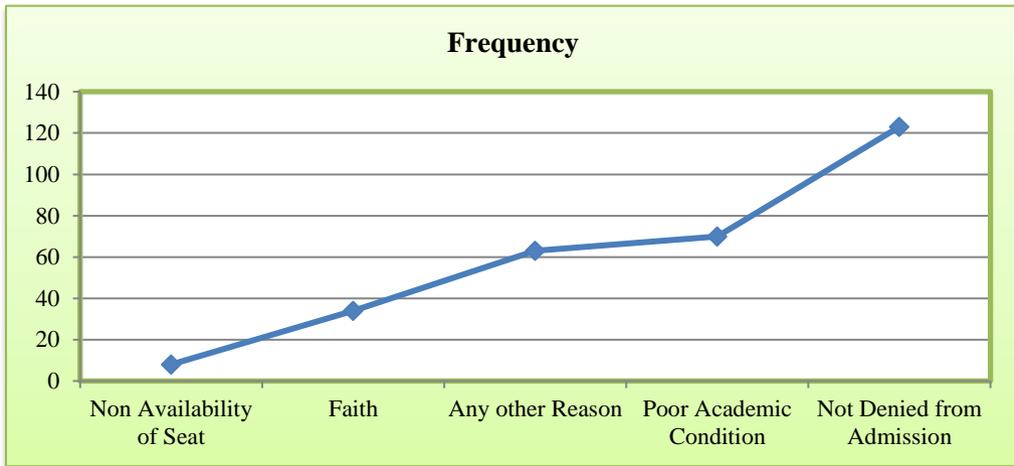


Figure 1. Reasons why students of religious minorities are denied admission in schools

The above table shows that teacher views about the reasons of denied admissions of minority students like faith of religion, non-availability of seat, poor academic conditions, any other reason and not denied from admission. Total 298 teachers gave their views about this particular issue. The data tells in percentage that teachers considered issues about students of religious minorities are often denied admission because of faith 11.4%, non-availability of seat 2.7%, poor academic condition 23.5, any other reason 21.1% while on the other side, 41.3% teachers were of the view that minority students are not denied from admission. Overall, on the bases of 58.7% denial of admission on different grounds put minority students behind the in the race of development. Due to this reason minorities children remain illiterate and NCJP's 2001 report showed that only 34% Christians in Punjab are literate as compared to 46.56% national literacy rate.

Table 2

Teacher views about while nominating class representative

Nominating Class Representative	Frequency	Percent	Rank
Student's Faith	8	2.7	4
Student's Physical Condition	9	3.0	3
Academic Performance	234	78.5	1
Student's Confidence	44	14.8	2
Missing	3	1.0	5
Total	298	100.0	5

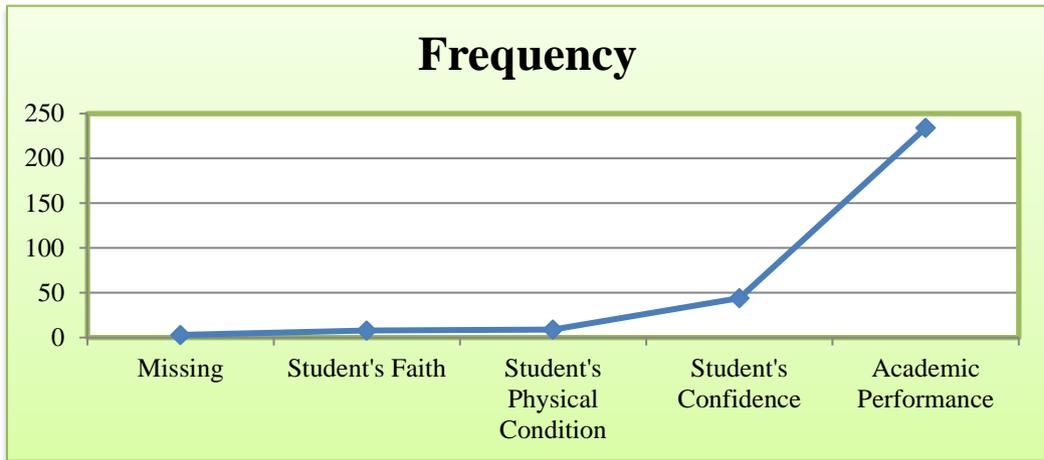


Figure 2. Teacher views about while nominating class representative

The above table shows that teacher views about which basis of nomination of class representative like student's faith, student's physical conditions, academic performance, student's confidence total frequency of respondents. The teacher's responses about the basis of classroom representative nomination were student's faith 2.7%, student's physical condition 3.7%, academic performance 78.5% and student's confidence 14.8%. The three respondents were missing out of total 298. The majority of the teachers views that they select the class representative on the basis of academic performance so there discrimination level were very low, the percentage of student's confidence also little bit prominent in above table but this point of view was not included at discrimination factor.

Table 3

Teacher views about nomination of a student of religious minority group as class representative

Nomination of representative	Frequency	Percent	Rank
Yes	216	72.5	1
No	75	25.2	2
Others	1	.3	3
Missing	6	2	4
Total	298	100.0	4

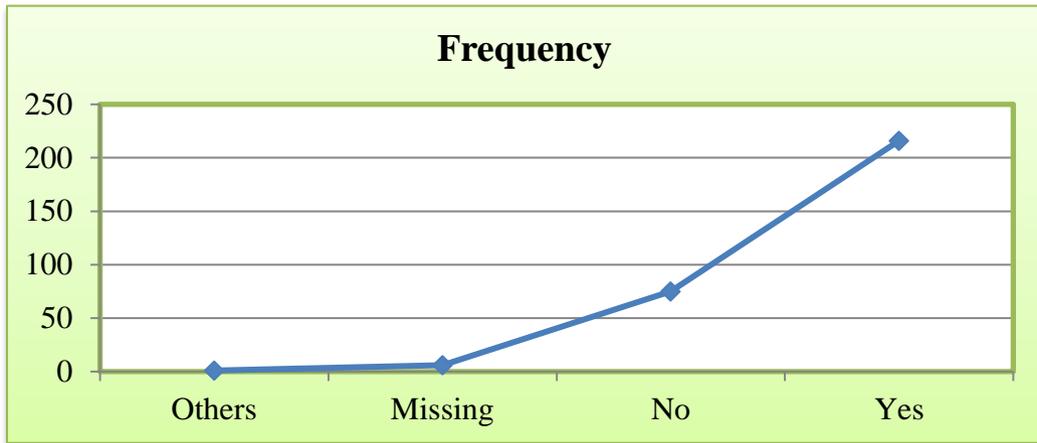


Figure 3. Nomination of a student of religious minority group as class representative

The above table shows that teacher views about nomination of a student of religious minority group as class representative and there were only two options the first one was Yes and the second one was No. Teacher views about nomination of a student of religious minority group as class representative were 72.5% at yes and 25.2% were NO. The missing frequency was 7 out of 298 so the majority of the teachers were not follow the faith about religious minority towards the nomination of class representative, no doubt there was some percentage of the teacher shows that they show discrimination towards nomination of class representative 2 but most of the teachers have not believe on this factor. Minority students should be nominated many times without any discrimination of minority students because this activity may develop moral level Corrigan & Sayer 1985).

Table 4

Representative during Teacher views about Number of times of nomination a student of religious minority group as class the course of service

Nomination of a Student of Religious Minority Group as Class Representative	Frequency	Percent	Rank
One Time	78	26.2	1
Two Times	67	22.5	3
Three Times	45	15.1	4
Many Times	38	12.8	5
Never	70	23.5	2
Total	298	100.0	5

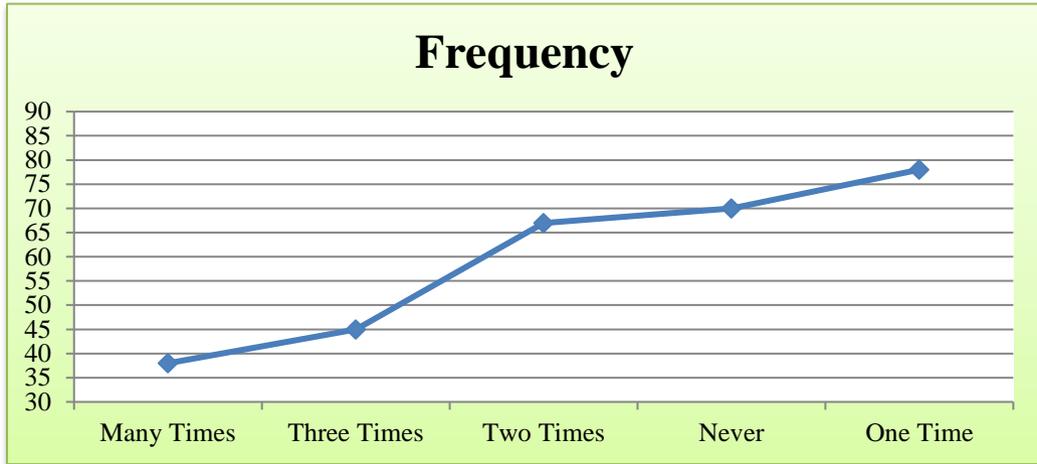


Figure 4. How many times student of religious minority selected as class representative

The above table shows that teacher views about number of times of nomination a student of religious minority group as class representative during the course of service, the parameters for respondents were one time, two time, three time, many time and the last one was Never. The total frequency was 298 and there was no missing frequency. The teachers gave views that one time 26.2%, two time 22.5%, three time 15.1%, many time 12.8% and the 23.5% said that they never nominated the students of minority as class representative. The most of the teachers gave views that they selected the minority students as a classroom representative some said one time some of them told that they do two times some said three times some said many time so majority of the teachers have the consideration to nominate minority students as a class representative. The discrimination was existed on this issues but majority of the teachers did not follow this faith.

Table 5

Teacher views about that there is religious biased contents in our text books

Teacher Views about Religious Biased Contents	Frequency	Percent	Rank
No	16	5.4	2
Yes	274	91.9	1
Missing	8	2.7	3
Total	298	100.0	3

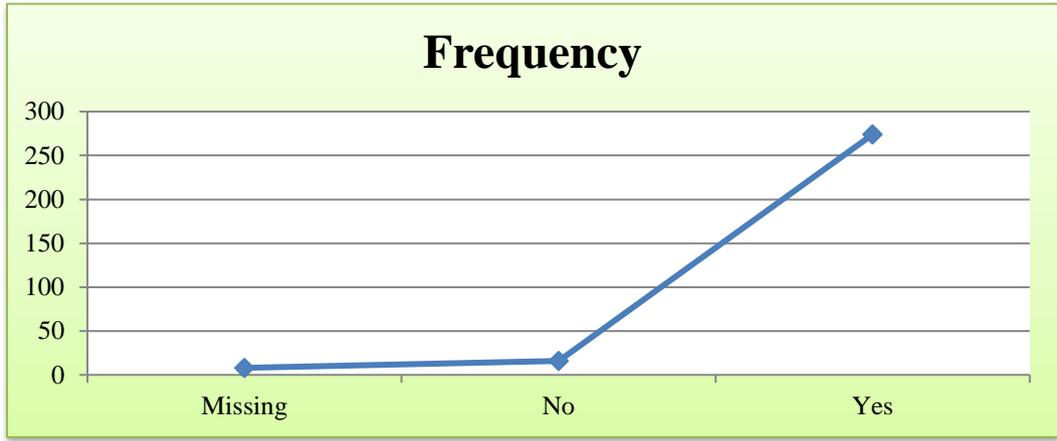


Figure 5. Teacher's views about religious biased contents in our text books

The above table shows that teacher views about that there is religious biased contents in the text books and the teachers could responded on the two options like Yes or No. The percentage of response Yes was 91.9% and No response percentage was 5.4% 2.7% was missing value. The total frequencies were 298. The most of the teachers views that there biased content were exited in the contents of the text books. The minority students are forced to take the education of majority religion which they did not wanted to take it. The government is not try its best to implement unbiased curricula because the role of Pakistan Government is just instrumentalist in policy-making and only limited to considerations of law. The active role is only found in party politics (Zaman 1998, Malik 1996, Nasr 2002).

