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Relationship between Social Intelligence and Religious Orientations of University Students

Muhammad Ayub Buzdar*

Muhammad Waqas**

Muhammad Naeem Mohsin***

Muhammad Nadeem****

Abstract

Purpose of the current study was to find out relationship between social intelligence and religious orientations of the university students in Pakistani context. 500 Pakistani university students participated in the study. We used religious orientation scale and social intelligence scale to collect the information. Results show that the prevalence of social information processing and social skills is comparatively higher among the students than their social awareness. The presence of intrinsic and extrinsic religious orientations is also comparatively higher among the respondents than the prevalence of extrinsic social religious orientation. Data show that students' social intelligence is directly correlated with their intrinsic and extrinsic personal religious orientations in Pakistani context.

Key Words: Social intelligence, Religious orientations, Social experiences, social adjustment

Introduction

Social intelligence has an important function that may help in explaining individual differences in personality, motivation and cognition. Social intelligence is versatile and consists of a number of aspects. There are five major domains of social intelligence including social attitude, societal talent, sympathy expertise, and affecting community nervousness. Wong, Day, Maxwell, and Mearza (1995) differentiate cognitive social intelligence (social perception, social awareness and public approaching) from behavioral social aptitude (effectiveness in interactions). They

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postulate that social perception, social knowledge and efficiency in relations can be differentiating from educational intelligence (Grieve & Mahar, 2013). Social intelligence is an individual's appropriateness for the human being and capability to survive well with life's situations (Wentzel, 1991). It may be defined as social thinking and ability to estimate oneself and others on the basis of social attitudes as well as the social reality. It combines and adjusts relationships between cognitive processes and the indication of social services. Social intelligence is a group of mental abilities related with the processing of social information for solving the problems successfully (Ackerman & Heggstad, 1997). Social intelligence is not the same to the general intelligence and it is developed in a social environment (Yermentaeyeva, Aurenova, Uaidullakyzy, Ayapbergenova, & Muldabekova, 2014)

Religion is also an essential feature which plays an important role in people's personal and social lives. Allport (1967) has divided religious orientations into two categories. Intrinsic religious orientation is to follow religion for internal and spiritual satisfaction. Extrinsic religious orientation was further divided into two categories. Extrinsic personal religious orientation claims that people follow religion for social and personal acceptance in the society. Extrinsic social religious orientation on the other hand postulates that people follow religion for social protection and security (Merrill, Steffen, & Hunter, 2010). McFarland and Warren (1992) point out that people having intrinsic religious orientation are more self-satisfied internally than those having extrinsic religious orientation. Because those who have extrinsic religious orientation use religion for self-defense and getting a good standard in society in order to keep their cultural values alive in the society. In other words, the concern of extrinsic religious orientation is only with external matters of the individual and they use religion for their social, cultural, financial and political matters.

Social intelligence has a great role in the process of learning as well as in social adjustment of our university students. Religion on the other hand is also an important feature of our universities students' social experiences. The current study examines the relationship between social intelligence and religious orientations of university students in Pakistani context.

Research Methodology

The research instrument containing two parts i.e. social intelligence scale and religious orientation inventory was adopted to collect the data. The first part of the instrument (demographic variables) was self-developed by the researcher. Demographic characteristics contain information about age, gender, location, education level, department, semester, previous qualification and their marks in previous degree. Secondly social intelligence scale originally developed by Silvera, Martinussen, and Dahl (2001) was adopted for this study. It had three subscales including social information process, social skills and social awareness. Each subscale contains seven

questions. The third part of the questionnaire consists of religious orientation inventory originally developed by Allport and Ros (1967) and revised by Gorsuch and Venable (1983). It had three subscales intrinsic religious orientation, extrinsic personal religious orientation and extrinsic social religious orientation. Intrinsic religious orientation that was the subscale of religious orientation contains eight questions, and other two subscales of the religious orientation inventory i.e. extrinsic personal religious orientation and extrinsic social religious orientation hold three questions each. In order to assure the validity of the research instrument, we consult five experts in the field of education and items recommended by more than 80% of educational experts were included in the instrument. We also checked reliability of the research tool by getting data from 100 respondents (other than included in the sample) and analyzed it by Cronbach's alpha reliability test. All sub scales demonstrated the Cronbach alpha value of more than .82. A sample of 500 students studying in different departments of a public sector university was selected following multi-phase random sampling technique. The data were analyzed using special package for social science (SPSS). Mean scores were calculated to reach on the findings. Pearson correlation coefficients were calculated to check relationship between the variables.

Research Findings

Data shows that mean score representing social information process skill among university students in the sample is 3.53 (Table 1). The mean scores showing the presence of social skills and social awareness among the students are 3.32 and 2.78 respectively. Accumulative mean score to demonstrate social intelligence among the university students included in the sample is 3.20. Data demonstrate that the mean scores showing students' intrinsic, extrinsic personal and extrinsic social religious orientations are 3.64, 4.17 and 2.90 respectively.

Data further demonstrate that the value of Pearson correlation coefficient .204 is significant at the level of 0.01. This shows that students skill of social information process is significant and direct correlated with their intrinsic religious orientation. The value of Pearson correlation coefficient .334 is significant at the level of 0.01. This shows that students skill of social information process is significant and direct correlated with their extrinsic personal religious orientation. The value of Pearson correlation coefficient .245 is significant at the level of 0.01. This shows that students skill of social information process is significant and direct correlated with their extrinsic social religious orientation. The value of Pearson correlation coefficient .167 is significant at the level of 0.01. This shows that students skill of social skills is significant and direct correlated with their intrinsic religious orientation. The value of Pearson correlation coefficient .098 is significant at the level of 0.05. This shows that students skill of social skills is significant and direct correlated with their extrinsic personal religious orientation. The value of Pearson correlation coefficient -.138 is significant at the level of 0.01. This shows that student's skill of social awareness is

significant and indirect correlated with their extrinsic personal religious orientation. The value of Pearson correlation coefficient $-.156$ is significant at the level of 0.01. This shows that student's skill of social awareness is significant and indirect correlated with their extrinsic social religious orientation. The value of Pearson correlation coefficient $.166$ is significant at the level of 0.01. This shows that students skill of social intelligence is significant and direct correlated with their intrinsic religious orientation. The value of Pearson correlation coefficient $.138$ is significant at the level of 0.01. This shows that students skill of social intelligence is significant and direct correlated with their extrinsic personal religious orientation.

Table 1
Mean Scores Showing the Presence of Different Indicators of Social Intelligence

Sr.#	Indicator	Mean	SD
1	Social information processing	3.53	.580
2	Social skills	3.32	.609
3	Social awareness	2.78	.641
4	Social intelligence	3.20	.397

Table 2
Mean Scores Showing the Presence of Different Indicators of Religious Orientations

Sr. #	Religious Orientation	Mean	SD
1	Intrinsic religious orientation	3.64	.538
2	Extrinsic personal religious orientation	4.17	.896
3	Extrinsic social religious orientation	2.90	1.022

Table 3
Values of Pearson Correlation Coefficient Showing Relationship among Different Indicators of Students' Religious Orientations and Their Social Intelligence

Indicators	Intrinsic religious orientation	Extrinsic personal religious orientation	Extrinsic social religious orientation
Social Information Process	.204**	.334**	.245**
Social Skills	.167**	.098*	.043
Social Awareness	-.035	-.138**	-.156**
Social Intelligence	.166**	.138**	.057

Discussion

This study was an attempt to explore relationship between social intelligence and religious orientations of the university students. One objective of the study was to analyze the social intelligence of university students. The result shows the presence of social information process among university students. Majority of the students can understand feeling and wishes of others. Cherniss, Roche and Barbarasch (2016) found social intelligence to explain that intelligence could visible itself in different aspects. Landy (2005) regarded social intelligence as the skill to achieve social responsibilities. The students acknowledged that they often feel difficulty to understand others choices. Weis and Conzelmann (2015) defended that social intelligence stating it to the social calm, relating the networks between atmospheres and the attitudes, necessities, needs, attitude situations, awareness and judgments about the others. The students enjoy reading about their religion and they give importance to spend time in private thoughts and prayers and they have often had strong sense of God. People having this type of religious orientation pray to God for their needs in society and they try their best to lead their whole life according their religion. The most important thing in their lives is their religion because they follow it for their internal satisfaction. Gordon W. Allport, Vernon and Lindzey (1960) denotes intrinsic religiousness as mature religion where religion is used as a self-serving agent.

According to the followers of intrinsic religions their religion is a dynamic force and they got spiritual satisfaction from their religion rather than considered it as a tool for gaining their desired goals. People having this orientation considered their religion to be the most essential feature of their lives. These people had either no correlation or a negative correlation for cultural intolerance. But on the other side of the coin, they often had a positive correlation for intolerance when someone from other religion or their own tried to say something against their religion (Belmont & Marolla, 1973).

McFarland and Warren (1992) explored the idea of intrinsic religion orientation. They assume that intrinsically spiritual people are devoted with the core beliefs of their religion and values for their internal self-satisfaction. The data more reveals that accumulative mean score and standard deviation showing the high level presence of extrinsic personal religious orientation among university students. Lavrič and Flere (2008) found similar presence of extrinsic personal religious orientation among different peoples belong to different religions. However Schmid, Stidwill, Bally, Marcum and Tardent (1981) stated stronger affiliation with intrinsic religiousness than extrinsic personal and extrinsic social religion orientations. Khan, Watson, & Habib (2005) disclosed that Pakistani Muslim University students demonstrated higher extrinsic personal religiousness than their intrinsic and extrinsic social religious orientations. Students in the sample possess comparatively higher intrinsic religiousness than extrinsic religious orientation. Gordon W. Allport et al. (1960) define extrinsic

religiosity (personal and social) as immature religion where religion is used as mean to meet personal and social objectives. According to Allport, (1967) the use of religion for the achievement of personal objectives instead of religious objectives is called Extrinsic Religious Orientation. When some people who go to religious congregation and declared confidently religious thoughts for launching or preserving social set of connections, they involved in extrinsic religious orientation. People having prominent sense of external religious orientation are more expected to be traditional to social standards and domination of societal demands that would be preferred by them on requirements or beliefs of their religion.

The data show that there is a strong relationship between student's intelligence and religious orientation. The findings of the present study indicate significant relationship of both intrinsic and extrinsic orientation of the students with their social intelligence. The difference in results may be due to the different level of current participants. Saroglou (2002) concluded that quest orientation would be come into view as a foundation of worldwide love and sympathy that had required mutually by researchers concerned with psychology of beliefs as well as religious scholars. Moreover, new studies utilizing the Five Factor Model of Taylor et al. (2004) point out that responsiveness and carefulness had constantly association to a range of dealings of religious orientation. Some researchers were motivated to make a relationship between personality traits and anxiety to magnitude of religious and spiritual safety (Laborda et al., 2014).

Conclusions

It is concluded that the prevalence of social information processing, and social skills are comparatively higher among the university students in the sample. The presence of social awareness is however comparatively lower among the students. It can be inferred that the students' abilities to predict other people's behavior and awareness how their actions will make others feel are deteriorated. They have less potential to understand feelings and wishes of others and their expressions of body language. It is also concluded that majority students often feel uncertain among the people who are stranger for them. On the other side large numbers of the students are well to enter in new situations and meeting people for the first time and they do not have hard time to get along with other people.

It is also concluded that the presence of extrinsic personal religious orientation is comparatively higher among the students in the sample. The prevalence of intrinsic religious orientation is also significantly higher among the students. The presence of extrinsic social religious orientation is however comparatively lower among the sample. It demonstrates that the university students give importance to use their value able time in private thoughts and prayers because they often have strong sense of God's presence. A large number of the students have view point that although many other things are

more important in their lives but religion is most important for them and they pray mostly to gain relief and protection. Religion offers them comfort in trouble and sorrow and they think prayer is for peace and happiness. For this purpose they go to their worshiped places.

The study concludes that students' skill of social information process has significant and direct correlation with intrinsic religious orientation. It also has positive and significant relationship with extrinsic personal religious orientation of the students. Relationship of social information process is positive with their extrinsic social religious orientation. The social skills of the students are significantly direct correlated with their intrinsic and extrinsic religious orientations. The students' skill of social awareness has significant and indirect relationship with extrinsic personal religious orientation. Social intelligence of the university students is significantly direct correlated with their intrinsic and extrinsic personal religious orientations. It is also concluded that the university students' social intelligence is not significantly correlated with their extrinsic social religious orientation.

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Women Education and Empowerment: The Implications for Child Vaccination in Pakistan

Rana Ejaz Ali Khan*
Khadija Malik Bari**
Sultan Mehmood**

Abstract

The paper attempted to analyze the socioeconomic determinants of child vaccination in Pakistan particularly focusing on women education and empowerment. Micro-data having 3221 observations from Pakistan Demographic and Health Survey 2012-13 has been used in binary logistic regression. The woman (mother) education is taken as a categorical variable, i.e. primary, middle, secondary and higher to see that what level of education has influence on child vaccination. To capture the effect of woman empowerment on child vaccination two variables are included the analysis, i.e. woman decision-making index and woman violence index. The other explanatory variables are child's sex (household's attitude towards gender discrimination), birth-interval (fertility behavior), wealth index (socioeconomic status of the household), place of delivery and postnatal-care (child and maternal health seeking behavior), woman's working status, household size and provincial residence of the household). The results have shown that woman education and empowerment (woman decision-making index and woman violence index) increase the probability of child vaccination in Pakistan. The primary level of woman education is also functional to increase the likelihood of child vaccination. Higher the level of woman education, higher is the probability of child vaccination. The results demonstrate very significant policy option for woman education and empowerment. The results further explain that birth-interval of the child, place of delivery, postnatal-care, wealth index enhance the probability of child vaccination while woman's working status and household size diminish the likelihood of child vaccination. In the provincial residence of the household, the children from the province of Sindh are less likely to have vaccination.

Key Words: Mother Education, Woman empowerment, Woman violence, Child health, Child immunization.

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Introduction

Children's health is undeniably crucial for the future of the humanity, as they are indeed the future. Vaccination in this regard is no less than a blessing from the modern medical science. It has helped to eradicate smallpox manage diabolical diseases like polio, measles, diphtheria, pertussis (whooping cough), rubella (German measles), mumps, tetanus, rotavirus and *Haemophilus influenzae* type b (Hib). Scarring ailments like polio are in proximity to annihilation due to vaccination. A vaccination course is developed for children who make them immune to life threatening diseases. A myriad of literature and scientific experiments corroborate the significance of vaccination. It has immense impact on the child's health and impending future prospects. A Child needs to be taken through the comprehensive vaccination to lead a life without perilous health impediments.

The possibility can be discounted that a possible marathon champion might succumb to polio in lack of immunization. All the wonderful feats that have been achieved today are by people who were once children. A good number of them would have failed if they had death-defying illnesses. Consequently, it is incumbent to immunize the children, so they are free to make wonders in their life. Sick children do not perform well in education for a number of reasons like "fewer years enrolled, lower daily attendance, and less efficient learning per day spent in school" (Schultz & Strauss, 2008). Kids with diseases have to go through hospitals which can have adverse psychological effects (Rennick et al., 2014). It will furthermore shake their confidence from participating in curricular and co-curricular activities. Avoiding vaccination thus impacts on children's future irreparably.

World's leading economists put their heads together to figure out the most cost effective way for global welfare. The conclusions of their research led them put the child vaccination in the top three of the list. Child vaccination is indispensable, not only for child's future, but also for the global welfare. The encouraging impact of the vaccination is therefore irrefutable. However, it is still observed that children are far from fully immunized. Thus, the important question would be to inquire the factors that affect the child immunization. The characteristics of mother can play an important role for child immunization and mother's education and empowerment as the factors of child vaccination is the core of the current study.

Methodology

Data Source

The study estimates the socioeconomic determinants of child's vaccination particularly focusing on mother's education and empowerment using micro-data set of Pakistan Demographic and Health Survey (PDHS) 2012-13.

Model specifications

The binary logistic regression model is used to estimate determinants of child immunization in Pakistan. Total 3,221 observations are including in the analysis. Study calculated full immunization as percentages of children aged 12-60 months who received BCG, measles, and three doses of polio and DPT, either verified by card or by recall of respondent and converted it in to dummy 1 if child is fully immunized, zero otherwise. The operational definitions of variables are shown in Table-1 and mathematical functional form of model is represented below.

$$VCCI_{ij} = f(\text{SEX}_{ij}, \text{BORD}_{ij}, \text{BINT}_{ij}, \text{POSTNAT}_{ij}, \text{PDELIV}_{ij}, \text{MEDU}_{ij}, \text{WDECI}_{ij}, \text{WVIOL}_{ij}, \text{MWORK}_{ij}, \text{WEALTH}_{ij}, \text{HSIZE}_{ij}, \text{RESIDE}_{ij}) \dots\dots\dots (1).$$

Table 1
Operational Definition of Variables

Variables	Definitions
Dependent Variable	
VCCI (Child’s Vaccination)	1 if child is fully immunized, 0 otherwise
Explanatory Variables	
SEX (Gender of Child)	1 if child is male, 0 otherwise
BORD (Child’s Birth-order)	1 if child’s birth order > 2, 0 for ≤ 2
BINT (Child’s Birth-interval)	1 if child’s preceding birth interval > 24, 0 for ≤ 24
POSTNAT (Child’s Postnatal Checkup)	1 if postnatal checkup within two months of birth, 0 otherwise
PDELIV (Place of Delivery)	1 if delivery was in hospital, 0 otherwise
MEDU (Mother’s Education)	0 if no education, 1 for primary, 2 for middle, 3 for secondary, and 4 for higher
WDECI (Woman’s Decision-making Index)	Continuous, shows incremental increase in women decision making
WVIOL (Woman Violence Index)	Continuous, shows incremental decrease in women attitude towards violence
MWORD (Mother’s Working Status)	1 if working, 0 otherwise
WEALTH (Wealth Index)	1 if poorest, 2 for poorer, 3 for middle, 4 for richer, and 5 for richest
HSIZE (Household Size)	Continuous, number of family members in the household
RESIDE (Place of Residence)	0 for Punjab, 1 for Balochistan, 2 for Sindh, 3 for Khyber Pakhtonkhaw, 4 for Gilgit Baltistan, 5 for Islamabad

Results and Discussion

The results of the logit regression are shown in table-2.

