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Equity Pedagogy as a Means to Address Educational Needs of Students to Burgeon Inclusive Culture in Colleges and Universities

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Abstract

The concept of equity in education is associated with access to educational institutions and resources, to the quality and dissemination of knowledge. Equity pedagogy addresses the matter of fairness, access and inclusion in academia. Due to the heterogeneous group of students, teaching at college and university level is a multitasking act. It is more than imparting information; rather, it's meeting the needs of students. It requires to get knowledge on students' individual differences prominently about their abilities, disposition, family status, and need to instruct in ways to respond effectively to their diverse needs of the students. The proposed study has explored teachers' role in using equity pedagogy to address students' diversity and bring the culture of inclusion in colleges and Universities. All teachers of various departments of public sector colleges and universities were the population of the research study. We conducted in depth interviews to collect data from 75 teachers of 14 public colleges and 11 universities of Punjab province of Pakistan. The qualitative interpretive design was used. Three broader themes; changing factors, impartiality & teaching for inclusion, followed by 11 subthemes emerged after data analysis. The study explored that most of the teachers have lacking equitable pedagogical practices to meet educational needs of students with diversity. Resultantly many needs of students with diversity remained unmet and the target of equal access, equity and inclusion still seems faraway. The study recommended for teachers to have increased understanding of students needs to practice equity pedagogy to fulfill their academic needs as well as to increase the accessibility to flourish the culture of inclusive and equitable education in colleges and universities in Pakistan.

Keywords: Equity pedagogy, Inclusion, Educational needs.

Introduction

Equity embraces the matters of social segregation, racism, gender, or status discernment or some other form of latent discrimination (Castalli, Ragazzi, & Crescentini, 2013). The concept of equity in education is related with access to educational institutions, resources, and to the worth and dissemination of information.

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Equity pedagogy has emerged as an important domain of educational research talking about the fairness and justice in education. The concept of equity interconnects with the multicultural education. It is ability of a teacher to be fair in the use of teaching styles to suit the needs of students with diversity. There are many definitions of equity pedagogy. Banks, McGee, and Banks (1995) explain the concept of equity pedagogy as teachers' ability to use teaching strategies in a manner to facilitate students with diversity including racial, cultural and ethnic diversities. Use of equity pedagogy enables the students to achieve the knowledge, skills and attitudes require functioning effectively within democratic society. It also enables the students to build, perpetuate and flourish a humane and democratic society (Wagner, 2013). It is essential for educational institutions to welcome diversity, create, and burgeon the culture of inclusiveness. The proposed study encompasses the current situation of colleges and universities that how they are responding to the diversity existing in the institutions of the country.

Equity pedagogy is important pillar and instrument to estimate the situation prevailing in the institutions. Many recent studies have also highlighted and explored the role of equity pedagogy to improve the learning experiences of all learners regardless of their race, ethnicity, family background, language and socio-economic background (Lund, Darren, Solomon, & Levine-Rasky, 2006). The studies further linked equity pedagogy with inclusion as outgrowth of fairness and justice (Pantić & Florian, 2015). In this regard, teachers need to actively promote the process of knowledge construction and production to bring the idea of equity pedagogy in to practice (Gudjonsdottir, Hafdis, Óskarsdóttir, & Edda, 2016) to promote inclusive culture and community. A meta study conducted by Lawrie, Marquis, Fuller, Newman, Qui, Nomikoudis, Roelofs, and Van Dam (2017) has stated (after reviewing researches on equitable practices and inclusion) that equitable teaching/learning practices at higher education level promotes campus culture that value respect, acceptance, and work for wide variety of learners. Hence equity pedagogy place teachers in a challenging situation as they are required to use teaching strategies suits the learning of all types of students.

Teaching at higher education level like in colleges and Universities is a dynamic process. It is not merely a process of knowledge transfer; rather it requires understanding students' multiple needs and individual differences too. Understanding students need requires getting knowledge about race, class, sexual identity, gender and ability, religion, geographical difference, socio economic status, family backgrounds and educational differences of the students. These information help teachers to teach according to students' profile. At post graduate colleges and University level the diversity of students is at its maximum level. Teachers have to instruct students from all ability groups (Goddard, Goddard, Kim & Miller, 2015; Gilham & Tompkins, 2016). Equity pedagogy do require to instruct the students keeping in view their diverse needs including educational needs without compromising on fairness in all aspects of pedagogical practices.

Higher education institutions are the places where teachers are dealing with the youth of their nation, a most difficult time period of students' life. The challenge of meeting students' educational needs through fair practices and equal learning opportunities is at highest. The research study conducted by Correa and Wilkinson (2017) highlighted that most of students' needs are not addressed by teachers due to lack of awareness regarding equitable teaching strategies. Unmet needs of students at this stage can cause many psychological problem leading to low academic performance, low self - concept and social segregation (Clark & Zygmunt (2014).

In practical, designing classroom learning environment to fulfill the requirements of entire students' body seems an unrealistic target, when you are in classroom of 40 and above number of students. Often teachers think they have delivered such a perfect lesson where all students will be able to satisfy their educational needs. However, there may only be a few students whose needs have met. In such situation teachers should put efforts to maximize fairness through using equitable teaching strategies and allow students to equally participate and feel welcomed in their classrooms.

Theoretical Framework

Theoretical and conceptual frameworks are mirror image to each other. What we have conceptualized for our study is important to fit-in the framework of theories and literature available on equity pedagogy and inclusiveness in higher education institutions. In addition to other theories we draw on Banks' (1995) theory of equity pedagogy, for the development of theoretical and conceptual framework of this study. According to Banks equity pedagogy permits students to attain the knowledge and skills requires to challenge fundamental societal structures of in equalities and work as social agent.

Research Problem

Teaching at higher education level has multi-dimensional roles. It's not only process to impart the knowledge rather to meet the educational needs of the students to embrace their diversity and to reach the culture of inclusion at colleges and Universities. For this teachers have to use equitable pedagogical practices. Exploring the role of teachers of various universities of Punjab, Pakistan in using and promoting equity pedagogy within the institutions may prove to be a significant contribution in developing and burgeoning inclusion ultimately leading to respect students' needs in their respective institutions. The purpose of this research is to explore the way teachers are using for equity pedagogy to meet the individual needs of students with different racial, ethnic and cultural backgrounds studying at higher education level in their respective institutions. The study has further explored and highlights the role of teachers in eradicating inequalities through using equity pedagogy and promoting an inclusive and peaceful institutional environment leading towards an inclusive society at large.

Research Objectives

The research was conducted to achieve following objectives:

1. Get insight into teachers' use of different equity pedagogical strategies for meeting educational needs of students with diversity to transform students' community into an inclusive community.
2. Explore the ways by which the practices of equity pedagogy may be enhanced to flourish inclusive culture in our colleges and universities.

Questions of the Study

The researchers raised and tried to get answer of following research questions:

1. What type of strategies teachers are using to practice equity pedagogy for meeting educational needs of diverse learners studying at colleges and universities that resultantly transform students' community into an inclusive community?
2. How can the practices of equity pedagogy be enhanced to promote inclusive culture in our colleges and universities?

Methodology of the Study

A qualitative interpretive approach was used to gather views of 75 teachers working at colleges and Universities of Punjab. Qualitative research approaches are particularly suitable in ascertaining the meaning out of respondents' personal experiences (Creswell & Poth, 2018; Merriam, 2015).

Participants of the Study

A number of seventy-five (75) teachers teaching at different general education colleges and universities were the participants of this research. The data were collected into two steps; a total number of 9 districts were selected from the 09 divisions of Punjab, and after it a total number of 75 teachers were taken as sample of study through convenient sampling technique. The sample was selected from districts Lahore, Faisalabad, Gujrat, Multan, Dera Ghazi Khan, Bahawalpur, Islamabad, and Rawalpindi.

Amongst 75 number of teachers, 60 %(45) of the teachers were from universities whereas, 40% (30) of the teachers were from different colleges. Majority (90%) of the university teachers were Ph.D., rest of them were Master and M.Phil. Only 10% of the college teachers were Ph. D in different subjects. All teachers were selected on the basis of their informed willingness. The prominent features of participants' demographics were described as both male and female, possessing different multicultural and geographical backgrounds, and teaching from last five to above.

Trust Worthiness

The trust worthiness of research has been established through lengthy procedures for fact finding to bring valid data and trustworthiness of the researchers (Patton, 2002).

Focusing on the interview guide and research questions during interviews also increased trustworthiness (Jacob & Furgerson, 2012). To cross check the data field notes were also taken (Birt, Scott, Cavers, Campbell & Walter, 2016). Trustworthiness has also estimated due to the originality of the results, representing open-mindedness and un- biasness of the researchers. The role of researchers was of outsider; perhaps only in two institutions they were insiders.

Instrument and Data Collection

The instrument of the study was open ended interview (Mohajan, 2018). Earlier, an interview protocol was developed on the basis of literature review (Castillo-Montoya, 2016). We asked both exploratory and explanatory questions (Choy, 2014) to get maximum information from the participants. Since this study was qualitative interpretative research, our prejudices, dogmas, and speculations could have middle into the analysis of data (Strauss & Corbin, 2008). To minimalize chances of subjective bias on the research findings, member checks were used after interviews (Anney, 2017).

Before conducting the interviews, formal permissions have been pursued from the administrators of all the concerned departments of colleges and universities. It took 30 to 50 minutes to conduct an interview from each teacher individually (Jamshed, 2014). Before formal conduction of interview, the teachers (participants) were assured about the secrecy of the information and their identity.

The interviewees were free to speak in any language. All interviews were tape recorded with the permission of interviewees (DeJonckheere & Vaughn, 2019). The interviews were begun with the question "are you ready and easy for the interview, can you please tell us different types of students you are teaching etc. Respondents were free to reply as long as they want without any disturbance. Validity of information gathered from interviews also confirmed with the help of field notes taken throughout the interviews (Maxwell, 2013).

Data Analysis

Data gathered from the interviews were analyzed by using the thematic analysis (Alhojailan, 2012; Javadi & Zarea, 2016). In thematic analysis we can identify themes, based upon the categories. Identifying patterns in the data facilitates researchers to come up with important or interesting, themes and finally use these themes to address the research questions/hypothesis (Creswell & Poth, 2018). The data were summarized into different themes, keeping in view the six steps frame work of thematic analysis suggested by Braun & Clarke (2006). These steps includes 1) becoming familiar with the data,2) create initial codes,3) work for themes,4) analyze themes,5) define themes and 6) write-up. The data analysis was an ongoing process, begun immediately after the first 10 interviews and comprised of line by line or open coding. To generate initial codes, open

coding through constant reviews of the interviews and line-by-line analysis of the data have been made (Carbin & Staruss, 2015; Chun, Birks & Francis, 2019).

With the help of open coding method, data were coded under several titles corresponding to their content through continuous comparison of events (Gills et. al, 2016) and categories that appeared from interviews, henceforth 32 categories arose (Halton, 2007). To reach the findings of our research question these 32 categorized were merged and re-appeared in to 14 distinctive sub themes or categories due to constant comparison. These 14 distinctive categories ascribed three broader themes. These themes are appeared after analyzing data both at semantic and latent level. Each of the university and college along with their teachers were assigned alphabetic codes for the purpose of data analysis. The code for university 1 was U-A and for teacher T1OUA (teacher 1of university A). Similarly the code assigned to colleges were C-A, and for teachers T1OCA (teacher1 of college 1).

Findings of the Study

On the basis of analysis of data collected through in- depth interviews three broader themes succeeding by 14 subthemes have presented here.

Theme.1: Changing Factors

This theme appeared after getting insight onto teachers' talk during this research. It describe that equity pedagogy requires some changes. *Students-teacher ratio, teaching as passion, time constrains, flexible curriculum and increased accessible environment* emerged as sub themes

Sub Theme 1. Students–Teacher Ratio

For equity pedagogy understanding students' needs and their individual differences has been considered as primary element in view of many college and university teachers. But a vast majority of teachers expressed increased students-teacher ratio as one factor of not understanding and meeting students' educational needs at maximum. The teacher 1 of University C said

> *I know students have different abilities and needs. Different students need different instructional strategies and I tried to give variety in instructions but I am not meeting the educational needs of all students besides of my all intentions because I am having strength of 40 to 55 students in my class.*

The T1OCD articulated as:

> *There are 55 learners in my class and I am aware of this fact that all 60 students have different needs. But due to large number of students, I could not teach justly. Teaching justly entails concentrating on students' educational needs, to understanding their educational needs, we need ample time for this. Unfortunately, focusing on individual differences is not possible in a class of 60.*

The teacher further added that:

> *Unmet needs some times, eventually leads towards segregation from the society by turning student into an aggressive or anxious being.*

Sub Theme.2: Teaching as Passion

The teachers of both college and universities have expressed passion as motivating factor to meet academic needs of students with diversity. They pointed out the passion of teachers as main force behind student centered teaching. Considering teaching as facilitation to students. A teacher 7 of university A;

> *For me teaching is not a profession, rather, teaching is my passion. When teaching is a passion for every teacher, then teaching even a single concept, or a single line can change students' life and inspire them but if they take it just as duty, then they would not be able to inspire students' life.*

Sub Theme.3: Time Constrains

The subtheme time constraints emerged from the teachers' views regarding lack of time to complete many task other than classroom teaching. They voiced it as their limitation in meeting educational needs of all students. A teacher 3 of College G voiced it in following words;

> *you are talking about meeting educational needs of students (with bit anger) do you is it possible in our culture. (After long pause) Some-times it looks a misfortune as being a teacher, especially when I am forced to pay odd duties like polio drops, elections, work for epidemics, and struggle for promotions and so on. Teaching is something prestigious, but in our society it has become more a labor. Paying odd duties waste our lot of time, a time which we were supposed to be spent in the classrooms with students, listening their problems and understanding their strengths and needs.*

Subtheme.4: Flexible Curriculum

The subtheme flexible curriculum appeared from thick data collected from teachers while getting insight in to use of equity pedagogy to meet educational needs of the variety of students. Teachers expressed that equitable practice in teaching to meet

educational needs of the students requires a flexible curriculum instead of subject centered, or a rigid curriculum.

Teacher 6 of University 2 said as;

> *There is no second thought regarding the multilevel abilities of students but we can utilize students' abilities only if our curriculum allows us to do so*

Teacher 1 of University G

> *Meeting educational needs of students requires an adaptable curriculum, which benefit both the teachers and the students. We have structured curriculum rather objective based, a subject centered curriculum. Which compels both teachers and students to perform with in certain parameters.*

Subtheme 5: Accessibility

This themes based on the teachers' expression on importance of accessible learning environment within the institutions**.** The teachers expressed that meeting students' demands openness in educational endeavors happening within and outside classroom environment. According to them at higher education level, students are with vast variety of needs and meeting these needs through equity is impossible with a bolted educational system.

Teacher 10 of University I expressed

> *If we want to meet needs of all students, we will have to be more open and welcoming for the all type of students. We need to be accessible for every kind of students, leaving grouping and giving space should be our priority. Meeting students' needs for an inclusive culture requires to make classrooms, syllabus, facilities and ourselves accessible for the all students.*

This theme has unfolded many important points for teachers who are intended to practice equity while for meeting students' educational needs in a multicultural and diversity oriented higher education institutions. The theme shows lack of awareness regarding academic needs of the students at the part of teachers. Teachers not only accepted and also highlighted the reasons of having lack of awareness of students' needs. As researcher, we have felt a need to focus more on learners while designing our curriculum, and try to facilitate teachers to upgrade their pedagogical practices if we want to meet the educational needs of the students. This theme has highlighted the nexus of teacher-student and curriculum to reach the culture of equitable and inclusive educational endeavors.

Theme 2: Impartiality

Impartiality has emerged as the second distinctive theme on the basis of data analysis. It sees teachers as neutral being and keeping them away from developing certain

biases based on students' differences to practice equity pedagogy. The theme is based on four subthemes. This theme moves around one English phrase *enjoy pride while remaining unprejudiced.*

Sub-Theme 1: Gender Disparity

This subtheme talks about giving priority students of one gender on other gender. In most of the cases this disparity effects male students. Teachers have shown their concerns about *gender disparity as* one of the major aspects of in- equitable pedagogical practices of teachers.

Talking on this one of the university teacher said that;

> *Gender disparity is not present too much in our culture, but in co-educational institutions, some time, it is desirable to give favor to the female students, it is quiet natural, female students are more attentive and more responsive then male students.*

To explain his view point the teacher support it by referring religion;

> *Our religion ordered to be merciful and kind with the females. They are like our sisters and daughters.*

One of the university teacher expressed that;

> *For two decades I have worked in public Universities, during this, I have observed a difference between female and male students, I mean when it comes to female students, they asked questions, raise their hands, share their opinion and ideas, whereas boys remain much quieter and less out spoken then the girls. It seems girls are more hardworking, willing to learn and were more serious towards their study.*

Sub-Theme 2: Rural vs Urban

This sub-theme emerged from the findings based on interview of mostly teachers from urban back ground. While describing it a university teacher said that

> *I do not think cultural and personality differences affect students' educational performance. But differences like students from rural and urban areas do affect their educational performance because families of students from rural areas are not that qualified as the families of students from urban areas so the later are more mature and they have more exposure than the others.*

Sub-Theme.3: Performance Based

This sub-theme is derived from the teachers' interview reflects that some teacher shows more concerned towards good performers of their class, causing inequitable practices at higher education level. Teacher 8 of University of H expressed that;

> *Basically all students should be equal in eyes of the teacher whether they are poor or rich or intelligent or dull. But some students due to their behavior gain the favor of the teachers, their respect and attention as they are more obedient and perform better in the class.*

A college teacher expresses her views as

> *There is no doubt that a good performer(s) is apple of one's eye. If a student is good and his performance is likeable then teacher will always appreciate such students, as for those students who are disrespectful and poor performer obviously teacher will be strict with them to make their behavior better.*

Sub-Theme 4: Social and Financial Status

Has arose from teachers reflecting upon discriminating between students on the basis of their social and financial status. Teacher 7 of college J narrated that;

> *Equity is sometimes compromised due to certain uncontrollable variables, for example,   students with good mannerism, personality and physique catch teacher(s) attraction easily, such students belongs to mostly rich families and possess high social status, most of them are also good performers due to family support and exposure.*

Teacher 22 of University F voiced that;

> *Students from poor families shows lack of interest in their studies, mostly they are deprive of basic life needs, remain under financial pressures most of the time, such students are less responsive during classroom activities. As a result, some of the teachers don't take care of them, which can cause frustration, anxiety, aggression, and in extreme cases suicidal attempt.*

This theme has through light on different biases of teachers which don't let them to look into their students' needs deeply and at equal level. We as a teacher need to change our ethos of prioritizing one student on other(s) if we want to control our biases and to bring a culture of equitable practices. Furthermore, we need to use lens of impartiality while dealing with our students.