Table 6

Teacher views about the type of problems minority students creates in the class

Type of Problems Minority Students Creates	Frequency	Percent	Rank
No Difficulty or Problem	95	31.9	1
Disciplinary	40	13.4	4
Slow Learning	75	25.2	2
Biased Attitude	55	18.5	3
Any Other	33	11.1	5
Total	298	100.0	5

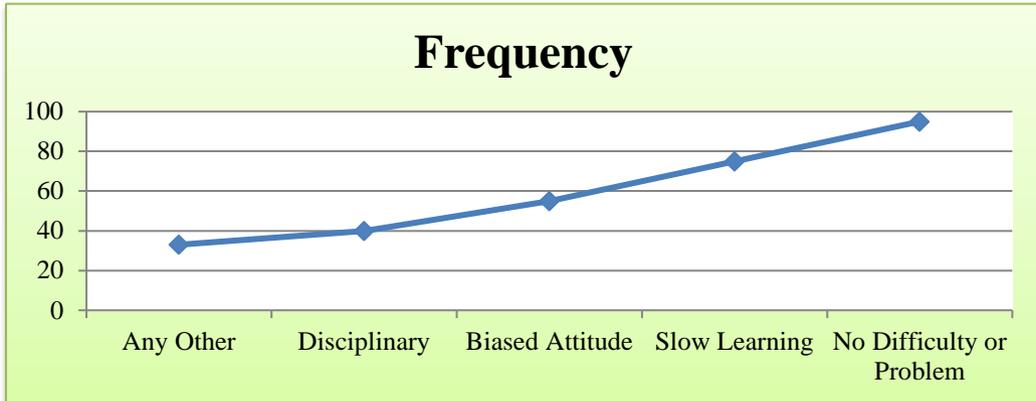


Figure 6. Type of problems minority students creates in the class

The above table shows that teacher views about that the type of problems minority students created in the class and the responses were no difficulty or problem, disciplinary, slow learning, biased attitude and any other. The teachers responses were 31.9% no difficulty or problem, 13.4% disciplinary, 25.5% slow learning, 18.5% biased attitude and 11.4% any other. The total frequency was 298 and there was no missing frequency. The most of the teachers views that they had no issue or problem which is created by the minority students but the alarming percentage was about slow learner and this was second highest ratio mention in above table.

Table 7

Teacher views about Minority students often sit in the classroom Settings

Minority Students Often Sit in The Classroom Settings	Frequency	Percent	Rank
Mix or Any Where in Class	66	22.1	2
Front Rows	28	9.4	5
Middle Rows	60	20.1	3
Back Rows	33	11.1	4
Separate	111	37.2	1
Total	298	100.0	5

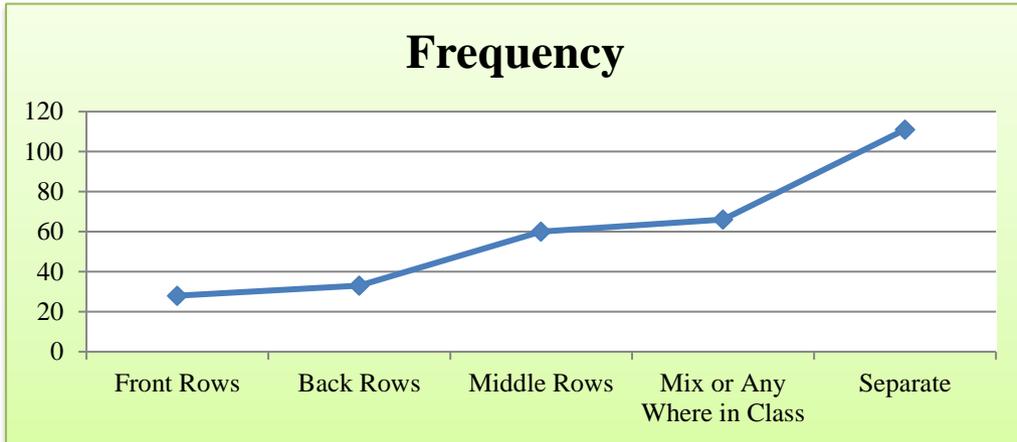


Figure 7. Teacher views about Minority students often sit in the classroom Settings

The above table shows that teacher views about minority students often sit in the classroom settings and the responses were mix or anywhere in class, front rows, middle rows, back rows, separate. The teacher’s responses were in percentage like mix or anywhere in class 22.1%, front rows 9.4%, middle rows 20.1%, back rows 11.1% and separate 37.2%. The total frequency was 298 and there was no missing frequency. Teachers views about that the minority students often sit separately in the classroom settings, show the discrimination level which is facing by the student of minority. Teacher’s views about that the minority students often sit back rows in the classroom settings also indicate that the discrimination towards minority students.

Table 8

Teacher views about the students of religious minority used separate pot for drinking water

Minority Used Separate Pot for Drinking Water	Frequency	Percent	Rank
Yes	238	79.9	1
No	51	17.1	2
Missing	9	3.0	3
Total	298	100.0	3

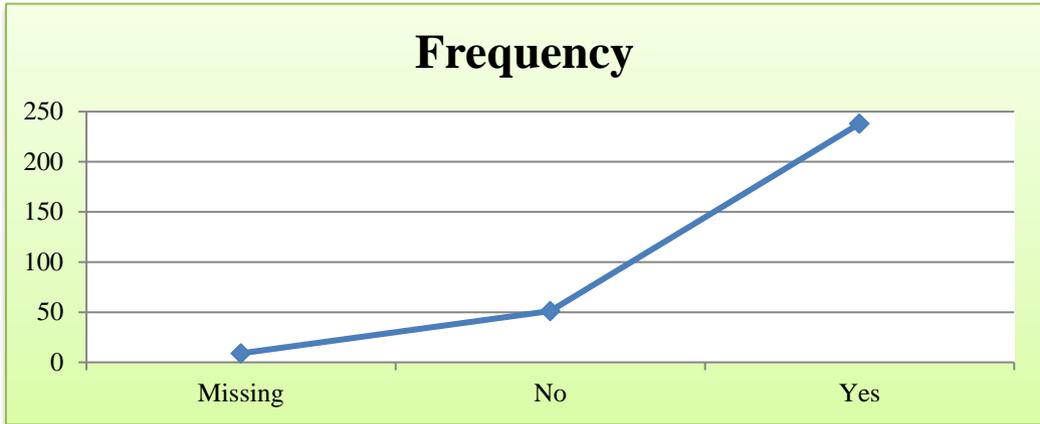


Figure 8. Teacher views about the students of religious minority used separate pot for drinking water

The above table shows that teacher views about the students of religious minority used separate pot for drinking water and the responses were Yes or NO. The teacher’s responses were in percentage like Yes 79.9%, No 17.1%. The total frequency was 298 and there missing frequency was 9. Teachers views about that the students of religious minority used separate pot for drinking water in yes response at high percentage. It is also show the discrimination level which is facing by the student of minority. Teacher’s views about that the minority students often used separate pot for drinking water also indicates that the discrimination towards minority students at alarming point.

Table 9

Teacher views about the minority students actively participate in co-curricular activities

Minority Students Actively Participate in Co-Curricular Activities	Frequency	Percent	Rank
No	33	11.1	2
Yes	265	88.9	1
Total	298	100.0	2

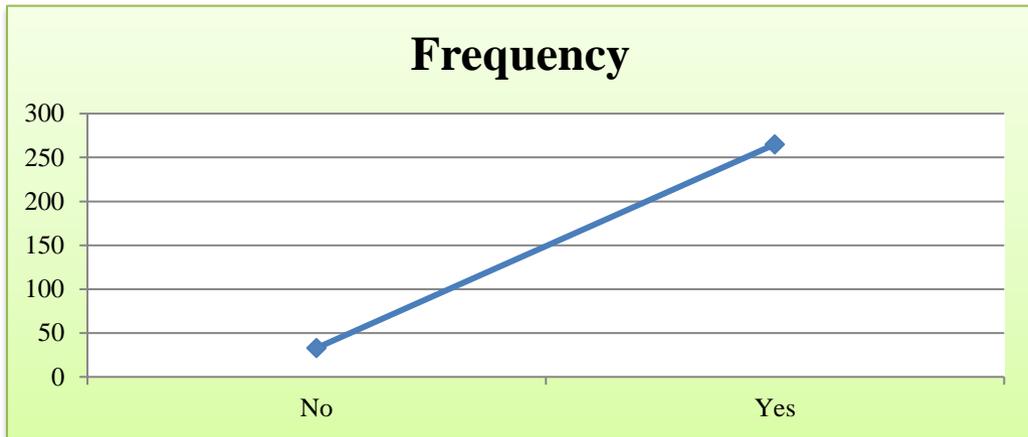


Figure 9. Teacher views about the minority students actively participate in co-curricular activities

The above table shows that teacher views about the minority students actively participate in co-curricular activities and the responses were Yes or NO. The teacher’s responses were in percentage like Yes 88.9%, No 11.1%. The total frequency was 298 and there missing frequency was none. Teacher’s views about the minority students actively participate in co-curricular activities at positive value “Yes” and it is also show the discrimination level which facing by the student of minority is very low at this point. Teacher’s views about the minority students actively participate in co-curricular activities also indicate that there discrimination was minimum towards minority students.

Table 10

Teacher views about reluctance in expounding the religious biased contents in the text books

Reluctances in Expounding the Religious Biased Contents in the Text Books	Frequency	Percent
No	51	17.1
Yes	229	76.8
Missing	18	6.0
Total	298	100.0

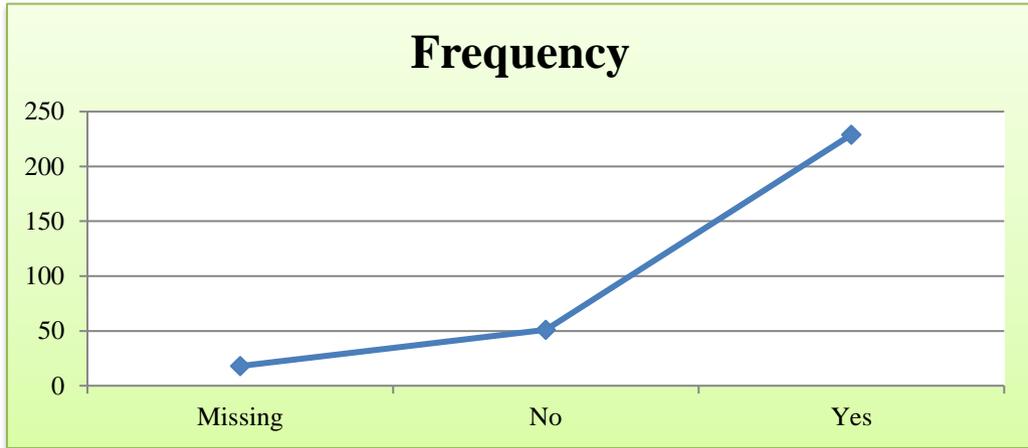


Figure 10. Teacher views about reluctance in expounding the religious biased contents in the text books

The above table shows that teacher views about reluctances in expounding the religious biased contents in the text books and the responses were Yes or No. The teacher’s responses were in percentage like Yes 88.9%, No 11.1%. The total frequency was 298 and there missing frequency was none. Teacher’s views about the minority students actively participate in co-curricular activities at positive value “Yes” and it is also show the discrimination level which facing by the student of minority is very low at this point. Teacher’s views about the minority students actively participate in co-curricular activities also indicate that there discrimination was limited towards minority students.