Table 2
Results of Binary Logistic Regression for Child Vaccination in Pakistan

	Coefficient	Std. Error	P-value
Gender of Child [Female as reference]			
Male	0.0615	0.0806	0.445
Child's Birth-Order [≤ 2 as references]			
> 2	0.0809	0.107	0.449
Child's Birth-Interval [≤ 24 months as references]			
> 24 months	0.150	0.0869	0.084***
Child's Postnatal Checkup [No as reference]			
Yes	0.511	0.0908	0.000*
Place of Delivery [Home, etc. as reference]			
Hospital	0.370	0.0955	0.000*
Mother's Education [No Education as reference]			
Primary	0.438	0.124	0.000*
Middle	0.498	0.181	0.006*
Secondary	0.591	0.164	0.000*
Higher	0.752	0.175	0.000*
Women Decision-making Index (Continuous)	0.0875	0.0260	0.001*
Women Violence Index (Continuous)	0.0934	0.0252	0.000*
Mother's Working Status [No as reference]			
Yes	-0.231	0.106	0.029**
Wealth Index [Poorest as reference]			
Poorer	0.293	0.123	0.017**
Middle	0.571	0.133	0.000*
Richer	0.558	0.144	0.000*
Richest	0.675	0.174	0.000*
Household Size (Continuous)	-0.0248	0.00909	0.006*
Place of Residence [Punjab as reference]			
Balochistan	-1.335	0.140	0.000*
Sindh	-1.895	0.131	0.000*
Khyber Pakhtonkhaw	-0.578	0.129	0.000*
Gilgit Baltistan	-0.183	0.157	0.243
Islamabad	-0.632	0.184	0.001*
Constant	-0.816	0.218	0.000*
Observations	3,221	-	-

*** p<0.01, ** p<0.05, * p<0.1

The majority of the results are supported by conceptual background of model. Following results are discussable.

Gender of Child

Child's gender can be an element of influence when it comes to vaccination. In the literature, there are evidences of gender discrimination in child health. It is evidenced in literature that probability of child vaccination of males is higher in Ethiopia (Roy, 2010). Gender discrimination and child vaccination is a big problem particularly in developing economies. To counter this problem Swiss Center for International Health had done a study to minimize this phenomenon (Hilber et al., 2010). In India, there are many states where the gender discrimination vis-à-vis child vaccination exhibits "worst imbalance" in Bihar, Punjab, Madhya Pradesh, and Uttar Pradesh (Mathew, 2012). However, the results of current study are statistically insignificant for effect of sex of child on probability of vaccination. It explains lacking of gender discrimination in children regarding vaccination in Pakistan.

Child's birth-order and interval

The literature evidenced the impact of birth-order on vaccination of children. Munthali (2007) concluded that in the families having 5 or less children, there is clear impact of birth-order on probability of child vaccination. Bugvi et al. (2014) also declared that birth-order impacts the likelihood of complete child immunization. Luman et al. (2005) have also shown same kind of results.

In the current analysis, birth-order of the child has been taken as binary variable: birth-order ≤ 2 , or birth-order > 2 . The birth-interval of the child has also been taken as binary variable: ≤ 24 months, or otherwise. Birth-order shows no significant relationship with child's immunization, but birth-interval > 24 months increases the probability for children to be fully immunized. The explanation may be that higher child spacing enable parents especially mothers to give more attention to children.

Place of Delivery and Postnatal-care

The place of delivery (institutional and non-institutional) and existence of postnatal-care of the mothers are considered as a variable to express the household's health seeking-behavior towards child and mother's health. If the place of delivery is hospital and mother has availed the postnatal checkup within two months after delivery, it is assumed that the household has good health-seeking behavior towards child and mother's health. So the two variables i.e. place of delivery and postnatal checkup are included in the analysis as proxies for health-seeking behavior of the household. In the literature there is no consensus about the effect of place of delivery on vaccination of child. For Pakistan the research evidenced that place of birth impacts immunization of children (Bugvi et al., 2014). However, inquiry into urban slums of Lucknow, India, show that place of delivery doesn't play significant role ensuring complete immunization of children (Nath et al., 2007). Nevertheless, there are other studies done

on India which show that place of delivery has strong association with likability of children being immunized (Sharma et al., 2013). Another study conducted in Bangladesh suggested that place of delivery can be a major predictor of children with incomplete immunization (Andrews-Chavez, 2012). Our estimation showed that the likelihood of child vaccination increases by child's birth in hospital. Similarly the probability of child vaccination increases by postnatal checkup of the mother. It explained that household's positive behavior towards child and mother's health-care contributes for child vaccination in Pakistan.

Mother's Education

The woman education as a categorical variable is a major variable of the current analysis. It has been categorized as primary, middle, secondary and higher. To include the variable as a categorical variable is concerned with the question that what levels of the woman's education are effective for child vaccination. Generally the primary level of education is considered as non-functional level of education. It is assumed that such level of education cannot contribute in household welfare like the children and women health, nutrition, recreation and education, etc. theoretically it is hypothesized that woman education contributes in child health. In the literature, mother's education comes out as a factor impacting child vaccination. Mother's education is associated with full child vaccination in Ethiopia (Wado et al., 2014). A study based on peri-urban Karachi, Pakistan, also show that the mother's education is an important determinant of child's vaccination (Siddiqi et al., 2010). A study in Bangladesh shows that mother's education is one of the determinants of children vaccination (Jamil et al., 1999). In developing countries children vaccination is strongly linked with education of parents (Payne et al., 2014). Another study in rural Ethiopia also demonstrated that education of mother positively influence the children's immunization (Sullivan et al., 2010). Our results demonstrate that likelihood of child vaccination increases by mother's education. The probability of child vaccination increases by primary, middle, secondary and higher level of education. The results negate the conception that primary level of education is non-functional in household welfare. The children from the mothers with primary, middle, secondary and higher level of education have incremental probability of being vaccinated. Caldwell and Caldwell (1993) have proposed two mechanisms for the impact of woman education: (i) woman education enhances the child health by adopting modern health-care services; and (ii) education improves the health-care behavior of women for their children. From the policy perspective, the variable has much significance. The woman education will has to be focus of the policy proposals regarding child's health-care.

Woman Decision-making Index

It seems that the more power mothers have, the more likely it will be for her kids to be fully vaccinated (Payne et al. 2014). Pandey and Lee (2011) concluded that woman empowerment is strongly and positively influence the immunization status of

children in Nepal. Women decision-making ability can greatly influence the likelihood of her children being immunized. Sometimes, husbands prohibit their wives to immunize the children, and in such circumstances, the capability of mother as decision maker comes in play affecting children's prospect of vaccination. The woman's ability to make decisions at household level may be measured by four household level decisions. PDHS has asked questions about these decisions as:

Person who usually decides on respondent's health care?

Person who usually decides on large household purchases?

Person who usually decides on visits to family or relatives?

Person who usually decides what to do with money husband earns?

The responses are recoded as: someone else, mainly husband, wife and husband jointly, and mainly wife. Table-3 presents the percentages of different decision and figures depict not a good picture of woman empowerment in Pakistan.

Table 3
Woman Decision-Making by Ever Married Women Aged 15-49

Decision	Mainly wife (percentage)	Wife and husband jointly (percentage)	Mainly husband (percentage)	Someone else (percentage)
Own health care	11.1	40.8	30.5	17.5
Major household purchases	7.8	39.2	28.6	24.3
Visit to her family or relatives	8.7	41.2	26.2	23.8
Husband cash earnings	9.4	48.4	40.3	1.8

Source: NIPS and ICF (2013)

We converted these four responses as: zero if decision is taken by someone else, 1 if it is taken by husband, 2 if the decision is taken by wife and husband jointly, and 3 if it is taken mainly by wife. Then, we constructed the index by using PCA and included first component which explain 68.633 percent variance.

The index shows the incremental increase in power of women decision-making. The binary logistic regression results have shown that child's vaccination is positively related with woman empowerment. The explanation is that if mother is empowered she takes strong decision about child's vaccination.

Table 4

Total Variance Explained for Women Decision-Making Index

Component	Initial Eigen values			Extraction Sums of Squared Loading		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.745	68.633	68.633	2.745	68.633	68.633
2	.510	12.744	81.378			
3	.417	10.425	91.802			
4	.328	8.198	100.00			

Woman Violence index

Power of decision-making can be thwarted through use of violence. The variable of violence on woman is related with woman decision-making (woman empowerment). If a woman is facing violence in household, it is implausible to assume that she can make a decision for household (Smith et al., 2003). Violence on woman can have an impact on behavioral development as emotional, physical and sexual abuse creates behavioral problems (Holt et al., 2008). Consequently, she is unlikely to play a positive role for her children’s vaccination.

The PDHS collected information on women’s attitudes toward wife beating by asking whether a husband is justified in hitting or beating his wife under a series of six circumstances: burning the food, arguing with him, going out without telling him, neglecting the children, refusing the sex with him, and neglecting the in-laws. The perception of woman about woman beating may act as a barrier for child health-care. Table-5 represents the situation of justification of wife beating by married women.

Table 5

Justification of Wife Beating by Ever Married Women Aged 15-49 Years

Situation	Burning the food	Going out without telling him	Refusing sex with him	Arguing with him
Percentage	18.4	29.6	30.6	33.7
Situation	Neglecting the children	Neglecting the in-laws	Agrees with at least one specified reason	
Percentage	31.1	27.6	42.5	

Source: NIPS and ICF (2013)

In Pakistan 42.5 percent women are agreeing for justification of violence against them with at least one of the above mentioned reasons.

The woman's response towards violence as "No" is coded as "1" and "Yes" as "0". The violence index is estimated through PCA. Percentage variance is shown in table table-6.

Table 6
Total Variance Explained for Women Violence Index

Component	Initial Eigen values			Extraction Sums of Squared Loading		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.454	74.240	74.240	4.454	74.240	74.240
2	.497	8.288	82.528			
3	.355	5.922	88.450			
4	.272	4.530	92.980			
5	.230	3.835	96.816			
6	.191	3.184	100.000			

The index for violence shows the incremental decrease in woman's attitude towards justifying violence. The binary logistic regression results have shown that child's immunization is positively related with woman violence index. The result is corroborated with the results of variable of woman decision-making index. It explains that woman empowerment represented by decision-making index and violence index enhance the probability of vaccination of children.

Mother's Working Status

Conceptually working status of mother increases her socioeconomic status in the household along with her empowerment. The working mothers are usually more mobile in the society. They have better information and awareness about child health. It is hypothesized that mother's working status increases the probability of children's good health status and health facilities. However, literature indicates that mother's working status can display positive as well negative correlation with complete immunization of children (Babalola, 2008). In rural areas where mothers work outdoor, a study demonstrated less likelihood of getting their children vaccinated (Canavati et al., 2011). There is also a variation which comes with the kind of work woman do. For example, in Indonesia mothers' employment in formal sector labor market increases the probability of vaccination of children as compared to employment of mothers in informal sector labor market (Harahap, 2000). The estimates of current study depicts that mother's working status decreases the likelihood of child vaccination. The

explanation may be that the survey has included all kinds of women activities (formal and informal) in work status of the women. Majority of the women are involved in informal sector which decreases the child health status and health-care of children including vaccination.

Household Wealth Index

The socioeconomic status of the household is captured in a good way by household wealth index (Rutstein et al., 2000). At least one study, based on southwestern rural Ethiopia, shows that wealth index does not demonstrate any significant impact on immunization status (Wado et al., 2014). However, a study about India concluded that economic status of the household significantly affects the vaccination status of children (Mathew, 2012). Another research conducted in Ethiopia explained that along with type of residence and region, wealth appeared to be one of the factors that help in predicting the child immunization (Roy, 2010). A number of studies have shown that wealth shows a strong correlation with wealth status of children in developing countries (Payne et al., 2014).

For the current study, the household wealth index divided into five quintiles has been taken from PDHS and components of index are justified for child health-care (for details, see Rutstein and Johanson, 2004). It is hypothesized that socioeconomic status of the household captured by wealth index influences the child's immunization positively. Binary Logistic regression results have shown that wealth index positively impacts the child's immunization. The children from richest households have more advantage for vaccination as compared to children from other categories.

Household Size

It has been observed in literature that household size is an important determinant of child vaccination. Household size and immunization have a strong association. An analysis about Pakistan declared that children from families having less than 5 children increases the probability of child vaccination two times more than the families having more than 5 children (Danish, 2014). A study in Jamaica also showed a strong association of complete vaccination of children and family size (Shuaib, 2010). Another study demonstrated that large family sized is one of the reasons which limit complete immunization in children (Amin et al., 2013). Even in developed countries, a study shows that, large household size can become an impediment in complete immunization of children (Falagas & Zarkadoulia, 2008).

The household size has been included in the current analysis as a continuous variable. The results depicted that household size significantly reduces the probability for children being fully immunized. It explains the dilution of per-capita expenditure on health, education and recreation of children.

Place of Residence

The geographic area of the country has disparity in a number of ways like literacy rate, formal and informal composition of the employment, population density, transportation and communications, health and education, infrastructure, poverty along with cultural and tribal setup. The rural urban areas are analyzed in the literature in the perspective of child vaccination but we have attempted to estimate the probability of child vaccination in the provinces of Pakistan. The reason for focusing on provinces is based on the fact that public health is the responsibility of provincial governments. The results of provincial dummies have shown that overall Punjab has highest probability of child vaccination as compared to Sindh, Balochistan, Khyber Pakhtonkhaw and Islamabad. The children from Sindh have the lowest probability to be vaccinated against all the provinces of Pakistan. From the policy perspective Sindh and Balochistan need the special emphasis.

Conclusion and Policy Recommendations

To estimate the role of woman education and empowerment in child vaccination in Pakistan was the basic purpose the study. The empirical estimates suggested that education of the woman has an important implication for child vaccination. All levels of education of woman (against illiterate woman) enhance the probability of child vaccination in Pakistan. The general conception that primary education of a woman is non-functional has been negated by the results of the current study. The woman education increases the probability of child vaccination. The education of the woman is pertinent for child vaccination and it is proposed as a part of policy framework for child health-care. Apart from an increase in child vaccination a variety of spillover effects of woman education may be obtained.

The woman empowerment proxied by two variables of decision-making index and woman violence index has shown encouraging results for child vaccination. The woman empowerment at the household level needs the attention of public sector policy makers along with NGOs and women organizations. The public sector organizations concerning women like Women Development Department can play an effective role for awareness of woman rights. The NGOs and women organizations may also contribute by raising an awareness drive for women rights as well resistance against woman violence. The woman empowerment will not only increase the child vaccination but also the related matters of health-care of children.

The place of delivery and postnatal checkup represents the health-seeking behavior of the household towards children and mothers. The results propose enhancement of child vaccination through the improvement in health-seeking behavior of households regarding mother and child health.

The household wealth index has shown positive effect on child vaccination. The increase in socioeconomic status of the household may be a long-run policy option.

It is systematically related with growth rate of the economy. It confers that child vaccination is an economic issue. The fertility behavior of the woman captured by birth-interval of the child has also shown positive impact of child vaccination. There is a need to improve the fertility behavior of the woman through family planning programs.

The results demonstrate the disparity in the likelihood of child vaccination among the provinces of Pakistan. The provinces which have a lower probability for child vaccination as compared to Punjab need to focus more intensively on the predictors of child vaccination. The recent surge of terrorism against the vaccination program needs to be tackled. The social and cultural barriers need to be removed.

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Attitudes and Practices of Secondary School Students about Information Communication Technology: A Comparison by Gender, Locale and Subjects of Study

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Abstract

The revolution of Information and Communication Technology (ICT) is encompassing in the developed world and reaching to the developing countries. Resultantly ICT has facilitated all fields of life, especially have been brought into education to facilitate learning-teaching process. Pakistan is in a developing phase regarding use of ICT and it is being used in schools by teachers and students. This study was designed to investigate the “Secondary School Student’s attitudes and their practices towards ICT. The study focuses on comparison of these on the basis of Gender, Locale and subject of studies. The sample for the study comprised of 764 boys and 1061 girls from 10 rural and 10 urban Government schools of District Lahore. An adopted questionnaire developed on five point Likert type scale was used to collect data from the sample. Data was analyzed by applying t-test and ANOVA. Results of the study revealed that rural student’s attitude was better towards ICT than urban students; female students’ have better attitudes towards ICT than male students. There was no significant difference between attitude of Science and Arts students. While, there is significance difference between Science & Computer Science Students & Arts and Computer Science students. Further it was concluded that there was significant difference on practices of use of ICT between Science & Arts students. There was no significant difference between Science & Computer Science Students and Arts & Computer Science secondary school students.

Key Words: Attitudes, Practices, ICT

Introduction

Technology has been converted into a key arbitrator of human beings not only in educational institutions, but also in supplementary vicinity such as media, business and trade etc. Laptops, computers and other homage use of latest technologies are

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quickly increasing (Livingstone & Bovill, 1999). They are converting into representational products and academic pre-eminence in every walk of life (Cawson et al, 1995). Resembling industrialization revolt, Information revolt has brought effective and immense amendment in the universally civilization in the globe (Andriessen, 2003). Technology has become a catalyst for the teacher and student from last decades. It has collectively influenced different aspects of human life, in trade, services, aviation, pharmacy, hospitals, offices, schools, colleges, Government, education departments, entertainment, culture, defense, communications, research and development etc.

Like other countries of the world, in Pakistan ICT is performing world shattering transform in every field of life. Students have more, quick and speedy contact in national and international universities, libraries, magazines, research journals, etc. Students from each and every discipline have access and reach on latest within short and limited moments of time. Students can solve their problems, share their ideas, and make rapid progress by using ICT. No doubt, ICT is showing its importance in everywhere. ICT is serving globally in every field of life. ICT reduce differences among people. It is also quick and authentic source of getting and receiving information (Livingstone & Bober, 2004).