Theme 3: Teaching for Inclusion

This distinctive and interesting theme emerged during data analysis while seeking the ways teachers using not only for meeting students' educational needs rather to flourish an inclusive environment. The theme is followed by four distinctive sub-themes.

Sub-Theme.1: Beyond the Formal Curriculum

It is emerged on the basis of teachers' expressions that if we wish to address the needs of all learners and bring inclusive values in our institution, teaching of explicit/structured content is not enough.

Teacher 31 of University G explains that

Teaching youth at university level is not so simple. At higher education level, it is a dynamic process where we are dealing with the youth of nation. Teaching only course line in mere teaching at this level. If we want to bring a change in our society, we will have to teach beyond the boundaries of structured curriculum. There is need to teach the student, what is good and what is bad, and how to endure or tolerate bad things happenings around us, how to embrace everybody. We should tell them stories of great men, religious stories, historical events, discuss social and political issues to give them wisdom for their practical life.

Sub-Theme 2: Questioning and Discussion

It is based on the teachers' expressions concerning with the promotion of culture of dialogue to meet students need of expression, sharing and creating inclusion among students with diverse backgrounds.

Teacher 2 of university H expressed that;

Questioning is a vital tool to bring students mentally in the class, remain them attentive, interactive and give them chance to speak. When we listen someone, it gives her/him a chance to clear the concepts, exchange of their knowledge and share their ideas. Allowing students to ask questions is students' right and quality of a good teacher. We should welcome every type of questions of the students. It will give them valid knowledge and feeling as a valuable members of the class, which will remain them tied with their cause.

Sub-theme.3: Keep Students Motivated

Has appeared from the teachers' narrative on motivation as source to meet educational needs of students.

A teacher 10 of university F has stated that;

We should motivate students; motivation encourage the students to cope with the difficult situation. It keeps them moving to achieve their targets, which facilitate them to remain intact with larger students' community and work with peer group.

Sub-theme 4: Group Work

This subtheme/ category group work has emerged from the teachers' interview to fulfill the needs of all learners through equity pedagogy and cherish the ethos of inclusion in academia.

Teacher 12 of College k expressed;

> *Group work is also effective strategy, we can meet students' educational needs through combine projects, group works, and by encouraging the students to work with others. In group work student not only work together, exchange the knowledge, ideas and thoughts but also understand each other. Understanding each other is key element for the inclusion of students from multiple backgrounds.*

Teacher 35 of University J voiced that;

> *Every student is different, some students are very good in writing not good in spoken, not good kinesthetic abilities, some are good in one subject and some are in other. The week   area of one student can compensate by the strong area of other. When we make groups of students, they get benefit from each other, and later on these groups become larger social   groups. If students will learn to accept individual differences in their student life, they will be able to become a part of an inclusive society in their practical life. Higher education institutes are nurseries of youth.*

Discussion on Themes and Conclusion

According to most of university teachers they are under pressure of work load, research and completion of syllabus. They expressed that for equitable teaching practices, there are some changes required in current academic scenario (Gudjonsdottir, Hafdis, Óskarsdóttir, & Edda, 2016). The theme changing factors has addressed the teachers to establish close connection with each and every student of their class. But they are facing time constraints in this regard (Fradella, 2018). It is essential for equity pedagogy to meet educational needs of students, to unburden teachers from non-academic (Kubat, 2018).

The theme Impartiality reflects upon teachers certain biases based on students' individual differences as unavoidable. This leads towards inequitable practices. Teachers need to be impartial if they want to address students' diverse educational needs in a productive way (Clark & Zygmunt, 2014). The theme of gender disparity appeared on the basis of teachers' views on giving preference to female students on male students or vice versa causing inequitable practices (DiPrete & Buchmann, 2013). University teachers seems more sensitive towards this disparity. Preference of female students over male students has been highlighted and also observed by us during the visits of universities. However, this disparity is less prevalent in the colleges, particularly where co-education does not exist.

Rural vs urban category highlighted the teachers' disparity on the basis of area of living and their races (Durden, Dooley, & Truscott, 2016). Around half of the respondents believed on the difference of abilities on the basis of their native town. These biases lead towards inequitable classroom practices and caused unmet educational needs of the students. Study conducted by Cheryl, et al (2016) have same findings.

The theme teaching for inclusion address our query investigating on teachers using equity pedagogy to promote the culture of inclusion in the institutions (Dyches, & Boyd, 2017). The theme followed by four distinctive categories for instance beyond the teaching informal curriculum, discussion and questioning, motivation, and group work. As equity pedagogy requires meeting diverse needs of students by providing equitable learning opportunities to all students (Conrad & Gasman, 2015). All students can't succeed in knowledge based subjects. The teachers expressed the need to engage students in informal or extra curriculum activates to meet their educational needs and to promote inclusion. Doja, et al. (2016) found that informal curriculum satisfies students psychological needs. Like debates, sports, poetry and drama competitions etc. The contribution of informal curriculum in students' healthy personality development cannot be denied (Cousik, 2015). Keeping students busy in informal curriculum activates not only fulfil their individual needs but provide a chance to use energy in a positive way. Many of the teachers have mentioned that discussion and questioning plays an important role in meeting educational needs of students and sense of inclusion among students. It also provides a chance to students with multiple academic backgrounds to get benefit from each other (Tomlinson, 2014). When teachers give chance to participate and speak during lectures even to a very quiet person to speak and listening every one give them feelings of acceptance and inclusion.

The category motivation emerged after getting insight in to interviews. The teachers rate motivation as driving force to keep students on task, and keep persisting their targets. Feelings of being a productive person keep students satisfied and inclusive. The findings are supported by the studies conducted by Alkis, Çetin, De Castella, and Byrne (2015) and study conducted Martinez-Acosta and Favero (2018). Equity pedagogy involves providing students learning opportunities while considering them equally important and valuable. This requires meeting educational needs of every student of the class (Banks & Banks, 2004). This research established a close connection between equity pedagogy and meeting students' needs to develop an inclusive institutional culture. Besides some sincere efforts by the teachers to deliver considering students' needs, certain factors are not letting teachers to practice equity pedagogy. Consequently, many educational needs of the students remained unmet. Which is a big reason of students' fragmentation into different groups henceforth hurting inclusion.

Recommendations

The study recommended to unburden the teachers from unnecessary workload as mentioned by the respondents of this research. So that they may spent more time to have knowledge on their individual needs, differences and interests. Teachers need to train to adapt educational endeavors according to observed fair pedagogical practices and meeting the educational needs of the students. They should be provided training and any kind of support by the competent authorities, if they feel so.

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Teachers' Perceived Contributing Factors of School Bullying in Public Elementary Schools

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Abstract

Teachers' perception about bullying, embedded in bullying knowledge and his/her perceived contributing factors, influences the mechanism of choosing and practicing appropriate intervention strategies to handle school bullying. The major purpose of the current paper was to explore the contributing factors of school bullying perceived by teachers which may significantly determine the bullying incidences in public elementary schools. To achieve this purpose, survey research design (quantitative) was adopted. Total 300 elementary teachers from 60 elementary schools were selected through stratified sampling technique from three randomly selected tehsils of Sargodha district. Data was collected through self-developed instrument. Results revealed that teachers' perception about the seriousness of bullying is strongly associated with their knowledge of bullying. Further, teachers were found in favour of multiple constructive intervention strategies instead of corporal punishment to handle bullying issues. In addition, female teachers reported significantly more knowledge of school bullying than male teachers ($t = 3.378$, $p < .01$). Further, teaching experience and tehsils were also found significantly different. Concerning contributing factors, results showed that classroom management ($b_{CM} = .232$, $p < .001$), conducive learning environment ($b_{CLM} = 1.413$, $p < .001$) and fair environment ($b_{CFE} = .127$, $p < .01$) significantly reduce the bullying incidents in school. Moreover, father's support, parents' interrelationship positively reduces the chance of a child to be victim of school bullying ($F 6, 273 = 5.679$, $p < .001$) and to be bully ($F6, 274 = 14.327$, $p < .001$). Thus, by introducing a conducive learning environment with constructive classroom management in schools and parents' positive support in homes, school bullying can be minimized.

Keywords: School bullying, Teachers' support, Parents' control, Parent's role in child rearing, Parents Interrelationship, Handeling strategies, Classroom management.

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Introduction

Bullying is a universal issue, which is defined as hurting others through physical, verbal, and emotional torture. Olweus (1993) defined bullying as disruptive or cruel behaviour of an individual when a person observes repetitive harmful and undesirable activities with one or many students. Research reveals that the prevalence of bullying in school has produced harmful effects, even in later life of those who were involved in this phenomenon (Li & Andrade, 2016; Gradinger et al. 2017). However, community involvement and school can perform constructively in diminishing the frequency and the intensity of bullying issues (Farley, 2018). Within the community, the role of parents and teachers work has been recognized as catalyst in the process of helping victims of bullying to prevent, cope with and end bullying (Bjereld et al. 2017).

Though, no single solution can be recommended for every victim of bullying, however, school teacher as a key agent and manager for the classroom can alter the disorderly situation and align classroom climate in the direction of learning environment. To develop a conducive learning atmosphere in school, classroom discipline plays a vital role. Therefore, it depends on the capability and vitality of teacher to control a classroom and unruly situations without much difficulty by utilizing his personal skills and strategies via constructive approach (Ahmad et al. 2012). Beside this, to understand and address the issue of school bullying, how teacher perceives this phenomenon and what he/she thinks about its contributory factors is of vital importance. For example, the factors like classroom discipline, fair environment, knowledge about bullying, teaching experience and classroom management style, significantly estimate teachers' perception of school bullying and dealing bullying incidences (Leff et al.,1999).

Therefore, on the one hand, teachers' knowledge of school bullying is of immense importance. On the other hand, how school teachers recognize and identify bullying proceedings, and various types of tactics they use in practice to stop bullying situation, is a subjective issue of bullying phenomenon (Boulton, 2014). Furthermore, how teachers' intervene bullying situation and what kind of different strategies he/she utilizes to minimize the frequency of bullying in school is not only affected by the student's age, gender and extent of bullying behavior, but also teacher's own gender and age (Espelage, 2013). Moreover, teachers' perception about parents' rearing of their children, their support and parents' interrelationship, which are key indicators of developing the personality traits of the child, also confined in controlling bullying episodes in school (Mayes et al. 2017). Therefore, teachers' perception is the key element in building his capacities to deal with bullying. The literature review is presented below to explore this important aspect in detail.

Literature Review

The role of teachers holds vital influence on students' activities and thus a teacher having spectator's eyes significantly contribute to recognize, understand about bullying measures in school premises (Ertesvag, 2016). Literature has documented various contexts and individual factors which form the perception of the teacher about school bullying and his attitude towards handling it (Wei et al. 2010; Casas et al. 2015; Elliott et al. 2019). The individual variables and contextual factors are interdependent and develop mutual effect on teachers' perception about bullying events. In this connection, contextual aspects explain and clarify the interaction of bullying characteristics, such as, different type of bullying, teachers' own understanding, awareness and knowledge about school bullying (Lester et al. 2018; Ruzicka, et al. 2018). However, it is obvious that if a teacher does not recognize and identify the occurrence of inappropriate behaviour among students and even he does not observe an event as case of bullying, or does not have ability to probe the condition of bullying, it means that the teacher had a passive response in the case of bullying (Boulton, 1997; Yoon & Kerber, 2003). Whereas, individual factors (i.e. Age, gender, empathy and teaching experience) also substantially develop the perception of teacher about school bullying (Liu et al. 2018). Besides, researchers explored that teachers' level of efficacy, scarce knowledge and their perception about the supportive factors of school bullying can serve as a controlling or enhancing predictor of bullying. In addition, teachers' belief about the home environment influence, where the students brought up, also affects his strategies to intervene the bullying incidences. However, literature indicates that there was dearth of the research regarding understudy issue specifically in the selected geographical area of the present study.

Teachers' Knowledge about School Bullying

School bullying behaviour may be considered as to highlight and signify the harassment or brutality actions, which is normally repetitive action, by solitary person or group of persons towards an individual. However, the events of bullying are very critical, common and serious issue for school students as well as for school administration. Usually, there are three main characters involve in the process of bullying incident; Bully is one who misuses power to suppress the other individual; the bullied person or a victim who suffers from a injurious action or destructive and aggression of bully; third one is a passive one who is silent, standing and just watching bullying phenomena through naked eyes, but he/she is not taking keen interest to intervene, and that person generally called bystander (Vanderbilt & Augstyn, 2010). Among the various types of bullying, from verbal to sexual harassment & social exclusion, the most dangerous practices of bullying take place directly as being teased; being physically attacked, and social separation (Smith et al. 2003). Whereas, many psychologists suggested that verbal bullying is the most frequent format elementary level (Piotrowski & Hoot, 2008; Goldweber et al. 2013). On the contrary, it is found that many teachers believe that verbal abuse cannot lead students towards harmful injury (Casey-Cannon et al. 2001) thus do not observe verbal

aggression, non-physical kind of antagonistic behaviour as violent behaviour, which leads toward physical aggression (Rosen et al. 2017).

Various researches at the elementary level exposed that, usually teachers fail to identify bullying incident which is generally challenged by students (Beaty & Alexeyev, 2008; Noam & Strohmeier, 2012a). This is because of their misunderstandings about bullying or not sufficient knowledge of bullying. Teachers witness violence or bullying in school as a normal fragment of childhood (Coloroso, 2002; Craig et al. 2011). In addition, research also declares that they are familiar with only one-third of all bullying incidences happened in school (Leff et al. 1999; Pellegrini and Bartini, 2001; Migliaccio, 2015). Similarly, in another study, it is found that school teachers perceive only one incident out of twenty-five incidents (Pepler et al. 2000). In this connection, only 25 % teachers break through the frequency of school bullying occurrence and 75% of teachers describe that they usually neglect bullying situation in school (Ziegler & Rosenstein-Manner, 1991). In some cases, while examining bullying matters, school discipline committee, teachers and school personnel face difficulty to differentiate between the peer conflict and bullying among students (Beaty & Alexeyev, 2008; Strohmeier & Noam, 2012b). Therefore, the knowledge of the teachers and what they observe need to be evaluated in order to recognize that how they comprehend it and what is their commitment to control it, *especially since awareness informs response to bullying* (Migliaccio, 2015; p.84).

Besides the knowledge of bullying, teachers' belief and perception confined in with contributing factors, effect on their behaviour while they interact or cooperate with students (Poulou & Norwich 2002) or even prevent bullying incidents (Sairanen & Pfeffer, 2011). In consequence, having proper knowledge about bullying phenomenon, and understanding of logical sequence of the effecting factors may help the teacher to choose better way to handle. In consequence, having sound technical knowledge to cope or handle bullying episode can stimulate an instant response in terms of intervening with diverse technique each time, in extracting correctly and controlling bullying incidents and even prevent it (Rigby, 2007; Rigby, 2011; Waasdorp et al. 2013).

Effect of Teacher's Individual Characteristics

Research reveals that diversity of teachers' individual characteristics like gender, age, experience, education level, locality etc. are the variables which alter or stimulate his perception and hence attitude toward school bullying (Craig et al. 2000). Perception and thus Readiness of the teacher to deal with school bullying substantially depends upon his characteristics that may manipulate the intensity of the action (Mishna et al. 2005). Among all these variables, teacher's gender plays a vital role to discourse bullying phenomena. A reference to the reporting of bullying, rating of bullying situation and the severity of bullying, male teachers report more than female teachers (Green et al. 2008). Usually, the male shows aggressive response to stop and intervene bullying incidents in

school premises, but sometimes female teachers were found less flexible in comparison to male and provided a passive response towards bullying behaviour between the students (Mishna et al. 2010).

Similarly, the other prominent variable which were found to be significant is teaching experience. Length of teaching experience is found crucial to deal with bullying event. The experienced teacher believed to have more readiness, self-confidence and skills (Ruzicka et al. 2018) than the teachers with less or no experience and pre-service teachers (Lester et al. 2018) to deal with bullying in elementary schools. Teaching experience ensures positive aspect of experience sharing, anti-bullying initiatives and deal approach to prevent and manage students bullying behaviors (Sahin, 2010; Rosen et. 2017; Lester et al. 2018; Ruzicka et al. 2018).

Teachers' Support and Counseling

The teacher-student relationship is highly pertinent to the successful and constructive process of learning. However, the quality of this relationship highly depends upon the teachers' support and counseling, particularly in school bullying. Teachers are acknowledged as the savior against bullying. Researchers reported that the positive teacher-student relationship, teacher's support and willingness to intervene are significant factors to reduce bullying events and peer victimization. In addition, bullies perceive dwindling authority of teachers due to his weak emotional and instructional support which affect a teacher's ability to stop bullying (Boulton et al. 2013; Espelage et al. 2014; Ertesvag, 2016). Such a feeling of insecurity and low level of teacher's support are further reported for the students to be victimized by bullying (Boulton et al. 2002). Moreover, this ratio is found more among boys (6.4% are bully-victims, while 21.9% of all are involved in violence) than the girls (1.1% are bully-victims while 11.2% of all are involved in violence) at the elementary school level (Berkowitz & Benbenishty, 2012). Thus, positive perception of teacher's support enhances perceived safety among students (in classroom and playground) and substantially associated with the reported level of being bullied.

Classroom Management, Fair and Conducive Learning Environment

Literature documents that classroom management has two main goals for the favourable learning atmosphere, first, to introduce highly supportive learning activities by eliminating students' disruptive behaviour and secondly to produce a healthy and safe climate for students (de Kantter, 2001). Therefore, to achieve these goals, teachers must practice skillful teaching in the classroom and guidance for a healthy learning environment. Other way around, if the teachers are not equipped with effective management skills they may be associated with frustration and maltreatment of students which may lead to many kinds of bullying (We et al. 2010). The teacher performs as a catalyst in changing school climate and the main mediator for controlling subversive behaviour and intimidation among students to bring the fair environment (Abbas et al.

2014). However, teachers with adequate skills, strategies and practical knowledge can easily deal with the classroom issues and develop an enjoyable environment for orientation (Ahmad et al. 2012). Moreover, productive classroom practices are essential and significant in minimizing the school bullying frequency. An enjoyable and conducive learning environment for the classroom occurs only if students exhibit less destructive behaviour, as research has proved astrong association between bullying and low academic achievement (Allen, 2010). The other disadvantage of bullying includes psychological issues that create hindrance in concentration in studies and enthusiasm for the prosperous life. Conducive learning environment directly leaves an imprint on the students' performance (Arong & Ogbadu, 2010; Chukwuemeka, 2013).

To sum up, it may said that both negative and positive types of classroom managements are significantly associated with bullying incidences. For instance, several results showed that teacher classroom management were closely linked to the involvement of students in bullying aggression and victimization (Espelage et al. 2014).