Table 11

Teacher views about complaints of the discrimination with the students of religious minority groups

Responses	Frequency	Percent	Rank
No	241	80.9	1
Yes	57	19.1	2
Total	298	100.0	2

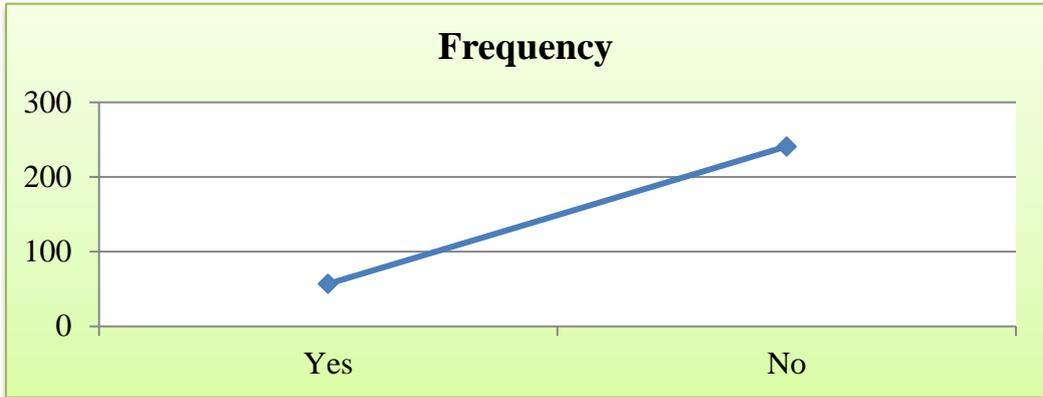


Figure 11. Teacher views about complained of the discriminatory treatment with the students of religious minority groups

The above table shows that teachers' views about complained of the discriminatory treatment with the students of religious minority groups and the responses were Yes or NO. The teacher's responses were in percentage like Yes 19.1%, No 80.9%. The total frequency was 298 and there missing frequency was none. Teachers' views about complained of the discriminatory treatment with the students of religious minority groups, showing that they have no issues about these concerns and there discrimination was limited towards minority students.

Table 12

Teacher views about minority students mixed up with other students or often make their own peer groups

Responses	Frequency	Percent	Rank
Yes	99	33.2	2
No	191	64.1	1
Missing	8	2.7	3
Total	298	100.0	3

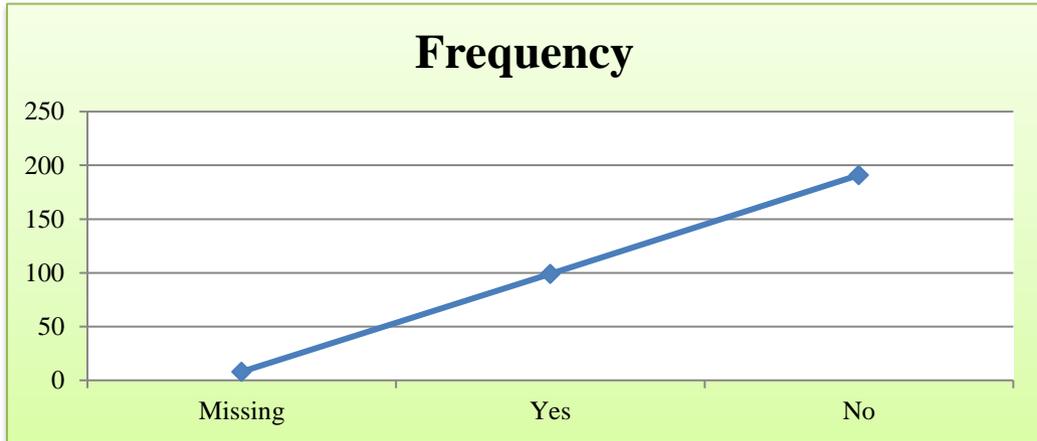


Figure 12. Teacher views about minority students mixed up with other students or often make their own peer groups

The above table shows that teacher views about minority students mixed up with other students or often make their own peer groups and the responses were Yes or NO. The teacher’s responses were in percentage like Yes 33.2%, No 64.1%. The total frequency was 298 and there missing frequency was 8. Teacher’s views about minority students mixed up with other students or often make their own peer groups and it is also show the high level of discrimination.

Table 13

Teacher views about newly enrolled minority students are welcomed & greeted in an exceptional manner

Responses	Frequency	Percent	Rank
Yes	204	68.5	1
No	82	27.5	2
Missing	12	4.0	3
Total	298	100.0	3

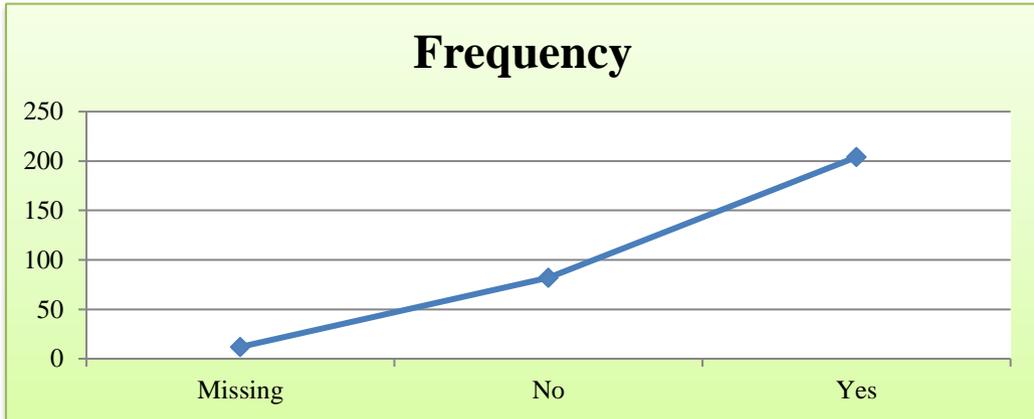


Figure 13. Teacher views about welcome of newly enrolled minority students

The above table shows that teacher views about newly enrolled minority students are welcomed & greeted in an exceptional manner and the responses were Yes or NO. The teacher’s responses were in percentage like Yes 68.5%, No 27.5%. The total frequency was 298 and there missing frequency was 12. Teacher’s views about newly enrolled minority students are welcomed & greeted in an exceptional manner at certain level and it also show the discrimination level which facing by the student of minority is very low at this dimension. Teacher’s views also indicate that there was limited discrimination towards minority students.

Table 14

Teachers’ views about the students of religious minority took positions in the class

Responses	Frequency	Percent	Rank
Yes	74	24.8	2
No	224	75.2	1
Total	298	100.0	2

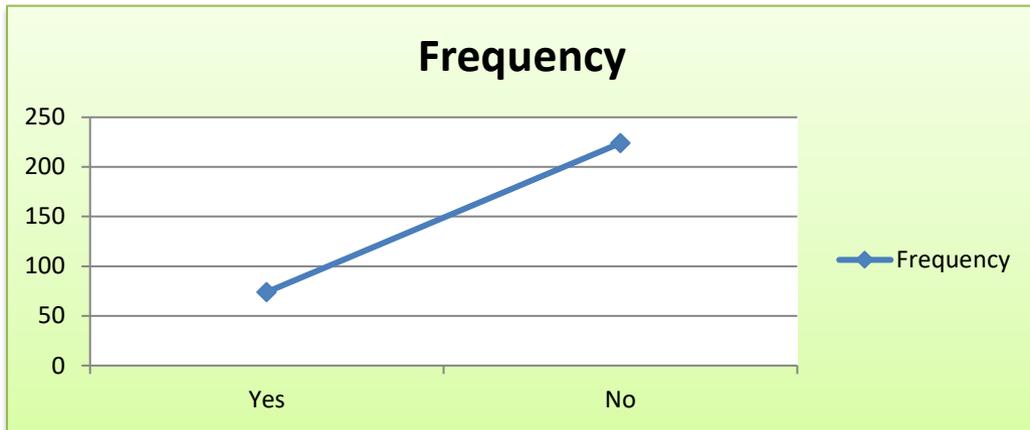


Figure 14. Teachers views about the students of religious minority took positions in the class

The above table shows that teacher views about the students of religious minority took positions in the class and the responses were Yes or NO. The teacher's responses were in percentage like Yes 24.8%, No 75.2%. The total frequency was 298 and there missing frequency was none. Teacher's views about students of religious minority took positions in the class at certain level and it is also show the discrimination level which facing by the student of minority is very highly at this fact. Teacher's views also indicate that there some discrimination were exited towards minority students.

Findings of the Study

On the bases of above data analysis results it is occluded that 58.7% minority students are denied from admission on different grounds. On the bases of good academic performance minority students are selected as class representative. This shows no discrimination. Teachers narrated that curriculum is biased; it should have balanced content for all students. Majority of respondents mentioned that minority students sit separate from rest of students in the class. Teacher's views also indicate that there some discrimination were exited towards minority students.

Recommendations

On the bases of above results researchers recommended: (1) government of Pakistan should follow up the proper implementation of rules about minorities, (2) government of Pakistan should also create a proper system of reporting in case of discrimination and (3) curricula should be revised to omit all the texts containing discrimination sense.

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A Descriptive Analysis of University Teachers' Emotional Intelligence, Organizational Commitment, Job Satisfaction, and Turnover Intention

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Muhammad Javed Aftab

Abstract

This study aims to find university teachers' emotional intelligence, organizational commitment, job satisfaction, and turnover intentions to find concerning their gender differences. A survey was carried out using the random sampling technique. Data were collected from 550 teachers (275 Male and 275 Female) currently serving in eleven Pakistani universities. Only 416 usable questionnaires (i.e. 203 Male and 213 Female) were included in the data analysis; the remaining 134 questionnaires were discarded as insufficient data was provided by the respondents. The data collected was processed and analyzed using SPSS Version 16. The study has found that male teachers have a higher level of emotional intelligence than females. There is also a noticeable difference between male and female teachers' turnover intention and job satisfaction. However, no significant difference between male and female teachers' organizational commitment is observed.