It is a technology prosperous nation & we are living in a planet with latest and digital technologies which are long lasting to manipulate numerous features on the life of every human being (Chan & Elliot, 2004). From side to side technologies are making available at our residential places, firms, offices, banks, hospitals, trade, media and educational institutions. So, it is necessary to rally around present-day pupil to be flourishing in the existing upcoming existence. It is too much crucial to prepare them as the same time as innovative & self-assured consumer of ICT (Steketee, 2005). Commencing the very last two decades, to bring together these confronts, ICT education has become prestigious aspect amongst educational environments particularly in the most progressive states (Pass & Creech, 2008). The confidence that makes outward appearance of this revolution is that ICT has the capability to transport revolt in educational areas (Albirini, 2006) through developing standards & take modification in teaching and learning techniques (Reynods, Treharne, & Tripp, 2003).

It is universally considered that attitudes of male and female students of both urban and rural area play crucial role in the learning process in educational institutions and make them more skilful & proficient in ICT. Those learners who give focus on latest and modern technologies; absolutely they possess accurate variety of thoughts and feeling towards ICT (Togia & Tsigilis, 2010). Research has investigated the association involving attitudes of students towards computer and their adaptation its consequence (Noiwan et al., 2005). If the students enjoy learning through and working with ICT, they develop intrinsic motivation and perceive themselves as better off than previously (Judi, Amin, Zin & Latih, 2011). According to Bebetos and Antoniou

(2008), females have more negative attitude towards computers. This will certainly result into frequently fewer computer learned females than males (Schaumburg, 2001). Most of the research from the other countries shows that females have negative attitude towards ICT. This may outcome differently for them and females remain disadvantaged in as far as their personal, social and economic development is concerned.

The cognitive dissonance theory of Droba (1974) is of assistance with detail explanation that how these attitudes formulate. It is stated in the theory that constant and steady thoughts are constructed by the people themselves. The theory of cognitive dissonance explains that “whenever two thoughts or cognitions are inconsistent, an unpleasant tension called cognitive dissonance will be produced”. Droba (1974) have access to the terminology “dissonance” since music, as its represent the harsh, loud, jarring, rasping or unmusical. For the reason that two jarring thoughts generate dissonance, most of the people are inspired to get ride from it. They can make it by exchanging conflicting cognitions (Hassan et al., 2011).

White and Johnston (2008) pointed that female negative experiences by means of technology have more than a few societal, civilizing and financially viable penalties. It depends on partial eservices opening; imperfect contribution in the information financial system & restricted involvement towards ICT sloping instruction actions”. It is underestimated that most of the females that have unconstructive positions & feelings in the skillfulness and practices of ICT, it make them unable to continue living with wide reaching ethnic groups (Ciborra & Patriotta, 1996). Girls have negative practice towards ICT (Bebetsos & Antoniou, 2008), that is why they (females) frequently fewer computer knowledgeable as compare to boys (Kadel, 2005; Schaumburg, 2001; Townsend, 1997) and it might be outcome in miscellaneous means of computer practice (Jackson, Erin, Gardner, & Schmitt, 2005). The study of Sefyrin (2005) illustrates that capability and proficiency in ICT might be seen as a matter of concentration towards ICT, where boys pay additional concentration towards ICT as compare to girls. The study was authenticating the observation of gender and capability as enthusiastically assembles in a communal course of actions.

Practice of ICT in many educational institutions has favorable consequences as they carry linkage and interaction in that workplace (Wheeler, Waite & Bromfield, 2002) and the work performance of students (White & Johnston, 2008) is the practice of ICT. Due to use of ICT, scenario of living standard is shifting rapidly. Most recent, only some decades have been observed a remarkable climb of ICT amongst the area of education, and these terminologies were called as teaching and instructional aides. In educational atmospheres these aids consists of slide projectors, Radio, T.V, Audio & Video cassettes, etc. Bena and James (2001) argue that there are majority three explanations for empowering in ICT:

- I. To enhance learner capability and concentration in pertaining genuine background, what provinces and countries have acknowledged as education and targets what the learners be supposed to know and proficient to accomplish;
- II. To put in order the students for the accomplishment in ICT cantered planet of work, and
- III. To get ready the students for the administration and supervision & practice of ideas, information for the dynamic lifetime beginners and conscientious members of the state (Jones & Kochtanek, 2004).

In addition, in the teaching and learning environment combine technologies have been publicized to encourage the concert, enthusiasm and inspiration of the students (McGuire, 1964). There is substantiation that practice toward ICT is to capable of diminish the shortcomings which isolated institution undergo (Trinidad, 2006; Reading, 2009, Anastasiades, & Filippousis, 2010). The videoconferencing has been effectual at the bottom of distance education (Miller & Williamson, 2009) in addition to facilitating conservatory actions. By the practice of web based schemes & set of connections, interlinked and interconnected whiteboards are able sustain distance and intermingle learning (Hannum, 2009, White & Johnston, 2008). Moreover, latest technologies have the capacity to revolutionize the processes that interlink students & teachers with each other (Reading, 2009; Miller & Williamson, 2009).

Due to use of ICT, scenario of living standard is shifting rapidly. Most recent, only some decades have been observed a remarkable climb of ICT amongst the area of education, and these terminologies were called as teaching and instructional aids. In educational atmospheres these aids consists of slide projectors, Radio, T.V, Audio & Video cassettes, etc. Bena & James (2001) argue that there are majority three explanations for empowering in ICT:

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In addition, in the teaching and learning environment combine technologies have been publicized to encourage the concert, enthusiasm and inspiration of the students (Hannum et al., 2009).

The current study is proposed to investigate the secondary school students' attitudes towards and practice of information communication technology (ICT) by gender, locale and academic stream. This research is designed to come close through using ICT in their school activities in the computer labs. It is fact the ICT has imposing, impressive, majestic, magnificent, splendid, striking and ostentatious applications in this era. If it is put into service appropriately, surely it would associate the space in between financial and IT reward and onward course group. Keeping in view, the importance of attitude and practice of ICT, the focus of the study was on exploration of the secondary school students' attitude towards ICT and their practices on it. The study also focused on comparison on the basis of gender, locale and academic stream of secondary school students. The following research hypotheses were framed to achieve the objectives of the study.

Research Hypothesis

- Ho1: There is no significant difference between attitudes of male and female secondary school students towards ICT.
- Ho2: There is no difference between attitudes of secondary school students towards ICT by Locale.
- Ho3: There is no difference between attitudes of secondary school students towards ICT by Academic Stream.
- Ho4: There is no significant difference between male and female secondary school students' practice of ICT.
- Ho5: There is no difference between practices of secondary school students towards ICT by Locale.
- Ho6: There is no difference between practices of secondary school students towards ICT by Academic Stream.

Research Methodology

The study was descriptive in nature. In this research two stage sampling technique was used. At 1st stage 20 secondary schools offering all three subjects of study were selected from District Lahore. In 2nd phase all the students who were studying all three academic streams (science, arts and computer science) were selected by using census sampling technique. Survey instrument was adapted from Yusuf and Balogun (2011) upon request. The attitude towards and practice of ICT were measured by using five (5) point Likert type survey questionnaire developed by Edmunds, Thorpe and Conole (2012) with response mode of Strongly Disagree, Disagree, Undecided, Agree, & Strongly Agree. The data was collected by the researcher himself. Before data collection the heads of the sample schools were contacted to obtain informed consent. One thousand Nine Hundred and Twenty (1920) questionnaires were hand over to the secondary school students randomly. The copies of the questionnaires were distributed to the selected schools of population for academic session (2013-

2014). One thousand eight hundred and twenty six (1826) copies were returned; remaining ninety four (94) sets of questionnaires have been discarded because of incomplete data. Hence, remaining one thousand eight hundred & twenty six useable copies were used for analysis with 95.10 % rate of return. Data was analyzed in SPSS. Mean, standard deviation t-test & one way ANOVA were employed.

Data Analysis and Interpretation

Table 1 show that there is a significant difference in the male and female students attitudes towards ICT, $t(1826) = 3.868, p < .001$. Hence, we reject the null hypothesis and conclude that female students attitude towards ICT is better than male students.

Table 1
Attitude towards ICT on the basis of Gender

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Male	765	44.8209	6.02096	3.868	.000
Female	1061	45.8897	5.68215		

Table 2
Attitudes towards ICT on the basis of Locale

Locale	N	Mean	Std. Deviation	<i>t</i>	<i>p</i>
Urban	736	44.8370	5.98416	3.644	.000
Rural	1090	45.8505	5.72211		

Table 2 presents results regarding students' attitude towards ICT by locale. It is evident that there is a significant difference in urban and rural students' attitudes towards ICT, $t(1826) = 3.644, p < .001$. Hence, we reject the Null Hypothesis and conclude that rural student's attitude towards ICT is better than urban students.

Table 3
Attitudes of ICT on the basis of Subject of Study

	N	Mean	Std. Deviation
Science	756	45.7566	6.06796
Arts	526	45.7167	5.67044
Computer Science	544	44.7390	5.65505

The interpretation of the above table shows that science and arts students have weak attitudes and computer science students have better attitudes towards ICT on the basis of subject of studies. On applying one-way ANOVA on different subject of studies, it is revealed that there is a significant difference in attitudes towards ICT by

subject of studies, $F(2, 1826) = 5.633$, $p < .004$. Because there is a significant difference between the mean score of different disciplines, further post hoc test of Tukey was applied.

Tukey HSD		Multiple Comparisons	
(I) Group	(J) Group	Mean Difference (I-J)	Sig.
Science	Arts	.03988	.904
	Computer Science	1.01764*	.002
Arts	Science	-.03988	.904
	Computer Science	.97776*	.006
Computer Science	Science	-1.01764*	.002
	Arts	-.97776*	.006

The description of the above table shows the significant differentiation between different subjects of study. Multiple Comparisons table of Tukey Post-hoc test shows that there is no significant difference between Science and Arts students ($p = .904$), there is significant difference between Science and Computer Science Students ($p = .002$) and there is also significance difference between arts and Computer Science secondary school students attitudes towards ICT ($p = .006$).

Practice toward ICT by Gender

The following section implies the analysis of practice of ICT by gender (Male & Female). There were 35 Likert type statements in questionnaire that were used to obtain data regarding practice of ICT by grade 10th students. Data was analyzed using t test to explore if there is a significance difference in the opinion by Gender.

Table 4
Practice of ICT on the basis of Gender

Gender	N	Mean	Std. Deviation	<i>t</i>	<i>P</i>
Male	765	130.36	19.7583	3.849	.000
Female	1061	126.25	23.9777		

Table 4 show that there is a significant difference in the male and female students practice towards ICT, $t(1826) = 3.849$, $p < .001$. Hence, we reject the null hypothesis and conclude that male students' practice towards ICT is better ($M = 1.303$, Std. Deviation = 19.7583) than female students ($M = 1.2625$, Std. Deviation = 23.9777).

Table 5
Practice of ICT on the basis of Locale

Locale	N	Mean	Std. Deviation	<i>t</i>	<i>P</i>
Urban	736	130.13	19.4454	3.41	.000
Rural	1090	126.49	24.0778		

Table 5 presents results regarding students' practice towards ICT by locale. It is evident that there is a significant difference between urban and rural students' practice towards ICT, $t(1826) = 3.41, p < .001$. It is concluded that urban students' practice towards ICT is better ($M=1.3013$, Std. Deviation= 19.4454) than rural students ($M=1.2649$, Std. Deviation= 24.0778). Hence, we reject the null hypothesis.

Practice of ICT by Subject of Study

The following section provides the analysis of practice of ICT by Subject of Study (Science, arts & Computer Science). There were 35 Likert type statements in questionnaire that were used to obtain data regarding practice of ICT by grade 10th students. Data was analyzed by using ANOVA to explore if there is a significant difference in the opinion of secondary school students practice of ICT by Academic Stream.

Table 6
Practice of ICT on the basis of subjects of studies

Educational Stream	N	Mean	Std. Deviation
Science	756	129.81	23.69838
Arts	526	124.51	22.86171
Computer Science	544	128.72	19.54805

The interpretation of above table 6 reflects that arts and computer science students have weak practices and science students have strong practices on the basis of subjects of studies. On applying one-way ANOVA on the Science, Arts and Computer Science, it revealed that there is a significant difference between the mean score of different disciplines. To explore further difference, Tukey post hoc test was applied.

The description of the above table shows that there is significant differentiation between different subjects of study. Multiple Comparisons table of Tukey Post-hoc test shows that there is a significant difference between Science and Arts students ($p > .001$), no significant difference between Science and Computer Science Students ($p = .663$) and is significant difference between arts and Computer Science secondary school students practice of ICT ($p = .006$).

Tukey HSD	Multiple Comparisons		
(I) Group	(J) Group	Mean Difference (I-J)	Sig.
Science	Arts	5.29547*	.000
	Computer Science	1.08261	.663
Arts	Science	-5.29547*	.000
	Computer Science	-4.21286*	.006
Computer Science	Science	-1.08261	.663
	Arts	4.21286*	.006

*. The mean difference is significant at the 0.05 level.

Discussion

The potentials of Information and Communication Technology (ICT) have been discussed in most of the studies. This study investigated the secondary school students' attitudes their practices towards ICT by Gender, Locality and subject of study. This study shows that students' attitude and practices towards ICT is crucial role in influential student's feedback in the current circumstances. These results are in concurrence with the studies carried out in other countries that claim gender gaps in favor of males (Kadel, 2005; Schaumburg, 2001; Townsend 1997). According to the result of the study, students in rural areas have more positive attitudes towards ICT than students in urban areas. There is a need to further explore this phenomenon. Since attitude towards ICT by locale has remained un-researched area, therefore there is a dire need to further explore it and develop a knowledge base in this field (Nunamaker, 1997). Researches show that if students are implementing latest computer technologies to adopt computer technology, they have accurate type of attitudes and practices towards ICT. Students, which professed the helpfulness of IT come into sight more constructive and encouraging attitude and practice towards ICT (Orlikowski, 1996 & Oskamp, 1977). Mostly learner's attitudes are painstaking of the most important practice towards innovative technologies in the learning environment. Both rural and urban student's tangible use of computers for male and female students, produce constructive attitudes towards ICT. Likewise ICT practice increase most authentic understanding in learning process, on a daily basis in the 21st century (Pass & Creech, 2008).

Positive attitudes and practice towards ICT play alarming role in the betterment of learner's thought expertise, and personally provoked the motivated beginners (Andriessen, 2003). While students who have negative attitude and less use ICT, they cannot achieve their goals, not make progress in daily field of life. A better study, and one who make sure about the best demonstration, gave authentic standard of use, improvement, and expected goals with high opinion to rural areas (Ozoemelem, 2009)

While some studies have concentrate on the phase of ICT, its drawbacks across Canada, a worldwide study is require that reproduce the rural areas. These results are in contradiction with the studies carried out in other countries that claim gender gaps in favor of males (Kadel, 2005; Schaumburg, 2001; Townsend, 1997).

Researches revealed that most of the female students have better practices of ICT with educational related materials (Miller & William, 2009). These findings are that strongly disagrees against the findings of (Blackmore, et al 2003) that male students have more positive practice of ICT (internet) on particular information basis. It is bring into being that secondary school students of rural areas do not know about the practice of ICT. The finding of current study confirms the findings of (Swain, 2010; Ndinoshiho, 2010; Crawford, 2003; Togia & Tsigilis, 2010).

Students admitted that they use ICT although they are not familiar about their latest searching and using techniques. Ozoemelem (2009) in his study strongly propose that secondary school students should be given training to practice of ICT for the retrieving of their concentrated objects. They should be making able to search material, books, notes, assignments and other material according to their need. Togia & Tsigilis (2010) in his study concludes that majority of the students use ICT rather than specific tasks and full text resources. Researches shows that practice of ICT has to meet the challenges not only refuting view but also demonstration of satisfactory, functional methodologies of ICT integration. Survey conducted by (Saunders & Klemmif, 2003) confirms that proper practice of ICT either at home or in educational institutions directly effects on both rural and urban students with different subject of study by gender. School students demonstrate extra important concentration towards practice of ICT in a number of subject areas (Hong *et al.*, 2003). It should be need to improve the contents as the UNESCO (2008a, 2008b) ICT set of standards.

Generally, this study revealed that there is weak association between male and female student practice ICT by locale. This judgment is consistent with the findings of previous studies that showed that male students are likely to be more competent than female students are in the use of ICT (Derbyshire, 2003). But, the overall no significant difference is consistent with conclusions of Kirkpatrick & Cuban (1998). Further exploration of how student gained their attitudes in the practice of ICT revealed that majority of the students gained their ICT ability through personal study, family or friends and through training outside the school.

Conclusion

The study provides evidence that there are attitudes dissimilarities among girls and boys, rural and urban students, and by academic stream towards ICT. Overall this study concludes that there was significance difference in the male and female students' practice towards ICT. Male students' practice towards ICT is better than female students, there was also significance difference between urban and rural students'

practice towards ICT urban student's practice towards ICT is better than rural students and there was a significant difference between Science and arts students, no significance difference between science and computer science students and is significance difference between arts and computer Science secondary school students practice of ICT. However, considering the findings of research studies in other countries and the finding of the present study, it is suggested that generally gender and attitudes towards ICT are very complicated issues and therefore calls for more research studies.

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Students' Difficulties in Learning English at Primary Level: A Teachers' Perspective

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Abstract

The study was conducted to explore the students' difficulties in learning English at primary level in district Bahawalpur. All the teachers teaching English at primary level in public schools of district Bahawalpur were the population of the study. The sample size was 120 English teachers selected from 60 government primary schools. Questionnaire was developed to gather the information about learning difficulties of students. It is concluded that teachers are more inclined to teach reading and writing skills as compared to speaking and listening. In learning English, primary school students face a number of problems related to sounds recognition, reading comprehension, sentence construction, pronunciation, applying grammar rules and insufficient support from family. The results reveal that male students encounter more problems as compared to female students. However, no significant difference is observed in the opinions of rural and urban teachers, and regular and contractual teachers about students' learning difficulties. Certain changes and modifications are required in the approach to English language teaching at public schools.