Teachers' Perception about Parents' Role in Child Rearing

Research about school bullying, documents that the integration of factors like, school harmony, paternalism, parent-child communication, and peer pressure tend to be relevant and necessary to capture a more comprehensive vision of the phenomenon. Among them, parents' discipline and their positive role in child rearing make a significant positive contribution in fostering home-school collaboration to reduce the chances of bullying events (Abbas et al. 2016). Furthermore, the results of various research studies also showed that children who were bullied had worse relationships with their parents, like parent-child neglecting relationship, than those who were not victimized. The victims had a greater probability of finding difficulty in talking to parents about things that were bothering them, feeling that the family was not listening to what they were saying, and had low confidence in their teacher or vice versa (Bjereld et al. 2017). On contrary, research also indicates that the parents having authoritarian or disciplined upbringing style affects positively on bullying (Lee & Wong, 2009). The effect can be positively accelerated through channelizing constructive upbringing of children (Bjerel et al. 2017).

Consequently, a fairly thorough understanding of teachers about bullying and how far they belief that school bullying is because of the parent-child relationship can deal or stop occurring of such events before its happening (Glenn & Espelage, 2018). However, it is also evident that understanding and belief provides the basis for the formation of one's perceptions (Ajzen, 1991). Thus, teacher's understanding and their belief that teachers' perception about parents' role in child rearing, as it is documented above, is directly linked with the school bullying more than any other factor has a significant role in their dealing the bullying incidences.

Theoretical Framework

Bullying activities in the school are multifaceted and difficult phenomenon in which many theories exist to clarify such kind of behaviour. For the present study theory of planned behaviour (TPB) is taken as the grounded theory. This theory describes as "*the human behaviour is guided by intention, and the intention is influenced by the attitude towards the behaviour, perceived norms and perceived behaviour control*" (Ajzen, 2011; p. 311). The current study encompassed on the role of perceptions of teachers about bullying and the factors that they perceived to contribute in bullying phenomenon positively or negatively. Therefore, expressing the perception about how and why such aggressive behaviour demonstrated by few students, direct towards the understanding and identification of teachers' perception to handle bullying effectively and efficiently.

Objectives of the Study

The first objective of the study was to estimate the association between teachers' knowledge about school bullying and the demographic variables (gender, teaching experience, age etc.). The second objective of this paper was to explore the perceived dealing strategies of school bullying. The third objective was to measure the group differences for the teachers' knowledge about school bullying (KSB) and the perceived contributing factors on the basis of demographic variables. The fourth objective of this paper was to evaluate the teachers' perceived factors (teacher support, classroom management, parents' support and their role in child rearing), which may significantly predict school bullying and the last objective was to predict significant classroom factors in handling school bullying.

Research Methodology

This study aimed at evaluating the teachers' perceived contributing factors of school bullying at elementary level in public sector schools in Sargodha district, therefore, to investigate this phenomenon, a quantitative survey research design was adopted and a self-developed research instrument was used to collect the data. A quantitative research design being objective in nature provides an elaborative picture of the problem at large. Therefore, in a situation where it is to investigate, which set of factors predict the school bullying in public sector elementary schools perceived by the teachers, was objective in nature rather than focusing subjectivity by exploring 'how' and 'why' this phenomenon happens, hence a quantitative survey research design was admissible.

Population and Sampling

The study population of the current research was consisted of all elementary school teachers in all seven tehsils (Sargodha, Shahpur, Silanwali, Bhulwal, Bhera, Kot Momin & Sahiwal) of district Sargodha. A multi stage sampling strategy was adopted. At first stage, three tehsils (that is, Sargodha, Shahpur, Bhulwal) out of seven tehsils were selected randomly through lottery method. Usually, results are generalized to the population from where the sample was drawn, therefore these results can be generalized for the Sargodha district. Moreover, the Sargodha district is agrarian, thus all tehsiles were having almost same socio-cultural characteristics, therefore, three tehsils (which is about 40% of the whole district) can be a true representative of the population to generalize the results.

There are total 365 elementary schools[†] in all seven tehsils. In sampled three tehsils, there are 210 elementary schools (Sargodha =141, Shahpur=36 & Bhalwal=33) in total. Out of these, 30% elementary schools from each tehsil were selected through stratified sampling technique, that is, 60 elementary schools (40 schools from Sargodha tehsil, 10 from Shahpur and 10 from Bhalwal) were selected to ensure further the generalizability. This was reverified through sample size calculation[‡]. At 95% confidence level and with confidence interval 10, the sample size was calculated 66. Lastly, at the third stage, 50% of the elementary teachers from each school were selected randomly as the respondents for this research study. A total of 300 elementary teachers responded the questionnaire of this research study.

Development of Research Instrument

Development of the research instrument that would lead to valid and reliable results is a crucial part and challenging task in the research (DeVellis, 2003; Netemeyer, Bearden, & Sharma, 2003). Therefore, to develop the research instrument for the current study, three steps were followed. At first, in the light of available literature, operational definitions of the variables and their constructs were formulated. Twelve variables (given in table 1) were selected and operational definitions were developed and their constructs were identified. At the second stage, to generate the item bank against each variable, already existing scales and research articles were reviewed. Total 98 items were developed for twelve scales and content validity was ensured through the experts and the scales were refined.

Lastly, the reliability of these scales was ensured through Chronbach Alpha by using SPSS v.20. Reliability of the research instrument was confirmed in the pilot test administered on 56 teachers selected from six elementary schools of Sargodha tehsil and three from Bhalwal. Four items were deleted whose alpha value was less than 0.6

[†]http://schoolportal.punjab.gov.pk/census/schoolinfoNew.asp retrieved on July 1, 2019.
[‡] https://www.statisticssolutions.com/sample-size-for-populations.html retrieved on July 1, 2019

(DeVellis, 2003; Field, 2009), therefore, total 94 items were remained for thirteen variables. Variables and their alpha values are presented in table 1.

Table 1

Cronbach Alpha values of scales of the study

Variables (Code)		Alpha (α)	No. of items
i.	Teacher's knowledge of school Bullying (KSB)	0.64	5
ii.	Classroom management style (CM)	0.712	14
iii.	Classroom Fair environment (FE)	0.798	10
iv.	Teacher's perceived Conducive learning environment (CLE)	0.719	4
v.	Bully (Bl)	0.689	10
vi.	Bullying Victim (BV)	0.814	10
vii.	Teacher's perceived Mother's role in child rearing(MCR)	0.767	8
viii.	Teacher's perceived father's role in child rearing(FCR)	0.887	8
ix.	Teacher's perceived Mother's control(MC)	0.813	5
x.	Teacher's perceived father's control(FC)	0.711	5
xi.	Parent Interrelationship(PIR)	0.661	3
xii.	Teacher's support (TS)	0.763	12

There were three parts of the final research instrument. Part 1 was based on demographic information of respondents (gender, age, qualification, designation, type of organization, teaching experiences). In part 2, various strategies to handle the school bullying were incurred. Lastly, in part 3, twelve variables measured by items in 7-points Likert scale vary from "strongly disagree" to "strongly agree" were asked.

Results

Every theory needs empirical evidence for its validation. So, to explore the overall impact on the base of sample information, there is no tool rather than the statistics. Therefore, descriptive and inferential statistics were applied by using Statistical package of social sciences (SPSS, v.22) to analyze the data in the light of the stated objectives of the study. Lastly, conclusions and discussion were made keeping in view the results and findings.

Keeping in view the first objective of this research, data was analyzed by using descriptive statistics like; frequency distributions and percentages, and then applied Chi-square to measure the association between the variables of the study presented in 8.1 below.

Demographic Information of the Participants

Demographic information plays a significant role in analyzing the research problem with respect to various socio-cultural patterns. In table 2, frequency distribution provided for the demographic description of the sample of the study.

Table 2

Frequency distribution of demographic details of the participants

Demographic Variables	Values
Gender	
Male	165 (55%)
Female	135 (45%)
Teaching Experience	
Less than 2 years	47 (15.7%)
2-5 years	113 (37.7%)
6-10 years	77 (25.7%)
Above 10 years	63 (21.1%)
Education	
B.A/B.Sc.	74 (24.7%)
M.A/M.Sc. and above	226 (75.3%)
Material Status	
Single	84 (28%)
Married	209 (69.7%)
Number of kids	
None	125 (41.7%)
One to Two	42 (14%)
Three	54 (18%)
Above three	47 (15.7)
Type of locality taught in	
Urban	203(67.7%)
Rural	97 (32.3%)
Specialization	
Science	107 (35.7%)
Arts	191 (63.7%)
Tehsil	
Sargodha	201 (67%)
Bhulwal	57 (19%)
Shahpur	42 (14%)
Knowledge about School bullying	
Yes	218 (72.7%)
No	82 (27.3%)

Knowledge about Cyber Bullying	
Yes	114 (38%)
No	185 (62%)
Bullying is a serious problem	
Yes	158 (52.7%)
No	93 (31%)
Don't Know	49 (16.3%)
Use of Social Media	
Yes	175 (58.1%)
No	125 (41.9)

It can be seen from the results in table 2 that 55% respondents were male while 45% respondents were female. Thus there was almost an equal representation from each gender in this study. Further, to observe the effect of teaching experience on the variables of the study, four levels were mentioned in the questionnaire. The results indicated that 15.7 % respondents belonged to teaching experience group less than 2 years, while largest portion among all experience slots, that is, 37.7 % respondents were lying within 2-5 years teaching experience group. While, 25.7 % respondents were having 6-10 years of teaching experiance and 21% respondents were having 10 years or above experiance. Regarding marital status of the respondents, 29.7% of the total participants were single, whilst, 69.7 % respondents were married who responded the questionnqire. Only 0.7% of the respondents were widows/divorced, this was small proportion so kept as outlier from the data. In addition to marital status, information about the number of kids of the teachers was asked to study the impact of the family structure on their dealing strategies for school bullying. A substantial portion of the total married sample, 125 (41.7%) teachers were not having any kid, whereas, remaining 58.3% of the sampled teachers were having kids. Moreover, to explore the influence of locality or the region where the school was situated, a question was asked about the locality in terms of Urbal/Rural where the teachers were teaching. It was found that total 67.7% of the respondents were from urban schools and 32.3% of the elementary teachers were teaching in elementary schools situated in rural region. Further, among all elementary school teachers, 35.7% were the science teachers and 63.7% were general/arts elementary teachers.

To investigate the bifurcation of data with respect to tehsils, it was found that out of total 300 teachers, 201(67%) respondents were belonging to 40 elementary schools of tehsil Sargodha, 57(19%) respondents were belonging to 10 schools of tehsil Bhulwal, while 42(14%) respondents were belonging to 10 elementary schools of tehsil Shahpur.

Last but not least, after asking demographic profile of the respondents in section A of the questionnaire, four questions were asked about the knowledge of school bullying and cyber bullying, teachers' perception about the severity of the bullying and whether they use social media or not (Facebook, twitter, Instagram, blogging etc.). A vast majority

of the respondents (72.7%) claimed to have the knowledge of school bullying, however, 62% of teachers reported that they didn't know the cyber bullying. Statistics revealed that 52.7% of participant of the study reported bullying as serious problem of the school as compare to 31% who negated such issue, whereas, 16.3% reported unawareness to the matter. In order to investigate the association of social media usage and development the teachers' perception about school bullying, 58% of the respondents confirmed that they use social media, while 42% of the teachers never used social media.

Association between the Variables

There were two identifying parameters; that is, the teachers are well aware of the knowledge of the school bullying and cyber bullying, and they are conscious about the seriousness of the bullying act. In addition, how this knowledge and awareness of bullying alters with respect to the various demographic characteristics of the respondents? to verify it, test of independence was run in table 3 for the demographic variables.

Table 3

Association between the demographic variables and perception of school bullying among teachers

Association between the variables	χ^2 Values	
i. Gender * Bullying is serious problem	$\chi^2_{(2)} = 10.64**$	p < .01
ii. Teacher's level of Education * Knowledge about school Bullying	$\chi^2_{(1)} = 4.14*$	p < .05
iii. Teacher's level of Education * Knowledge about Cyber Bullying	$\chi^2_{(4)} = 3.59*$	p < .001
iv. Teaching Experience * Bullying is serious problem	$\chi^2_{(6)} = 17.87**$	p < .001
v. Nature of school * Bullying is serious problem	$\chi^2_{(4)} = 12.44**$	p < .01
vi. Locality of school * Bullying is serious problem	$\chi^2_{(2)} = 1.94$	p = .3
vii. Tehsil * Bullying is serious problem	$\chi^2_{(4)} = 7.32$	p = .12
viii. Use of Social media * Knowledge about school Bullying	$\chi^2_{(4)} = 27.77***$	p < .001
ix. Use of Social media * Knowledge about Cyber Bullying	$\chi^2_{(4)} = 16.44***$	p < .001
x. Use of Social media * Bullying is a serious problem	$\chi^2_{(4)} = 16.44***$	p = .001
xi. Knowledge of school bullying * Bullying is serious problem	$\chi^2_{(4)} = 26.24***$	p < .001

To investigate the association between gender of the teacher and is/her consideration of bullying as serious problem, Chi square test of independence was run. Results revealed a significant association between the variables ($\chi^2_{(2)} = 10.64**$, $p < .01$). In addition, it was also found that as compare to female teachers (36.6%), male teachers (63.4%) consider bullying as serious problem in the schools. Measuring the association

between bullying knowledge and level of education of the teachers, chi square value affirmed a significant association between the level of qualification degree and having knowledge about the school bullying ($\chi^2_{(1)} = 4.14^*$, $p < .05$). Teachers having masters' level or MPhil degree (67.1%) as compare to B.A/BSc qualification (32.1%) were found to claim of having more knowledge about bullying. In the same manner, knowledge about cyber bullying was found significantly depending upon the level of education of the teacher ($\chi^2_{(2)} = 3.59^*$, $p < .05$), 78.4% of the elementary teachers having Masters/MPhil qualification reported to have knowledge about cyber bullying as compare to 21.6% bachelor qualified teachers. These findings showed that knowledge and uninderstanding about school bullying increases with higher degree of qualification among teachers.

The next important variable of the study was teaching experience of the teachers. Chi square value ($\chi^2_{(6)} = 17.87^{**}$, $p < .01$) indicated that teaching experience was significantly associated with the perception of the teacher about bullying as the serious problem. This means, with the increase in teaching experience, teachers show more concern about school bullying matters. Out of total, 49.2% of the teachers belonging to above 10-year experience group are considering this issue as serious one as compared to 12.9% of the teachers belonging to have teaching experience less than 2 years. Moreover, the nature of the school, that is, whether it is girls' school or a boys' school has any relationship with the perception of school bullying? A significant association ($\chi^2_{(4)} = 12.44^{**}$, $p < .01$) was found, which indicated that nature of the school (boys' school vs. girls' school) significantly associated with the development of teacher's consciousness about bullying problem. As compare to girls' school teachers (45.2%), teachers teaching in boys' schools (53.8%) considered more the school bullying as the source of distressing situation on contrary, teacher's viewpoint was found not associated with the locality of the school where it is situated (Urban or rural). Furthermore, effect of tehsil, that is, geographical location, in which school belong to, didn't appear as significant variable in creating the concept of the teachers about bullying issue ($\chi^2_{(4)} = 7.32$, $p = .12$).

In the last, to explore the influence of social media usage among the teachers and their awareness of school bullying, chi-square was calculated. Significant association was found between the usage of social media and knowledge about school bullying ($\chi^2_{(4)} = 16.44^{***}$, $p < .001$) and cyber bullying ($\chi^2_{(4)} = 27.77^{***}$, $p < .001$). Results revealed that the use of social media enhanced the knowledge of school bullying and its types among the teachers. Moreover, teachers' impression of seriousness of bullying problem was found significantly dependent upon their level of knowledge about bullying ($\chi^2_{(4)} = 26.24^{***}$, $p < .001$). This result indicated that 72.7% out of total teachers who claimed to know about school bullying, only 31% of them thought it as serious problem. It means more they claim to have the knowledge less they consider it as a serious problem.

Strategies to Handle the Bullying Situation

The second objective of this paper was to find out the perceived handeling strategies of school bullying. To achieve this objective, Section B in the research instrument was comprised of the checklist of the possible strategies to handle the school bullying incidence by the teachers, results are shown below in table 4.

Table 4

Strategies opined by the teachers to handle the bullying matters.

Strategies	Values
1. Corporal punishment	
Yes	117(39%)
No	183 (61%)
2. Disciplinary action	
Yes	227(75%)
No	73(25%)
3. Surveillance	
Yes	267(89%)
No	33(11%)
4. Penalty of community services	
Yes	284(94%)
No	16(6%)
5. Inter-colleague's discussion	
Yes	272(90%)
No	28(10%)
6. Discuss with bully's parents	
Yes	285(95%)
No	15(5%)
7. Counseling of Bully and bullied	
Yes	240(80%)
No	60(20%)

The results exhibited in table 4 that 39% of the respondent teachers were of the opinion that by applying corporal punishment against the bully person they can hendel the situation as compare to 61% who refused to support this strategy for such situation. However, 75% of the respondents in this study were in favour to take strict disciplinary action against bully. Moreover, 89% of the teachers thought vigilant surveillance including CCTV cameras would be the better choice to avoid bullying against 11% of the teachers who negated this strategy. The data gathered revealed that 94 % of the teachers supported the option of punitive penalty like assigning community services to the bullies

to reduce the school bullying, however, 16 % were not in the favour of it. Concerning the approach of discussing bullying issue with colleagues, 90% respondents were of the view in its favour, while 10% were against it. Further, 95% of the teachers considered meeting with the parents of the bully to discuss his psychological and social issues with them is a promising strategy to overcome bullying incidences, whilst 5% of the teachers refused it. A graphical presentation of these handling strategies is given in figure 1.
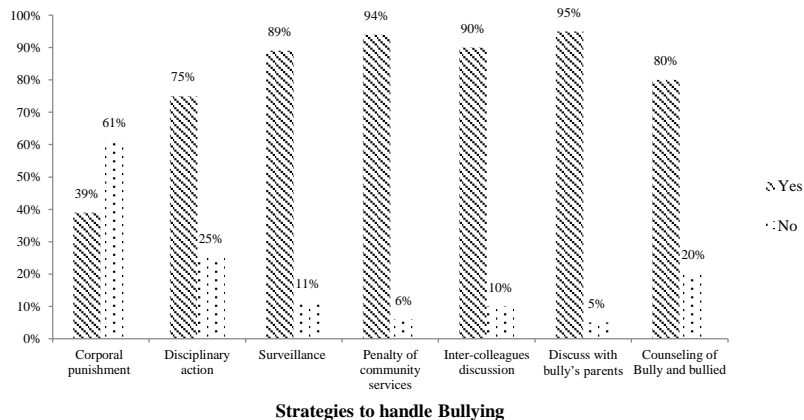
Figure 1. Graphical presentation of proposed strategies in handling school bullying

Literature reviewed that counselling of bullies in order to create the sense of responsibility and appreciation of others' dignity among them and rehabilitation program for victims is a convincing technique that can reduce the school bullying. Teachers (80%) in the current research demonstrated their willingness to adopt this technique to reduce the school bullying as compare to 20% who didn't approve it.