Keywords: Gender Differences, Emotional Intelligence, Organizational Commitment, Job Satisfaction, Turnover Intension

Introduction

Teachers, who are an essential pillar of universities, require a supportive working environment to fulfill their professional responsibilities; also, universities consider teachers to be a valuable resource to help them meet their organizational objectives (Cole, 2003). Among other professional responsibilities, teachers are expected to train students to face the challenges of their practical lives. This multifaceted task requires motivation, commitment, and competence of teachers (ILO, 2010). Furthermore, the stressful nature of the teaching career requires tremendous emotional efforts and a higher degree of emotional intelligence; in particular, the handling of strange situations that occur during the teaching-learning process. Misunderstanding and mishandling these circumstances can lead to frustration and

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dissatisfaction that can impact students' attitudes, performance, and productivity (Huber & West, 2002).

Emotional Intelligence (EI) encompasses a range of skills and characteristics that are used to process emotional knowledge for social environments/events (Goleman, 1995; Abraham, 1999). The EI of teachers is therefore very important in an educational setting. It may affect the patterns of their work, socialization, decision-making, and makes them more capable of dealing with situations of frustration and dissatisfaction (Abraham, 2000, 2004). Researches have published mixed findings concerning EI and gender (Alnabhan, 2008; Grossman & Wood, 1993). This study aims to investigate whether there is a correlation between teachers' EI and gender differences.

Organizational commitment (OC) has defined as a behavior that reflects employees' positive relationships with their organizations. It encourages them to decide their long term association with the organization (Meyer & Allen, 1991). Usually, universities in Pakistan follow the guidelines issued by the Higher Education Commissions; however, universities often enjoy autonomy in the management of their organizational structure, operating procedures, and technology in use. In this respect, the culture and working environment of universities may differ from one another. Despite these differences, the available facilities and the working environment directly affect the productivity, performance, and organizational commitment of teachers (Affum-Osei et al., 2015). Aydin et al. (2011) have published mixed findings concerning OC and gender. This study aims to investigate whether there is a correlation between teachers' OC and gender differences.

Job satisfaction (JS) has been recognized as an important component of employee productivity. From an organizational behavioral viewpoint, JS refers to the employees' emotional state of mind regarding the different aspects of their jobs, including objective working conditions and subjective perceptions of their job (Greenberg & Baron, 2000). Past researches reflect contradictory results on gender and JS (Aguilar & Vlosky, 2008; Anari, 2012; Aydin, Uysal, & Sarier, 2012). The goal of this study is to investigate whether there is a correlation between teachers' JS and gender differences.

Teachers' turnover intention (TI) is another area of concern for organizations. Previous studies have identified numerous factors that influence the intent of employees to quit the organization (Meyer et al., 2002). Employees' turnover intentions are another area of great interest to the global research community, and conflicting results have been published on gender and turnover intentions (Griffeth, Hom, & Gaertner, 2000). The purpose of this study is to investigate whether there is a correlation between teachers' TI and gender differences.

Emotional Intelligence

Emotional Intelligence (EI) has been described as "soft skills," "people's skills," "general ability to cope with the demands of life" (Goleman, 1995). Salovey and Mayer (1990) consider it as the capacity of individuals to regulate their thoughts and actions by considering their own and others' feelings and emotions. Goleman (1995) describes it as a combination of human abilities and characteristics that allows them to control aspects of self-awareness, regulation of emotions, empathy, and social skills. Boyatzis, et al. (2000) equate EI with the capacity or skill of individuals to deal with themselves, their lives, their jobs, and others. In their Trait Model, Petrides and Furnham (2001) define EI as individuals' measurable behavioral dispositions and self-perceived abilities. Salovey, et al. (2004) consider EI as an individual's ability to process emotional information used in the handling of social environments or events. Salovey and Mayer (1990) advocate that EI helps people to better understand and manage their emotions. The studies of Rebecca Abraham's (1999, 2000, 2004) show that emotionally intelligent individuals usually focus on resolution rather than on reasoning or arguing.

The level of EI between males and females has always been a matter of great concern among researchers. Goleman (1995) and Bar-On (1998) research have shown that males and females tend to be distinct in terms of their EI. The studies of Grossman and Wood (1993), Mayer, Caruso, and Salovey (1999), Kafetsios (2004), Parker, et al. (2004) and Grewal and Salovey (2005) found a higher degree of EI among females compared to male counterparts. Females experience positive and negative emotions, both professional and personal, more intensely than males. The EI meta-analysis of Joseph and Newman (2010) found higher EI scores among females compared to males. In contrast, studies in Petrides and Furnham (2000), Alnabhan (2008), and Sánchez-Nunez et al. (2008) found a higher level of EI among males than females. Whereas the Castro-Schilo and Kee (2010) and Gurol, et al. (2010) studies have shown that both gender classes are identical concerning EI.

The literature review above indicates that the results of past studies related to EI and gender are controversial due to their mixed findings. These results suggest that the relationship between gender and EI deserves further investigation on its own merits. As a result, a null hypothesis is developed for its testing in Pakistani universities.

H1: There is no difference in emotional intelligence between male and female teachers.

Organizational Commitment

Organizational Commitment (OC) has been defined as a behavior that reflects employees' positive relationships with their organizations and encourages them in deciding on their long-term association with the organization (Meyer & Allen, 1991). Aydin et al. (2011) have identified some key components of organizational commitment, including organizational membership, self-identification, organizational successes, loyalty, and willingness to exert considerable effort to perform their duties.

OC may be expressed in terms of employees' willingly realization of the organizational norms and objectives (Buchanan, 1974). OC has also been defined as employees' involvement and emotional attachment with the organization (Wiener, 1982). Different researchers have looked at OC in different perspectives. For example, Mowday, Lyman, and Duban (1974) associate it with "a strong belief in the organization's goals and values, a willingness to achieve these goals and a definite desire to be part of the organization". Steers (1977) and Salancik (1977) conceptualize it as "the individual's identification, psychological attachment, and his/her involvement in the organization". Allen and Mayer (1990) advocate OC as individuals' attitudinal attributes towards their organization. Adeyemo and Ogyunyemi (2004) relate it to employees' emotional affiliation or involvement with their organization. Kumari and Priya (2017) associate it with employees' inherent attachment, loyalty, and sincerity to their organizations in all circumstances.

In literature, various approaches of OC have been discussed. For example, the 'exchange approach' considers that an employee's OC directly depends on a perceived balance between his/her input and the organization's reward (Homans, 1958). Whereas the 'investment approach' gives more importance to the length of service, i.e. senior employees could be more committed as compared to newly joined employees (Salancik, 1977). Meyer and Allen (1991) have discussed three aspects of organizational commitment: (i) Affective commitment dealing with employee's affirmative feelings and positive emotional attachment towards an organization. (ii) Normative commitment dealing with employee's obligation to serve the organization. (iii) Continuance commitment dealing with the fear of loss or the penalty in case of leaving the organization. He has pointed out that these three commitments are distinguishable components, rather than types. He has identified personal, structural, and job characteristics as three important aspects of affective commitment. He has further explained that work experiences may affect affective commitment, whereas, the continuance commitment could be affected through individuals' investments and availability of alternatives. The normative commitment can be influenced by the employee's experiences apprehensions about socialization aspects of a new organization (Wiener, 1982; Allen & Meyer, 1990).

Steier (1989) identified three parameters of OC: (i) personal characteristics, (ii) employee's attitude towards organization, (iii) nature of the job. Many studies have identified OC as an important factor in achieving organizations goals (Mowday, Porter & Dubin, 1974; Steers, 1975), improving the organization's effectiveness (Steers, 1975), and keeping employee's motivated and satisfied (Seyal & Afzaal, 2013). Many researchers have advocated that highly committed employees perform better as compared to those of less committed (Khan, et al., 2014; Shafiq & Rana, 2016; Kumari & Priya, 2017).

Many studies have carried out to find the correlation between gender and OC, however, the findings led to different results. Some studies reveal a stronger OC among men compare to women (Sarier et al., 2011). In contrast, some studies reveal a stronger level of OC among females than men (Dixon et al., 2005). Crosby (2015) has found that gender doesn't play any role regarding OC. The study of Khalili and Amawi (2012) has found no difference between men and women regarding OC. The controversies in the past research demand more research to explain the phenomenon (Karrasch, 2003). So the following hypotheses have been developed to be tested.

H2: There exists no difference between male and female teachers regarding organizational commitment.

Job Satisfaction

Job satisfaction (JS) is usually correlated to individuals' desires, attainments, and successes at work (Fako et al., 2009). The term has been defined by different authors who have pointed out different factors that may influence employees' JS. For example, individuals' attitude towards their jobs (Ivancevich et al., 1990), individuals' affective reaction to their work environment and job situation (Perie & Baker, 1997), individuals' affective attachment to his/her job either as a whole or concerning any particular aspect (Tett & Meyer, 1993), individuals' positive or negative feelings about their jobs (Greenberg & Baron, 2000; Aydin et al., 2012).

Various theories related to JS have been proposed, including expectancy theory of mental processes regarding choice (Vroom, 1964), equity theory of fairness (Adams, 1965), work adjustment theory of achieving and maintaining correspondence with a work environment (Dawis, Lofquist, & Weiss, 1968), process theory (Luthans, 2005), etc. Usually, JS has been associated with the relationship between employees' expectations, emotional experiences, working conditions, and job requirements (Adeyemo, 2007; Alikhani, et al., 2015). It has also been associated with the subjective feeling of an employee with his/her job, or appraisal of one's job achievements (Larkin, 2015). Maslow (1943) argues that an employee feels satisfied when his/her job and its environment meet his/her physical, social, safety, and self-esteem needs. Whereas, Herzberg, et al. (1959) have argued that employees' JS may be affected due to both intrinsic factors as well as extrinsic factors. But, they argued that both should not be considered as the inverse of each another. The presence of extrinsic factors may lead to job dissatisfaction, while its absence does not produce job satisfaction. Hagedorn (2000) has identified two constructs that affect job satisfaction: (i) triggers which represent the changing situations or circumstances of an employee and, (ii) mediators that are responsible for influencing the relationship between situations producing an interaction effect.

The above literature review shows JS an important indicator of employees' performance as a whole. However, not JS as such, but gender differences in JS remain an important aspect of academic research (Ismail, 2012; Larkin, 2015). The findings of different studies led to inconsistent results. For example, compare to males a higher JS among female employees is reported in Bender et al. (2005). In contrast, a lower JS among female employees is reported in Pook, et al. (2003). In parallel, no statistical differences in JS between male and female employees are reported in Sumner & Niederman (2003) and Aguilar and Vlosky (2008). The meta-analysis of Aydin, et al. (2012) reveals that the effect of gender on the JS is in favor of male employees. Fako, et al. (2009) have observed employees' negative work experiences as an important factor causing differences between male and female employees' level of JS. In the education domain, Maphorisa (1997) has found male teachers more satisfied than their counterpart female teachers. The t-test analysis of Gligorović, et al. (2014) study shows a bit higher satisfaction among female teachers. The above-discussed studies show that gender is a significant factor linked to JS. However, the findings of past researches are controversial and need further explanation. It may lead to the following hypotheses for further testing.

H₃: There exists no significant difference between male and female teachers regarding job satisfaction.