Key Words: English language teaching, Learning difficulties, Grammar translation method, Language skills

Introduction

English enjoys a special position amongst the world languages today. In order to interact and come closer in 21st century, it is widely being used by the people of global village. For achieving success in their academic and professional careers, individuals of world nations require to be equipped with strong literacy skills in English

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(Grabe & Stoller, 2002). Their cultural, political and economic needs are met by learning English language (Nawaz, Amin & Tatla, 2015).

In the context of usage of English, different value is attached to English in different nations. English is taken as a foreign language for non-native speakers in countries where use of English is limited; whereas English has the status of second language for non-native speakers in nations where English is frequently spoken (Lyytinen, 2003). In the context of developing countries, Coleman (2011) analyzed the role of English for development, and contribution of English has been highlighted for increase in employment, facilitation in international mobility, provision of development opportunities, and serving as an impartial language in complex language context.

Pakistan is one of the countries where English is an official language, and it is taught and learnt as a second language (Akram & Mahmood, 2007; Warsi, 2004). In Pakistani society, there is a significant use of English in trade, courts, military, academia, media etc. Students study English language as a compulsory subject at school and college levels from grade I to graduation. Rahman (2003) observes that for Pakistani students English language is associated with authority, respect and success. There are several reasons that motivate Pakistani students to learn English. They may include “English as an official language, the respect and status associated with the English language, the importance of English for the Pakistani general public and professionals, globalization, international language, the language of international organizations, the media, and science and technology” (Nawaz, Amin & Tatla, 2015. p.111).

Though English is taught as a mandatory component of school curriculum in Pakistan, its outcomes are not considered satisfactory by the academicians and researchers. Students are generally unable to demonstrate proficiency in use of English language skills. Especially listening and speaking are the skills which are ignored by the teachers. This pathetic situation is attributed generally to the approach employed for teaching English at schools. Methodology for language teaching has gone a long way from being based on dogmatic thinking about simply good means of teaching to being based on insights into procedure of second language learning and dynamics of the language classroom itself (Aveni, 2005). However, teachers in Pakistan are more inclined towards traditional practices of second language teaching. The old and outdated grammar translation method is popular among English teachers at most of Pakistani schools (Akram & Mahmood, 2007; Bukhari, Cheng & Khan, 2015; Warsi, 2004). Other reasons for low quality English language teaching in Pakistan may include “imparting English language skills through literature, untrained English language teachers, obsolete books, endorsement of rote learning, dearth of language aids, short period of class in the week, and overcrowded classrooms” (Kazi & Iqbal, 2011,

p.558). For these and other contextual reasons, Pakistani students as second language learners face a lot of difficulties in acquisition of English.

Language teaching practices frequently assume that most of problems that learners encounter during the study of English are a result of the degree to which their local language differs from English (Valerie, 2000). Various students may have extremely different cultural perceptions in the classroom as far as learning a second language is concerned. Cultural differences in communication styles and preferences are important (Lyytinen, 2003), and have effect on students' attitude and ability to learn the second language.

According to the guidelines of American Council on Teaching of Foreign Languages (ACTFL), learners with moderate to severe difficulties in English may find it very hard to meet the foreign language requirements. Normally these students are classified into a group having language learning disabilities or dyslexia (ACTFL, 2000). Harmer (1998) maintains that learners who face the most severe difficulties are those who have experienced spelling and reading complexities in their local languages at their early education level. Grabe (2009) describes that there are number of errors students do in their work during learning. They face grammatical difficulties as content problems, correct use of verb, sentence structure, surface problems, process (desire to write), difficulties in use of conditional sentences, use of past tense and spelling difficulties, lack of vocabulary and punctuation marks etc. Main causes of these difficulties are poorness of education system and assessment system, less skilled teachers, school environment, strength of class, attitude to writing, use of Urdu language as well as mother tongue in classroom, less qualified teachers and less practice of grammar (Grabe & Stoller, 2002).

A number of researchers have explored and analyzed student- related problems in learning English language. The research conducted on students' difficulties in learning English by Al-Mekhlafi and Nagaratnam (2011) investigated difficulties in teaching and learning grammar in an EFL background. Another study was undertaken by Ahmad et al. (2011) to make comparison into the nature of difficulties in learning English by the secondary school students of provincial and federal government schools in Khyber Pukhtunkhwa. Naseer (2010) conducted research on the problems of teaching English language at primary level in northern districts of Pakistan. The main purpose of the study was to investigate the language learning difficulties and classrooms problems faced by the teachers during teaching of English. The research of Tariq et al. (2013) was focused on probing into the family-related factors that affect students' learning of English in rural areas of district Sargodha. It is important to note that with reference to learning English researchers have investigated problems of

students from different geographical areas of Pakistan. However, limited number of such researches have been conducted focusing on southern Punjab which is considered relatively under-developed area and deficient on various academic indicators e.g. literacy rate, access, dropout etc. So with the purpose of filling this research gap, the present study was designed to investigate learning difficulties faced by primary level students in the subject of English at district Bahawalpur, located in Punjab.

Research Questions

This study attempted to answer the following research questions:

1. To what extent four language skills are emphasized by English teachers at primary level?
2. What are students' difficulties in learning English at primary level?
3. Is there any difference in the opinions of male and female teachers about students' difficulties in learning English?
4. Is there any difference in the opinions of rural and urban teachers about students' difficulties in learning English?
5. Is there any difference in the opinions of permanent and contract teachers about students' difficulties in learning English?

Research Methodology

This study, designed to investigate learning difficulties of students in English at primary level, is concerned with the present situation. The research which deals with present situation is known as descriptive research. So this research was descriptive and survey technique was used for data collection. Population of the study consisted of teachers teaching at public primary schools of district Bahawalpur. Researchers used simple random sampling technique and selected forty (60) schools for data collection. There are five tehsils of district Bahawalpur; from each tehsil 12 schools were randomly included in the study. From each school, two primary school teachers were selected for data collection. Thus sample size was 120 teachers who were teaching English at government primary schools.

Research Instrument

After an extensive literature review, a questionnaire was designed for data collection. The questionnaire was distributed among eight experts for validation. Pilot study was also conducted by administering questionnaire to 20 primary teachers of government schools. Thus research tool was modified and finalized in the light of experts' comments and results of pilot testing. Apart from demographic information, 16 close ended questions were asked on five-point Likert scale (from strongly disagree to strongly agree). Four statements were related to language skills, and 12 statements pertained to learning difficulties of students in English at primary level. The calculated Cronbach alpha value (0.912) showed high reliability of the questionnaire.

Data Collection and Analysis

Data was collected by visiting personally the sampled schools of Bahawalpur. The return rate of the questionnaires remained 100%. The collected data was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20 by using descriptive statistics including percentage, mean score and standard deviation. For comparative analysis of data by gender, locality and nature of job, t- test of independent samples was applied. After data analysis, the findings of study were reported and on the basis of these findings some recommendations were given to minimize the learning difficulties of students in English at primary level.

Results and Discussion

The study was designed to identify the learning difficulties of students in the subject of English at primary level. This section deals with the findings emerged from data analysis and discussion on the results.

Table 1
Language skills focused by English teachers

Sr. No.	Statements	Mean	Std. Dev.
1.	Sufficient emphasis is given on reading skill.	4.10	0.920
2.	Suitable emphasis is given on writing skill.	3.83	1.118
3.	Appropriate emphasis is given on speaking skill.	2.47	1.270
4.	Proper emphasis is given on listening skill.	2.44	1.249

Table 1 indicates emphasis given to four language skills in teaching English at primary level. The most importance was given to reading skill (mean = 4.10) followed by writing skill (mean = 3.83). Mean score (2.44) shows that listening skill was most neglected in primary schools. Similarly speaking skill (mean = 2.47) was not appropriately emphasized by English teachers at primary level. The findings of this study are in line with other researchers' (e.g. Akram & Qureshi, 2012; Kannan, 2009) conclusions regarding relative importance given to four language skills by English teachers in Pakistan. Based on their study conducted at primary school level in Pakistan, Akram and Qureshi (2012) maintain that reading and writing skills are focused for second language learning and listening and speaking skills of students are not developed due to incompetence of teachers. Kannan, (2009) also report that sufficient emphasis is not given to listening and speaking skills at secondary level in Pakistan.

Table 2 shows teachers' responses about students' difficulties in learning English at primary level. An overwhelming majority of respondents agreed that if there was no support from family members, students had problem in learning English, students did not recognize English words that's why they faced problem in reading a

textbook, students did not arrange words properly in a sentence due to mother tongue interference, and students did not pronounce words correctly due to interference of mother tongue.

Table 2
Teachers' opinions about students' difficulties in learning English

Sr. No	Statements	SD %	D %	UC %	A %	SA %	Mean	Std. Dev.
1.	If there is no support from family members, students have problem in learning English.	3.3	9.2	2.5	50	35	4.04	1.024
2.	Students do not recognize English words that are why they face problem in reading a textbook.	5	7.5	0.8	58.3	28.3	3.98	1.025
3.	Students do not arrange words properly in a sentence due to mother tongue interference.	7.5	6.7	2.5	51.7	31.7	3.93	1.136
4.	Students do not pronounce words correctly due to interference of mother tongue.	4.2	6.7	3.3	63.3	22.5	3.93	0.950
5.	Students do not read textbook carefully and make mistakes.	3.3	10.8	3.3	55.8	26.7	3.92	1.017
6.	The handwriting of students is poor due to poor motor control.	6.7	10.8	2.5	44.2	35.8	3.92	1.192
7.	Students make mistakes due to lack of interest.	5	8.3	5	58.3	23.3	3.87	1.028
8.	Students do not speak English due to fear of making mistakes.	5.8	8.3	6.7	52.5	26.7	3.86	1.087
9.	Due to lack of confidence, students do not learn English properly.	7.5	11.7	2.5	45	33.3	3.85	1.221
10.	Students feel difficulty in producing sounds due to interference of mother tongue.	5.5	12.5	5.8	45.8	30	3.82	1.167
11.	Students feel shy to give the answers of teacher's questions.	5	11.7	6.7	50.8	25.8	3.81	1.102
12.	Due to overcrowded class, students have difficulty to hear the voice of teacher.	8.3	10	5.8	47.5	28.3	3.77	1.205

More than three-fourth of teachers believed that students did not read textbook carefully and made mistakes, handwriting of students was poor due to poor motor control, students made mistakes due to lack of interest in English, students did not

speaking English due to fear of making mistakes, and due to lack of confidence students did not learn English properly. The majority of respondents also opined that students felt difficulty in producing sounds due to interference of mother tongue, students felt shy to give the answers of teacher's questions, and due to overcrowded class, students had difficulty to hear the voice of the teacher in classroom.

The mean scores indicate that all the twelve problems fall in the category of highly significant problems. No support from family members in learning English received highest rating by teachers at primary level. Other highly important problems included no recognition of English words by students, inability to arrange words properly in a sentence due to mother tongue interference, incorrect pronunciation of words by the students, and carelessness in reading textbook. Overcrowded class was given lowest rating by the teachers as a problem in learning English on the part of students.

English as a second language occupies a central place in the school curriculum in Pakistan, but students' ability to learn and use English efficiently is highly affected by the problems they encounter in the classroom. Kannan (2009) observes that students have a problem in hearing the voice and understanding English words properly. Generally students find it difficult to sequence language items appropriately and construct English sentences (Akram & Qureshi, 2012). Problems of secondary school students identified by Ahmad et al. (2011) include difficulty in learning verb forms, conjunctions, prepositions, articles and narration, and reading text with comprehension. Most of these problems may be attributed to training and competence of English teachers. Ahmad, Nawaz and Munir (2013) argued that teachers in provincial government schools were not sufficiently qualified and had not adequate knowledge of pedagogy of teaching English. They also pointed out that the classes at both provincial and federal government schools were overcrowded and lacked audio-visual aids for teaching English language. Kanwal and Khurshid (2012) conducted research on students' difficulties in learning English at university level, and concluded that university students required extra help in improving their reading, listening, speaking and writing skills. Moreover university students were not fully satisfied with their present course contents and methodology used for teaching of English language.

Table 3 shows gender wise comparison of teachers' opinions about learning difficulties of students in the subject of English at primary level. There was significant difference in the opinions of male and female teachers ($t=3.098$, $p<0.05$). The mean scores show that male students (mean = 3.77) faced more difficulties as compared to female students (mean = 3.59). With reference to teachers, Ahmad, Nawaz and Munir (2013) also concluded that male students had greater problems in learning English as compared to female students.

Table 3
Gender wise comparison of teachers' opinions about students' difficulties

Demographic Variable	Category	N	Mean Score	SD	t-value	p-value
Gender	Male	60	3.77	0.288	3.098	0.002*
	Female	60	3.59	0.337		

The results of this study regarding gender comparison are in contradiction with the findings of the study conducted by Yahya (2012) who reported that there was no significant difference between the opinions of male and female teachers which showed that male and female students faced similar types of difficulties in learning English.

Table 4
Locality wise comparison of teachers' opinions about students' difficulties

Demographic Variable	Category	N	Mean Score	SD	t-value	p-value
Locality	Rural	57	3.65	0.330	-0.996	0.321
	Urban	63	3.71	0.319		

Table 4 shows locality wise comparison of teachers' opinions about learning difficulties of students in the subject of English at primary level. There is no significant difference in the opinions of rural and urban teachers ($t=-0.996$, $p>0.05$). It means that students from rural and urban backgrounds faced similar difficulties in learning English. Similar finding was also reported by Akram and Qureshi (2012) that there was no significant difference about learning difficulties faced by rural and urban students. Al-Mekhlafi and Nagaratnam (2011) conducted study on difficulties in teaching and learning grammar. Their conclusion also supports the results of the present study that rural and urban teachers' opinions were similar about learning difficulties of students in English at secondary level.

Table 5
Comparison of Teachers' Opinions by job status about Students' Difficulties

Demographic Variable	Category	N	Mean Score	SD	t-value	p-value
Job Status	Permanent	78	3.66	0.329	-0.962	0.338
	Contract	42	3.72	0.316		

Table 5 shows comparison of teachers' opinions by nature of job about learning difficulties of students in the subject of English at primary level. There was no significant difference in the opinions of permanent and contractual teachers ($t=-0.962$, $p>0.05$) about difficulties in learning. It implies that students taught by permanent

teachers and contractual teachers encountered similar learning difficulties. Ahmad, Nawaz and Munir (2013) designed study on factors affecting English language learning at secondary level in Khyber Pakhtunkhwa. Finding of their study shows that permanent and contractual teachers have similar opinions about the factors which affect English language learning at secondary level.

Conclusions and Recommendations

The current study was an attempt to explore learning difficulties encountered by students in the subject of English at primary level. For this purpose, a questionnaire was administered to English teachers of government primary schools located in Bahawalpur. It is concluded that teachers are more inclined to teach reading and writing skills as compared to speaking and listening. In learning English, primary school students face a number of problems related to sounds recognition, reading comprehension, sentence construction, pronunciation, applying grammar rules and insufficient support from family. The results reveal that male students encounter more problems as compared to female students. However, no significant difference is observed in the opinions of rural and urban teachers, and regular and contractual teachers about students' learning difficulties. Majority of these problems may be associated with the traditional grammar translation method used by teachers at government schools. Certain changes and modifications are required in the approach to English language teaching at public schools. Following recommendations are made to help students learn English better at government schools:

Recommendations

1. Textbook should be revised after two or three years and material should be activity based. Basic four skills i.e. listening, speaking, reading and writing should be equally focused.
2. Students should be encouraged and appreciated for increasing their participation in the classroom activities. So that they become confident and fear of making mistakes may be reduced.
3. Teachers should not be dependent only on traditional grammar translation method. They may also use innovative techniques to teach English at primary Level.
4. Government should provide at least one English teacher in each school to teach English at primary Level.
5. There should be 25 to 30 students in the classroom, so that teacher may pay full attention to each student.
6. Teachers should check homework regularly in the presence of students, point out their mistakes, and give feedback for improvement.

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Impact of Locus of Control on Life Satisfaction among Distance Learning Students

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Abstract

Previous investigation has suggested that dispositional sources of life satisfaction can be traced to measures of affective temperament which include locus of control. Locus of control refers to a belief about whether the outputs of actions are contingent on what is done or on external events. This research was designed to explore locus of control and life satisfaction among university students. Furthermore, another objective of the study was to find out the relationship between locus of control and life satisfaction. Moreover it was also aimed to analyze the impact of locus of control on life satisfaction among students. For this purpose 750 enrolled students of distance learning education at Bahauddin Zakariya University were included in the study. The results revealed the significant positive correlation between the locus of control and life satisfaction. Results also indicated that there is significant impact of locus of control on life satisfaction of students. Furthermore significant differences by gender and age were also found.

Key Word: Locus of Control, Life Satisfaction with life, Distance Learning Program

Introduction

An aptitude relevant to control the excess of outcomes is called Locus of Control. Locus of control can be divided into two types: internal and external (Gershaw, 1989). People who consider themselves able to control their outcomes are known as internal or possessing internal Locus of Control. Externals or individuals with external Locus of Control considered their outcomes beyond of their control. Individual with internal Locus of Control have high motivation for achievement and low outer directedness. On the other side externals always keep trying to search out explanations for their failures. We may also refer internals as “self-control” or “self-determination”

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(Zaidi & Mohsin, 2013). Rotter (1966) describes that an individual who have internal locus of control can be recognized to have strong control over their achievements. They believed that the outcome of the activity is upon the described behavior. On the other hand an external locus of control means one has no control over achievements. Since locus of control refers to the individuals' belief about controllability over what happens to them in life, it is defined as a personality trait or construct that reveals how individuals perceive their ability to control life events or environment (April et al., 2012). Locus of control stemmed from social learning theory (Rotter, 1954) and Weiner's (1974, 1985) attribution theory. If students either attribute their successes or failures to having a bad day, unfair grading procedures on their teacher's part, or even God's will, they can be said to have a more external locus of control. These students might say, "It doesn't matter how hard I study. The teacher just doesn't like me, so I know I won't get a good grade." These students generally don't learn from previous experience. Since they attribute both their successes and failures to luck or chance, they tend to lack persistence and not have very high levels of expectation (Rotter, 1954).