Group Differences between the Perceived Contributing Factors

The third objective was to measure the group differences for the teachers' knowledge about school bullying (KSB) and the perceived contributing factors on the basis of demographic variables. To accomplish this task, t-test of k independent sample was run to check the group differences with respect to gender, marital status, nature of school, region and level of education.

A significant gender difference ($t = -3.378**$, $p < .01$) was found in KSB. More female teachers ($M = 16.53$, $SD = 3.48$) than male teachers ($M = 15.04$, $SD = 4.01$) were found to have better knowledge of school bullying. In addition, female teachers reported ($M = 10.84$, $SD = 2.36$) significantly better view for girls ($t = -2.699**$, $p < .01$) than their counterpart male teachers ($M = 10.07$, $SD = 2.50$). Female teachers thought that girls

show less bullying behaviour than the boys. Regarding marital status group differences, a significant difference was found between single and married teachers ($t = -1.96*$, $p < .05$). More married teachers ($M = 16.01$, $SD = 3.43$) showed knowledge of school bullying than single teachers ($M = 15.08$, $SD = 4.49$). For teachers' perception of handling bullying events and its contributing factors, married teachers scored more on average than single teachers, however these differences were not found significant at 5% level of significance. Similarly, no group difference between the teachers was found regarding the locality (Urban/Rural) of the school.

Teaching Experience and Tehsils Group Difference

On the next step, to explore the group differences among the teachers regarding their teaching experience levels and tehsils, analysis of variances was computed. A significant group difference among teachers ($F (3, 296) = 2.67*$, $p < .05$) was found in classroom management democratic style. Bonferroni test was conducted in order to locate the groups that were significantly different. It was found that teachers belong to "2-5 years" group ($M = 20.56$, $SD = 4.56$) reported democratic style to handle the bullying significantly more than the teachers of "Above 10 years" experience group ($M = 18.74$, $SD = 4.56$). It means, more you are experienced the less you believe in democratic classroom management style to avoid bullying incidences. Similarly, for the factor "girls towards bullying", significant F-value ($F (3, 295) = 3.35*$, $p < .05$) was found among the teachers belonging to various teaching experience groups. Through Bonferroni multiple comparison test, it was found that teachers belong to "2-5 years" group ($M = 10.76$, $SD = 2.56$) thought girls are less prone to bullying than the teachers of "less than 2 years" ($M = 9.53$, $SD = 2.34$) teaching experience. Furthermore, regarding the teachers' perception of handling school bullying, significant result was found ($F (3, 295) = 3.22*$, $p < .05$). Teachers belong to "2-5 years" group ($M = 40.57$, $SD = 5.12$) perceive positive perception towards controlling bullying than the teachers belong to "less than 2 years" ($M = 37.66$, $SD = 6.29$).

Further, ANOVA was computed for the variable "Tehsil" in which school was situated, to examine its effect on the perception of the teachers. In table 5, the results of ANOVA are given.

Table 5
ANOVA results for group differences of three Tehsils

Factors		SS	Df	MS	F
Concept of School bullying	Between Groups	8.9	2	4.47	.300
	Within Groups	4422.8	297	14.89	
	Total	4431.7	299		
Authoritarian CM	Between Groups	132.7	2	66.38	2.643
	Within Groups	7459.7	297	25.12	
	Total	7592.5	299		
Democratic CM	Between Groups	711.9	2	355.98	22.14***
	Within Groups	4758.9	296	16.07	
	Total	5470.9	298		
Laissez faire CM	Between Groups	208.1	2	104.06	7.78**
	Within Groups	3955.5	296	13.36	
	Total	4163.6	298		
Fair Environment	Between Groups	1662.7	2	831.36	12.72***
	Within Groups	19403.8	297	65.33	
	Total	21066.5	299		
Conducive Learning Env.	Between Groups	66.8	2	33.42	6.48**
	Within Groups	1531.1	297	5.15	
	Total	1597.9	299		
Parents' Support	Between Groups	233.8	2	116.93	8.56***
	Within Groups	4041.6	296	13.65	
	Total	4275.4	298		
Parents' role in Child rearing	Between Groups	65.8	2	32.947	5.58**
	Within Groups	1745.1	296	5.89	
	Total	1811.1	298		
Teachers' Support	Between Groups	540.2	2	270.11	8.18***
	Within Groups	9768.7	296	33.00	
	Total	10309.2	298		

**p<0.01 & ***p<0.001

ANOVA results for the variable "Knowledge of school bullying" among the teachers and their perception about handling the bullying through "Authoritarian" classroom management style indicated no significant difference. However, for the remaining factors of the current study, significant results were found and Bonferroni test was conducted in order to locate the groups that were significantly different. It was found that for the factor "Democratic style", teachers from tehsil Bhalwal ($M = 22.01$, $SD = 3.95$) were having significantly more positive perception than the teachers from tehsils Sargodha ($M = 20.09$, $SD = 3.91$) and Shahpure ($M = 16.58$, $SD = 4.54$) given that,

Sargodha was having significantly positive perception than the Shahpure's teachers. Likewise, teachers working in Bhalwal ($M = 12.28$, $SD = 4.45$) were to have significantly more inclination towards "laissez-faire" management style than the teachers from Sargodha ($M = 10.11$, $SD = 3.48$). Similarly, for the factor "fair environment" in the class, teachers teaching in tehsil Bhalwal reported significantly more positive perception ($M = 49.33$, $SD = 7.72$) than that of Sargodha ($M = 45.62$, $SD = 8.22$) and Shahpure ($M = 41.05$, SD=7.87).

Concerning, teachers' viewpoint about the conducive learning environment for handling/preventing bullying, teachers from Bhalwal tehsil ($M = 12.42$, $SD = 1.9$) showed significantly more score than that of Shahpure's ($M = 10.76$, $SD = 2.70$).

Similarly, teachers' perception about the effect of parents' support in bullying, a significant F value ($F(2, 296) = 8.56$; $p < .001$) demonstrates that teachers' perception of three tehsils is significantly different. Teachers from Bhalwal tehsil ($M = 13.85$, $SD = 3.9$) considered parents' support as significant ingredient in preventing bullying than the Sargodha ($M = 12.38$, $SD = 3.56$) and Shahpure ($M = 10.76$, $SD = 4.03$). Likewise, teachers from three tehsils were also found significantly different regarding the perception of parent's role in child rearing ($F(2, 296) = 5.58$; $p < .01$).Teachers from Bhalwal ($M = 11.36$, $SD = 2.05$) scored significantly higher than the Sargodha ($M = 10.25$, $SD = 2.5$) and Shahpur' teachers ($M = 9.95$, $SD = 2.3$), thus perceived more the positive influence of parent's role in child rearing on school bullying.

Furthermore, teachers' support to handle school bullying, significant F-ratio ($F(2, 296) = 8.18$; $p < .001$) demonstrated that teachers' perception level varied, yet positive, with respect to the tehsils in which they were teaching. Bhalwal teachers ($M = 41.98$, $SD = 5.35$) were showing significantly more constructive perception regarding the teacher's support in resolving bullying issues than the teachers of Sargodha ($M = 38.92$, $SD = 5.5$) and Shahpure's ($M = 37.73$, $SD = 7$).

Regression Analysis for Bullying Victim and Bully

The fourth research objectives of this paper was to explore the significant contributing predictors. It has two parts; one deals with the predicting factors for a student to be a "Bullying Victim" and "The Bully", while other addresses the predictors for "handling/controlling bullying event". To achieve it. a multiple regression equation was computed with the six factors, these were, mother & father's role in child rearing, mother & father's support, Parents Interrelationship and teacher's support. The table 7 presents the results for model 1 of "Bullying Victim".

For Model 1, the ANOVA results verified the significance of the regression model for the dependant variable "Bullying Victim" ($F(6, 276) = 5.679$, $p < .001$). In addition, the "R^2" which explains the variation in the linear model (Field, 2009), here for "Bullying Victim", it was found 0.28. It showed that predictors (mother's role in child

rearing, father's role in child rearing, mother's support, father's support, Parents Interrelationship and teacher's support) generates 28% of the variation in the variable 'a student be a bully', which ensures the contribution of independent variables in estimating the dependant variable 'to be a bully'.

The column 1 presents the regression coefficients (b1), *SE*, *t*-values and their upper & lower bounds respectively at 95 % of confidence interval. Among all variables, "teacher's perception of father's positive support" and "parents' good interrelationship" were found to have a significant negative influence on the student being bullying victim. In other words, teachers perceive that father's support and healthy interparental relationship significantly reduce the chance of the student to be bullied by the students, that is, one-unit increase in father's support reduces the .24 units to be bullying victim. Similarly, one-unit increase in the "parents' interrelationship" decreases .64 units' chances for the student to be the bullying victim.

Table 7
Prediction of contributing factor for the student to be "Bullying Victim

Variables	Unstandardized Coefficients		*t*	*p*	95 % Cl	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	34.76	4.832	6.661	.000	22.650	41.725
Mother's role in Child Rearing	-.156	.153	-1.021	.309	-.458	.146
Father's role in Child Rearing	.169	.123	1.374	.171	-.074	.412
Mother's Support	-.076	.151	-.503	.615	-.375	.223
Father's Support	-.243	.121	-2.018	.045	-.481	-.005
Parents Interrelationship	-.642	.257	-2.500	.013	-1.148	-.135
Teacher's Support	-.068	.060	-1.135	.258	-.186	.050
R^2	.28					
F	5.679			.000		
ΔR^2	.28					

Now for estimating the student to be a "Bully", again a multiple regression model was run with the above mentioned perceived contributing factors in SPSS in table 8. The significant F value ($F_{(6, 274)} = 14.327$, $p < .001$) indicated that this model 2 was significantly predicting the variable 'Bully'.

Table 8

Teachers' perceived factors predicting the variable "Bully"

Variables	Unstandardized Coefficients		t	p	95 % Cl	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	35.253	4.975	7.086	.000	25.433	45.073
Mother's role in Child Rearing	-.242	.117	-2.071	.040	-.472	-.011
Father's role in Child Rearing	.040	.124	.322	.748	-.204	.284
Mother's Support	-.129	.131	-.987	.325	-.388	.129
Father's Support	-.204	.102	-1.998	.047	-.405	-.003
Parents Interrelationship	-.594	.142	-4.173	.000	-.876	-.313
Teacher's Support	-.046	.062	-.733	.465	-.169	.077
R^2	.26					
F	14.327			.000		
ΔR^2	.26					

The model 2 in table 8 presents the regression coefficients against the teachers' perceived factors. The variable, 'perception of mother's role in child rearing' was found to have the significantly negative effect on the student to be a 'Bully' (b = -.242**). This means that teachers perceived that mother's positive role in child rearing reduced .24 units for a student to do the bullying. The second factor which was found significant in model 2 was 'Father's support' which lessens the chance for a student to be a bully (b = -.204*). This indicated that with the increase of one unit in 'father's support' on the student lessen .204 units for him/her to be a bully. Similar to the model 1 in table 7, here in model 2 in table 8, the factor 'Parents Interrelationship' was also found significantly contributing in reducing the effect for the student to be a bully (b = -.594***). However, the factor 'Teacher's support' was found non-significant for both models predicting the student to be 'Bullying Victim' and 'Bully'.

In the end, last objective in this research was to explore the contribution of the classroom variables in handling/controlling bullying events in school. Taking demographic variable as constant, Model 3 was run with "Handeling school bullying" as an outcome variable and three classroom factors as independent variables for whole sample of 300 teachers in table 9.

Table 9

Model 3 for Handling school bullying predicted by its classroom variables

Variables	Unstandardized Coefficients		*t*	*p*	95 % Cl	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	12.884	2.256	6.153	.000	4.145	21.623
Classroom management (CM)	.232	.053	4.727	.000	.143	.321
Conducive learning environment (CLE)	1.413	.153	7.837	.000	1.074	1.751
Classroom Fair environment (CFE)	.127	.083	1.951	.043	.034	.221
R^2	.391					
F	48.075			.000		
ΔR^2	.384					

F-value in table 9 for this model confirmed that the variable handling bullying event was significantly predicted by all three classroom factors, management, fair and conducive environment (F (3, 293) = 48.075, $p < .001$). For this model, the value of R^2 was found 0.391, which explains 39% of the variation in the variable 'Handling bullying'.

Further, in column 1, the 'b' values against each factor demonstrate that CM (b_{CM} = .232***), CLE (b_{CLE} = 1.413***)" and CFE (b_{CFE} = .127*)" are significantly predicting the outcome variable "handling bullying event". Moreover, the positive signs all three predictors are showing that these factors are positively contributing in handling or reducing the bullying events in the school. The share of CM is 0.23, CLE is 1.4 and CFE is 0.127 towards the "handling bullying" variable. Among these three factors, "conducive learning environment" is playing a major role, that is, one-unit increase in it enhances 1.41 units in handling/controlling bullying events in school.

Conclusion and Discussion

Teachers' perception about bullying is latent in its definition, which plays a significant role in determining and reporting bullying events as they are liable for taking actions against real cases of bullying, similar is theorized by Ajzen in the *Theory of Planned Behaviour*. The result of the current study also supports the association of teachers' knowledge and their perception about handling school bullying like other researches (Pepler et al., 2004; Strohmeier & Noam, 2012a; Migliaccio, 2015; Burman, 2018). The study findings revealed that this perception of teachers is significantly associated with their gender. Male teachers exhibited more serious consideration for the school bullying as compare to the female teachers. The possible reason for this situation

is due to the fact of more prevalence of bullying events in boys' schools as compare to the girls' schools as reported by the other researches (Green et al. 2008; Mishna et al. 2010). The boys in the school are more indulged in bullying activities as a result of their daring behaviours in male dominating society like Pakistan. Hence, male teachers witness bullying most frequently, which let to their perception of bullying as a serious problem.

On the contrary, girls display fewer bullying behaviours in the presence of the teachers due to their introvert and concealed personalities in primitive society. Hence, it reduces the chances of female teachers to observe the bullying acts directly, consequently, constructing female teachers' perception about bullying as a less serious issue, the same is supported by the Berkowitz & Benbenishty (2012).

Furthermore, the experience of the teacher, in this study, was found an effective variable in developing their perception about bullying as a serious problem, same is supported by the results of other researchers (Şahin, 2010; Rosen et. 2017; Lester et al. 2018; Ruzicka, et al. 2018). It is the law of nature that experience with respect to aging usually enhances the maturity to understand any phenomenon in a comprehensive manner (Theory of self-actualization by Abraham Maslow, 1943). Therefore, with the passage of time, teachers witness abundant cases of bullying events which ultimately influence their level of perception. Moreover, a significant result came to the surface displaying the role of social media in promoting knowledge about bullying among masses. However, it does have the other side of the coin, which is, making the people less sensitive about the serious harms of this issue. They are becoming more absorbent what they witness more frequently rather to be reacting in a right direction (Cultural Theory of Risk by Marry Douglas 1970). Owing to the negligence of the consequences and taking the situation as it is, it will never be possible to provoke any masses' demand for particular policies and interventional strategies to reduce the threats and prospect threats of the school bullying.

Despite of the fact, that all elementary teachers responded positively with varying degree for the use of intervention strategies in classroom to cope the bullying phenomenon, the need of the hour is to identify the set of interventional strategies that may be practiced simultaneously as mentioned earlier by Boulton (1997). It is a common belief that uniqueness of personalities exists, so how could be a single intervention strategy suitable for bullied and bully as well while both may have different traits of personalities (Bjereld et al. 2017).

An assumption of the current research was that knowledge about bullying is positively associated with the seriousness of this issue. On the contrary, the results of this study demonstrated that less knowledge made the perception of the teachers about bullying as a serious problem however, more knowledge among females creating vice versa effects on their perception. This finding is in contrast with the results mentioned in studies by Migliaccio (2015). In addition, with reference to the gender difference in knowledge about school bullying, female teachers were found more knowledgeable as

compare to male teachers, although they were claiming to take bullying as a serious issue in earlier results of the study.

Furthermore, significant group differences were noted among single and married teachers. It may be assumed that married teachers have more socialization channels within the society due to their dual parental and in-law family system, which help them to develop their perceptions more vigorously as compare to single teachers about the effects of bullying.

Similarly, differences with respect to teaching experience was found significant for the variable management style. Less experienced teachers were more inclined towards democratic classroom management style as compared to the more experienced teachers in order to prevent/deal with bullying. It might be the reason that young teachers are more adaptive to modern approaches and believes to deal with the bullying incidences within the classroom settings (Theory of Diffusion of Innovations by Everett Roger, 2003). In addition, teacher's support was the significant tool to eliminate the occurrence of the bullying and this scenario is more significant for boys.

Likewise, School environment in terms of classroom fair environment, classroom management, and conducive learning environment, was found significant predictor for handling school bullying. These factors play a vital role to prevent the effects of bullying like; learning capacities may be hindered in the absence of fair classroom management and environment.

Further, teachers belonging to three tehsils were also found significantly different in their perception about management style, parents support & upbringing style and teacher' support in addressing the school bullying. Bhalwal tehsil is geographically situated near the more developed areas of the region. In addition, mostly, breadwinners of the families of this tehsil have migrated to other developed countries, causing the trickle-down effect of diffusion of the modern culture. This scenario is making this tehsil more inclined towards modern socialization patterns in families and schools as well as compare to other tehsils (Theory of Trans-cultural diffusion by Leo Frobenius, 1897).

Concerning the contributing factors of school bullying, father's support and Parents' Interrelationship were found most influential factors to prevent or minimize the happenings of the bullying, particularly for the girls (Shea et al. 2016; Bjereld et al. 2017). However, the mother's role in child rearing perceived by teachers was identified as a significant variable for the bullies only. It might be because of the fact that, in agrarian societies like Pakistan, the mother adapts more lenient child rearing patterns for her children to exhibit her love. In Pakistan, due to extended and joined family system, there is a strong relationship between the child rearing style of parents and members of the family and aggression leads to bullying among children (Lieber, Fung & Leung, 2006). In such families, mothers become permissive parents who exert low control and high

responsiveness. The mothers do not convey clearly the limitations and boundaries of ethical values (Rubin et al. 1995).