Turnover Intention

Turnover Intention (TI) may be defined as an employee's psychological detachment from his/her organization (Lee & Bruvold, 2003). Yamazakia and Petchdee (2015) define it as a three-stage process: thinking to leave, searching for a new opportunity, and the intention to leave. This phenomenon is of great interest to many researchers. Many studies have carried out to understand its relationship with different factors. For example, many studies have found a negative correlation between OC and TI (Tett & Meyer, 1993; Currivan, 1999; Griffeth, Hom, & Gaertner, 2000; Lee & Bruvold, 2003; Kuean, Kaur, & Wong, 2010; Suliman & Al-Junaibi, 2010; Teeraprasert, Piriyaikul, & Khantanapha, 2012; Yamazakia & Petchdee, 2015). Salami (2008) has found that employees working at higher positions show low intention to leave the job. Whereas, Radzi, et al. (2009) report that employee working at low positions have a higher intention to leave the job due to fewer promotion opportunities.

Many pieces of research regarding gender and TI have reported mixed findings. For example, Miller and Wheeler (1992), and Rosin and Korabik (1995) have found a higher TI among females as compared to male employees. Sicherman (1996) has found significant differences in both voluntary and involuntary turnover behaviors between male and female employees. On the other hand, Lyness and Judiesch (2001) have found a slightly lower level of voluntarily TI among female as compared to male employees. Personal/family-related reasons have identified as common factors causing females to leave their jobs (Lee, 2012). In their meta-analysis, Cotton and Tuttle (1986) have

reported no significant impact of gender on employees' TI. On the other hand, the studies of Karatepe et al. (2006), and Wang (2017) have observed a significant correlation between gender and TI. In light of the above-mentioned findings, the phenomenon of employee TI in terms of gender needs further exploration. The review of the studies discussed above led to the following hypotheses for further testing:

H₄: There exists a significant difference between male and female teachers regarding turnover intentions.

Methodology

In this study, various items for the survey instrument have been adopted from the previous studies (Schutte, et al., 1998; Mowday, Stress & Porter, 1979; Allen & Meyer, 1990; Macdonald & MacIntyr, 1997). However, keeping in view the socio-cultural aspects of the Pakistani universities, minor modifications were made in the items of the instrument. To validate the prepared instrument, a pilot study was conducted in five (5) universities. One hundred and fifty (150) respondents were randomly picked and requested to fill and return the questionnaire. One hundred and thirty-seven (137) questionnaires were received in which one hundred and thirty-two (132) were usable which were containing complete information. An exploratory factor analysis using maximum likelihood estimation was conducted. As a result, four scales were established, as shown in Table 2.

Table 1

Questionnaires response rate

No.	Gender	Sent	Returned	Responses Rate		
				%	Total	Total %
University 1	Male	25	19	76%	41	82%
	Female	25	22	88%		
University 2	Male	25	18	72%	38	76%
	Female	25	20	80%		
University 3	Male	25	22	88%	41	82%
	Female	25	19	76%		
University 4	Male	25	18	72%	40	80%
	Female	25	22	88%		
University 5	Male	25	21	84%	39	78%
	Female	25	18	72%		
University 6	Male	25	20	80%	39	78%
	Female	25	19	76%		
University 7	Male	25	20	80%	41	82%
	Female	25	21	84%		
University 8	Male	25	17	68%	38	76%
	Female	25	21	84%		

No.	Gender	Sent	Returned	Responses Rate		
				%	Total	Total %
University 9	Male	25	17	68%	34	68%
	Female	25	17	68%		
University 10	Male	25	22	88%	40	80%
	Female	25	18	72%		
University 11	Male	25	15	60%	33	66%
	Female	25	18	72%		
Total		525	406	77%	424	77%
Total Useable			203		416	213

Table 2

Cronbach's reliability coefficient

Number of Items	Cronbach's Reliability Coefficient	Category
Thirty-three (33)	.61 to .69	Schutte's Self Report Emotional Intelligence Test (Schutte et al., 1998)
thirteen (13)	.65 to .71	Organization Commitment Scale of Mowday, Stress, and Porter (1979)
fifteen (15)	.61 to .69	Job Satisfaction Scale of Macdonald and MacIntyr (1997)
thirteen (13)	.59 to .71	Turnover Intentions Scale of Allen and Meyer (1990)

As shown in Table 2, thirty-three (33) items with .61 to .69 Cronbach's reliability coefficient of the Schutte's Self Report Emotional Intelligence Test (Schutte et al., 1998); thirteen (13) items with .65 to .71 Cronbach's reliability coefficient of Organization Commitment Scale of Mowday, Stress, and Porter (1979); fifteen (15) items with .61 to .69 Cronbach's reliability coefficient of Job Satisfaction Scale of Macdonald and MacIntyr (1997); and thirteen (13) items with .59 to .71 Cronbach's reliability coefficient of Turnover Intentions Scale of Allen and Meyer (1990). The factor analysis results are comparable to Schutte et al. (1998), Mowday, Stress, and Porter (1979), Macdonald and MacIntyr (1997), and Allen and Meyer (1990) models. Data was collected using the Likert scale - Strongly Agree (5) to Strongly Disagree (1). Items for collecting demographic profiles of the respondents have also included in the instrument.

For the final study, using a random sampling technique 550 teachers (275 Male and 275 Females) were selected from eleven universities situated within the city limit of Lahore, Pakistan, and the questionnaires were distributed among them. In response, 424 questionnaires in number were received showing a 77% response rate. However, only 416 questionnaires (i.e. 203 Male respondents and 213 from Female respondents) were included in the data analysis discarding the rest due to lack of data provided by the respondents.

Data Analysis

Table 3

Gender wise emotional intelligence

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Female	213	103.1449	6.2353	3.672	0.0003
Male	203	101.0526	5.3721		

* $p = 0.05$

Table 3 reflects that female respondents have higher EI as compare to males. However, the value of calculated $t = 3.672$ is greater than $t_c = 1.966$. It reflects a difference between male and female teachers' EI. The p -value is 0.0003. As $p < 0.05$, the H_1 hypothesis is rejected.

Table 4

Gender wise turnover intensions

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Female	213	41.014	3.8126	2.385	0.0175
Male	203	40.0246	4.5913		

* $p = 0.05$

Table 4 shows that female respondents have higher TI as compare to males. However, the value of calculated $t = 2.385 > t_c = 1.966$. It reflects a difference between male and female teachers' TI. The p -value is 0.0175. As $p < 0.05$, the H_2 hypothesis is rejected.

Table 5

Gender wise organization commitment

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Female	213	42.2957	6.81263	0.446	0.6556
Male	203	40.5369	7.59135		

* $p = 0.05$

Although, Table 5 mean values show that female respondents have higher OC as compare to males. However, the value of calculated $t = 0.446 < t_c = 1.966$. It could

be concluded that there exists no difference between male and female teachers' OC. The p -value = 0.6556. As $p > 0.05$, the H_3 hypothesis is accepted.

Table 6

Gender wise job satisfaction

Gender	N	Mean	Std. Deviation	t	p
Female	213	48.45070423	6.8037	12.14	0.00
Male	203	41.26086957	5.20467		

* $p = 0.05$

Table 6 shows that female respondents have higher TI as compare to males. However, the value of calculated $t = 12.14 > t_c = 1.966$. It could be concluded that there exists a difference between male and female teachers regarding JS. Similarly, the p -value is $p = 0.00$ which is less than 0.05. Hence, the H_4 hypothesis is rejected.

Discussion

The findings of this study conclude that female teachers have a higher level of EI than male respondents, so H_1 is rejected. The findings are supported by the study of Anari (2012) reporting females' higher EI. However, studies like Mayer and Geher (1996), Goleman (1998), Mandell and Perwani (2003) reported no correlation between gender and EI. The study found a noticeable difference between male and female teachers' TI so H_2 is rejected. The findings are supported by the study of Sicherman (1996). The results of the present study are supported by Weisberg and Kirschenbaum (1993) who have strongly argued that gender differences are crucial to understanding the development of a turnover decision. On the other hand, our findings are different from other studies of Wang (2017), Cotton and Tuttle (1986) which reflects that gender has no significant relation with TI.

Organizational commitment encourages employees to stay in the organization (Mowday et al., 1982; Morrow, 1983). The results of this study found no significant difference between male and female teachers' OC, so the H_3 is accepted. The findings are supported by other studies, like Anari (2012) and Çoğaltay (2015). However, the studies of Farooq and Zia (2013) and Aydin et al. (2011) have revealed contradictory results that male teachers demonstrate a higher level of OC compared to their female colleagues.

The study found a noticeable difference between male and female teachers' JS, so H_4 is rejected. The results of Anari (2012) and Kim (2005) studies have supported our results. However, our research findings differ from earlier studies of Sumner and Niederman (2003) and Aguilar and Vlosky (2008) which have found no correlation between gender and JS.

Conclusion

This study sought to understand the relationship between gender and university teachers' emotional intelligence, organizational commitment, job satisfaction, and turnover intentions. The study has found that female teachers have a higher level of EI than male teachers, a noticeable difference between male and female teachers' TI and JS, and no significant difference between male and female teachers' OC. Past literature has confirmed the findings of this study. Teachers with higher EI, OR, JS, and low TI are an asset for the universities. Such teachers are in a better position to be accepted and understood by their colleagues, can develop themselves, manage their career path, and lead their students. We believe these findings would provide an important understanding for researchers and raise the awareness of university management regarding these aspects.

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Efficacy of Augmented Reality as a Pedagogical Strategy in Development of Student Learning of Creative Arts

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Abstract

Augmented Reality AR is a new trend in technology of instructional delivery. Despite the usefulness and its adoption for learning, its effective application to learning has not been fully established. Therefore, the study investigates empirical foundations of augmented reality (AR) in line with creative arts. Quasi-experimental devise of pre and posttest was utilized. Study lasted for Six weeks of two periods of eighty minutes per week. 65 students from two junior schools divided into both teacher centred and experimental groups. Two null hypotheses were tested with t-test and null hypothesis were rejected. Study make it known that students posttest mean are different, likewise the post test of the two schools. The findings concluded that Augmented Reality is positive and enhances learning. The conclusion of the study can be generalized to greater extent on the aims of emerging technology that when they are utilized well, they may increase learning of the students.

Keywords: Mobile technology, teaching and learning, information communication technology, gender.

Introduction

In recent times, education has shifted from being teacher-centred to learner-centred. The teacher formerly dominated teaching in the classroom rendering the learner to be passive. With the advent of technology, instructional delivery has metamorphosed to become student-centred in all stages of education globally. This creates problem of selection and use in terms of technological tools for instructional delivery by the instructors.

There is no gain saying that one of the technological tools employed for knowledge impartation and development of learners cognitive reasoning is Augmented Reality (AR). Therefore, Augmented Reality is referred to as an emerging technology that dynamically blends real-world environments and digital context-based information for the celerity of learning. In essence, the study intends to investigate the extent to which the utilization of Augmented Reality could have positive changes in the cognitive development of learners when used by the instructor to tutor the learners on creative arts.

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Literature Review

Currently, the trend in mobile technology has made the Augmented Reality (AR) a system that is of accessible and affordable for public usage, whereby interactive digital contents are accessed and shared through Smartphones, Tablets, Camera, GPS sensors to real-world environments through the cheap cost of these technological devices (Toledo-Morales & Sanchez-Garci, 2018).

Empirical studies on meaning of Augmented Reality (AR) remain controversial; researchers have perceived Augmented Reality (AR) as exceedingly important in the context of instructional delivery. For example, Cuendet, Bonnard, Do-Lenh, and Dillenbourg (2013) explained that AR can be referred to as the technology that has the capability to display digital material and content to real-world objects. In the same vein, Wojciechowski and Cellary (2013) described AR as a prolongation to virtual reality (VR), with some additional advantages. Equally, Jorge, Silvia, Ramon, Sabine, and Kinshuk (2014) clarified AR technology as a technology which produces an environment for generating information by computers within the real world sceneries.