Life satisfaction has been defined as “a global assessment of a person’s quality of life dependent on the values and criteria deemed important by the individual” (Shin & Johnson, 1978). With an increased emphasis on “positive psychology” (Luthans, 2002), there has been a growing interest in examining how different behaviors and situations influence life satisfaction. The literature exploring the demographic, academic, and psychological predictors of life satisfaction is robust. In their meta-analysis on predictors of life satisfaction, Diener, Suh, Lucas, and Smith (1999) noted that demographic variables – which are the data that colleges and universities most often collect regarding their matriculating students – generally fail to account directly for substantial variance in subjective well-being. Rather, demographic variables more often interact with psychological factors to predict life satisfaction. Life fulfillment is term of preferred evaluation of certain fields. In which friends, family and certain academic or workplace understanding are also include in life satisfaction. It is the general fruition. It is inclusive advancement of an individual from life satisfaction. Many studies were focused on subjective well-being and cognitive affects due to their lives. Life satisfaction is associated with cognitive development of an individual where he can represent the negative and positive emotions. The purpose of this study is to explore relation between locus of control and life satisfaction among distance learning students. Age and gender also considered in individual characteristics. He distinguished people who have internal locus of controls have stronger achievements; according to him behaviors can be described as having locus of control and external locus of control over their achievements. In this research locus of control and life satisfaction is organized as a predictor of student learning and motivation (MacDonald, 1971). Researcher focused on life satisfaction and with high behavior outcome contingency

expectations or locus of control and achievements challenges, commitment, interest failure and self-perceived competence (Bandura, 1997).

As we know Pakistan is a developing country embraced the 21st century with promise of promoting opportunities for higher education to all irrespective of gender, caste and statement of belief. Pakistan is a developing country where higher education appeared as one of the major enterprises in 21st century. Education is regarded as key to development of a country and innovations enhance its pace. Therefore, education embraced such innovations & advancements to cater the needs of 21st century learners. It adopted new approaches and mechanisms of instructional process and appeared in its new forms: distance education, virtual education and E-learning. Distance education is the simple form of education which promotes opportunities of education for all. There is a dire need of distance education in Multan Region, which consists of remote areas with scarce educational opportunities. The people living in rural areas have fewer educational facilities and therefore, are unaware of the importance of education. Mostly, the people of the region feel reluctant to send their females to cities for education especially for higher education. That's why the region has low literacy rate. It calls for an alternate system to cater the educational needs of region. Bahauddin Zakariya University, Multan is serving a huge population and larger community of the region. A large number of students appear annually in graduate and post graduate examinations in Social Sciences / Arts subjects as private candidates with most of the public sector universities. A large majority of this private candidate fail to qualify the examinations. Since the private candidates do not attend classrooms, laboratory or other academic actives in university, the knowledge gained even by the successful candidates is never at par with the regular students, whereas the degrees received through both the systems are of the same value. It has been realized that this constitutes a big loss of money, time and hope for the candidates as well as the society. But, the young boys and girls living in this area are facing much difficulty to complete their courses/ programs from the formal system. Therefore, the establishment of *Directorate of Distance Education (DDE)* at the Bahauddin Zakariya University, Multan was the need of the region. Kember (1989) argued that the learners of distance education were part-time students and older than the traditional students who studies under the distance education program; for this purpose their student life and academic career are more prominently in decision to drop their studies or drop out. He concluded that family obligations and their employment status played an important role in their educational attrition.

Russell (1999) summarized that there was insignificant difference between the outcomes of traditional education and distance education. He stated the student belong to regular educational institute have higher level of satisfaction as compare to student of distance learning education. Stith (2000) explored that that large numbers of institution were not recognized for distance learning perception amongst the developed education faculty members in distance education. The faculty members who belong to distance

faculty showed higher level of satisfaction toward their profession. Schuemer (1993) stated that the student of distance learning have more psychological will for the distance learning process. The student belong to distance education system were more satisfied than student of traditional educational system. Fox (1998) stated that majority of the students said that the degree under the distance learning program have no worth. They consider their classes were not conducted regularly; the quality of education is not equal to traditional students. Donna (2001) explored that majority of the student prefer the learning styles on individual locus of control and academic achievement toward the learning conditions, and also the course achievement percentage was examined under the distance education setting. Moore (1985) explored that the involvement of part-time faculty and low quality research could contribute little to the existing stock of knowledge. Panda (1992) analyzed the distance education literature and summarized that “most of the studies are either descriptive type surveys or experimental studies with poor methodological grounds”. Saba (2000) criticizes that the lack of academic underpinnings: “Research questions are rarely posed within a theoretical framework or based on its fundamental concepts and constructs”. The conducted research is mainly theoretical and descriptive in nature (Perraton, 2000).

Rationale of the Study

The basic purpose of this research was to assess the impact of locus of control on life satisfaction among distance learning students. As these students are different from full time students in terms of age particularly so it is very important to check their psychological motives and parameters. Therefore, it was necessary to find out the psychological preferences, the locus of control and life satisfaction of the respondents.

Objectives of the Study

The main objectives of this study were:

1. To find out the relationship between locus of control and life satisfaction of distance learning students.
2. To explore the impact of locus of control on life satisfaction of students.
3. To work out the impact of gender on locus of control and life satisfaction.
4. To assess the differences on the level of locus of control and life satisfaction among students (if any).

Method

To collect the data total 750 enrolled students of Distance learning Programme of Bahauddin Zakaria University Multan were selected through convenient sampling technique. Equal representation was given to gender in the sample (375 each). Different demographical information was also gathered from all respondents. Their age ranged 20-30 years old. Most of the students commute from other cities and suburbs of Multan.

The following two scales were used to collect the data:

1. Locus of Control Scale developed by Julian B. Rotter in (1952)
2. Life Satisfaction Scale developed by Diener et al., in (1985)

Locus of Control Scale

This scale was developed by Julian B. Rotter in (1952) to measure locus of control. It is 29 Items scale, internal consistency estimates for Rotter's Locus of Control Scale ranged between 0.65 and 0.79. Test-retest reliability estimates for Rotter's Locus of Control Scale ranged between 0.49 and 0.83. One mark was assigned for each of the following: 2.a, 3.b, 4.b, 5.b, 6.a, 7.a, 9.a, 10.b, 11.b, 12.b, 13.b, 15.b, 16.a, 17.a, 18.a, 20.a, 21.a, 22.b, 23.a, 25.a, 26.b, 28.b, 29.a. A higher score depicts external Locus of Control whereas lower score shows Internal Locus of Control.

Life Satisfaction Scale

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. In 1985 developed The Satisfaction with Life Scale. A 5-item scale designed to measure global cognitive judgments of one's life satisfaction (not a measure of either positive or negative affect). Participants indicate how much they agree or disagree with each of the 5 items using a 7-point scale that ranges from 7 strongly agree to 1 strongly disagrees. According to the scoring, 31 - 35 Extremely satisfied, 26 - 30 Satisfied, 21 - 25 Slightly satisfied, 20 Neutral, 15 - 19 Slightly dissatisfied, 10 - 14 Dissatisfied and 5 - 9 Extremely dissatisfied.

Definition of Variables

1. Locus of Control

Julian B. Rotter coined the term locus of control in 1954 he define locus of control as the extent to which people think that they have control over the outputs of happenings in their lives. It refers to the personal belief regarding the control of their actions or these outcomes are caused by events occurring beyond their personal control. Locus of control is further classified into two types naming internal locus of control and external locus of control.

a. Internal locus of Control

The internal locus of control is defined as an individual belief that they are the master of their own life and every outcome is caused by the actions they perform. When People claim their success result of their own work and believe that they control their lives, have an internal locus of control.

b. External Locus of Control

When an individual attributes everything as an outcome of external event or cause is in surroundings this phenomenon is known as external locus of control. Attribution of all successes or failures is environmental or external, when people have external locus of control.

2. *Satisfaction with Life*

Life satisfaction is the feelings and way that how people evaluate their life as a whole rather than their current feelings. It is a complex phrase and is sometimes used in exchangeable way with happiness, but they are surely two separate concepts. Life satisfaction refers to one's evaluation of the whole life, rather than the feelings and emotions in any particular situation.

Research Design

This study was survey base quantitative study. The quantitative study covered the number of scientific and numerical method which was realistic. This quantitative study measured the two variables by using relevant questionnaires. The data was statistically analyzed to find out the relationship between the variables and differences between two groups.

Purpose of the study was told to all participants and informed consent was signed by them; those who do not want to participate in the study were allowed to withdraw their consent. This study was completed in single phase. Self reported measures were given to all participants and they were asked to follow the instructions. Demographical information was also taken through demographical sheet. Data was collected, all incomplete forms were discarded. Relevant statistical analysis was done.

Results

The data was analyzed on the basis of objectives of the study and following results were found.

Table 1

Correlation between the locus of control and life satisfaction among students of distance learning (N=750)

Scale	Life Satisfaction	Locus of Control
Life Satisfaction	1	
Locus of Control	0.170**	1

Note: N= 750, (df =748, *p<0.001)

Table No. 1 shows the relationship between life satisfaction and locus of control among distance learning students. Result shows that life satisfaction is positively correlated with locus of control at ($r = 0.170$).

Table 2
Mean difference and t-value of different age group of student of distance learning on locus of control and life satisfaction (N= 750)

Scales	20-25		26-30		t	p	Cohen's d
	M	S.D	M	S.D			
Locus Of Control	56.59	7.499	58.69	8.827	-2.515	.012	0.249
Life Satisfaction	22.97	6.547	26.03	9.275	-4.040	.000**	0.381

Note: N= 750, (df=748, p<0.05)

Table No. 2 shows that there is a significant difference between the student of different age groups on locus of control and life satisfaction. The results reveal that the mean score on locus of control is higher in age group of 26-30 years (M = 58.69) as compare to 20-25 years of age group (M=56.59). Mean score of 26-30 years of age group is (M=26.03), whereas means score of 20-25 years of age group was (M=22.97) on the scale of life satisfaction. The results indicate that there is a significant means difference among both age groups on the scale of locus of control and life satisfaction among distance learning students. (p<0.01)

Table 3
Mean difference and t-value of male and female of student of distance learning on locus of control and life satisfaction.

Scales	Male		Female		t	p	Cohen's d
	M	S.D	M	S.D			
Locus Of Control	59.61	7.359	56.11	7.984	2.668	0.008**	0.195
Life Satisfaction	28.35	7.012	24.33	7.012	3.838	0.000**	0.0028

Note: N= (df=748, p<0.01)

Table No. 3 shows that there is a significant difference between the gender groups on locus of control and life satisfaction. The mean score of males is (M = 59.61) is higher than mean score of female students (M=56.11). The difference was significant (p<0.001). Mean score of male was (M=28.35), ant it was higher than mean score of females (M=24.33) on life satisfaction. The result indicates that there is a significant difference among both gender on life satisfaction (t=-3.838, df=748, p<0.01)

Table 4 shows significant impact of locus of control on life satisfaction among distance learning students. The level of significance of locus of control is 0.001 and life satisfaction is 0.001.

Table 4
Regression analysis between locus of control and life satisfaction among distance learning student (N=750)

Variables	<i>B</i>	<i>S.E</i>	β	<i>t</i>	<i>P</i>
Locus of Control	52.497	0.964		54.43	0.001
Life Satisfaction	0.187	0.040	0.170	4.724	0.001

Note. $R^2 = 0.29$, R^2 Adjusted 0.28, ($F (22.319)$), * $P < 0.01$

The Adjusted R^2 is an estimation of the effect size, which is at 0.29 (29%), is indicative of normal effect size.

Discussion

The aim of the study was to find the relationship and impact of locus of control on life satisfaction among distance learning students. All participants were of age range 20-30 and from both gender groups i.e. (375) males respondents and (375) females respondents provided the information. The sample size was also calculated by using an online calculator which is (danielsoper.com). Demographic variables are age and gender. Although student locus of control orientation moderate life satisfaction, it did mediate the positive relationship between locus of control and life satisfaction. It was concluded that theories of life satisfaction should incorporate intrapersonal characteristics as well as environmental stressors and resources. Positive relationship between two phenomena might be because of sense of control on happenings. When the person believe that his or her situations or outcomes are under his or her control then he or she will accept all the happenings which may lead to satisfactory feeling. The promotion of positive attitudes toward control and acceptance of outcomes is necessary for mental health of students. Donna (2001) explored that majority of the student prefer the learning styles on individual locus of control and academic achievement toward the learning conditions. The first hypothesis of the study was that there is significant relationship between the locus of control and life satisfaction among students of distance learning. The result ($r=0.170^{**}$) indicates that there is significant positive correlation between the locus of control and life satisfaction among distance learning student. Although this relationship is not very strong but it might possible that locus of control is not the only contributory factor for life satisfaction. Many other factors interpersonal or financial might be contributed to satisfaction of someone. But the positive correlation with locus of control shows that it is also one of important factor for life satisfaction.

The second assumption of the study was that there is a significant difference between the age group of student on locus of control and life satisfaction. Youngsters have more energy and always remain dissatisfied from their surroundings. Their dissatisfaction is only because of their developmental changes rather reality based. It is

also important that their decision making ability is also immature at early age and which may lead to less control. With the passage of time maturity comes and it may lead to better control and satisfaction. The third objective of the study was that there is a significance difference between the gender of student of distance learning on locus of control and life satisfaction. Male shows higher control than female students. In collectivistic societies male plays dominating role and have better control on situation. Male took decisions of their own choices very easily as compared to their counterpart. It is quite obvious that if a person take any decision according to his thoughts it is easy for his to accept the outcomes. Acceptance of outcome of any action leads to satisfactory feelings. When females are forced by societal norms or boundaries to opt any imposed choice it may lead to dissatisfaction in life. The results of this study might have the same reasons. It might possible that we could find different results in different culture where control on choices is equal on both genders. The result indicate that life satisfaction is higher among male of distance learning student as compare to female locus of control ($t=-3.838$, $df=748$, $p<0.01$). Lastly, it was assumed that there is a significant impact of locus of control on the life satisfaction among students of distance learning. The result indicates that there is significant impact of locus of control on life satisfaction among distance learning students. The level of significance of locus of control is 0.001 and life satisfaction is 0.001. Similar results were found by Schuemer (1993), he concluded that the student belong to distance education system were more satisfied. Because the most of the people come to join the distance education program for the up-gradation of their employment status. And that may lead to be satisfied with their life.

Conclusions and Recommendations

This present study explored the impact locus of control on life satisfaction among distance learning student. This study found the relationship between the locus of control and life satisfaction among the distance learning student. The findings of present study indicate that locus of control is directly impact on life satisfaction among distance learning students. Gender differences and age differences exists and matters a lot.

The suggestions and recommendations of the study are as follows:

1. The cultural backgrounds and different personal traits of student have impact on satisfaction. They need to be addressed.
2. The other personality traits should be explored.
3. Academic achievement must be tested for student population.

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Impact of Mothers' Literacy on the Morality, Education, Health and Social Development of their Children

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Abstract

This cross sectional interview based study employing four aspects i.e., morality, education, health and social development was conducted to investigate the impact of literate and illiterate mothers on the education of their children. Five hundred and twenty mothers, who had enrolled school going children, by using convenience sampling technique. Equal proportion of literate and illiterate mothers was taken from four tehsils of district Bahawalpur. Tool of study was a self-developed interview having 33 close ended items. The content validity was established by expert opinion method whereas reliability of the tool was calculated by Cronbach's Alpha method that showed high level consistency in results ($r=0.95$). The study found statistically significant ($P<0.05$) difference in mean scores of literate and illiterate mothers for moral, educational, health and social development of children. Literate mothers were found to be more conscious in moral, educational, health and social development of their children. This study signifies the need to pay special attention to improve literacy rate in females. There is strong need to make literacy centers for illiterate mothers where they can be taught to improve the ethics and moral values of their children.

Key Words: Mothers' literacy, Education, Moral development, Health, Social development

Introduction

Children are born idealistic. They absorb the ideas of their parents and imitate their ways of life. They are quick to access values to evaluate character. The child's first school is home from where primary impulses and feelings are learnt. The family members are the first social contacts for the child and mother is the first teacher and caregiver for children. She is primary teacher of skills that their children need to

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acquire. The interaction between mothers and children is highly educative. She influences their children in wrong or right direction (Blenkin & Kelly, 1988; Grace, Evindar, & Stewart, 2003).

The early days of childhood are very critical. Mothers can strongly influence direct and indirect learning of their children. Mother-child relationship plays an important role in social, psychological and emotional development of a child. The initial experience of child with his mother determines whether he will develop a sense of personal security and of beings loved and accepted (Batool, 2003). The mother is the primary agent in the transmission of the culture of the group to the child, and the socialization of the child.

It is a common view that literate mothers play significant role in the education of their children, because they are actively involved in the education of their children. They can better nourish and care their children with respect to their health and hygiene. They try to flourish learning abilities of children enormously and provide equal opportunities to their daughter for schooling. While illiterate mothers are generally coincides with lower level of children's enrollment, less involve in the education of their children, which can hinder children' education and lower level of children's learning already in schools (Bilal, 2013). Illiterate mothers have more stress in their lives and this stress is a hurdle to interact with all the aspect of their children' education.

Different studies show that mothers' literacy has significant impact on the education of their children. Literate mothers stay more in schools of their children and they are more involved in the education of their children (Benjamin, 1993). Children of literate mothers show great concern in cognitive and language skills of children. Literate mothers have knowledge about child's development and therefore can solve the problems in better way. She knows how to use home as a learning environment for children (Islam & Rao, 2008). Literate mothers can infuse higher moral values in their children. They also influence their child's schooling by being in touch with their teachers (Blenkin & Kelly, 1988). They can discuss educational and extracurricular activities with their school teachers. They can interact with teachers to improve learning of her child at school. The physical and mental health of children is another major concern for mothers (Hildebrand, 1985). Literate mothers are more conscious about the health of their children and can take care of their children in a better way. They know about the health services and can read and understand health related issues.