In nutshell, in the light of the above conclusion and discussion, great responsibility falls upon teachers to prevent bullying and providing fair school environment though the results of this study showed that according to teacher's perception, the teacher's support was non-significant factor. Thus, it is suggested that by introducing conducive learning environment in the class and adopting effective intervention strategies, the rate of bullying can be decreased in the class. Furthermore, the results of the study and existing literature, it can be assumed that parents, teachers and overall school environment are significant moderators for school bullying phenomenon. The students are having opportunities to communicate directly with parents and teachers more often. Thus, if parents and teachers have sufficient knowledge about contributing factors of school bullying then they can handle the situation more effectively at home and schools respectively. This can be made feasible by offering different guidelines to parents in parent-teacher meeting, specific counselling session to students by the professional school social workers, special teacher trainings using relevant latest research findings and offering channels of knowledge sharing.

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Relationship between Academic Engagement and Academic Achievement: An Empirical Evidence of Secondary School Students

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Abstract

The quantitative correlational study was designed to examine relationship of academic engagement and achievement of students. 800 students of 10th grade participated in this study that were randomly chosen from 20 high schools of district Lahore. Students' academic engagement was measured by administrating Academic Engagement Scale (AES) whereas academic achievement was their scores that they achieved in final exams of 9th grade. Multiple statistical data analysis techniques i.e. mean, standard deviation, independent sample t-test, ANOVA, and Pearson r were applied. Results exhibited that learners have competent level in engagement while difference in students' perception regarding academic engagement of girls and boys is significant. Students' father qualification has significant influence while mother qualification has no significant influence on their perceptions about academic engagement. Results also demonstrated that there is a weak as well as negative correlation in students' academic engagement and their achievement as r = -.088 (p>0.01). Thus, academic engagements have indirect influence on students' achievement. It is recommended that policy makers, teachers, and the researchers pay attention to individual learner's academic engagement because it influences on their achievement.

Keywords: Academic Engagement, Academic Involvement, Academic Commitment, Academic Achievement.

Introduction

One of the purposes of education is to elevate achievement of learners. Consequently, in past two decades psychologists are interested to examine students' variables that contribute to promote their achievement (Anthony, 2016; Manjunath, 2018). According to Scheidler (2012), students' school-related feelings, thoughts, and behaviors influence on learners' academic outcomes. These school-related feelings, thoughts, and behaviors are known as academic engagement (Landis & Reschly, 2013) that play an important role to encourage academic skills as well as interpersonal skills among learners (Eccles & Roeser, 2011). Students that are academically engaged in learning exhibit an effort to succeed in school (Li & Lerner, 2011). Hence, a significant number of high school learners are disengaged, not academically successful, and more

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likely to be depressed, unemployed, involved in criminal activities and delinquency (Henry, Knight, & Thornberry, 2012; Wang & Fredricks, 2014).

Appleton, Christenson, and Furlong (2008) considered students' engagement as person-centered approaches because it is a non-cognitive (meta-construct) factor that holds potential to get success in intended goals, especially at secondary school level. Fredricks (2011) stated that academic engagement is higher in classrooms where learners established interpersonal skills; where learners' autonomy is considered; where consistent and clear feedback is given to learners; where teachers hold high expectations; and where meaningful, interesting and challenging tasks are given to learners. In her later work, she also found that the biggest challenge in classrooms for teachers is learner disengagement (Fredricks, 2014). Disengagement leads to educational problems such as learner boredom, separation, high dropout rates, and low achievement (Fredricks, Filsecker, & Lawson, 2016; Fredricks, 2015; Landis & Reschly, 2013; McFarland, Cui, Rathbun, & Holmes, 2018). Lawson and Lawson (2013) found some factors at school level (i.e. size of school, culture, discipline and opportunities for extracurricular activities) that influence learner engagement. However, Eades (2014), van Rooij, Jansen, and van de Grift (2017), Wang and Eccles (2012), and Yazzie-Mintz (2007) found student variable (i.e. gender) influence on their engagement. Meanwhile, some believed that parent qualification also influences on student engagement (Gull, 2018; Sarwar & Ashrafi, 2014).

Li and Lerner (2013) analyzed the role of academic engagement and found that engagement affected student characteristics and their success. Engagement has been researched in various situations such as classrooms, pro-social institutions, and school context (Skinner & Pitzer, 2012). Filsecker and Kerres (2014), Wang and Degol (2014) considered that motivation and engagement are related, but distinctive variables that have direct and indirect relation with learners' achievement. However, others believed that only engagement variable is associated with outcomes (Wang, Chow, Hofkens, & Salmela-Aro, 2015). Therefore, the researchers tried to explore the relationship of learners' engagement and their achievement scores, grades, rates of school completion, and mental health (Bond et al. 2007; Patrick, Ryan, & Kaplan, 2007; Wang & Fredricks, 2014).

Many studies have been performed on student engagement in the last two decades. Researchers concluded that academic engagement relates with academic outcomes (Gull, 2018; Klem & Connell, 2004; Lerner et al., 2005; Li, 2010; Li & Lerner, 2013; Scheidler, 2012). However, Willms (2003) stated that academic engagement did not predict academic success of each and every learner. In order to understand the students' attribute such as academic engagement and its relation with academic success, researchers attempted to identify engagement of students studied at secondary schools and its relationship with their achievement. This study may be significant for policy

makers, parents, teachers, and students because it may guide to predict the decisions about learners' interests.

Objectives of the Study
- Examine the perceptions of students towards academic engagement studied at secondary schools.
- Determine difference in students' academic engagement based on gender and their parents' qualification.
- To investigate the extent to which secondary school students' academic engagement is linked with their achievement.

Research Question and Hypotheses
- What is the level of secondary school students' perceptions about academic engagement?
- $H_{o\ 1:}$ Gender has no significant influence on secondary school students' perceptions regarding academic engagement.
- $H_{o\ 2:}$ The students' father qualification has no significant influence on their perceptions about academic engagement.
- $H_{o\ 3:}$ The students' mother qualification has no significant influence on their perceptions about academic engagement.
- $H_{o\ 4:}$ There is no significant correlation in students' academic engagement and their achievement.

Literature Review

Educational productivity theory implies as the base of this study. The theory directed that academic engagement influence on achievement (Dotterer & Lowe, 2011; Wang & Fredricks, 2014). Academic engagement consists of how well a student participate in school (i.e. asking and answering questions, writing and reading on tasks, discussing about subject matter with peers and teachers) measured through rating scale (Lee, 2014; Li and Lerner, 2013) while curriculum based obtained scores are the academic achievement of learners. Christenson, Reschly, and Wylie (2012) explained that students' involvement and commitment to school considered as their academic engagement. While, Landis and Reschly (2013) further described active involvement of students in curricular along with co-curricular activities known as their involvement, whereas their obligation to learning and educational goals is recognized as commitment.

Balfanz and Byrnes (2006) examined associations between engagement and achievement and found that learners' engagement is critical to predict academic outcomes. Moreover, Patrick et al. (2007) explored associations among social environment, classroom engagement, and achievement of learners. Researchers concluded that social environment positively related to engagement while engagement positively correlated to academic success. However, Wang and Holcombe (2010)

conducted a longitudinal research on 1,046 participants to understand associations among students' engagement, school environment, and their achievement. Authors concluded that school environment directly and indirectly effect on students learning through classroom engagement. In addition, Dotterer & Lowe (2011) selected 1014 Participants (50% female and 50% male) to examine relationship among classroom situations, academic engagement, and achievement. Authors also investigated whether engagement predicted the relationship in classroom context and learners' achievement. Results indicated that engagement is the mediator between academic outcomes and classroom context.

Chase, Hilliard, Geldhof, Warren, and Lerner (2014) randomly selected 710 participants (69 % female and 31% male) to discover the extent to which engagement is linked with students' achievement among secondary level learners. Results exhibited that learners have competent level in engagement however positive moderate relationship was found in engagement and learners' achievement. Furthermore, Lee (2014) found that engagement is the significant predictor of learners' performance. van Rooij et al. (2017) made a study on 669 participants that were selected from 11 high schools to examine correlation among engagement, learners' academic adjustment and achievement. Investigators concluded that students having advance level of engagement performed well in school. Wara, Aloka, and Odongo (2018) selected 316 secondary school students to explore relationship in academic engagement and learners' academic outcomes. Researchers found significant moderate positive correlation in engagement and academic outcomes of learners. Additionally, Gull (2018) selected 1410 students from which 628 were boys whereas girls' students were 782 in number, enrolled in 25 high schools of district Narowal to investigate relationship in engagement and learners' academic achievement. The findings point out the existence of academic engagement at competent level while boys and girls' student have similar kind of academic engagement. Author also found strong relationship in learners' engagement and academic outcomes.

Research Methodology

The descriptive correlational research design was adopted to investigate the extent to which secondary school students' academic engagement is linked with their achievement. The population comprised of all the students enrolled in grade 10 at public sector high school of district Lahore for the academic year 2018-2019. There are 336 (179 girls and 157 boys) high schools in district Lahore whereas enrolled students in 10th grade are 36847 (School Education Department, 2018). Two stage sampling method was used to choose 800 (400 boys and 400 girls) participants. At first stage, equal number of high school (i.e. 10 girls and 10 boys) were selected by using disproportionate stratified random sampling while subsequently 40 participants were chosen randomly from each school. Researchers adapted Academic Engagement Scale (AES) from DiPerna and Elliott to collect data about academic engagement. The AES was validated by three

educationalist and assessment experts to ensure the appropriateness as well as the usability of scale in local context. In the light of experts' opinion, more items were added in AES and translated into native language (i.e. Urdu). Revised AES contained 18 items which were again validated from three assessment experts and two bi-lingual experts. To improve reliability, two items were deleted from AES because λ value of these items was less than 0.5. Thus, final AES was consisted of 16 items. Improved version of AES demonstrated good internal consistency (coefficient alpha's value was 0.821 while composite reliability value was 0.897) when rated by 100 participants. Whereas, academic achievement was the gained scores of learners in previously conducted examination. Multiple analysis techniques were applied that comprised of descriptive and inferential statistics. Descriptive statistics was used to calculate central tendency and dispersion (Hinton & McMurray, 2017). So, mean and standard deviation were calculated to determine the level of students' engagement. The t-tests was applied to compare the difference in two groups while analysis of variance (ANOVA) was used to examine difference in three or more groups (Albers, 2017; Grami, 2019; Williams & Abdi, 2010). Hence, independent samples t-test, ANOVA test, and Pearson r test were applied by using SPSS – 23 software.

Results

Table 1
Students' Level of Academic Engagement

Statements	Mean	Std. Deviation
Ask questions about tests.	3.87	1.165
Ask questions about practical work.	3.92	1.045
Participate in classroom discussions.	3.37	1.342
Read aloud in class.	2.70	1.524
Ask questions when I confused.	3.68	1.172
Share ideas with teacher.	3.91	1.080
Use outlines to organize work.	3.58	1.260
Voluntarily answers to questions	3.82	1.061
Participate in co-curricular activities.	3.70	1.192
Spend extra time for academic work.	3.96	1.122
Participate in classroom activities.	3.84	1.118
Regularly appear in class.	4.27	.980
Note essential point during reading.	3.84	1.072
At the end of lesson, revise all topics.	3.85	1.145
Assess what I understand.	3.92	1.161
Come to class without completing assignment.	4.18	1.115
Overall Academic Engagement	3.91	.588

N= 800

The mean scores comparison demonstrate that mean of the statement 'Regularly appear in class' as *M*= 4.27; *SD*=0.980 was greater than all other statements' mean scores. Whereas, the results also depict that statement 'Read aloud in class' had the least

mean score as *M*= 2.70; *SD*= 1.524. Overall results regarding academic engagement demonstrate that learners have competent level in engagement as Mean=3.91 with SD= 0.588.

Table 2
Boys' and Girls' Student Academic Engagement

Academic Engagement	*M*	*SD*	*t*	*df*	*p*
Male	3.68	.634	-4.271	798	.000
Female	3.86	.535			

N= 800

Results show that mean values of girl respondents (Mean=3.86; SD=0.535) was higher than the mean values of boy respondents (Mean=3.68; SD=0.634). So, girls had higher level of engagement than boys. Table also indicates significant difference in boys' and girls' participant academic engagement (α=0.05, t=-4.271, p=0.000). Hence, it was found that gender influence on secondary school students' perceptions about academic engagement.

Table 3
Comparison of Students' Academic Engagement Based on Father's Qualification

Academic Engagement	N	Minimum	Maximum	M	SD	F (6, 793)	*p*
Illiterate	93	1.50	4.81	3.67	.591		
Primary	59	2.75	4.75	3.98	.496		
Elementary	105	1.56	4.69	3.76	.630		
Matric	274	1.88	5.00	3.80	.572	3.090	.005
Intermediate	122	1.81	4.69	3.66	.643		
Graduation	84	2.56	5.00	3.71	.565		
Master	63	2.38	5.00	3.89	.576		
Total	800	1.50	5.00	3.77	.592		

Results demonstrate that there is a significant difference in participants' academic engagement on the basis of their father's qualification as F (6, 793) =3.090, *p* (0.005) < 0.05 level. Hence, it is found that students' father qualification significantly influence on their children academic engagement. Additionally, the mean score of respondents whose father's qualification was primary (Mean=3.98; SD=0.496) was greater as compare to mean values of respondents whose father's qualification was elementary to master. Therefore, it means that those students are more likely to engage academically whose fathers have primary level qualification. For group-wise comparison

in students' academic engagement based on their father's qualification, Tukey HSD Post hoc test was applied.

Table 3(a)

Comparison of Students' Academic Engagement Based on Father's qualification

AE	(I) Father_qualification	(J) Father_qualification	Mean Difference (I-J)	Sig.
	Illiterate	Primary	-.304*	.002
		Elementary	-.086	.305
		Matric	-.129	.068
		Intermediate	.013	.863
		Graduation	-.037	.676
		Master	-.216*	.024
	Primary	Illiterate	.304*	.002
		Elementary	.218*	.023
		Matric	.175*	.038
		Intermediate	.318*	.001
		Graduation	.267*	.008
		Master	.088	.408
	Elementary	Illiterate	.086	.305
		Primary	-.218*	.023
		Matric	-.043	.523
		Intermediate	.100	.202
		Graduation	.048	.570
		Master	-.130	.165
	Matric	Illiterate	.129	.068
		Primary	-.175*	.038
		Elementary	.043	.523
		Intermediate	.143*	.026
		Graduation	.092	.210
		Master	-.087	.289
	Intermediate	Illiterate	-.013	.863
		Primary	-.318*	.001
		Elementary	-.100	.202
		Matric	-.143*	.026
		Graduation	-.051	.541
		Master	-.230*	.012
	Graduation	Illiterate	.037	.676
		Primary	-.267*	.008
		Elementary	-.048	.570
		Matric	-.092	.210
		Intermediate	.051	.541
		Master	-.179	.068
	Master	Illiterate	.216*	.024
		Primary	-.088	.408

Elementary	.130	.165
Matric	.087	.289
Intermediate	.230*	.012
Graduation	.179	.068

Results of post hoc test exhibit that there is a significant impact of father's qualifications on students' academic engagement (p (0.002, 0.024, 0.023, 0.038, 0.01, 0.08, 0.026) < 0.05 between pairs of father qualifications of illiterate vs. primary, illiterate vs. master, primary vs. elementary, primary vs. matric, primary vs. intermediate, primary vs. graduation, matric vs. intermediate and intermediate vs. master respectively).

Table 4

Comparison of Students' Academic Engagement Based on Mother's Qualification

Academic Engagement	N	Minimum	Maximum	Mean	SD	F (6, 793)	P
Illiterate	141	1.50	4.69	3.69	.608	1.828	.091
Primary	97	2.63	5.00	3.90	.533		
Elementary	113	2.38	4.81	3.80	.560		
Matric	219	1.56	5.00	3.75	.619		
Intermediate	107	1.88	5.00	3.70	.649		
Graduation	66	2.63	4.88	3.78	.541		
Master	57	2.25	4.69	3.88	.523		
Total	800	1.50	5.00	3.77	.592		

Results of One-way ANOVA show that there was an insignificant distinction in the academic engagement of learners on the basis of their mother's qualification as F (6, 793) =1.828, *p* (0.091) >0.05 level. Hence, it is found that students' mother qualification has no significant influence on their perceptions about academic engagement. Moreover, the mean score of respondents whose mother's qualification was primary (Mean=3.90; SD=0.533) was higher than mean values of respondents whose mother's qualification was among elementary to master. These results suggest that those students are more academically engaged whose mothers have primary level qualification.

Table 5

Correlation in Academic Engagement and Achievement

	AE	AA
AE	1	-.088
		.013
AA	-.088	1
	.013	

N= 800; AE= Academic Engagement; and AA= Academic Achievement.

Results depict weak negative relationship in learners' academic engagement and achievement as r (798) = -0.088, $p > 0.01$. Thus, it is found that learners' engagement towards academic has indirect influence on their achievement.

Conclusion

Academic engagement is the feelings, thoughts and behaviors of learners that influence on achievement and play a significant role in promoting academic as well as interpersonal skills. Researchers investigate the associations between academic engagement and achievement of learners that was statistically weak as well as negative. In addition, researchers also identify that both boys' and girls' student have competent level in engagement while the difference found in academic engagement of girls' and boys' students is significant. Moreover, it is also found that students' father qualification has significant influence while mother qualification has no significant influence on their perceptions about academic engagement.

Discussion and Recommendation

Academic engagement is considered as a meta-construct phenomenon that may be distinct in male and female respondents and may vary on the basis of their characteristics. Researchers found that gender significantly influence on students' engagement while girl participants had higher academic engagement as compared to boy participants. These results support the findings of pervious researches conducted by Chase et al. (2014), Eades (2014), Schlechty (2002), Wang and Eccles (2012), and Yazzie-Mintz (2007). However, findings presented by Gull (2018) and Wang, Willett, and Eccles (2011) reflect no difference in students' engagement by considering their gender. This difference in findings may occur due to use of various instruments to measure engagement. Gull (2018) found similar results that students' father qualification has significant influence while mother qualification has no significant influence on their perceptions about academic engagement.

Earlier studies discovered a positive relationship in engagement and learners' achievement (Alvarez & Frey, 2012; Chase et al., 2014; Gull, 2018; Klem & Connell, 2004; Lee, 2014; Patrick et al., 2007; Scheidler, 2012). However, the findings of this

study show weak negative relationship in achievement related to academics of students and engagement. These results are in contrast with pervious researches. The reason behind this may be teachers' behavior or instructional strategies. While the results are consistent with the finding of Dotterer and Lowe (2011), and Shernoff and Schmidt (2008), who concluded negative association between engagement and academic achievement.

The researchers make the following recommendations in the light of the findings:

- The gender appears as a factor that influence on engagement. Boys student are at risk to demonstrate less adaptive engagement than girls, as gender has clear influence on the students' engagement. Thus, keeping it in mind teachers should monitor boys in order to help them in learning as well as to enhance their engagement in classroom.
- Policy makers need to consider academic engagement of students while developing education policies because it influences academic achievement.
- Teachers should pay attention to students' classroom engagement and ways to enhance it as it directly and indirectly affects their learning.