The study of Dunleavy and Dede (2014) mentioned two forms of AR commonly used in education; location-aware and vision-based. The Location-aware AR depends mostly on GPS-enabled for mobile technological devices, while vision-based AR necessitates the learner to handle their smartphones toward a targeted object. Likewise, Sayed, Neven, Zayed, and Sharawy (2011) described AR as a technology which assists in adding virtual objects on the digital devices to real scenes by giving the addition of the missing facts in real life. More so, augmented reality (AR) is a technological means that permits video, image or animation to cover a selected and trigger image, with the real-world environment in the real time (Carmigniani, Furht, Anisetti, Ceravolo, Damiani, & Ivkovic, 2011; Chang, Morreale, & Medicherla, 2010). In essence AR promotes learning through e-technology.

Many researchers have been done on Augmented reality (AR) in the context of education among them is the study of Fernandez (2017) worked on the developed role of the virtual and augmented reality in technologies of education. The author stressed the challenges in adapting these technologies especially to improve learning outcomes of learners. The author mentioned six-step methodology in adopting these technologies. The essay concludes with the opportunities facing augmented and virtual reality within the context of online education. Likewise, Mat-jizata, Jaafarb, and Yahayac (2017) studied augmented reality AR as a means of teaching and learning tool in the primary schools. The study further examined the differences in the performances and students motivation to study. In essence, the study concluded with the revelation of significant differences in the performance and motivation of students to learn.

Also, Zaki, Zain and Zaniabdin (2018) researched on the augmented reality in fostering STEM teaching and learning. The study further supports STEM education and developed an augmented reality (AR) application that resulted in encouraging students to study Sciences. The application is of beneficial to students in sciences and astronomy. On the other part it assists instructors in delivering learning content more interestly. Similarly, Rezende, Albuquerque, and Ambrosio (2017), presented a paper on e-mobile educational tool for kids, with the Jigsaw methodology based on augmented reality (AR), purposely to improve teaching and learning experience. The paper revealed that the tools are interactive and creative fun in the environment for learning, thereby motivating students to learn.

The relevance of Augmented Reality (AR) in education has also been itemized. Studies have stressed the relevance and usefulness of Augmented Reality (AR) through these aforementioned researchers, for example Laine, Nygren, Dirin, and Suk (2016) and Joo-Nagata, Abad, Giner, and Garcia-Penalvo (2017) mentioned that AR technology has the capability to provide efficiency in the understanding of some abstract ideas, that can lead to develop cognitive and spatial abilities. Also, Wasko (2013), and Cheng and Tsai (2016) declared that AR, is relevant to educational environment in the field of tourism. Likewise, Squire and Jan, (2007) affirmed that AR provides information and environmental stimuli that exposed the users to the visual and rich informative environment

Augmented Reality (AR) has been used and confirmed as very effective in teaching and learning of different subjects on the school curriculum. For example, Huang, Li, and Fong (2015) mentioned the usefulness and effectiveness of Augmented Reality (AR) on foreign and English languages and biology. Similarly, Huang, Chen and Chou (2016) submitted that Augmented Reality (AR) is useful and effective in studies of environmental education. Likewise, Chang, Hsu, and Wu (2018) declared the effectiveness of Augmented Reality (AR) in improving the students' rate of understanding on Chemistry. More so, Dalim and Kolivand (2017) stated that augmented reality (AR) technology has been utilised and found as enhancing effective teaching and learning in many fields of study such as military, marketing and entertainment. The aforementioned study revealed the supremacy and effectiveness of Augmented Reality (AR) on different subject. Nevertheless, the study intends to find out if the application of Augmented Reality (AR) will improve the cognitive ability of students when employed to teach creative arts.

The theoretical framework of this study is based on social constructivism, that emphasizes learning surroundings and experiences of the learners. The Augmented Reality (AR) is said to be emerging technological tools that transform education from passive to active, it also presents potential and relevant contributions of learning content to students. Similarly, the existing mode result promoting the perception and use of ICT to improve the pedagogical process of learning and teaching in favour of both

learners and the instructor (Badia, Chumpitaz, Vargas, & Suarez, 2016; Holley, & Howlett 2016).

However, the study of John Dewey and Lev Vygotsky presupposed that learning and experiences of learners are inseparable (Liu & Chen, 2010). Moreover, having this in mind, the study of Scholnik, Kol, and Abarbanel (2006) mentioned that the constructivists' theory rests on technology integration coupled with the nature. However, as learners utilize technology-centered classroom and learning through interactivity and experiences, learning and experiences become wider with constructivists and interactivities, while knowledge is acquired via experiential and collaboration (Lin & Jou, 2013). On this note, individual teachers' perception of constructivism and implementation new technology tools in classrooms are guided by their experiences

Statement of the Problem.

The impact of students and their performance in utilizing innovation in terms of emerging technologies has been investigated. Although, several studies have explored the learning Apps in the 21st-century education has been put forward as the critical factors leading to users' adoption and utilization of technology for learning and teaching. Also, Allen and Seaman (2014) established that invention and use of technologies of learning in term of educational apps for m-learning and e-learning in institutions are product of online content delivery.

On this note, therefore, the study is putting forward to fill the existing gap that has been created by previous research work on the effectiveness of Augmented Reality (AR) for teaching and learning. Since all known works on augmented reality (AR) have not been done Creative Arts in the junior secondary school system specifically on the teaching of culture in Nigeria educational context which is the main focus of the study. Therefore, this study looked at the values of augmented reality (AR) on the students' achievement on the field of creative arts in the junior secondary education in Nigeria.

Research Questions

1. Is there any difference in the achievement of students exposed to augmented reality and those taught with teacher centred method?
2. What is the difference in the-achievement of both male and female students exposed to augmented reality?

Research Hypotheses

1. H₀₁: There is no significant difference in the achievement of pupils exposed to Augmented Reality and those taught with teacher centred method.
2. H₀₂: There is no significant difference in the-achievement of both male and female pupils exposed to Augmented Reality.

Methodology

The Quasi-experimental design made up of pre-test and post-test was used to execute the study. The population comprised all JSS students in Ogbomosho South Local Government, Oyo State, Nigeria.

Sample and Sampling Techniques

The sampled were divided with simple ticketing into both teachers centred and experimental group. The simple random sampling technique was used for selection of sample for the study. The sample therefore consisted of 65 students of which 32 were boys and 33 were girls, with the age ranges of 11 to 14 years of junior secondary class 2 (Basic 8). The samples from each selected school were divided into both teacher centred and experimental groups. The selection of the two schools; private and public school, were based on these criteria: Both schools have been in existence for the past 10 years in the locality. The school has trained teachers handling the learners in the school on creative arts for more than five years. And also, the students' evidence of accessibility and use of tablet via internet and the school with computer centres having functioning wifi facilities. The researchers used six weeks to familiar and sensitize the students with the ethics and conduct of the study was done on the first week. The sixth week features evaluation and students exposure to Argument Reality Test (ART) on paper based test as summative for the study while the four weeks were for intensive teaching via wifi.

Research Instrument

The instrument Argument Reality (AR) consisted of content to be learnt within the specified four weeks of instruction, covering the Nok culture, Ife culture, Benin culture and Ugbu Ukwu culture. The students were asked to assess the content online through wifi in the specified location and directed for each week.

Table

S/n	Wks	Periods	Topics	URL Direction
1	1	2	Nok	https://www.google.com/search?q=nok+culture&oq=nok+culture+&aqs=chrome..69i57.2812j0j7&sourceid=chrome&ie=utf-8
2	2	2	Ife	https://www.google.com/search?q=ife+culture&oq=ife+culture&aqs=chrome.0.016.7377j0j7&sourceid=chrome&ie=utf-8
3	3	2	Benin	https://www.google.com/search?q=benin+culture&oq=benin+culture&aqs=chrome.0.016.984j0j7&sourceid=chrome&ie=utf-8
4	4	2	Ugbo ukwu	https://www.google.com/search?q=ugbo+ukwu+culture&oq=ugbo+ukwu+culture&aqs=chrome..69i57.398j0j7&sourceid=chrome&ie=utf-8

The adapted test instrument named Argument Reality Achievement Test (ARAT), was selected from the validated National Examinations Council (NECO) for Junior Secondary School past question based on selected topics. The instrument is alienated into two distinct sections A&B. Furthermore, Section “A” asks for the students Bio-data, Name of school, Class and Gender. While, Section “B” paying attention to the multiple-choice objective question. The multiple-choice objective questions item has five options “A-E” of likely answer to the question asked. The ARAT was administered on paper with pencil. The experiment process is written in the guide and manual booklets given to both the learners and the instructors for easy monitoring of both the learners and the study.

The experimental groups of both schools were requested to sit on convenient seats in a mini hall to be used for the study in two different locations. On the content, the first week of the study was assigned to teach the students with the instruction on the study and to expose the students to the uses of tablets. A tablet each was given to the student and they were all instructed to access the content through the wifi as learnt from the instructor at the beginning of the study. The student read the content on the individual tablet given to them.



Figures 1. The student with tablets to assess the content

After each lesson the tablets were retrieved from the students and the instructor evaluated the content with the students. In the same vein, the teacher centred methodologies along with the appropriate instructional resources were utilized to teach the teachers-centered group by the instructors.

The Argument Reality Achievement (ARAT) were made up of three sections; A, B and C. The first Section “A” was for learners to supply their personal name, school and gender while section “B” was for test duration (time allotted) and section “C” for XXX multiple-choice objective questions with answers having five options “A - E” of probable answers to the question. Argument Reality Achievement (ARAT) was of paper and pencil based test given to the students to test their understanding of the content. The students were seated in a classroom with their assigned numbers attached to the seat. The correct scoring of the test carries ‘2’ marks while wrong answer carries ‘0’ the total all over 50 obtainable marks. The last week of the study witnessed the evaluation, administration and supervision of the test and marking of the given test, scorings and handing over students’ scores to the researchers for onward data analysis.

Hypothesis Testing

Testing of Hypothesis 1: There is no significant difference in achievement of pupils exposed to Augmented Reality and those taught with teacher centred method. To test the above hypothesis, the pre-test of the student were using as covariates, this reflect in Table 1.

Table 1

The t-test table of the post-test mean of female and male students’ scores taught with augmented reality

Variables	N	df	Mean	Std. Deviation	t	Sig. (2-tailed)
Female	32	63	20.6563	2.54773	-35.186	.000
Male	33		45.3030	3.06681		

Table 2 indicated that $t(65) = -35.186, p = .000 (P < 0.05)$ this means the stated null hypothesis is rejected.

Testing of Hypothesis 2: There is no significant difference in the-achievement of both male and female pupils exposed to Augmented Reality. In testing the hypothesis 2 above, the female and male students scores taught with Augmented Reality were tested with t-test statics to compare the mean reflected in Table 2.

Table 2

The t-test of post mean of public and private school with augmented reality

Variables	N	df	Std. Deviation	Mean	t	Sig. (2-tailed)
Public school	30	63	12.8	32.7	15.130	.000
Private school	35		12.9	33.7		

Table 2 indicated that $t(65) = -15.130$, and $p = .000$ ($P < 0.05$) this means the stated null hypothesis is rejected.