Pakistan has the lowest literacy rate in the south Asia and the rest of the world. It is one of the five world nations with lowest literacy rate and among the twelve world nations that spend less than 2-2.5 per cent of its gross domestic product on education. According to Pakistan Social and Living Standard Measurement Survey (2013-14) female literacy rate in Pakistan is 47%. Keeping in view this statistics, this study was

designed to find out the impact of literate and illiterate mothers on the moral development, education, health and social development of their children.

Significance of the Study

Mothers' literacy has a very important role in the development of their children. This study will help to indicate factors where literate mothers have to pay attention for the better development of their children and highlight the factors where illiterate mothers lack in attending their children regarding the educational progress of their children. Therefore, present study will guide to prepare strategies for improving academic achievement, health, ethics and moral values of children involving mothers.

Research Method

This was an interview based cross sectional study. Impact of mothers' literacy was determined on educational and social development aspects of children which included morality, educational issues, health and social development. Interview that was tool of this study had 33 items. All items were close ended with three options (yes, sometimes and no). Content validity of the tool was determined by expert opinion method. Pilot study was also conducted to validate the research tool. Reliability of the tool was determined by Cronbach's Alpha method. Value of r was recorded as 0.95.

This study was delimited to the Bahawalpur that is a district of Southern Punjab Province of Pakistan. Therefore, population of the study was literate and illiterate mothers in district Bahawalpur that was inhabited by about 4 million people, division head quarter of three districts naming Bahawalnagar, Rahimyar Khan and Bahawalpur. Chishtian, Hasilpur, Khairpur, Yazman, Ahmedpur and Khanpur were six tehsils in Bahawalpur division. At sample selection stage, 520 (260 literate and 260 illiterate) mothers from Chishtian, Khairpur, Yazman and Ahmedpur was selected by convenience sampling technique because random sampling was not convenient to researcher keeping in view having no valid information regarding mother's education and expected difficulty of the lack of cooperation by respondents while data collection. Table 1 depicts the breakup of sample.

Table 1
Breakup of sample taken from different tehsils

Name of Tehsils	Literate mothers (n)	Illiterate mothers (n)	Total
Chishtian	65	65	130
Khairpur	65	65	130
Yazman	65	65	130
Ahmadpur	65	65	130
Total	260	260	520

A group of six trained researchers having M. Phil level qualification conducted structured interviews. The purpose of study was explained to participants and consent was taken to conduct interview from participants before starting the interview. Definition of literacy was adopted in Pakistani perspective. According to ministry of education A person “who can read a newspaper and write a simple letter in any language” was defined as literate (Latif, 2009). Literacy was judged by asking the participant to read a few lines of Urdu (national language of Pakistan) newspaper.

Responses were recorded in frequencies and their respective percentages. Mean scores and standard deviation for morality, education, health and social development were tabulated for literate and illiterate mothers. Independent t- test was used as inferential statistics to compare the means. *P* value less than 0.05 was considered statistically significant. Statistical package for social sciences was used for data analysis.

Results and interpretation

Five hundred and twenty female with a mean age of 28.9 years were targeted in study from four tehsils of Bahawalpur. Responses of participants were analyzed quantitatively in term of percentage and mean score as given below.

Table 2
Impact of mothers’ literacy on moral development of their children

Items	level of literacy	Mean	Std. Deviation	Std. Error Mean	Mean difference	t- value	P- value
1. Advising to greet first	Literate	2.96	0.26	.02	0.12	4.39	0.0005
	Illiterate	2.83	0.36	.02			
2. Sending school with love	Literate	2.72	0.59	.04	0.12	2.16	0.031
	Illiterate	2.61	0.63	.04			
3. Manners and ethics	Literate	2.97	0.24	.01	0.14	4.56	0.00
	Illiterate	2.83	0.43	.03			
4. Admonishing for abusing	Literate	2.90	0.37	.02	0.02	0.611	0.541
	Illiterate	2.88	0.35	.02			

Table 2 depicts results about impact of mothers’ literacy on moral development of their children. According to data, mothers’ literacy have positive and significant impact of three aspects mentioned in the table; advising children to greet first ($t = 4.39$, $MD = 0.12$, $p = .0005$), sending children to school with loving attitude ($t = 2.16$, $MD = 0.12$, $p = .031$), and educating manners and ethics ($t = 4.56$, $MD = 0.14$, $p = .005$). Mean score of literate mothers is higher than the mean score of illiterate mothers regarding all aspects showed in table 2. Data also showed that although literate mothers

are better in admonishing children for abusing as compared to illiterate mothers but mean difference is not significant($t = 0.611$, $MD = 0.02$, $p = .541$) in this aspect. This explains that all mothers try to admonish their children for abusing but literate mothers are more conscious in this regard. This reveals that mothers' literacy has almost positive impact on moral development of their children.

Table 3
Impact of mothers' literacy on education of their children

Items	Level of literacy	Mean	Std. Deviation	Std. Error Mean	Mean difference	t-value	P-value
Preparation for school							
1. Awakening for school	literate	2.54	0.73	0.05	0.15	2.16	0.032
	illiterate	2.39	0.86	0.05			
2. Helping for school preparation	literate	2.40	0.79	0.05	0.09	1.28	0.200
	illiterate	2.30	0.85	0.05			
3. Sending school in time	literate	2.92	0.35	0.02	0.17	4.45	0.000
	illiterate	2.74	0.52	0.03			
School work							
4. Checking the school work	literate	2.45	0.74	.05	1.18	21.07	0.000
	illiterate	1.27	0.52	.03			
5. Helping in homework	literate	2.33	0.82	.05	1.29	24.59	0.000
	illiterate	1.04	0.19	.01			
Return from school							
6. Changing uniform immediately when come back	literate	2.80	0.51	0.032	0.25	4.45	0.000
	illiterate	2.55	0.73	0.05			
7. Upset if child arrive late	literate	2.90	0.44	0.03	0.22	4.32	0.000
	illiterate	2.68	0.68	0.04			
Educational Demand							
8. Sending school regularly	literate	2.92	0.31	.02	0.11	3.20	0.001
	illiterate	2.81	0.47	.03			
9. Making sleep early at night	literate	2.82	0.50	.03	0.40	6.91	0.000
	illiterate	2.42	0.80	.05			
10. Taking care school things	literate	2.60	0.70	.04	0.08	1.38	0.169
	illiterate	2.51	0.70	.04			
11. Accepting proposal for holiday	literate	1.67	0.78	.05	-0.34	-4.67	0.000
	illiterate	2.01	0.87	.05			
12. Responding the call of teacher	literate	2.34	0.84	.05	-0.13	-2.16	0.031
	illiterate	2.47	0.50	.03			

13.	Attending school function	literate	1.95	0.87	0.05	-0.29	-4.80	0.000
		illiterate	2.24	0.44	0.03			
14.	Sending leave application	literate	2.53	0.73	0.05	0.50	7.05	0.000
		illiterate	2.03	0.89	0.06			
15.	Appreciation at good result	literate	2.99	0.10	0.01	0.18	5.38	0.000
		illiterate	2.81	0.52	0.03			
16.	Scolding at bad result	literate	2.78	0.54	0.03	0.25	4.25	0.000
		illiterate	2.53	0.78	0.05			
17.	Favor extra tuition	literate	2.42	0.86	0.05	0.03	0.41	0.683
		illiterate	2.39	0.86	0.05			
Educational Expenditure								
18.	Bearing school expenditure happily	literate	2.90	0.34	0.02	0.11	2.72	0.007
		illiterate	2.79	0.54	0.03			
19.	Save money for education	literate	2.70	0.62	0.04	0.06	1.02	0.308
		illiterate	2.65	0.67	0.04			
20.	Giving pocket money	literate	2.83	0.41	0.02	0.06	1.49	0.138
		illiterate	2.77	0.53	0.03			
21.	Selection of good bag and uniform	literate	2.77	0.49	0.03	0.12	2.60	0.009
		illiterate	2.64	0.58	0.04			

Table 3 shows the results for impact of mothers' literacy on five aspects of education i.e. preparation for school, school work, return from school, educational demand, and educational expenditure. According to data two aspects of preparation for school mentioned in the table; timely awakening for school ($t = 2.16$, $MD = 0.15$, $p = .032$), sending school in time ($t = 4.45$, $MD = 0.17$, $p = .0005$) shows a positive and significant impact of mothers' literacy, while one aspect; helping for school preparation ($t = 1.28$, $MD = 0.09$, $p = .200$) shows that literate mothers are more conscious in this regard but the mean difference is not significant. These results indicate that mothers' literacy has positive impact regarding preparation for school.

Results from table 3 also show that a significant difference of mothers' literacy was found for all the aspects of school work. It also depicts that mean score for two aspects of returning from school; changing uniform immediately on returning from school ($t = 4.45$, $MD = 0.25$, $p = .0005$) and upset if child arrive late ($t = 4.33$, $MD = 0.22$, $p = .0005$) shows a significant difference between the literate and illiterate mothers.

Data also exhibit that all the aspects of educational demand have a significant difference between mean scores of literate and illiterate mothers except one aspect favor for extra tuition ($t = 0.41$, $MD = 0.03$, $p = .683$). For educational expenditure two aspect bearing school expenditure ($t = 2.72$, $MD = 0.11$, $p = .007$) and selection of good things

($t = 2.60$, $MD = 0.12$, $p = .009$) indicates a significant mean score difference between the literate and illiterate mothers, while two aspect save money for education ($t = 1.02$, $MD = 0.06$, $p = .308$) and giving pocket money ($t = 1.49$, $MD = 0.06$, $p = .138$) shows a non-significant difference between the literate and illiterate mothers.

Table 4
Impact of mothers' literacy on health of their children

Items	level of literacy	Mean	Std. Deviation	Std. Error Mean	Mean difference	t-value	P-value
1. Asking to take breakfast	literate	2.65	0.67	0.04	0.16	2.47	0.014
	illiterate	2.49	0.78	0.05			
2. Scolding on not washing hand	literate	2.93	0.32	0.02	0.37	7.41	0.000
	illiterate	2.57	0.73	0.05			
3. Washing uniform daily	literate	2.63	0.57	0.04	0.20	3.41	0.001
	illiterate	2.43	0.76	0.05			
4. Consulting the doctor immediately	literate	2.80	0.52	0.03	0.07	1.47	0.143
	illiterate	2.73	0.55	0.03			

Table 4 shows results for impact of mothers' literacy on the health of their children. According to data, three aspect mentioned in the table; asking to take breakfast ($t = 2.47$, $MD = 0.16$, $p = .014$), scolding on not washing hands ($t = 7.41$, $MD = 0.37$, $p = .0005$) and washing uniform daily ($t = 3.41$, $MD = 0.20$, $p = .001$) showed a significant difference between the literate and illiterate mothers, while one aspects; consulting the doctor immediately ($t = 1.47$, $MD = 0.07$, $p = .143$) did not show a significant difference between the mean scores of literate and illiterate mothers.

Table 5
Impact of mothers' literacy on social development of children

Items	level of literacy	Mean	Std. Deviation	Std. Error Mean	Mean difference	t-value	P-value
1. Forbidding bad company	literate	3.00	0.00	0.00	0.22	6.34	0.000
	illiterate	2.78	0.56	0.03			
2. Recreation in holidays	literate	2.17	0.82	0.05	0.09	1.19	0.235
	illiterate	2.08	0.88	0.05			
3. Encouraging co-curricular activities	literate	2.63	0.66	0.04	0.53	7.48	0.000
	illiterate	2.10	0.92	0.06			
4. Equity for boys and girls	literate	2.93	0.32	0.02	0.39	7.75	0.000
	illiterate	2.54	0.75	0.05			

Table 5 depicts the results for impact of mothers' literacy on the social development of their children. Three aspects forbidding bad company ($t = 6.34$, $MD = 0.22$, $p = .0005$), encouraging co-curricular activities ($t = 7.48$, $MD = 0.53$, $p = .0005$) and equity for boys and girls ($t = 7.75$, $MD = 0.39$, $p = .0005$) showed a significant difference between the mean scores of literate and illiterate mothers, while one aspects; recreation in holidays ($t = 1.19$, $MD = 0.09$, $p = .235$) did not show a significant difference between the literate and illiterate mothers.

Table 6
Mean scores for behavior of literate and illiterate mothers towards educational and social development of their children

Items	level of literacy	Mean	Std. Deviation	Std. Error Mean	Mean difference	t-value	P-value
Morality	literate	11.55	1.08	0.07	0.40	3.50	0.000
	illiterate	11.15	1.47	0.09			
Educational Issues	literate	54.55	10.61	0.66	4.50	4.64	0.031
	illiterate	50.05	11.47	0.71			
Preparation for school	literate	7.85	1.67	0.13	0.42	2.48	0.000
	illiterate	7.43	2.12	0.10			
School work	literate	4.78	1.53	0.09	2.47	23.90	0.000
	illiterate	2.30	0.66	0.04			
Return from school	literate	5.70	0.90	0.06	0.46	4.55	0.000
	illiterate	5.23	1.37	0.08			
Educational demands	literate	25.02	5.24	0.33	0.80	1.64	0.001
	illiterate	24.22	5.89	0.37			
Educational expenditures	literate	11.20	1.75	0.11	0.35	2.01	0.003
	illiterate	10.85	2.19	0.14			
Health	literate	11.02	1.87	0.17	0.79	3.90	0.000
	illiterate	10.22	2.70	0.12			
Social development	literate	10.73	1.56	0.10	1.23	6.23	0.000
	illiterate	9.50	2.77	0.17			

Table 6 shows results for behavior of literate and illiterate mothers towards morality, educational issues, health and social development of their children. It shows that literate mothers show significantly higher scores in all four aspects of educational issues, morality, health and social development. Independent t test shows that there is significant difference between the literate and illiterate mothers regarding all aspect of education of their children.

Discussion

Child's pattern of habits has already been formed before entering the school. As child spend most of the time with her mother. So he observes the behavior of her mother. He absorbs the idea of her mother and imitates the standard of life. In this study a significant difference was found between the scores of literate and illiterate mothers *for moral development of their children*. Literate mothers are more conscious for developing good habits in their children. They inform their children about manners and ethics more enthusiastically than illiterate mothers. Sharma and Sharma (2006) also supported this argument by saying that child's first initiation into the mysteries of good and bad are through his mother's acceptance or rejection of various actions.

Home and school both contribute in molding the personality of a child. The link between school and parents is very important. Involvement of mothers is recognized as an important element in the success of children at school (Sticht & McDonald, 1990). Parent's educational skills are found to be very strongly associated with their children's educational attainment (Ermisch & Francesconi, 2001). Results of this study indicate mean scores for *preparation of school* were significantly different for literate and illiterate mothers. In another study (Chevalier, 2004) it has reported that environment provided by literate mothers can improve the child's opportunities. Children bring the ideas, feeling, strengths and weaknesses of home into their life and school.

This study also explains significant difference between scores of literate and illiterate mothers for *school work* and *child's return from school*. Literate mothers help their children in doing school work and when the children come back from school they check their work while illiterate cannot do this. So, literate mother are more likely to help their children in homework than illiterate mothers. A study found that parents' literacy has a positive impact on homework completion of their children (Patall, Cooper, & Robinson, 2008).

If mothers and school are connected, it strengthens the effectiveness of school (Berger, 1995). Literate mother are generally more comfortable in their dealing with the school while illiterate mothers are uncomfortable with teachers and other school authorities. In current study significant difference was found for mean scores of *educational demands* between literate and illiterate mothers. Mothers with more education influence their children's schooling by being in touch with their teacher and discussing with them how to improve their children's learning strategies. Mothers with better education can select appropriate subject for their child and can evaluate of their child's performance by regularly checking progress report of their children. Literate mothers also feel no hesitation in attending the parent teacher meeting. If there is a closer contact between mother and teacher it gives each a complete picture of child's abilities and also improves consistency in working toward desired goals. Biggest problem with illiterate mothers is their inability to understand and communicate with

teachers regarding progress of their children. This lack of communication can severely effect academic achievement of their children. Finally we can say that literate mothers can offer support to the teachers by setting appropriate limits and consequences.

Mothers' knowledge about health of children is strongly associated with their educational status. Study found a significant association between *child's health* and mothers' literacy. Literate mothers were more conscious about the health of their children. They can take care of themselves and their children in a better way. Fritschel and Mohan (2001) reported that literate mothers use their new knowledge to improve the diet and care of their children. Literate mother take their child immediately to doctor when they get sick. She understands physician's advice and recommendations in term of taking care of their sick child. They also go for immunization services and thus prevent their children from having diseases. In a similar study, literacy was significantly associated with the appropriate and timely vaccination of their children (Siddiqi, Siddiqi, Nisar, & Khan, 2010). Literate mothers use better strategies for the health of their children and can also take more benefit from the primary health care program (Goodburn, Ebrahim, & Senapati, 1990). Another study also shows a direct relationship between mothers' education and basic health facilities that relate to childhood survival (Buor, 2003).

Environment provided by mothers in home play an important role in development of good or bad habits. In present study, we found significant difference in mean scores of *social development of children* between literate and illiterate mothers. Children learn from the behavior of their mothers. Child adopts those habits, which are considered good and acceptable and avoid those habits, which results punishment, and are considered bad (Sharma & Sharma, 2006). A study showed that cognitive development of children depends largely on mother's literacy (Paxson & Schady, 2007). Literate mothers encourage more their children to take part in co-curricular activities. Literate mothers more actively keep an eye on the company of their children than illiterate mothers. Collectively we can say that mother's literacy has significant impact on child's educational and social upbringing of children

Conclusion and Implications

This study revealed that mothers' literacy play a crucial role in social and educational development of their children. Literate mothers impact in positive sense regarding the education, health care, social development and personality development of their children. Therefore, health standard and educational development of children in a country like Pakistan can be improved focusing the target to educate all and achieve 100% literacy rate in the country. This study signifies the need to pay special attention to improve literacy rate in female. There is strong need to make literacy center for illiterate mothers where they can be taught to improve the ethics and moral values of their children. Results of this study indicate guidelines for school authorities to play

their role effectively. School authorities must stratify children whose parents are illiterate. This strategy would allow school teachers to pay special attention for their societal and didactic development. Keeping in view the value of topic, it is suggested that same study should be conducted at large scale in Pakistan. A comparative study at large scale on the aspects investigated in this research can be an interesting area of study for future researchers. Future researchers must also compare impact of status of fathers' literacy versus status of mothers' literacy in development of children from different aspects of child development.