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Head Teachers' Motivational Techniques and Elementary School Teachers' Performance in Urban and Rural Areas of District Sheikhupura

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Abstract

Motivation of a person have a profound effect on his/her performance. Performance of a teacher not only includes the instructional outcomes but it also encompases performance on other job related responsibilities. Being an authorized individual heads of schools can effect motivation of their teachers to improve their performance. This study was examined at finding the difference in responses of elementary school teachers regarding the motivational techniques used by their heads and its effect on their performance in urban and rural schools of Sheikhupura District. For this purpose, a survey was conducted for data collection. A sample of 600 teachers (Male = 337, Female = 263) was collected from 80 randomly selected elementary schools in District Sheikhpura. An indignously developed and validated instrument (questionnaire) was used to collect data comprising of 43 statements related to eight motivational techniques. The mean difference in teachers' responses who were working in urban and rural elementary schools, about the effect of motivational techniques on their performance was identified through t-test. The findings of the study indicated that most of the lementary teachers were of the view that heads' motivational techniques have strong effect on their performance. Moreover, difference was not statistically significant in responses of urban and rural teachers about the heads motivational techniques and its effect on their performance. It is recommended that the government should give training to heads of elementary schools to enhance their teachers' motivation in order to improve their performance.

Keywords: Motivation, Elementary School, Motivational Techniques, delegation and appreciation

Introduction

Three types of resources play important roles in running an organization whether profit oriented or not. They are Human, Financail and Material resources. The human resource are the most important assets of any organization. These are human who play most important role for the development and growth of organizational process. The

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human can change insufficiency of any organization into efficiency by their efforts and motivation.

Teaching is the most essential and significant profession in the world. Teaching is one of the profession which belong to all other professions of the society. The educational system of any nation cannot be completed without teachers (Adeyemi, 2010). The character building and the personality of students depend on the role of teachers. Teachers have abilities to flourish a system of education and developing the qualities of these institutions. The quality of education is associated with the motivation of teachers. Teacher should be motivated to recogniz their job related responsibilities for achieving specific goals of education. Teachers need stimulus for their promotion based on wages and pay rates. Teacher motivation is necessary for enhancing their job performance. There is a need to conduct studies to identify motivation of teacher to support their professional development (Enueme & Egwunyenga, 2008).

Motivational techniques used by head teachers are instructional interventions for enhancing the performance of teachers. The teacher is a source to bring out and encourage students for putting their best efforts for achieving specific goals. Feedback and appreciation techniques are used for self-regulating in order to manage the level of teachers and their motivation. School is a placewhere a subsequent number of young people plan their careers, so teachers' motivation is particularly necessary as explained by Ahmed et al., (2010) that the role of motivation is important for the development of the organization and teacher's performance. Performance is result of an effort presented by a person. Many factors effect performance of an individual. Talking about teaching profession there are many factors which may influence motivation of a teacher. Among many others the techniques of motivation used by heads affect the performance of the teachers in positive way. Because performance of teachers can be improved through techniques of motivation. Where head teachers use motivational techniques for developing positive effect on job performance of their teachers their "Teachers put their best efforts for achieving positive results which affect their job performance (Dessler, 2005). Job performance and motivation have significant relationship with each other. Chandrasekar (2011) described that motivation and work performance are two different but related phenomena. According to him in any institution work performance is output of motivation.

Motivation and teacher's perspective at workplace are interdependent. Regardless of other factors teachers' work performance is considered as a result of motivation. The work performance of a teacher may increase and their may become more satisfied by using different motivational techniques by their heads. There are many factors which effect teacher motivation i.e. teachers get motivated with their working condition, feedback, monetary benefits and promotion, in the presence of these motivators they put their best efforts and show better performance. The teachers would

be able to know about their weaknesses and strengths if heads use feedback technique in most appropriate way (Mustafa & Othman, 2010).

Employees behavior is assessed through performance. Motivation make teachers happy and provide them a chance to think positively about their job. Motivated teachers provide total quality of teaching than those teacherswho are poorly motivated Nadeem et al. (2011). Intrinsic motivation factors provide positive feelings and job's satisfaction. Teachers can be motivated by changing the nature of work. Employees and administrators need abilities for achieving good levels of performance. We need to improve those factors which determine high level of performance in workplace (Alam& Farid,2011). Adeyemi, (2010) described in his research about jobs' performance of teachers and leadership styles of principals in Nigeria. Head teachers should have used their authority by keeping in view the objective of improveing quality of teaching and teaching profession. Bhatti et al., (2012) argued that promotion is one of the technique for influencing the performance of the teachers in aappropriate way. This technique of motivation needs more academic attention of teacher. Head teachers should give reward and reinforce the teachers for the development of their job performance. Qayyum and Sukirno (2012) described that caring attitude and delegate the powers to others in result of motivation at the same time influence teachers' performance.

On the basis of above discussion, it may be concluded that heads' motivational techniques have a profound effect on teachers' performance. All depends upon the competency of head teacher to inspire their teachers to perform well on their job. Keeping in view the importance of head teachers' role and competence to motivate their teachers this study was designed to identify teachers' responses working in Sheikhupura District about the effect of heads' motivational techniques on their performance.

Objectives of the Study

The objective of the study was to examine elementary school teacher's responses who are working in urban and rural areas about effects of heads motivation on their performance.

Research Questions

Following research questions were developed to conduct the study:

1. Is there any effect of caring attitude of heads on performance of elementary school teachers and is there any difference in responses of rural and urban teachers regarding effect of this attitude?
2. Is there any effect of heads' feedback on performance of elementary school teachers and is there is any difference in responses of rural and urban school teachers about heads' feedback?

3. Is there any effect of head teachers' appriciation on performance of elementary school teachers and is there any difference in responses of rural and urban teachers regarding heads' appreciation?
4. Is there any effect of working conditions provided by heads on performance of elementary school teachers and is there any difference in responses of rural and urban school teachers about effect of working conditions on their performance?
5. Is there any effect of heads' recognition on performance of elementary school teachers and is there any difference in performance of rural and urban teachers due to recognition technique of heads?
6. Is there any effect of heads' deligation of duties on elementary school teachers' performance and is difference in responses of rural and urban school teachers about effect of delegation of authority?
7. Is there any effect of heads' appraisal on performance of elementary school teachers and is there difference in responses of rural and urban school teachers about effect of appraisal of task performance?
8. Is there any effect of heads' feedback on performance of elementary school teachers and is there difference in responses of rural and urban school teachers about effect of promotion policy told?

Methodology
This study was quantitative and descriptive in nature. The following procedures were adopted to examine the study:

Population
All public sector rural and urban elementary school teachers of District Sheikhopora were target population of the study.

Sample of the Study
For the selection of sample "multi stage sampling technique" was followed. At stage one list of all 1126 elementary schools was obtained from district headquarter office. At stage two, total 80 schools (40 girls and 40 boys) were selected randomly. From each randomly selected school data was collected from maximum available teachers. 886 questionnaires were distributed elementary school teachers among them only 641 teachers had returned the questionnaire. After screening the received questionnaires 600 questionnaires were found to be filled appropriately in which 337 were filled by male and 263 were filled by female elementary school teachers. Hence sample of the study was 600 teachers.

Instrument

Data were collected through a self developed and validated questionnaire. Forty-three statements were developed related to eight factors of motivation. Eight statements were related to Caring attitude, two statements were related to feedback, four statements were related appreciation to, twelve statements were related to Working condition, two statements were related to recognition, eight statements were related to recognition, six statements were related to Performance appraisal and one statement was related topromotion policy.

Analysis of Data

SPSS-20 trial version was used for data analysis and different statistical tests were run.

Results and Interpretation of Data

Table 1

Teachers' Responses for Effect of "Caring Attitude" of Heads"

	Locality	N	M	SD.	MD	df.	t-value	Sig.
Caring attitude	Urban	327	8.17	1.5	0.08	599	.600	.700
	Rural	273	8.09	1.5	0.07			

Table 1 shows the mean scores of teachers' responses to identify the consequence of heads' caring attitude on the work performance resulted in independent sample *t*-test. The high value of mean scores shows that most of the teachers responded to agree that their performance gets effected by caring attitude of heads. It is apparent that mean scores of teachers' responses working in urban *(M = 8.17, SD = 1.5)* and rural *(M = 8.09, SD = 1.5)* areas are not statistically significant with mean difference (MD =.08), *t* (.600), *p* =.700. So, on the basis of these results we treach the answer of the first question that there a strong effect of heads' caring attitude on elementary school teachers' performance and here is no difference in responses of rural and urban teachers regarding effect of this attitude."

Table 2

Teachers' Responses Fort Effect of "Feedback" on their Performance

	Locality	N	M	SD.	MD	df.	t-value	Sig.
Feedback	Urban	327	7.00	1.50	1	599	-1.757	.206
	Rural	273	8.00	1.50				

Table 2 shows the mean scores of teachers' responses for the effect of heads' feedback on their performance resulted as independent sample *t*-test. Values of mean scores show that all teachers were agree that heads' feedback effect their performance.

Moreover, it is also evident that mean scores of teachers' responses working in urban (*M* = 7.00, *SD* = 1.5) and rural *(M* = 8.00, *SD* = 1.5)* areas are not statistically significant with mean difference (*MD* = 1), *t* (599) = -1.757, *p* =.206.On the basis of these result answer of the second research question is found as a remarkable effect of heads' feedback on the elementary school teachers' performance of and there is no difference in responses of rural and urban elementary school teachers about heads' feedback."

Table 3

Teachers' Responses Working in Urban and Rural Areas fort Effect of heads' "Appreciation" on Performance

	Locality	N	M	SD.	MD	df.	t-value	Sig.
Appreciation	Urban	327	7.41	1.711	0.42	589	-1.941	.008
	Rural	273	7.73	2.016				

Table 3 presents the mean scores of teachers' responses for effect of heads' appriciation to improve their performance. It is apparent that mean scores of teachers' responses working in urban (M = 7.41, SD = 1.711) and rural (M = 7.73., SD = 2.06) areas are statistically significant with mean difference (MD = 0.42), t(-1.941) =, p <.05. On the basis of these results answer of the third research question is reached as there a strong effect of head teachers' appriciation on performance of elementary school teachers and there is a remarkable difference in responses of rural and urban teachers regarding heads' appreciation."

Table 4

Teachers' Responses for the Effect of "Working condition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Working condition	Urban	327	7.34	2.099	0.27	598	-1.527	.779
	Rural	273	7.61	2.084				

Table 4 reveals the mean scores of teachers' responses for effect of working conditions provided by their heads to improve their performance. It is apparent that mean scores of teachers' responses working in urban (M = 7.34, SD = 2.099) and rural (M = 7.61., SD = 2.084) areas are not statistically significant with mean difference (MD = 0.27), t (-1.527) =, p =.779. On the basis of these findings we reacher the answer to research question four that there is a strong effect of working conditions provided by heads on performance of elementary school teachers and there is no difference in responses of rural and urban school teachers about effect of working conditions on their performance"

Table 5

Teachers' Responses for Effect of "Recognition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Recognition	Urban	327	6.97	1.953	0.31	598	-1.749	0.37
	Rural	273	7.28	2.117				

Table 5 presents the result of t-test ran to identify the effect of heads' recognition practices used by their heads on their performance. It is apparent that mean scores of teachers' responses working in urban (M = 6.97, SD = 1.953) and rural (M = 7.28, SD = 2.117) areas are not statistically significant with mean difference (MD = 0.37), t (-1.749) =, p =.37. "So, it is concluded there is a noteworthey effect of heads' recognition on performance of elementary school teachers and there in no difference in performance of rural and urban teachers due to recognition technique of heads."

Table 6

Teachers' Responses for the Effect of "Recognition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Delegation	Urban	327	7.19	1.873	1	598	-4.669	.069
	Rural	273	7.89	1.706				

Table 6 shows the mean scores to identify difference in teachers' responses working in urban and rural areas for the consequence as a result of deligation of duties on their performance. High mean score shows teachers' agreeableness for the positive effect of deligation of duties on their performance. It is also clear that mean scores of teachers' responses working in urban (M = 7.19, SD = 1.873) and rural (M = 7.89, SD = 1.706) areas are not statistically significant with mean difference (MD = 1), t (-4.669) =, p =.069. It is concluded that there is strong effect of heads' deligation of duties on performance of elementary school teachers and there in no difference in responses of rural and urban school teachers about effect of delegation of authority.

Table 7

Teachers' Responses for the Effect of "Recognition" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Performance	Urban	327	6.89	2.3321		598	-8.706	.000
Appraisal	Rural	273	8.38	1.784				

Table 7 presents the results of t-test ran on teachers' responses working in urban and rural areas of Sheikhupura District to identify differences due to heads' "performance appraisal". It is apparent that mean scores of teachers' responses working in urban (M =

6.98, SD = 2.332) and rural (M = 8.38, SD = 1.784) areas are statistically significant with mean difference (MD = 1), t (-8.706) =, p < .05. It is concluded that there is a noteworthey effect of heads' appraisal on performance of elementary school teachers and there is difference in responses of rural and urban school teachers about effect of appraisal of task performance."

Table 8

Teachers' Responses for the Effect of "Promotion Policy" on Performance

	Locality	N	M	SD	MD	df.	t-value	Sig.
Promotion	Urban	327	7.18	2.534	1.22	598	-6.086	.000
	Rural	273	8.40	2.253				

Table 8 shows the mean scores of teachers' responses for effect of promotion policy told by their heads on their performance. It is apparent that mean scores of teachers' responses working in urban (M = 7.18, SD = 2.534) and rural (M = 8.40, SD = 2.253) areas are statistically significant with mean difference (MD = 1.22), t (-6.068) =, p < .05. on the basis of these results it is concluded that there is a strong effect of heads' feedback on performance of elementary school teachers and there is difference in responses of rural and urban school teachers about effect of promotion policy told.

Discussion and Conclusions

Main objective of the study was to "identify the effect of different motivational techniques used by heads of elementary in urban and rural areas of district Sheikhupura." In the light of the results it is concluded that majority of the elementary school teachers working in public schools of Sheikhupura are agree that motivational techniques used by heads have positive effect on their performance. Results showed that elementary school teachers perceived their heads recognition practices as having positive effect on their performance. The results of the study are consistent with the findings of Ketheka (2014) who claimed that employee's recognition is a fundamental factor of their job satisfaction which ultimately enhances their performance. As these evidences play a very important role in promotion and selection of the employees. Muindi (2014) found that due to lack of recognition of a well done task by a teacher resulted in his/her demotivation.

Results also showed that elementary school teachers responded that involvement in decision making results in better performance. These results are aligned with the findings of Kimanthi (2016) who found that that majority of the teachers felt motivated when their heads involve them in decision making i.e. in forming school rules and regulations, deciding on discipline matters and penalties. In teachers' views the working conditions provided by heads have a sound effect on their performance. The study conducted by Kimanthi (2016) also showed that most of the teachers were demotivated due to the conditions of their staffrooms and offices. Mwenda (2015) found most of the

secondary school teachers demotivated due to uncomfortable physical facilities. According to JOSEPH, (2016) teachers not only feel unhappy due to their job itself but surrounding conditions while work affects employees' performance. Gyekye (2006) found that physical conditions provided by heads affect employees' job commitment. Results of the study also revealed that supervision practices of heads effect performance of teachers. These results are inconsistent with the findings of Kimanthi (2016) who found most of the teachers demotivated due to supervision by their heads. Results of this research work showed that elementary teachers in rural areas showed greater mean score as compare to urban elementary teachers which shows their consciousness about monitoring practices by heads.

Moreover, results also showed that teachers' performance of elementary schools working in rural areas have greater effect of their heads motivational techniques. It may be due to the factor that they face more difficulty to continue their job. They have to travel from far areas, transportation facilities are not good. Rural areas do not have developed infrastructure which itself case many problems of their inhabitants. There are less economic opportunities for locals. In the presence of these hard circumstances teachers need motivation to persist and perform up to the mark. Heads' motivational techniques work as desensitizer and keep elementary teachers motivated to put efforts to perform up to the mark. These contextual factors may be major factors for greater sensitivity of rural elementary teachers for heads' motivation.

Recommendations

It is recommended that the government should arrange training courses for heads of elementary schools to improve their teachers' performance. In the schools' teachers have to faces many problems such as promotion, monetary benefits and rewards the Government should have promoted teachers timely in public sectors regarding their education and capabilities. Equity based reward system should be implemented for motivation ofteachers. Rural teachers of elementary schools are more sensitive about the motivational techniques used by their heads. It is also dire need of the hour to improve teachers' performance for students' effective learning in rural areas due to low achievement of rural students. Awareness should be provided to rural heads of elementary schools to use more effective techniques to motivate their teachers.

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Teachers Humanistic Role Regarding Listening Students Attentively

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Malik Amer Atta[**]

Abstract

Regarding this research, the key objective of the researcher was to investigate the "teachers' humanistic role regarding listening students' attentively". Attentive listening of students under the umbrella of eight variables i.e. keep focus on content, show patience in listening, listen motives of the speakers, know values, the speakers believe, make eye contact with the speaker during listening, do reflective listening, don't interrupt the speaker and receptivity through body language. So the current research study was conducted in twenty-eight higher secondary schools & thirteen girls' higher secondary schools of District Dera Ismail Khan, to know and compare the perceptions of teachers about students attentive listening. The population of the study consisted of 267 male subject specialists & 102 female subject specialists and the sample of the study was168 male SS & 91 female SS. The data was collected through valid and reliable questionnaire from the respondents. The collected data was analyzed through mean p-value and t-test. The results revealed that there was no significant difference between the perception of male teachers and female teachers. It was also found that the perceptions of respondents were almost negative and same/ similar about the use of attentive listening at higher secondary school level by the teachers. At the end it was recommended that the teachers might use attentive listening technique in their classes for overall development of the personality of their students.

Keywords: Humanistic approach, Attentive listening, subject specialists (SS), Students, Higher secondary schools

Introduction

Students don't know the full scope of human rights until they are fully aware of their duties and perform them accordingly. Education is an institution that is launched to make civil, supportive and humane societies (Orend, 2002) to serve humanity in all respects. It also makes the respective societies peaceful, colourful and more sustaining. Education was responsible for the complete, all round, comprehensive development of human personality. It puts concentration on dignity of human beings irrespective of their cost, creed, country, tribe locality, gender, health condition, religion, age and so on. It was supporting to respect and guard human rights across the world. It may provide

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reverence, autonomy, freedom, responsibility to all without any discrimination (Sharon, 2013).

Education is a human right that is internally common and inevitable for every society to contribute in an educational revolution. It is helpful to create student centered environment in all schools to fulfil the unique needs of individuals. It makes them more unique and precious for human world and provide them knowledge and skills necessary to maximize their intellectual and personal development in all respects (Pogge, 2002 & 2005).