Discussion

The null hypotheses were rejected. Thus there was a difference between the mean of both male and female students. Likewise there is a difference in the post test mean of the two schools.

Based on the above, the finding was the same with the findings of Martín-Gutiérrez, Fabiani, Benesova, Meneses, and Mora (2015) whose findings stressed that AR technology permeates and promotes learning in all stages of education globally. The findings also agreed with the findings of Di Serio, Ibanez, and Kloos (2013) that AR improves and promotes positive teaching in terms of motivation and involvement of learners. Likewise the study corroborated the findings of Giasiranis and Sofos (2017) that AR contributes to the improvement and performance of positive learning processes. The findings concur with the findings of Han, Hyun, and So (2015) that AR is positive and allows the students to use technology wisely in the classrooms to integrate and improve teaching and learning.

Moreover, the findings agreed the findings of Wei, Weng, Liu, and Wang (2015) and Zhang, Sung, Hou, and Chang (2014) who revealed that AR as a technology devices increases academic performance of learners. Similarly, the findings are in accordance with Dalim, Kolivand, Abuhashish, Sunar, and Billingham (2017) who study pointed out that Augmented Reality as a enriches teaching and learning in educational institution. The study of Hsiao Chang, Lin, and Wang (2016) and Huang, Chen and Chou (2016) who expressed that AR enhances and promotes learning satisfaction. Furthermore, the study findings agreed with the study of Tobar-Tobar-Muñoz, Baldiris, and Fabregat (2017) who stated that an AR technology promotes long-term memory and problem-solving of the learners. Also, this corroborates the finding was in match the findings of Diaz, Hincapie, and Moreno (2015) and Akcayir, Akcayir, Pektaş, and Ocak (2016) whose study reflected the process through the uses of Augmented Reality AR.

Conclusion

The study confirmed the usefulness of Augmented Reality (AR) as a technological tool that enhances learning. Similarly, it promotes e-teaching and learning

in the classroom via wifi. Also, it supports individual learning by encouraging boldness in students.

Recommendations

The following recommendations are made based on the study: (a) students should be encouraged to be literate on the use of computer, (b) students should be taught how to work with internet with tablets and cell phone, (c) there should be adequate equipped computers laboratory in each school to facilitate the teaching – learning process and (d) teachers should be exposed to periodic seminars, and in-service and training on emerging technologies that promote adequate learning.

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Exploring the Relationship between Transformational Leadership Style, Job Satisfaction, Emotional Exhaustion and Burnout: A Case from Universities of Lahore

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Abstract

Development of the organization in this corporate world depends upon the dynamic environment of organizations. In present milieu, transformational leadership proved successful leadership paradigm along with motivating subordinates for improving organizational performance. Behavioral norms of the organization's culture depend upon ethical manner and anticipation of environmental changes. Certain environmental variable interacts with leadership to improved performance. This study designed to find out relationship transformational leadership style, emotional exhaustion job satisfaction, and burn out at university level. Population of this study was university teachers situated in Lahore. Sample of 400 teachers were selected from 10 (public and private) universities through convenient sampling technique (due to COVID-19). Present study implied descriptive research method. Its instrument was the standard questionnaire. Four instruments (Multifactor Leadership Questionnaire, Job Satisfaction Scale, Burnout and Emotional Exhaustion Scale) were used to collect data. Findings of the study revealed that transformational leadership did not show any relationship with job satisfaction, emotional exhaustion and burnout. Job satisfaction was weakly correlated with emotional exhaustion and burnout. Findings of the study cannot be generalized due to convenient sampling. It is therefore recommended that better sampling strategies produce more generalizable results.

Keywords: Leadership, Transformational leadership style, Job satisfaction, emotional exhaustion and burnout.

Introduction

Leadership has a long history of research. Mostly researches focused on theoretical background of the phenomena. Different theoretical eras of leadership are trait, humanistic behavioral and contingency theories.

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At beginning of the 19th century, leadership research concentrated to find out some specific traits that separated leaders from non-leaders. These theories of leadership were trait theories, concentrated on “what” a powerful leader is, not “how” to successfully lead (Allen, 1998). Main idea behind this theory was that to recognize the leaders possessing those specific traits and put them in the position of leaders. Character, physical, and intellectual attributes were analyzed (Horner, 1997).

In contrast with trait theory behavioral theories described leadership in terms of what leader do. According to this perceptive leadership is the outcome of effective role behavior. Behavioral theory recommended that behaviors differentiated leaders from non-leaders. Behavioral studies center on distinguishing basic conduct factors of leadership that can be utilized to prepare individual to progress toward becoming leader (Khagendera, 2012).

Third era is based on contingency theory, contingency theories put of forth ideas that leader’s success is dependent on the specific situation. The contingency theories of leadership stat the requirement for the leader to adopt the style according to the situations and expect a style of leadership that is suitable for the event (Hersey & Blanchard, 2016). After this era new concept of leadership emerged i.e. transactional and transformational leadership.

Transformational leadership is a style through which leader can motivate and inspire followers to achieve all the organizational goals. He/she focus on employees’ professional development and also excite them to put extra efforts to achieve goals. Transformational leaders bring positive changes in the employees and encourage them to take care of members of the group (James & Ogbonna, 2013). Judge and Piccolo (2004) stated that transformational leadership shows strong relationship with certain performance-based outcome variables. Some studies mentioned below empirically verified this claim.

Transformational leadership was also positively correlated with effectiveness and job satisfaction and significantly negatively correlated to burnout (Jong, 2007). Bass (1990) found positive strong correlation between transformational leadership and job satisfaction.

Leadership styles and job satisfaction are also correlated with emotional exhaustion (Jong, 2007). Emotional exhaustion defined to feelings of being overextended and exhausted. The exhaustion segment speaks to the fundamental individual pressure measurement of burnout (Maslach, 2001). Emotional exhaustion is identified with low execution and it has been demonstrated that emotional exhaustion is the best indicator of burnout (Jong, 2001). Maslach, (2001) burnout is a reaction on relational stressor at work. Leiter (2008) said that burnout is as a disorder of emotional exhaustion.

Transformational leadership, style emotional exhaustion and burnout are also related to employee effectiveness. Employee effectiveness can be depicted as behavior that can be assessed as constructive or negative for people. Employees know about the presentation measures and the significance to accomplish the greatness in their obligations. Because a state of employee inclusion in the organizational procedure, the substance is granted with staff duty which decrease rotation level and the expense related with the employing and preparing processes (Jong, 2007).

There are many researches available on leadership styles at international level, also available on job satisfaction, burnout, emotional exhaustion and effectiveness) and follower personality. Jong (2007) conducted a study on the relationship between leadership styles and outcome variables like job satisfaction, emotional exhaustion, burnout and follower personality as a moderator. He found that leadership styles were correlated with job satisfaction.

In Pakistani context, Khan and Zafar (2013) studied causes and consequences of job burnout in a developing country at public and private organization. The results revealed that exhaustion and cynicism were negatively correlated with age.

A study conducted on the effect of leadership styles on workers' job satisfaction in the health zone of different hospital of Dera Ghazi Khan, Muzaffargarh and Bahawalpur in Punjab. Results display that transformational leadership style had positive impacts on satisfaction of employees than transactional leadership style (Rasool, Arfeen, Mothi, & Aslam 2015). Sarwar, Batool, and Mumtaz (2015) studied effect of leadership styles on employees' commitment and their job satisfaction in IT research and development department of three major cities of Pakistan, Multan, Lahore and Islamabad. It was found that transformational and transactional leadership had significant impact job satisfaction and organizational commitment.

Noureen, Awan, and Noshaba (2015) did a research study on relationship between four leadership styles (directive, participative, supportive and achievement-oriented) of school principals and job satisfaction of their teachers as moderated by task structure and locus of control at school level. Result showed that there was significant correlation between leadership styles and job satisfaction. Relationship between achievement oriented leadership styles and job satisfaction was moderated by task structure. It was found that locus of control is not a strong moderator.

After reviewing the literature (Khan & Zafar, 2013; Rasool, Arfeen, Mothi, & Aslam 2015; Sarwar, Batool, & Mumtaz, 2015; Noureen, Awan, & Noshaba, 2015) it was found that no specific was carried out on relationship of transformational leadership style with job satisfaction, burnout, and emotional exhaustion. Therefore, Current study was designed to explore relationship between transformational leadership style, job satisfaction, emotional exhaustion and burnout at university level. Objectives of current are given in proceeding section.

Objectives of the Study

- 1 Investigating the relationship of transformational leadership style with job satisfaction, emotional exhaustion and burnout at university level
- 2 Find out the effect of gender on transformational leadership style, job satisfaction, emotional exhaustion and burnout.

Hypotheses

Following hypotheses were formulated to achieve above mentioned objectives.

H_{01} : There is no significant relationship between transformational leadership styles and job satisfaction at university level.

H_{02} : There is no significant relationship between transformational leadership styles and emotional exhaustion at university level.

H_{03} : There is no significant relationship between transformational leadership styles and burnout at university level.

H_{04} : There is no significant effect of gender on teacher's perception about their heads' transformational leadership style.

H_{05} : There is no significant effect of gender on the job satisfaction of university teachers.

H_{06} : There is no significant effect of gender on the emotional exhaustion of the teachers.

H_{07} : There is no significant effect of gender on burnout of the teachers.

Literature Review

The meaning of leadership has consistently been an interesting inquiry to which everybody appears to have an alternate answer. Many researchers have found that the key to leadership is the leader's relationship to his/her employees. Joseph and Rost (1991) recommended that leadership is not the work by an individual, rather it is very well may be characterized as a communitarian try among the staff or gathering individuals.

Leadership theories have been improved with passage of time and all these theories are equally important can be applied according to context (Dess & Picken, 2014). There are many leadership styles like democratic, autocratic, Laissez-faire, transactional leadership style and transformational leadership style.

Transformational Leadership Style

The transformational leadership style relies upon significant levels of correspondence from the board to meet objectives. Leaders inspire representatives and improve profitability and effectiveness through correspondence and high deceivability. These kinds of leaders are role models. This style of leadership requires the association of the board to meet objectives.

Bass's Model of Transformational Leadership. Bass (1985) takes note of that to impact change: The transformational leaders forcefully distinctly mix or alter the strength of requirements which may have lain lethargic. Transformational leaders endeavor and prevail with regards to raising supporters to a more noteworthy mindfulness about the issues of results. According to Bass (1985) transformational measures are identified with the redesigning of requirements, which empower devotees to become self-guiding, self-completing and "self-fortifying" thusly the subordinates go facing more prominent obligations. According to Bass (1985) transformational leadership gets goals by: (1) raising our degrees of awareness our degree of awareness about the significance and estimation of assigned results, and methods for contracting them is accomplished, (2) getting us to rise above our own personal responsibility for the group, organization, or bigger country and (3) by extending our arrangement of requirements and needs. According to Bass (1985) the first original work of Bass (1985) three components were characterized. These were charismatic leadership and inspirational leadership, individual consideration and intellectual incitement.

According to Armstrong (2003), Jong (2007) leadership styles are directly related to employee job satisfaction. Armstrong (2003) characterized job satisfaction as the feelings of people about their job. He referenced that if individuals have positive feelings towards their job, this implies job satisfaction, yet if they have negative disposition towards their job, this implies work disappointment.