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Relationship between Self-Efficacy and Anxiety in Student-Teachers with reference to their Teaching Practices at School Placement

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Abstract

Student-teachers' experiences at their school placement during their teaching practice are important in developing them a confident teacher in their future. This study aims to measure student-teachers' self-efficacy and anxiety at their school placement and explore the relationship between self-efficacy and anxiety level in student-teachers. The effect of following factors was explored such as lesson planning, classroom management, evaluation by the university supervisor and cooperative teachers from their school. A Mixed methods approach was adopted to seek out student-teachers' self-efficacy believes and anxiety level. Three research tools were used in this study i.e. STAS (Student-Teacher Anxiety Scale), TES (Teacher Efficacy Scale) and 5 focus group interviews. Data were collected with 500 students-teachers and 5 focus groups interview. The finding revealed that there is a negative correlation between self-efficacy and anxiety level. The findings show that over loaded work, negative experiences with cooperative teacher and misbehavior from pupils generate low self-efficacy in student-teachers. It is recommended that training on the classroom management should be part of teacher education. Moreover required facilities should be provided to the student-teachers during their teaching practice.

Key Words: Student-Teachers, Teaching Practice, School Placement, Anxiety, Self-Efficacy

Introduction

Teaching practice in teacher education program plays an important role in developing students as teachers for their future practices (Nancy, 2007). It provides student-teachers experiences in the actual teaching and learning environment (Ngidi & Sibaya, 2003; Marais & Meier, 2004; Perry, 2004). However, a component which received little attention is about the factors (for example; lesson planning, classroom

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management, and evaluation by the university supervisor and cooperative teachers from their school) make students confident and self-efficient during their teaching practice (Kiggundu 2007; Hill et al. 2008). The literature suggest that the deficient outcomes of teaching practice is the student-teachers' anxiety and low self-efficacy. Therefore, this study tempts to explore their anxiety and what factors make the students anxious about practice teaching vice versa.

Moreover, self-efficacy is also an important factor that plays an important role in student-teachers' success. Self-efficacy level of student-teachers affects their anxiety level. Albert Bandura (1977, 1997)'s social cognitive theory suggests that people have proficiency or intended search of achievement. The literature revealed that students' academic self-efficacy is foretelling of students' behavior toward study and their academic results (Maddux & Gosselin, 2003; Skaalvik & Bong, 2003). Thus, the student-teachers with high level of self-efficacy successfully fulfill the learning needs of students rather low self-efficient may fail. Therefore, self-efficacy is an important motivational component for student-teachers at their school placement. Hence, there is a dire need to explore the issues that cause self-efficacy in student-teachers during teaching practice. Given all above; this study intends to explore the anxiety level and self-efficacy level in student-teachers as well as relationship between their anxiety level and self-efficacy regarding their school placement experiences.

Review of the Literature

Teaching practice is a compulsory component of teacher education program. Ogonor and Badmus (2006:1) define teaching practice as "the periods when student-teacher are involved to put in to practice the theories and principles of education which they have learnt in the classroom as they teach students in the partnership schools". Marais and Meier (2004) assert that teaching practice represents the range of experiences to which student-teachers are exposed to when they work in classrooms and schools. Anxiety is a state of mind. Anxiety is defined as itchy emotions of uneasiness or concern regarding something that is going on or might occur in future (Cambridge, 2012). Anxiety may also be defined as future-oriented frame of mind associated with feelings of nervousness or worry regarding negative events that might occur in future (Barlow, 2002). Thus, the feelings of nervousness, concern, fear, tension and changes in physical conditions due to these feelings can be called as anxiety.

The literature shows that teaching practice is the most challenging work. And students have many doubts, fears and uncertainty about teaching practice (Killen & Steyn, 2001; Ngidi & Sibaya, 2003; Marais & Meier, 2004). The literature reveals that it is not unusual to experience concerns, uneasiness and anxiety about teaching practice, these worries and anxieties sometimes result in high levels of stress and failure in their practices (Broadhead et al., 1996; Morton et al., 1997).

Student-teachers feel the mixture of feeling about teaching practice like anxiety, apprehension and excitement. Perry (2004) suggests that student-teachers has two types of excitement; firstly they feel excitement about that they are going to be a part of a real classroom setting, going to really interact with students and going to manage real classroom tasks. Secondly, student-teachers have many doubts, like will they be able to cope with unusual situations like; controlling and managing learners or establishing a working relationship with faculty-based and field-based supervisor. Thus, this mixture of feelings leads to increase anxiety (Perry, 2004). Hart (1987) found four main factors of anxiety; student-teachers have anxiety of being evaluated by tutors and supervisors, anxiety about classroom control, anxiety about needs of teaching practice like keeping the paper work up-to-date and also become anxious about student and professional concerns like dealing with individual differences in students (Samina Malik, 2010; Morton et al., 1997; Murray-Harvey et al., 2000). Self-efficacy is the belief of a person own abilities, a core definition of self-efficacy is “beliefs in one’s capabilities to organize and execute the courses of action required producing given attainments” (Bandura, 1997: 3). Bandura defined as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986: 391).

Teacher self-efficacy was defined “teacher’s belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey & Passaro, 1994: 628). According to Bandura (1986) teacher efficacy is one type of self-efficacy described as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (p.391). Moreover, the relationship between anxiety and self-efficacy grounded in Bandura’s (1986, 1997) social cognitive theory and its description of the relationship between self-efficacy and anxiety. For example if a person is angry, fatigue or suffer in some kind of pain cannot maintain his or her self-efficacy level as compare to before (Bandura, 1997). Hence, the literature suggests that there is a negative relationship between anxiety and self-efficacy. Finally this study seeks the factors could affect certain level of self efficacy and anxiety. Moreover, the relationship is also explored between the self efficacy and anxiety.

Objectives of the Study

This study aimed at achieving the following objectives:-

1. To measure the anxiety level of student-teachers regarding teaching practice.
2. To explore which element of teaching practice cause more anxiety in prospective teachers; classroom control, lesson planning, evaluation or school staff’s attitude.

3. To measure the self-efficacy level of student-teachers regarding teaching practice.
4. To explore the relationship between anxiety and self-efficacy level in student-teachers.

Research Questions

The study addresses the following research questions

1. How do student-teachers perceive of being anxious regarding teaching practice at their school placement?
2. What factors cause anxiety in student-teachers in classroom; lesson planning, classroom management, teaching practices in classroom, assessment of teaching in class and interaction with cooperative teachers?
3. What is the level of self-efficacy regarding teaching practice?
4. What is the relationship between anxiety and self-efficacy level in student-teachers?

Research Methodology

The study explores the relationship between self-efficacy and anxiety level in student-teachers regarding their school placement for teaching practice. Keeping in view the research problem, both approaches quantitative and qualitative were used in this study. Data collection by the mixed methods is important because it is not easy to collect all the related information by a single tool (Bazeley, 2009). STAS (Student-Teacher Anxiety Scale) was used which consisted of 26 items. Hart (1987) developed this scale by using samples of student teachers in England. Moreover, TES (Teacher Efficacy Scale) developed by Gibson and Dembo (1984). Total 500 students were selected through convenient sampling from BEd honors, MA Education programmes. Moreover, 5 focus group (each group had 5 students) interviews were also conducted to obtain deep insights and in-depth views about the factors that cause self-efficacy and anxiety in students at their school placement.

Findings from the Student-Teacher Anxiety Scale Questionnaire

The questionnaire consisted of 26 statements on which the responses were collected. The statements from questionnaire were grouped according the themes/categories and presented in the form of Tables as given below:

It is evident from Table 1 that student-teachers feel anxiety about lesson planning. Lesson planning is an important factor of teaching practice, student-teachers plan many lessons during their course work, still they experience anxiety during application of planned lesson in real situation.

Table 1
Anxiety from Lesson Planning

No.	Name of Items	Never %	Rarely %	Some What %	Moderately %	Very Much %
1	I am anxious about how the lecturer will react to one or more unsuccessful lessons if they should occur.	8	17	30	25	18
2	I am anxious about selecting suitable lesson content.	8	18	24	25	24
3	I am anxious about how the subject teacher will react to one or more unsuccessful lessons if they should occur.	7	20	27	29	16
4	I am anxious about whether or not I will cover the material adequately.	4	21	29	22	23
5	I am anxious about completing lesson plans in the required form.	8	16	26	28	21
6	I am anxious about whether or not my lesson plans will be adequate.	7	22	22	26	21

Selection of suitable content for lesson planning is a big challenge. Frequently student-teachers feel anxiety about the selection of suitable lesson content. Organizing lesson according to the demand of students is also a big problem, covering material in lesson planning also cause anxiety in student-teachers. Frequently student-teachers feel anxiety about the response of supervisor and subject teacher regarding their lesson planning.

Table 2
Anxiety from Cooperative Teacher

No	Name of Items	Never	Rarely	Some What	Moderately	Very Much
1	I am anxious about how helpful members of the school staff will be.	12	20	21	24	22
2	I am anxious about co-operation with the school staff.	8	19	23	24	25
3	I am anxious about getting on with the school staff.	9	20	23	28	19
4	I am anxious about whether the principal will be happy with my work.	6	19	21	25	27

Table 3 shows that anxiety level of student-teachers also increase due to school staff. When student-teachers join school for teaching practice, firstly they interact with cooperative teachers. Student-teachers feel anxiety about adjusting themselves in school environment. Thus a cooperative teacher can help students about school, its culture and which class.

Table 3
Anxiety from Classroom Management

No.	Name of Items	Never %	Rarely %	Some What %	Moderately %	Very Much %
1	I am anxious about class control.	9	20	21	23	26
2	I am anxious about setting work at the right level for the learners.	7	17	27	26	21
3	I am anxious about how to give each learner the attention he/she needs without neglecting others.	8	20	21	27	23
4	I am anxious about whether or not my performance will be satisfactory from the point of view of the subject teacher.	7	18	22	29	23
5	I am anxious about controlling the noise level in the class.	10	17	21	24	26
6	I am anxious about incidents of misbehavior in class.	10	19	29	22	19
7	I am anxious about possible problems in the class with individual disruptive learners.	7	19	28	31	13
8	I am anxious about how to handle defiance from a learner.	9	17	29	26	18
9	I am anxious about maintaining a buoyant enough approach.	4	21	27	32	14

Data shows that classroom management was also a big challenge for student-teachers. Also, disruptive behavior of pupils causes anxiety in the student-teachers. The majority of participants expresses that pupils do not obey student-teachers and misbehave. Moreover, the supervisor visit also cause anxiety in student-teachers, they become anxious when supervisor suddenly came in the class to check them, they lose their confidence, sometimes they cannot continue the flow of lecture and start forgetting points of lesson.

Moreover, female student-teachers were more anxious as compare to male student-teachers about school staff, selection of appropriate content for lesson

planning, doing paper work in time, giving required attention to each learner without neglecting others, incidents of misbehavior from pupils and how supervisor will react to their unsuccessful lesson. Also, difference of Anxiety level on the type of schools shows that anxiety level differ on type of schools, student-teachers who done teaching practice at the government schools feel high anxiety than who done at the private schools.

Findings from the Teacher Efficacy Questionnaire

There are some important findings from the data on Self-efficacy:

1. The majority of student-teachers are agreeing that they are confident about their teaching ability; they can apply teaching method and new techniques confidently.
2. Majority of student-teachers were slightly agreed that they can deal any learning problem, can adjust his or her level according to student's level, if student feel any difficulty in the assignments.
3. The majority of student-teachers were unconfident about the influence of home environment of pupils. The majority of the students were of the view that they cannot change their attitude due to strong influence of their family background.
4. Classroom management is a big challenge. There are many issues that can happen if a teacher is not aware how to manage the class particularly female students. The female student-teachers, particularly, were also confident that their teaching can overcome influence of pupil family background.
5. Student-teachers having high level of self-efficacy has advanced mind, they try to seek innovations, and they introduce new ideas and positive modifications in classroom environment.

From the interview transcripts, different themes emerged which are explained as follows:

1. Anxiety from teaching practices in the classroom

The majority of student-teachers expressed that they feel anxious how they will be teaching for example one said: *I think that teaching is so much difficult. I have to prepare many teaching methods. And study many researches' after that I can become a good teacher' (G2-S1)*. It was noted by the responses that *every one cannot teach*.

Student-teachers need guidance and cooperation for successful teaching from cooperative teachers, some were anxious about their cooperation, they will cooperate or not, they will guide or not. *I was anxious, cooperative teachers will be cooperative or not, they guide me or not (G2-S1)*. Thus the responses indicate gaps between student and teachers and *their anxiety increase because of lack communication*.

2. Anxiety from Classroom Management

Classroom Management is also an important part of teaching practice experiences at school placement. The majority of student-teachers express about their anxiety due to disruptive behavior of pupils, as one student-teacher shared the own experience as *I become anxious, I was pressurized at that time, I was teaching first time. When one student showed disruptive behavior, I was much confused; I was in conflict, what I have to do (G3-S1)*. This gives us a sense that student-teachers become anxious when students show disruptive behavior because unpleasant lesson and second is lesson is not according to their mental level.

3. *Anxiety from lesson planning*

The majority of student-teachers expressed their views about lesson planning that they feel anxiety. Audio-video aids available at school also play an important role in reducing and enhancing of anxiety in student-teachers. As one student-teacher said *I think it become difficult when conflict is generated between our lesson planning and the facilities available in the school, because sometime we cannot apply our planned lesson due to lack of facilities, so this thing create anxiety. If all facilities are available then the usefulness of lesson planning can be seen (G2-S1)*.

4. *Anxiety of Evaluation from Supervisor*

Supervision of student-teacher is also an important part in teaching practice. Supervisors are those persons to whom the duty is assigned by the university to oversee the student-teachers during their teaching practice. One said *When supervise was came in my class I got much confused, I forget the lesson (G1-S4)*. Furthermore student-teachers got confused when supervise came and cannot keep up their flow of delivering the lesson as they were before the visit of supervisor.

Test and quizzes are commonly used in schools by the teachers to assess whether the students have learned what they tried to teach. Majority of student-teachers enjoyed the taking tests of students on daily basis, they do not feel anxiety in assessing the students, as one student-teachers expressed their views as, *No I did not feel any anxiety, when I assessed the student, instead I feel proud when I see that I remained successful in teaching, student has learned accurately which I tried to teach (G1S1)*. Thus, student-teachers feel a high level of self-efficacy regarding formative assessment of pupils.

5. *Self-efficacy after Interaction with Cooperative Teachers, Supervisor and Pupils*

Before joining of school for teaching practice, student-teachers have many sort of fears, like what kind of student will be, what students give response to their teaching, they will like their teaching or not. Majority of student-teachers said that their self-efficacy level increased after interaction with students, supervisor and cooperative teachers. As one said *in start I was anxious about the supervisor, students and school teachers, but when I interact with them, I sit with them, I share and discussed points*

with them, my anxiety start reducing and I become confident (GIS1). Thus, the student-teachers feel confident after interaction with cooperative teachers, supervisors and pupils.

6. *Self-efficacy from Motivating Slow Learners*

Slow learners are the prime responsibility of teachers, to help them in their learning process. As one student-teacher said *was not anxious, in start I was little bit, because I have no experience of to handle this but after getting feedback from student, I become confident (GIS1).* Thus the student-teachers consider that real teaching is to motivate the slow learners.

Discussion

This study was intended to explore the anxiety and self-efficacy level in student-teachers regarding their school placement for teaching practice, and the relationship between anxiety and self-efficacy level, how anxiety level influence the self-efficacy level of student-teachers and how self-efficacy level change the anxiety level in student-teachers regarding teaching practice. First we will discuss the anxiety level in student-teachers and then self-efficacy level and at the end relationship between these two opposite terms regarding teaching practice.

One important finding is that student-teachers perceive that they had anxiety regarding teaching practice. Both instruments STAS (student-teachers anxiety scale) and focus-group discussions exposed that student-teachers had anxious thoughts about teaching practice. Results showed that student-teachers experience anxiety regarding teaching practice is similar to the previous studies for determining the anxiety level in student-teachers (Campbell-evans & Malony, 1995; Capel, 1997a; D'Rozario & Wong, 1996; Elkerton, 1984; Kyriacou & Stephens, 1999; MacDonald, 1993; Morten et al., 1997; Murray-Harvey et al., 2000). Analysis of data obtained through anxiety questionnaire also showed that student-teachers experience moderate level of anxiety, not very high or nor very low, their level of anxiety is of moderate level. The results showed that their level of anxiety regarding teaching practice is moderate, similar with the previous studies (Hart, 1987; Wendt & Bain, 1989; Behets, 1990; Capel, 1997). Moreover, another important finding is the perceptions of student-teachers about the factors that generate anxiety. Student-teachers expressed that the main elements of teaching practice due to which they feel anxiety are lesson planning, classroom management, cooperative teachers and fear of evaluation from supervisors are similar with (Malik, 2010; Murray-Harvey et al., 2000; Preece, 1997).

The student-teachers feel high level of anxiety as compare to male student-teachers regarding teaching practice and its main elements; lesson planning, classroom management, cooperative teachers and fear of evaluation from supervisor. Female student-teachers feel more anxiety as compare to male student-teachers, there may be many reason of this, Morten et al. (1997) explains the reasons of more anxiety in female

student-teachers as “Higher female anxiety may reflect a culturally-linked cognitive phenomenon, females may have learned from their environment to be more anxious, more apprehensive,” (p.76). This finding is also notable that student-teachers who done teaching practice in government schools experienced more anxiety as compare to those who done teaching practice in the private schools.