Humanistic teachers keep excellence skills of observation and listening to diagnose the characteristics and needs of their students very thoroughly and carefully. They make them good humans to serve and work for the betterment of all humanity across all boundaries. They are impressive to make learning an effective and lifelong activity for themselves and for their students through positive deal with their students. They discover the hidden potential and creative abilities of their students through deep observation and attentive listening of all voices of their students. They develop critical thinking skills in them through creating democratic and human loving environment in their class. They always do free and fair exchange with their students. They teach effectively, diagnose students thoroughly, polish their potential completely, create democratic environment in the class and provide their students opportunities for free discussion in the teaching learning process through attentive listening technique (Al-Khalidi, 2015).

It has been stated by Hoppe, (2018) that attentive listening is the state of mind that gives careful and complete attention to the speakers to listen, reflect, decode, understand, interpret and share with others. Attentive listening is essential for successful and strong relationships among humans. It is the necessary element of trust development among individuals and organizations. Precious advices and indeed friendships are based on it. It is the primary element of successful and effective interpersonal communication. Attentive listening involves understanding, memorizing, analysing, decision making and emotional intelligence to reach in the depths of spoken words. It also calculates and extracts what is at the bottom of these words. Attentive listening of students is the most important feature of teachers' pedagogical skills and careful listening is a component of fruitful and effective communication with the students in the class. It is needed at all levels and classes to make teaching effective and fruitful and to develop personality of all students. It is helpful to increase the self-confidence among students. It assists to sharpen their emotional intelligence and it prepares them to face the challenges of life with full patience, wisdom, analytical and critical thinking skills. So the researcher decided to dig out and compare the perceptions of teachers about teachers' humanistic role regarding listening students attentively in the current research study (Flavia & Enachi-Vasluianu, 2016).

Problem Statement

      The problem under investigation was "teachers' humanistic role regarding listening students attentively"

Research Objective

      The objective of the study was to explore and compare teachers' perception regarding teachers' humanistic role in perspective of listening students' attentively at higher secondary school level.

Research Questions of the Study

      The following were the research questions of the study

1. What were the perceptions of male and female subject specialists in perspective of listening students' attentively?
2. There was no significant difference between the perceptions of male and female subject specialists in perspective of listening students' attentively.

Delimitations

      The current study was delimited to all the male and female subject specialists who were teaching in the higher secondary schools situated in the jurisdiction of District Dera Ismail Khan

Literature Review

      Conscientious listening is the essential constituent of communication. It is the primary activity of managers, teachers, organizers and professionals working in various fields to serve humanity (Harris, 2017). It is the most important interactive skill among skills to bring individuals closer. It is the essential element for upward mobility to take humanity at the highest point of prosperity. It is an indispensable part of general intelligence for wise quick and appropriate decisions (Jian-jun, 2011). Its practice is necessary to increase knowledge of organizational communication to solve the problems instantly. It is an unavoidable thing for job satisfaction in every organization and in individual or personal matters. It is the key of interpersonal relationships for everyone and everywhere (Donald Boudreau, Cassell, & Fuks, 2009).

      Attentive listening provides wisdom that enhances judgements. It is the mandatory indicator of productivity for human survival and growth. It is helpful when dealing with difficult people in the world. It is the essential norm of all conversation to conquer hearts and bring them closer. It is considered the essential section of leadership to guide people. It is counted as the significant ingredient of the tasks related to ambassadors, leaders and politicians (Kryeziu, & Rugova, 2018). It is the greatest facilitator to understand situations and find the new ways. It is also helpful to understand needs, challenges, patients and persons around you to help them accordingly. It is very helpful in the process of adjustment and decision making. It is a ground-breaking method

for humanistic and democratic teaching in the modern era. It is the strength of successful and effective employees. Attentive listening is a way to get the energy to achieve the desired results and it is the most powerful weapon to deal with conflict situations and make correct decisions simultaneously (Sullivan, 2011).

Listening students attentively is an integral part of teaching learning process and the shared focus of attention and shared meanings make the instructional process complete and successful. Attentive listening declares the teachers as caring, sincere, receptive, emphatic and effective humane teachers (Smith, 2003) listening students attentively is a very skilful activity on teachers' part as it is the application of different ways to sustain questioning, conversation, discussion, analysis to unpack and check students view point. It is helpful to enhance their confidence, knowledge, reasoning skills, personality, language and communication style as well (McNaughton et al, 2008).

The indicators like eye contact, focus on content, patience, diagnose motives of the speakers, get awareness of the values, they believe, reflection of the speaker, mutual respect, listening whole message, receptivity through body language, answering all questions, clarification and synthesizing the received message reveal the process of attentive listening in the classroom by the respective teachers. The present research activity was aimed to measure the perceptions of higher secondary school teachers with the help of above mentioned indicators about listening students attentively. It is closely related with humanistic approach applied in education to make students humane. Students skilled with attentive listening are always ready to serve humanity across all the boundaries of world (Veck, W. (2009).
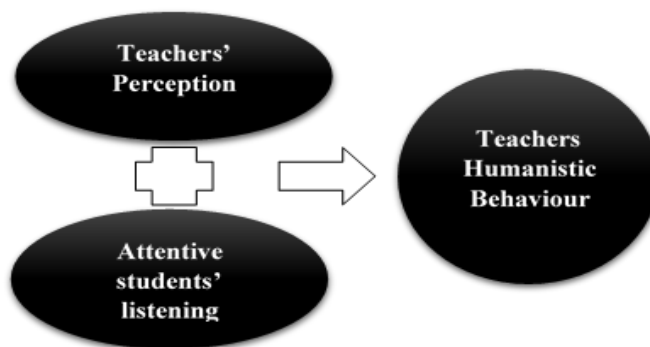
Figure 1. Teachers' humanistic role vs listening students' attentively

Attentive listeners employ cognitive faculty, affective and psychomotor based ways to infer meaning from the spoken words. They listen beneath the said words to understand their students thoroughly. Those teachers who are uninterested in their teaching, they always listen their students reluctantly and they never allow them to ask questions in the class. They humiliate them openly and they waste the precious time of

students. They do not develop bond of respect and reverence with their students and they try to end class as soon as possible. Moreover, they never deal their students as dignified humans. (Canpolat, Kuzu, Yıldırım & Canpolat, 2015)

Focus on Content

Focus on content includes grammar, pronunciation, selection of words and understanding the meaning of used words. It is to connect the situation and intended meanings to reach the depth of meanings. It is a reality that listening is very crucial process where attentive and careful listeners make sense between the words, gestures and background. They also match the recent information with the previous information to get the complete and correct meanings from the presented content. It is a fact that listening is a mental activity which helps us to get meanings from the things around us. We make successful communication with other human beings in various settings and contexts (Roost, 2013).

Listener may make the whole body ear to give respect to the speakers as worthy and respectable human beings. He focuses on every word spoken by his fellow beings to gather all information without missing a point. He discriminates the words and sounds to reach the correct meanings. He evaluates the words with various meanings and he also matches the real and situational meanings of the spoken words. Attentive listener criticizes or to enjoys the received content through deep focus on it. He can perceive and persuade his fellow beings. It is defined that hearing is receiving the sounds while listening is attaching the meaning to the received sounds. Listening is active, attentive and focused mental activity to listen what is not said and what is intended. It is the medium through which people get education, information, wisdom, understanding of the world and they also develop human affairs, concepts, ideals, ideas and values (Berne, 2004).

Listening is complex activity for language students as well. They encounter difficulties like understanding the colloquial vocabulary, comprehending various accents of students from various backgrounds. They face understanding intonation, stress, limited vocabulary, negligence by teachers. They also go through shyness, lack of confidence, failing to follow signals and transitions. They only concentrate on the presented content and same is the case with teachers. Listening the content profoundly plays significant role in classroom settings and it makes both teachers and students efficient. It provides input for all learners and it facilitates interactions between teachers and students. It gets students' attention and guides them properly but unfortunately the behaviours of their teachers are mostly devoid of this important skill in teaching activity in classroom (Anderson and Lynch, 2003).

Patience in Listening

Patience increases your capacity where you work. Impatience leads all to take rash decisions and meet the failure fastly. It is necessary to listen students and all others with patience to make them feel what they are saying is very important to you and you have due respect for them. Showing patience in listening others makes you wise. It gives teachers more time for thinking, judgements and decision making. It helps to start and develop rapport with students in the class. It is helpful to start and maintain friendships and relationships and it brings peace and calmness in life. It supports teachers to demonstrate caring attitude to their students. It facilitates them to be sympathetic and emphatic with their students. It helps them to show positive attitudes, sincerity and serenity in the class (Robertson, 2005).

Patience in listening keeps them healthier and happier physically, mentally, socially, academically and psychologically. It is observed that teachers are almost impatient with students in listening matters as they snub them fiercely, never allow them to ask questions, criticise students openly and loudly in the class. They often scorn the presented content, style and persons. They make objections about their ideas, words, style, pronunciation, presentation. Sometimes they discourage students with impatience, turning deaf ear to their voices and questions, ordering them to be quiet during and after the lecture. They cut them when they speak or express themselves in the class so they fail to get confidence, personality development or success. (Mc-Goon, Ferrari, Armstrong, Denis, Howar, Lowe & Wong, 2019).

Patience or self-control is attractive and essential feature on part of successful and humane teachers. Their impatient attitudes in listening students during classes lead students toward using cigarettes and alcohol. Teachers' impatience takes them towards lack of interests in curricular and co-curricular activities. It leads them towards low performance and grades. It is the cause of deteriorating mental, moral and physical health. It affects personality development, cognitive development and confidence development in students. It is need of the day that the students may be listened patiently in the classroom so they have groomed personalities. They may be skilled with innovation and invention. They have confidence and courage to face the challenges bravely. They may get meaningful and useful education and they may serve humanity with patience. They give respect and reverence to all humans and listen other humans patiently though their words are unpleasant to them (Alan & Ertac, 2018).

Listen Motives of the Speakers

Effective teaching emphasizes independent, purposeful and lifelong learning. Such diagnostic teaching can be done only by understanding students' abilities, interests, motives, objectives, needs, family background and personality through diagnostic listening and diagnostic observation. These qualities earnestly required by humanistic teachers who want to treat students as humans and make them good humans for the

betterment and service of all humanity across the world (Rost, & Wilson, 2013). Humanistic teachers monitor understanding, performance, progress, confusion and plans of students by listening the motives of their students. These motives are conveyed sometimes through unspoken words and sometimes beneath the surface. Effective teachers remain in closer contact with their students that they listen those unspoken words of their students. They understand those under the lines intended meanings to make teaching effective and fruitful in the class. They have background knowledge and information about students' attitudes. They relate new information with the previous knowledge to listen the motives of their students. They integrate various components of perception, thoughts, beliefs and linguistic knowledge. They can make quick assessment of what students really want and what they listen. They do capturing of students' feelings, intentions and motives through in the class at various situations and stages (Wolvin 2010).

Know the Values, the Speakers Believe

The taxonomies of listening require various enabling and enacting micro skills on part of teachers to listen students effectively and completely. One of them is to be aware of students' values to reach the meanings and intentions of students directly. Teachers prepare students for future roles playing in the humanistic society. They train them loving humanity and living for humanity. They get their students working for the success and betterment of humanity. They make them starting and sustaining friendship with other humans. They train them believing in mutual respect of all humans' sans boundaries, classes, regions, religions, castes and colours. They teach them tolerance through active and effective listening of others. The knowledge of students' values enables teachers to find their view point. This knowledge supports teachers in difficult and ticklish situations in the discussion carried out in the classes. This helps them to make correct decisions for the better and golden future of their students. The knowledge encourages them to implement the decisions positively with no disturbance and hindrance. This helps them to clear out clutter when surrounded by ambiguities and confusions and support students to develop their positive image or self-image. This knowledge builds their confidence to reach success in teaching and learning process in the class and helps teachers to know their students profoundly. Teachers can get happiness in their profession through knowing students' values but it has been revealed that teachers never bother to be familiar with these values that are followed by their students (Kitteric, Bailey, & Summerfield, 2010).

Eye Contact

It is a fact that eyes convey sincerity, integrity and attention to the speakers because eyes are windows to soul. The eye contact makes the course of conversation smooth, effective and successful. Good eye contact is the indicator that communication has gone well and attentive listening has been done. Eye contact makes the work of

teachers easy because it is helpful to create trust, rapport, good feelings for their students. It helps them to understand emotions, status and mood of their students. It makes their teaching and learning process successful through attentive listening via eye contact (Ledbury, White, & Darn, 2004). Making eye contact with the students is very difficult job for teachers as they have to make eye contact with every student in the class. They make them interested in the class through eye contact. This eye contact makes students eager to learn and psychologically sound. It gives them emotional intelligence and makes them innovative. It assists them to be bold, obedient, creative, and confident. It makes them lover of all human beings living in various parts of the world (Barati, (2015).

Eye contact transforms the whole group and it develops trust between sender and the receiver. It builds strong relationships and provides social skills to attentive listeners. It reinforces learning and gives a lot of nonverbal information. It helps to listen what is not said and supplies the deeper understanding of others' feelings. It frees from misconceptions and facilitates to transfer greater part/ larger amount of information. It makes useful and effective interactions and shows convincing presence. It breaks down all the barriers to learning and understanding pm the classroom between teachers and students (Kochoska & Gramatkovski, 2015)

Gaze, an action of eye contact, affects thoughts, deeds, perceptions, emotions, bodily reactions. It also influences consequent actions, positive or negative interactions, core interests and situation. It changes the processing of received information. It shades understanding, intentions, awareness and pro social behaviours of individuals (Coney, George & Hietanen, 2016). Eye region is the key area where people pay attention to get deep, true, correct information. They pay more attention to eyes than other parts of the face. People prefer open eyes over closed eyes to see the inner self of the speakers. They hold attention of the listeners and prepare the individuals to respond the stimulus correctly, appropriately and quickly (Laine, Spitler, Mosher, & Gothard, 2009).

Eye contact plays a very pivotal, comprehensive, constructive role to make education easy, understandable, and fruitful because a teacher gets maximum reimbursement from his/her students. It improves the performance of students and removes the disruptive behaviours of students. Eye contact improves the discipline of the class & school and controls students and their attention in the class. It conveys the real meanings of the spoken words and arouses participation of students in the class. Eye contact enhances the motivation of students in classroom activities and reveals interest of the teacher in teaching. Teachers observe the behaviours of students and diagnose the potential of students through eye contact. It expresses sincerity and exposes command over the subject matter. Eye contact shows confidence and creates confidence in students (Atta &Ayaz, 2014). Unfortunately, teachers focus on white board books, notes and points so they lose the attention of their students, lose control over the class and meet failure ultimately (Moore, 2009).

Reflective Listening

The reflective listening consists of reflection of thinking, self-esteem and self-awareness. Reflection of actions and self-knowledge are necessary for the full physical, social and academic development of students. Reflective listening helps to overcome social problems of students and successful socialization of students depends on it. It is helpful in social adjustment and development of effective communication skills (Tuuri, Mustonen & Pirhonen, 2007). It is needed in effective dealings of practical life. Reflective listening improves interpersonal skills and gives reliable friends. It helps to start and sustain creativity. It also builds a developed career and makes the life cycle arranged and systematic. Unfortunately, it has been revealed by various studies that majority of teachers do not have developed reflexive listening skill as they teach students without understanding their students. As a result, they remain totally unsuccessful to make their students true humans. The successful teachers must possess ability to contact his students and they demonstrate comfort and understanding reactions to students during listening. They implement purposeful pedagogical influence on their students and show positive attitude in the class. Reflective listening teachers remain desirous to help and care students and give students opportunity to speak completely. They record important moments of conversation and they look at posture, position, tone and facial expression of students. They have the ability to hear without interference and they wait for responses and feedback. Reflexive listening teachers know expectations and needs of their students. They solve problems wisely and above all treat students as respected and respectable humans. (Perezva, Velieva & Kostrubina, 2018)

Do Not Cut/Interrupt the Speaker

Interruptions in conversation reveal that teachers are less interested to listen their students. They do not give importance to the spoken words of their students and do severe humiliation of their students openly by turning deaf ear to them. They often divert and ignore the said words through interrupting students in the middle of conversation that represent violations of all ethics and principles of conversation. They reveal powers to control the behaviours of their students in the class at any stage and exhibit dominance over their students (Farley, 2008). They reveal veto power over students and demonstrate decision making power. They never understand their students, their interests, likes, emotions, ideas, feelings, confusions and problems rather they increase their problems, increase communication gap and enlarge the distance between teachers and the schools. They kill the sense of belongingness and take away from them human norms. They make them hostile to education and humanity through continuous interruptions in the class. They decrease the confidence and courage of students and grow the index of failure and shyness in students (Smith-Lovin, & Brody, 1989).

Receptivity through Body Language

Active listening means concentrating, reflecting, clarifying, summarizing and sharing with effort, empathy, attention and powerful show of body language. It is turning face towards the speaker, and moving close to the speaker. It is inclining head to the speaker and holding eye contact for longer duration. It is a fact that 55 % of listening is done through body language because powerful and effective use of body language changes the context. Body language builds trust and establishes rapport. It demonstrates concern and shows care. It reveals love and exhibit emotional intelligence. Body language responds appropriately and minimise misinterpretation. When teachers do not do active listening through body language then students do not feel pleasure, respect, interest and belongingness with education and its process (MacDonald, Badger & White, 2000).

Procedure

The questionnaire was used to collect the data from teachers. The questionnaire was consisted of eight items; focus on content, patience in listening, listening motives of speakers, know values of speakers, eye contact, reflective listening, no interruption, and receptivity through body language. These eight elements make the procedure of attentive listening complete and attentive listening is an essential part of humanistic approach in education. Humanistic approach makes the educational process successful and fruitful and it is the theoretical frame work of the present research study as delineated below (McNaughton, et al 2007).
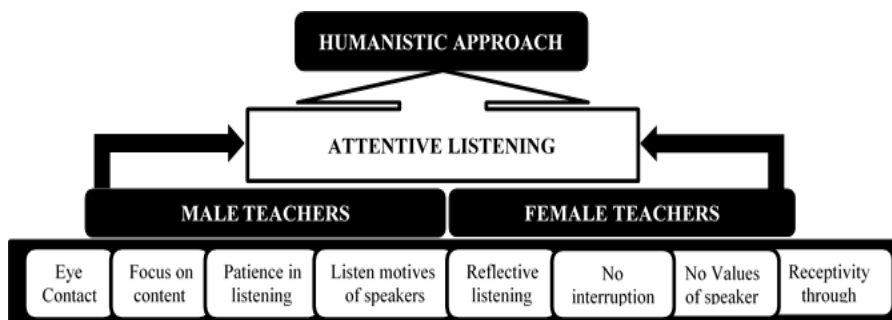
Figure 2. Theoretical Frame work

Population

The study was conducted in all 35 higher secondary school (28 Government Higher Secondary Schools& 13 Government Girls Higher Secondary Schools) of District Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. All SS teachers 369 (267 male teachers & 102 female teachers) teaching in higher secondary schools ofDera Ismail Khanof Khyber Pakhtunkhwa were included in the present study.