Job Satisfaction

Job satisfaction can be defined as employees' positive feelings towards the job which leads him/her towards work motivation. Different scholars explained indicators of job satisfaction differently. There are different indicators available in literature like pay working environment, leadership styles and interpersonal relations. Locke (1970) defined job satisfaction as feeling pleasure about job or experiences related to job.

Emotional Exhaustion

According to Demerouti (2010) emotional exhaustion is physical, emotional and subjective strain, for example a long-term delayed presentation to certain job request. Emotional exhaustion refers to the exhaustion of psychic energy or the depleting of emotional resources.

Emotional weariness is an ongoing condition of physical and emotional consumption that outcomes from exorbitant work or potentially close to home requests and ceaseless pressure. Burnout, a term used to depict a pressure response or strain, is characterized as a condition of emotional depletion and criticism towards one's work because of constant hierarchical stressors (Maslach & Jackson, 1986). Emotional weariness is one of the more extraordinary assortments of business related strains. It shows in representatives as an overall loss of feeling and concern, trust, interest and soul (Maslach, 1982).

Burnout

Bradley (1969) recognized this phenomenon and was moreover clarified upon by Freudenberg (1974). Freudenberg embraced a clinical and methodology considered "burnout clutter" as a psychological issue which, as per his theory or point of view, is mostly result of individual attributes, for example, intra-individual conflicts useless personality characteristics and ineffectual ways of dealing with stress (Schaufeli, 2003). Three kinds of results of burnout can be named as following: (a) mental and physical health, (b) personal relationships and (c) professional behavior and performance (Kondylis, Pandelis, Sfakianakis, & Prokopiou, 2004).

Burnout must be seen from word related pressure, everything viewed as a seen steady sort of pressure at work that surpass the constraint of individual of the person's capacity to control or conform to stressors and likewise, lead to burnout (Maslach & Schaufeli, 2001). Burnout explained as a normal for stress, that framework the reaction stressors at work. It is considered as an emotional wellbeing hazard in working place (Shirom, 2010).

As indicated by Cooper (2001) burnout is as a risky case of chronic pressure. Chronic stress is generally brought about by consistent passionate pressure which the individual can't resist. Burnout is a state that happens over the greater part of time and is caused by emotional exhaustion and negative dispositions that negative attitude discontent, criticism, insufficiency and disappointment. It for the most part happens when an individual experience physical, mental or spiritual fatigue and can never adapted again (Crampton, Hodge, Mishra, & Prices, 1995).

Making employees satisfied with their job is very important to keep creative and efficient employees. Hence, one of the important ways for leaders is to adopt suitable leadership style through which they can maximize the satisfaction of their employees. A real leader is one that gives respects to their followers and also trusts them. Transformational leaders inspire their followers and also motivate them to achieve organizational goals. They provide development opportunities to followers and also try to satisfy their followers (Long, Yusof, Tan, & Heng, 2014). Azadehdel and Naghdibibalan (2015) revealed significant correlation between transformational leadership style, burnout and emotional exhaustion. Studies found in literature also explain that variables like job satisfaction, burnout and emotional exhaustion are significantly related to transformational leadership style. Hence current was planned to investigate relationship between all these variables. Conceptual framework of the study is given below.

Conceptual Framework of the Study

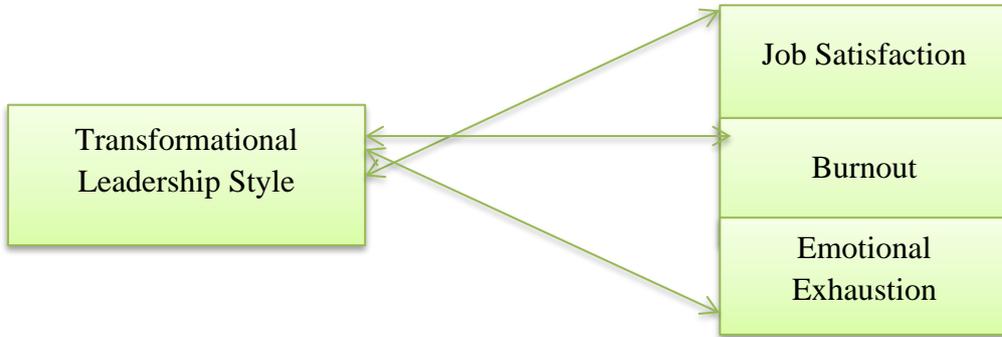


Figure 1. Conceptual framework of the study

Research Methodology

Research Design

The present research was quantitative in nature. Correlational research design was used to find out the relationship between variables of the study.

Population of the Study

Population of the study was comprised of teaching faculty of public and private universities in Lahore Punjab. The total number of public universities in Lahore were 11 and the total number of universities of private in Lahore are 20 (www.hec.com). The total number of teachers in public universities were 7551 and total number of teachers in private university were 4968 (www.hec.com).

Sample of the Study

Through convenient sampling technique 400 teachers were selected from 10 universities (public and private) of Lahore.

Instrumentation

Multifactor Leadership Questionnaire (MLQ): MLQ was used to measure transformational leadership style that is developed by Bass (1995). It has 11 statements. This questionnaire was used to assess teachers' perception regarding their heads' transformational leadership style.

Job Satisfaction Scale: Boumans (1990) and Geersing (1984) develop a scale that was used to measure job satisfaction. It has 5 statements.

Burnout Scale: Maslach (1986) developed a scale which was used to measure burnout. It had 3 statements.

Emotional Exhaustion Scale: Maslach (1986) develop a scale which was used to measure emotional exhaustion. It has 3 statements.

Data Analysis

Descriptive statistics and inferential statistics were used to analyze the data.

Table 1

Mean and standard deviation of variables

Variables	Mean	Std. Deviation
Transformational leadership style	51.72	3.17
Job Satisfaction	18.85	2.41
Burnout	11.24	1.86
Emotional Exhaustion	11.98	1.79

Table 1 shows that transformational leadership style has the mean score ($M = 51.72/11 = 4.70$) which is close to scale mark Strongly Agree (5.0). It shows that majority of the teachers were agreed that their heads adopted transformational leadership style. Job satisfaction has the mean score ($M = 18.85/5 = 3.77$) which is close to scale mark Agree (4.0). Burnout has the mean score ($M = 11.24/3 = 3.74$) which is close to scale mark Agree (4.0). Emotional exhaustion has the mean score ($M = 11.98/3 = 3.99$) which is close to scale mark Agree (4.0).

Table 2

Correlations between all variables

No. Variables	<i>M</i>	<i>SD</i>	1	2	3	4
1. Transformational Leadership Style	51.84	3.34	-	0.20	.013	.056
2. Job Satisfaction	17.75	2.59		-	.377**	-.247**
3. Emotional Exhaustion	10.70	2.05			-	-.033
4. Burnout	11.85	2.02				-

**p<0.01 (Sig. 2-tailed)

Table 2 shows that transformational leadership style does not show significant relationship with job satisfaction burnout and emotional exhaustion. Above table indicates that job satisfaction shows the positive weak correlation with emotional exhaustion and negative weak correlation with burnout. Table also shows that there is no relationship between emotional exhaustion and burnout.

Table 3

Gender wise difference regarding transformational leadership style

Variable	Gender	N	M	SD	t	df	P
Transformational leadership style	Female	200	51.84	3.34	.756	398	.450
	Male	200	51.60	2.99	-	-	-

*p<0.05 (Sig. 2-tailed)

Table 3 shows that there is no significant effect of gender on teacher's perception of transformational leadership style of their heads. For t-test since $p = 0.450$ is greater than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was accepted ($t (.756) = 0.450, p > .05$).

Table 4

Gender wise difference regarding job satisfaction

Variable	Gender	N	M	SD	t	Df	P
Job Satisfaction	Female	200	17.75	2.59	8.02	398	.000*
	Male	200	15.95	8.18	-	-	-

*p<0.05 (Sig. 2-tailed)

Table 4 shows that there is significant effect of gender on teachers' job satisfaction. For t-test since $p = 0.000$ is less than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was rejected ($t (8.028) = 0.000, p < .05$).

Table 5

Gender wise difference regarding emotional exhaustion

Variable	Gender	N	M	SD	t	Df	P
Emotional Exhaustion	Female	200	11.85	2.02	-1.482	398	.139
	Male	200	12.12	1.50	-	-	-

*p<0.05 (Sig. 2-tailed)

Table 5 shows that there is no significant effect of gender on teachers' emotional exhaustion. For t-test since $p = 0.139$ is greater than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was accepted ($t (-1.482) = 0.139, p > .05$).

Table 6

Gender wise difference regarding burnout

Variable	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>P</i>
Burnout	Female	200	10.70	2.05	-6.090	398	.000*
	Male	200	11.79	1.48	-	-	-

* $p < 0.05$ (Sig. 2-tailed)

Table 5 shows that there is significant effect of gender on teachers' perception regarding burnout. For t-test since $p = 0.000$ is less than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was rejected ($t(-6.090) = 0.000, p < .05$).

Discussion

Leadership styles in universities have become one of the main concerns of educational system. In order to enhance academic excellence, leadership role is determining factor in academic institutions. The objective of this research is to find out relationship among transformational leadership style, emotional exhaustion, job satisfaction and burnout.

Universities heads used different leadership styles which influence on teachers' job satisfaction, burnout and emotional exhaustion. Results showed that female and male teachers of universities are significantly different on burnout and job satisfaction. This finding was supported by Khan, Khan, and Naz (2017) they also found significant difference between male and female employees regarding burnout. Male teachers were more agreed on burnout and female teachers were more satisfied with their job. Findings indicated that male and female were not significantly different on transformational leadership style and emotional exhaustion. Transformational leadership style didn't show significant correlation with job satisfaction burnout and emotional exhaustion. This finding was not supported by Choi, Gho, Adam, and Tan (2016), Abelha, Carneiro, and Cavazotte (2018). They found a significant correlation between job satisfaction and transformational leadership. Findings of Green, Miller, and Aarons (2011), Liu, Liu, Yang, and Wu (2019) also did not support the finding that transformational leadership style is not correlated with emotional exhaustion. Findings of Saleem, Ali, and Akhtar (2016) also do not support the finding of current study; they found that transformational leadership is significantly correlated with job satisfaction and insignificantly correlated with burnout. Job satisfaction showed the significance correlation with emotional exhaustion and negative correlation with burnout. This finding was in tandem with the findings of Ogresta, Rusac, and Zorec (2008) they also found significant correlation between job satisfaction, burnout and emotional exhaustion. Emotional exhaustion did not develop any relationship with burnout.

Findings of the study cannot be generalized due to convenient sampling. It is therefore recommended that better sampling strategies produce more generalizable results.

Conclusion

On the basis of the results it was concluded that transformational leadership style was not correlated with job satisfaction, burnout and emotional exhaustion. Job satisfaction showed the weak correlation with emotional exhaustion and negative weak correlation with burnout. Emotional exhaustion did not develop any relationship with burnout. Analyses showed that majority of the teachers were agreed that their heads adopt transformational leadership style. Hence, it can be concluded mostly heads of the departments use transformational leadership style.

It was also concluded that there was no significant gender wise difference of teachers regarding transformational leadership style of their heads and emotional exhaustion. Based on findings it was concluded that there was significant gender wise difference of teachers regarding job satisfaction and burnout. Female teachers were more satisfied with their job and male teachers were more agreed on burnout.

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