One important finding was that student-teachers are efficient when they achieve for the betterment of teaching are getting success in teaching practice, their self-efficacy level increases, if their experiences were positive self-efficacy was increased and if their experiences were negative then self-efficacy was decreased. Therefore the teachers who have strong self-efficacy beliefs seek innovations, and they introduce new ideas and positive modifications in classroom environment are similar with (Welch, 1995; Chwalisz et al., 1992; Bandura, 1997; Romi & Leyser, 2006). Furthermore this study found that there is reciprocal relationship between self-efficacy level and anxiety level of student-teachers regarding teaching practice. It is also proven by the other researchers that there is reciprocated relationship between self-efficacy and anxiety (Skaalvik & Skaalvik, 2010).

This study recommend that and regulations should be prepared with collaboration of student-teachers, supervisors and cooperative teachers. Necessary instructions should be given to student-teachers, supervisors and cooperative teachers before starting teaching practice. Measures should be taken to enhance the self-efficacy beliefs of student-teachers, a teacher counselor should also be appointed in teacher training programs, discuss the problems regarding teaching practice. Supervisory involvement in teaching practice should be effective.

Conclusion and Recommendations

From the questionnaire and interview data, it is evident that mostly elements of teaching practice cause anxiety in student-teachers. Firstly, the student-teachers pointed out that teaching is not an easy work; it requires much hard work, patience, innovation and motivation. Secondly, the student-teachers expressed that they were anxious due to cooperative teachers; there may be many reasons of their anxiety, such as non-cooperation behavior of cooperative teachers. Thirdly, the disruptive behavior of students was also a main cause of anxiety for student-teachers; they were concerned about how to control the disruptive behavior of students. Lesson planning was the main factor of teaching practice as a reason of anxiety. Fourthly, they were anxious about the planning of lesson, application of lesson planning and time management in their lesson. Furthermore, supervisor visit was also reason of anxiety. In sum, the student-teachers were anxious due to lesson planning, disruptive behavior of students, cooperative teachers and sudden visits of supervisor. Rather, they felt better after interaction with students, teachers and supervisor. Also, it is important to note that student-teachers’ self-efficacy level increased by interacting and assessing students’ performance. Their

high level of self-efficacy raised their ability to do particular task, they have competency on content and also have knowledge to deal with sudden situations like instance of misbehavior from pupils in the classroom.

This study concluded the difficulties of student-teachers at their school placement such as lack of required facilities, lack of necessary training for teaching, lack of unawareness from the latest teaching methods and lack of proficiency in contents. Moreover, the correlation value between anxiety and self-efficacy is $-.059$ at level of significance: 0.05 . This value shows that there is weak negative correlation between anxiety and self-efficacy in student-teachers. When level of anxiety increases in student-teachers, level of self-efficacy decreases and vice versa.

It is recommended that the organization of teaching practice should be restructured, a meeting should be held among the organizers of teaching practice and cooperative teachers of that school, where student-teachers have to join for teaching practice, in order to reduce anxiety from the cooperative teachers. Cooperative teacher should be guided that new student-teachers should be given an orientation to them. Supervisors should also be directed to play their role as helper. Moreover they were also confident about taking decision of placement of pupils in groups according to their understanding level. Indeed, the students-teacher can improve in their performance by support from supervisor, cooperative teacher.

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Writing Quality: Assessing the existing Situation among Secondary Level Students

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Abstract

The writing is a skill as well an art which was started since early civilization of mankind. The written expression provides an individual a skill to dress up his feelings, thoughts and imagination. The selection of words and phrases determine the outfit of human feelings and those who has the talent to play with the words is called writer or intellectual. The written aptitude is a God gifted, in born talent as well as the product of the environment. Usually schools transfer this ability from early days of studies. The present study is premeditated to spot the current situation/ quality of self writing skill among students at secondary level. For this purpose students of secondary classes from two public schools i.e. male and female from Bahawalpur were considered as the population of the study. The objective of the study was to explore the existing writing situation among students of secondary school. Equal numbers of male and female students (n=40) were selected from a public school. A diagnostic test was prepared and administered to check the writing performance of students. The main conclusions are: the writing ability among male students is better than female students and second there is a need to improve the writing skill among students; practice is required to excel in creative writing, finally schools need to develop an understanding about rules of grammar.

Key Words: Quality, writing skill, English Language, Aptitude, Secondary Students

Introduction

Language is a special gift of God to mankind. It is present everywhere, not only in our thoughts and dreams but also in our prayers, mediations, relations and communications. It is the ability of human beings to communicate through words that

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distinguish them from animals. Carney (1990) defined language as a set of specified local symbols that help human beings to communicate with one others, this indicates that different nations and cultures may have varied symbols. Language may be considered as the expression of thought uttered by means of speech and sounds (Sweet, 1900). According to Hadely (2001), Language is a set of sounds by which feelings, thoughts, and sentiments are conveyed to other human beings.

Every nation and country has its own language which depicts the culture, feeling, tone and the ways of expression. In Pakistan, now the official language is considered as Urdu, but for the communication with the external world, education, commerce, science and technology English is importance. English has a significant position in Pakistan and is taught from primary class to higher level. Moreover, many important researches are conducted in this language. A person, who cannot understand and speak it properly, faces difficulty and may be labeled as uneducated.

Languages of the world are based on four basic skills: listening, speaking, reading and writing. A Person having mastery on various elements of language skills may easily convey thoughts, wishes, intentions, feelings and information to others, in written and verbal form (Pamela, 1991). The basic language skills are divided into two categories: receptive and productive skills. Listening and reading are receptive traits whereas spoken and writing is productive abilities. Written expression is a relatively complicated task as compare to other components. According to Braine & Yorozu (1998), the writing competency requires a structured pattern of thoughts planned in an organized way. In writing symbols, such as letters of alphabets, punctuation and space are used to communicate thoughts and ideas in a readable form. Writing is an intellectual form of communication students use to show their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments. This may also be used to convey meaningful through and well-constructed text using rules of grammar, punctuation, sentence structure, and vocabulary.

Background of the Study

The question may arises, why to conduct this study? The answer is simple and interesting; being a faculty member in one of the higher education institution the researcher has recorded certain observation. After completion of doctoral studies, investigator rejoined the department and the midterm examination brought shocking results, about seventy percent students of a master class secured below average marks and the panic started among disciple, whereas among rest of the subjects they obtained good score. The researcher started to think on various aspects and formulated different types of hypothesis like, paper was difficult and it was unable to discriminate among students, second the course content was sufficiently long, the students were habitual to solve an easy paper etc. All the formulated hypotheses were tested during the marking and it was noted that students have the problem in written expression and they were

unable to write a single line without committing an error. After showing transcript to students, this researcher decided to conduct another litmus test. The next day when they came to class, a blank paper was distributed among students and they were asked to write an application for an urgent piece of work at home. It was interesting to share that two out of forty students wrote it correctly and the rest of class have errors ranging from single to multiple. Even they were unable to express what they want to communicate. This factor forced the researcher to investigate whether the same problem also exist on the grass root level i.e. at secondary level of education because the same issue can be appear in the later years. So, this study is an attempt to determine either school education is producing writing skill among students or just they are completing the formality. Although the sample of the study is not vast enough, however it answers the proposed question of the study. It seemed that issue was not address at any stage and gradually it proliferate and eventually became enigma at higher level of education where students have to show self expression. The feeble quality of product indicates that a poor seed will grow a weak plant.

The growing need of global communication has transformed English as a universal Language for individuals and states. According to Paik, (2008), “English is perceived as an indispensable tool to survive in the global economy”, the demand for English language have grown. It has generally been observed that students having language competencies can get easy entry into job market and in higher institutions while success is restricted to those having weak background of English lingo. To enhance this skill cultural participation is necessary and the same has supported by Jimenez and Rose (2010), “Without participating in cultural, social, and academic, language learning is difficult”.

There are certain skills associated with language acquisition. Henry,(2000) mentioned certain micro-skills link with writing such as, correct use of orthography, phrases, punctuation, correct forms of words, precise tense, case or gender etc. The writer needs to constitute a sentence having components such as subject, verb, and object, adjective, adverb etc and other components for clarity to the reader. The same structure is supported by Byrne, (1979), “Writing is a graphic representation of sound where each alphabetical symbol correspondence with some sound pattern.” This pattern often creates a symphony which gives the picture of the writer just we can see the shadow in the clear water. Language serves the function of a mirror enabling us to reflect on ourselves and thus to make changes, just as a lady improve her beauty using makeup in front of glass mirror, similarly one can create his/her impression using writing” (Wilkinson, 1986). It means writing depicts one’s personality, his attitude and aptitude towards life. It is the reflection of the creativity of the work of a writer’s personality.

Statement of the Problem and Research Objectives

The written skill requires a higher level of comprehension, application, synthesis and even more complex i.e. evaluation according to Bloom's taxonomy. It will be hard to deny the importance of written expression during the acquisition of language. This is a kind of expertise that serve the purpose of visiting card by introduces an individual in his/her absence. The motive of the study has already been discussed in the above paragraph. The study of this article was conducted to explore the, "Writing Quality: Assessing the existing situation at secondary schools". The main objective of this study is to describe the existing writing situations among boys and girls of public schools at Secondary School.

Hypothesis

The following two hypotheses were formed for the current research. The first hypothesis is a general whereas the last hypothesis indicates the statistical hypothesis. The first hypothesis was measured using general observation where as the last hypothesis i.e. statistical and alternative were tested using descriptive statistical.

- The existing situation of writing quality among students is satisfactory.
- Ho1: There is no difference in writing abilities among boys and girls at secondary level.

Research Methodology

The research is descriptive in nature and the objective of this study is to find the existing writing conditions of Public school students at secondary level. For accomplishment of study, the researcher selected the Male and Female students of Grade 10th. The reliability and validity was determined through peer review, expert opinion and on the same lines testing material was selected from the secondary book recommended by Punjab text book board. The results of the test were analyzed and compared for the two genders. The accessible population was the male and female students from public school. The sample size is eighty students and furthermore equal numbers of male and female students between the ages of fifteen to Sixteen years were selected as a targeted population. The data were collected by administering a language test, consisted of verb, adjectives, selection of correct option, fill in the blanks, prepositions, use of narration, comprehension, creative writing etc. The total marks of this test were fifty. Both subjective and objective approach was used in marking the question papers.

Data Collection and Analysis

After the overall procedure and scheduled meeting with the principal of the schools, the test was administered ethically. After conducting test, the data were collected and analyzed using excel sheet in the form of tables. The descriptive statistics were used for analysis. After analyzing the data, the findings and conclusions were made on the basis of analysis of data.

Table 1
Difference in mean scores of Boys and Girls in Grammatical Items

Gender	N	M	SD	t-value	Table value at 0.05
Boys	40	23.45	1.22	4.4	0.27
Girls	40	22.175	1.42		

The table-1 shows that the performance of boys is better than Girls. This question was concerned with grammatical items such as correct use of verb, adjectives, correction, preposition and spelling. The students need to develop an understanding of correct use of adjectives, preposition and verb. Many students have problem in the use of preposition for example the students prefer the preposition “on” instead of “at”. Students committed mistake in adjectives and forms of verb. This shows the difference in writing skills of two genders in terms of marks. Above table indicate the difference between two means is significant at 0.05 levels and it favors boys. The significant value mentions that the boys showed better performance on comprehension test than girls.

Table 2
Difference between mean scores in narration and sentence making

Gender	N	M	SD	t-value	Table value at 0.05
Boys	40	3.5	0.257	12.55	0.27
Girls	40	1.775	0.830		

According to Table-2 performance of boys is better than girls in narration and sentence making. Through result it was observed that girls felt difficulty to use words in their own sentences. They also committed spelling mistakes and they also felt problem in grammatical sentence structure. According to research data, girls know little about the rules of narration and they did not respond to this question well. The mean score is 3.5 and 1.77 for boys and girls respectively. It shows that on narration and sentence making boys performed better than girls. The standard deviation of boys is 0.25 and girls' is 0.83. It is clear for data that boys showed better performance than girls and hence they have better score. Above table shows that the difference is significant at 0.05 levels and data favor the performance of boys. The significant value indicates that the boys have shown better performance in writing and comprehension than that of girls because they understand well how to use the words into sentences and they were familiar with the rules of narration. From the data one can conclude that the girls have relatively less knowledge about rules of narration and it may also be possible that teachers have not given the idea about narration to the girls.

Table 3
Difference between mean scores of Boys and Girls in Comprehension skill

Gender	N	M	SD	t-value	Table value at 0.05
Boys	40	8.95	0.49	2.8	0.27
Girls	40	8.5	0.77		

The Question No.4 was about comprehension skill. The table-3 shows that the performance of boys on comprehension skill is better than girls. The mean score is 8.95 and 8.5 for boys and girls respectively. It is obvious that boys performed better than girls in comprehension section. In comprehension portion majority of girls made spelling mistakes and they did not answer the questions correctly as compare to boys. The standard deviation of boys is 0.49 and girls are 0.77. The relative small values of the boys indicate the minimum variance in the data and boys performed better than the girls on comprehension skills. Above table shows that the difference between two means scores was significant at 0.05 levels and statistical hypothesis favor the performance of boys. The significant value indicates that the boys showed better performance in writing and comprehension than that of girls. It is observed that the boys have good comprehension skill than girls. They comprehend the text well. In this case, girls understand less because it may be possible that the habit of reading a text was not develop in them by the teacher or there may be some other factors that should be investigated and among them home environment, social class, parents education or personal interest may matter.

Table 4
Difference between mean scores of Boys and Girls in Creative Writing

Gender	N	M	SD	t-value	Table value at 0.05
Boys	40	2.375	0.96	-1.6	0.27
Girls	40	3.025	2.39		

The table-4 shows that the mean value performance of girls in creative writing is better than boys. The mean score is 2.37 and 3.02 for boys and girls respectively. It means girls are better in creative writing than boys. It indicates that the girls take interest in different topics and have different thought and ideas on various issues. The data showed that girls have relatively better imaginative power than male students. They have potential to express the thoughts, feelings and opinions in their own words. They are more expressive than boys. They watch TV, observe talk shows, read different novels/ stories and these are helpful in promoting creative writing. The standard deviation is 0.96 and 2.39 for boys and girls respectively. There is significant difference

between the writing performances of boys and girls at 0.05 levels. The significant value indicates that the girls showed better performance in creative writing than boys.

Recommendations

Some of the recommendations for the improvement of writing skill of the students have been outlined below:

1. Teaching of English should be considered as proper activity in classroom. This should include the practice of grammatical items such as proper use of verb, adjectives, preposition, and spelling by creating competition.
2. The teacher should motivate, encourage, guide and reinforce students while practicing the grammatical items. The teacher should show patience in case of students' error because the first inaccuracy can be switched into a ladder of success.
3. At school level, the habit of reading English newspapers, magazines, novels, plays and stories should be developed among students. This can be achieved by having a library hour in the schools.
4. The students should be given an opportunity to learn and use new words for their vocabulary building and a self writing skill of short stories should be encouraged.
5. The new technology for example use of internet is a valuable source in developing writing skill among students. Teacher may provide useful websites for the improvement of written skills and vocabulary.
6. There is also a need to organize some workshops and seminars for the training of teachers so that they may learn new trends and avenue which may be useful to enhance teaching skill.
7. Students should be encouraged to express their ideas in their own words. There should be a class activity for students to participate in discussion so that they may construct their ideas.

Conclusions

On the basis of data obtained, it can be concluded that habit of self-writing among students are underdeveloped and the writing quality is less satisfactory. In order to understand the issue, we have to see behind the screen i.e. what is happening in the public schools. Although there are multiple factors due to which English language teaching is decaying, first, overcrowded classrooms in public schools. Since majority of parents belong to the modest family, so due to economical constraint they prefers their children to attend the public schools. This increases the number of students in a class. The second reason behind this weakness is teacher itself. Instead of creating writing skills among students teacher seek their ease. They prefer to write application, story, summary or essay on white or black board. Students simply copy and memorize the teacher written material. In another context teacher may dictate the material so that

students note it for their examination. Finally there is a different mode by which teacher refers their pupils to consult a guide book to memorize or write the summary or an essay. In such exercises no importance is given in creating a self writing skill among students. So, if we take into account the Blooms taxonomy, students rest on the premier level i.e. "Knowledge." Creating a self writing skill is the weak aspect of the Public schools. Students are not asked to write on any topic using their own words without consulting a book. The students have not enough vocabulary to use the words into sentences and form the sentences into paragraphs. They have not given the idea to think and express their dreams on papers with correct structure. The teachers may play a positive role in improving writing skill among students at early level. The activity of creative writing is infrequently conducted in class and the students are unaware to use their creative mind in improving their writing. The English curriculum should have more and more activities of creative writing to enhance the ability of students. On the basis of comparison of results, it can be note that, the performance of male students was better than girls.

Through this diagnostic study, it was felt that there is need to improve the English language syllabi at secondary level. It is required to improve the comprehension and writing skill of the students because students face problems to express ideas logically. They also had grammatical problem and spelling mistakes. Majority of students rely on key books, teachers' notes and guide books. They are not able to construct their ideas into structured forms and as a result at higher level of education their performance remains a question. In addition to grammar, comprehension, the writing skill needs practice and due to lack of exercise in creative writing, students remain unable to excel intellectually. The teachers usually focus on the completion of textbooks from the examination point of view and their focus remains on students' achievement particularly on marks. The shortage of time and over strength forces teachers to deviate from such activities which are time consuming and can be useful for developing writing skill. That is why, training of English language teachers is importance and the consideration should be given to two aspects: first how to improve students written skills and second which kinds of activities are suitable for congested classes. In this respect the role of the teacher is important and s/he should be creative as well. The teachers can motivate the students in a language class by reinforcement, rewards and appreciations. They can encourage them by asking different questions, giving some clues about certain topics, having a short discussion before writing, giving an outline or by showing a picture in order to develop their ideas. Presently English is used as an official language; therefore, practice of creative writing should be given a place in English Language curriculum so that student may get an advantage of this skill at later stage of education or during professional life. Currently the quality of the students self writing skill at secondary level of education holds question mark. To enhance the writing skill, it is necessary to produce the expression ability firstly in

national language and gradually this should be transferred to any other foreign language like English.

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