Table 1

Population of the study

Gender	Schools	Teachers
Male	28	267
Female	13	102
Total	41	369

(REMIS, 2017-18)

Sample

Total 259 SS teachers (168 from Government higher Secondary Schools, 6 from every school& 91 from Government Girls higher Secondary Schools, 7 from every school) were selected randomly as sample of the study. The sample was selected by following the famous table of Krejcie and Morgan, (1970) for a representative sample.

Table 2
Sample of the study

Gender	Schools	Teachers
Male	28	168
Female	13	91
Total	41	259

The data was gathered from the teachers through questionnaire. The questionnaire was made valid with the opinion of 10 doctors of the relevant field to get valid results. 259 questionnaires were sent to the respondents, 159 received back from male respondents 83 from female respondents and included in the study for data analysis processregarding teachers' humanistic role in perspective of listening students attentively. The data was analysed through mean and t test online calculator and the following results were found.

Research Instrument Development

For data collection questionnaire was designed for respondents with the following items:

1. Keep focus on content
2. Show patience in listening
3. Listen motives of the speakers
4. Know values, the speakers believe
5. Make eye contact with the speaker during listening
6. Do reflective listening
7. Don't interrupt the speaker
8. Receptivity through body language

Validity and Reliability of Research Instrument

Twenty-eight education specialists examined the content validity of the instruments. Some items were rejected and some were corrected with the advice of the experts. Pilot testing was done on the small sample. Statistical Package for Social Sciences (SPSS) was used reliability i.e. 0.753. Mean, Standard deviation, p-value and t-statistic was at 0.05 level of significance.

Table 3

Cronbach value of research instrument

Questionnaire	No. of Questions	Alpha
Teachers' humanistic role regarding listening students' attentively	08	0.753

Findings of the Study

Table 4

Description of Teachers' humanistic role regarding listening students' attentively

S#	Teacher	Gender	N	Mean	S.D	t_{cal}	t_{tab}	P-value
1.	Keep focus on content	Male	159	2.59	0.115	-1.2922	1.96	0.1976
		Female	83	2.61	0.113			
2.	Show patience in listening	Male	159	2.91	0.190	-0.7814	1.96	0.4354
		Female	83	2.93	0.187			
3.	Listen motives of the speakers	Male	159	2.07	0.192	-1.5409	1.96	0.1246
		Female	83	2.11	0.191			
4.	Know values, the speakers believe	Male	159	2.09	0.210	-0.7135	1.96	0.4762
		Female	83	2.11	0.201			
5.	Make eye contact with the speaker during listening	Male	159	2.70	0.310	-1.5226	1.96	0.1292
		Female	83	2.77	0.390			
6.	Do reflective listening	Male	159	2.65	0.390	-1.156	1.96	0.2488
		Female	83	2.71	0.370			
7.	Don't interrupt the speaker	Male	159	2.10	0.182	-1.1969	1.96	0.2326
		Female	83	2.13	0.191			
8.	Receptivity through body language	Male	159	2.77	0.116	-1.2699	1.96	0.2054
		Female	83	2.79	0.117			
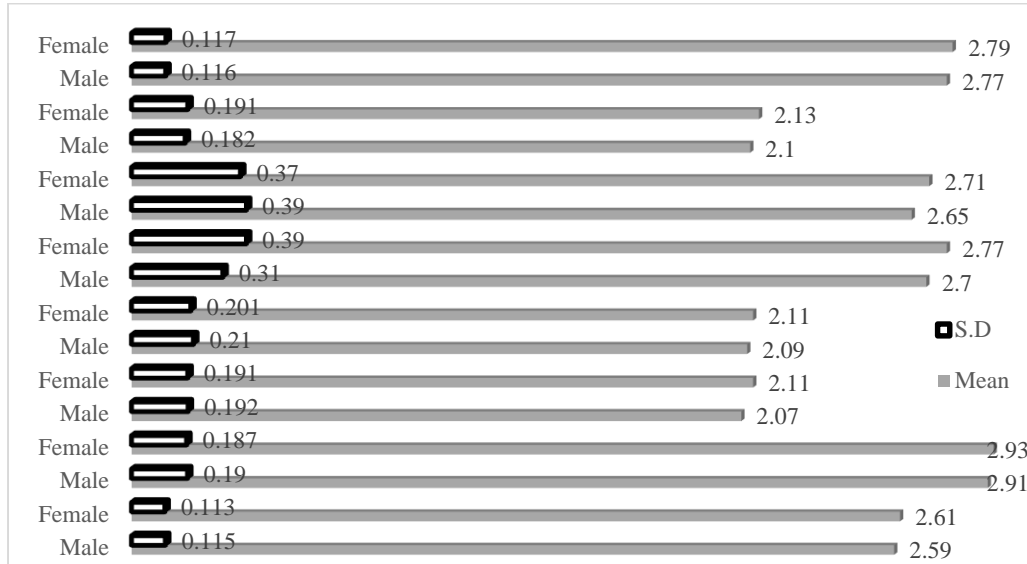
Figure 3. Description of Teachers' humanistic role regarding listening students' attentively
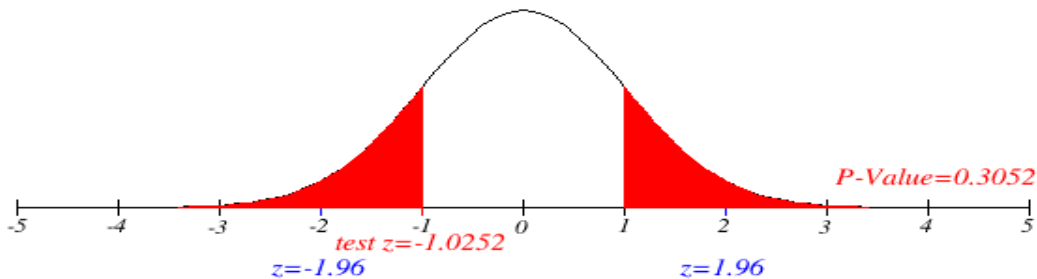
1. It was found after calculation that the mean values for male and female teachers' responses about item no 1 were 2.59 & 2.61 with SD.0.115 & 0.113 respectively. For gender difference, the means were calculated with t test and the result was -1.2922 with P-value 0.1976 which showed no significant difference between the perceptions of male teachers and female teachers regarding keeping focus on content to listen students attentively.

2. It was found after calculation that the mean values for male and female teachers' responses about item no 2 were 2.91 & 2.93 with SD. 0.190 & 0.187 respectively. For gender difference, the means were calculated with t test and the result was -0.7814with P-value 0.4354 which showed no significant difference between the perceptions of male teachers and female teachers regarding showing patience to listen students attentively.

3. It was found after calculation that the mean values for male and female teachers' responses about item no 3 were 2.07 & 2.11 with SD. 0.192 & 0.191 respectively. For gender difference, the means were calculated with t test and the result was -1.5409 with P-value 0.1246 which showed no significant difference between the perceptions of male teachers and female teachers regarding listening motives of speakers attentively.

4. It was found after calculation that the mean values for male and female teachers' responses about item no 4 were 2.09 & 2.11 with SD. 0.210 & 0.201 respectively. For gender difference, the means were calculated with t test and the result was -

0.7135 with P-value 0.4762 which showed no significant difference between the perceptions of male teachers and female teachers regarding knowing values of the speakers to listen them attentively.

5. It was found after calculation that the mean values for male and female teachers' responses about item no 5 were 2.70 & 2.77 with SD. 0.310 & 0.390respectively. For gender difference, the means were calculated with t test and the result was -1.5226 with P-value 0.1292 which showed no significant difference between the perceptions of male teachers and female teachers regarding making eye contact with the speakers to listen them attentively.

6. It was found after calculation that the mean values for male and female teachers' responses about item no 6 were 2.65 & 2.71 with SD. 0.390 & 0.370respectively. For gender difference, the means were calculated with t test and the result was -1.156 with P-value 0.2488 which showed no significant difference between the perceptions of male teachers and female teachers regarding using reflective listening technique to listen students attentively.

7. It was found after calculation that the mean values for male and female teachers' responses about item no 7 were 2.10 & 2.13 with SD. 0.182 & 0.191 respectively. For gender difference, the means were calculated with t test and the result was -1.1969 with P-value 0.2326 which showed no significant difference between the perceptions of male teachers and female teachers regarding no interruption to listen the speakers attentively.

8. It was found after calculation that the mean values for male and female teachers' responses about item no 8 were 2.77 & 2.79 with SD. 0.116 & 0.117 respectively. For gender difference, the means were calculated with t test and the result was -1.2699 with P-value 0.2054 which showed no significant difference between the perceptions of male teachers and female teachers regarding receipting meanings through body language to listen students attentively.

Table 5
Gender comparison of teachers' humanistic role regarding listening students' attentively

Response	Gender	N	Mean	S.D	α	t_{cal}	t_{tab}	P-value
Teachers' humanistic role regarding listening students' attentively	Male	159	2.48	0.214	0.05	-1.0252	1.96	0.3052
	Female	83	2.52	0.220				

Figure 4. Normal curve showing statistical values

It was found after calculation that the mean values for male and female teachers' responses about all 8 items were 2.48 & 2.52 with SD. 0.214 & 0.220 respectively. For gender difference, the means were calculated with t test and the result was -1.0252 with P-value 0.3052 which showed no significant difference between the perceptions of male teachers and female teachers regarding teachers' humanistic role about listening students attentively.

Conclusion

It was found that there was no significant difference between the perceptions of male teachers and female teachers. Their overall perceptions were negative about teachers' humanistic role in the subject of listening students attentively. It was found that teachers did not give due respect to their students in the process of teaching and learning. They often humiliate them and they snub them openly and loudly. They interrupt loudly and deliberately when students express themselves in the class. They don't pay any attentions to students' motives and they often show impatience to listen students' objections and questions. It has been explained by Flynn, Valikoski, and Grau, (2008), Flynn and Faulk (2008), they state "that despite its central role in the success of both the manager and the organization, listening remains one of the most neglected aspects of organizational communication, particularly from a research perspective; listening as an organizational variable continues to be seen as a soft skill worthy of little attention in the scholarly business of literature, in the business of classroom, and in organizations". The results of the present study are quite identical with the above referred results and remarks of Flynn and his fellow researchers (2008).

Recommendation

It is recommended that teachers may listen students attentively. Students are living beings bestowed with immense qualities and dignity so they may be given due respect by listening them patiently, carefully and with due respect. When teachers listen them carefully, teachers are able to guide them completely. They recognize their

differences completely and teat them accordingly. They facilitate students properly and groom their personalities to the highest level.

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Psychological Capital as an Index of Workplace Flourishing of College Faculty Members

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Abstract

The Present research investigated psychological capital as an index of workplace flourishing of college faculty members. A sample of 511 teachers working in Islamabad Model Colleges was selected. Mean, standard Deviation, Skewness, Kurtosis, Linear and Multiple Regression were applied for data analysis. Results revealed that college teachers had high level in both psychological capital and workplace flourishing. The teachers scored high in all dimensions of psychological capital, including optimism, hope, resilience and efficacy. Furthermore, in respect to workplace flourishing, they showed a high functioning level in terms of positive emotions, meanings, accomplishment and happiness while the normal functioning level of engagement and positive relationship. A significant and positive effect of psychological capital was observed on workplace flourishing. In other words, psychological capital has proved to be an index of workplace flourishing of college teaching faculty. It is recommended to arrange faculty development programs with special emphasis on the development of psychology resources and workplace flourishing.

Keywords: psychological capital, optimism, self-efficacy, workplace flourishing, engagement

Introduction

During the 20th century, researches on psychology paid more attention on areas of depression, violence, racism and adversity while less attention was given to positive aspects of life and upside of human functioning (Gable & Haidt, 2005). Even organizational studies focused more on organizational fiascos and failures. Positive psychology provided productive and interesting corrective measures to traditional psychology (Hackman, 2009). Positive perspective emphasizes on understanding flourishing of people and organizations (Biron, Cooper, & Gibbs, 2011). Healthy functioning is the aim of positive psychology in life and should be applied in work domain as well (Robertson, 2015). Unfortunately, the phenomenon of positive

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organizations has been undervalued (Cameron & Spreitzer, 2012). Psychological capital and workplace flourishing are areas which have roots in positive psychology and organizational behavior.

Psychological Capital

Psychological capital construct has attracted both academics and organizational practitioners. It has been associated with attitude, behavior and performance of employees (Avey, Luthans, & Youssef, 2010 cited in Newman et al., 2014) and has its origins in positive psychology and positive organizational behavior. Psycap optimism, psycap hope, psycap self-efficacy and psycap resilience are first-order psychological resources and acronym used for psychological capital components is a HERO (Luthans & Youssef-Morgan, 2017). Psychological capital combines four psychological resources of efficacy, (individuals' confidence on capabilities needed to execute the task successfully in a given situation) optimism, (think good things will happen to present and future) hope (motivational state focused on the agency and pathways to complete goals) and finally, resilience (individual's competence to bounce back in hardship to gain success) (Luthans et al., 2015).

Avey, et al. (2011) in their research on psychological capital found an association of psychological capital with individual's commitment with organization, satisfaction at workplace, citizenship behavior and performance. They also identified the inverse association of psychological capital with turnover, stress, deviance workplace behavior and pessimism.

Dawkins et al. (2013) explored that individual motivation of performing a task can be explained with four psychological capital capabilities. These capabilities are also referred to as psychological capital dimensions. These are optimism, hope, resilience and efficacy. The very first capability is optimism that means to expect goods in life. It has a significant influence on many other psychological constructs including wellbeing. Optimistic people courageously face problems, whereas pessimistic people keep themselves away from the problem and in some cases give in difficult situations (Carver et al., 2009). Seligman (1998) in his research explained optimism as a positive exploratory style. People with explanatory style relate personal factors to the positive events and situational and external factors to negative events. Optimistic people stop helplessness while pessimistic people spread helplessness. Hope is another component of psychological capital that is described as an uplifting of feelings and a gift of mind based on the information. It puts emotions on the back. It includes goal, agency and pathways. The agency can be explained as willpower of a person to pursue goals. The pathways are ways to identify different alternatives to reach goals even despite hindrances. Simply, psycap hope is an individual's positive state of motivation of having goals with goal focused energy that also includes planning to accomplish those goals (Lopez, 2013; Snyder et al., 1991; Snyder, 2000).

The efficacy is another capability of psychological capital that is described as a confidence of an individual about her capabilities of mobilizing the motivation required to effectively accomplish goal in a context. It is linked with performance in many domains of life and work (Stajkovic & Luthans 1998a, b). Social cognitive theory of Bandura provides the basis of psycap efficacy (1997). The fourth capability is psycap resilience that refers to the individual's ability to cope with adverse circumstances like a failure, conflict and even in the positive events (Luthans 2002). It represents a positive adaptation process to overcome risk factors in psychological, social and personal assets (Masten et al., 2009).

Teachers who possess psychological capital can cope with distressful school and classroom environment. Psychological resources help teachers to not only retain in the profession, but also to survive in stressful situations. Psychological capital enhances their performance in classrooms and school (Tosten & Toprak, 2017). Research study carried out by Avey, at al. (2010) confirmed that psychological capital explains variance in wellbeing.

Workplace Flourishing

The workplace is of great importance for any employee. People spend much of their time in their workplaces. Workplace health also matters and has an impact on individuals' lives. Flourishing is important in life as well as at workplaces. A research study conducted by Clements-Croome and his associates in 2019 explained that healthy workplaces enhance employee retention and reduce absenteeism which result in building asset value. Those organizations which emphasize on employees' wellbeing help them to flourish at their workplaces. As, flourishing is feeling good in all aspects of life so more than wellbeing (VanderWeele, 2017; Vander Weele et al., 2019). Flourishing is to feel good and function effectively. It is synonymous to higher mental wellbeing (Huppert, 2009a, b; Huppert and so, 2013; Keyes, 2002). Flourishing in schools can be described as working well, feel wholeness, engaged, connected and alive at workplaces (Cherkowski et al.,2018a).

Sense of purpose and meaning, positive emotions, deep engagement, strong relationships and satisfaction from achievement contribute in flourishing at workplaces (Cherkowski et al., 2018b) Seligman (2011) also described positive emotions, meaning, engagement, accomplishment, relationships and happiness as elements of flourishing. (Kern (2014) and Seligman (2011) explains positive emotions a general tendency of the individual towards a feeling of joy and contentment. Meaning element of flourishing refers to a purposeful work that matters. An engagement element of flourishing explains individual's absorption, interest and involvement in a task. The accomplishment element of flourishing describes the feelings of achievement, and positive relationships element of flourishing explains feeling of being supported, valued and contented with others at work.

Teaching is a profession where teachers handle students' problems, classroom problems, curriculum issues, assessment problems and parents at a time (Tosten, & Toprak, 2017). They require a high level of knowledge, intellectual curiosity and pedagogical expertise (Sproles, 2018). Therefore, assessment of psychological capital and workplace flourishing of teachers needs some attention in the teaching profession. Therefore, the existing research work was executed to study the psychological capital effect on workplace flourishing of teachers.

Rationale of the Study

Decades of researches on dysfunctional behaviors and mental illness from the field of sociology, psychology and behavioral sciences have failed to contribute in understanding flourishing, human strengths and optimal functioning. Similarly, scholars and practitioners working in areas like burnout, stress, conflict, counterproductive behavior, dysfunctional attitudes and many other negative constructs had not significantly contributed in the dynamic processes which enhance workplace excellence (Youssef-Morgan & Luthans, 2015). The focus of present research is on positivity areas of psychological capital and workplace flourishing which have their roots in positive psychology and positive organizational behavior. Organizations including educational institutions may get lots of benefits by focusing on psychological resources and workplace flourishing of college teachers.

Psychological capital has shown its importance due to four psychological resources (psycap optimism, psycap hope, psycap self-efficacy and psycap resilience and its links to several other organizational factors which make a background of further research on the exploration of psychological capital in various fields time to time. As, association of thriving with psychological capital was founded (Paterson et al., 2014) and in fact psychological capital worked as a facilitator of thriving construct (Porath et al., 2012). Moreover, a positive association was identified between psychological capital, employees' commitment, performance and citizenship behavior while negative connection was found with the negative outcomes of work (Avey, et al., 2011). Dawkins et al. (2013) discussed potentials of psychological capital for organizational managers and HR personnel to gain insight about psychological resources of their employees to get comprehensive picture.

Bono et al., (2012) said that flourished people show positive behavior to other people at workplaces work. Flourished employees are more engaged, active and look forward in challenging and novel situations. Psychological capital was also linked with subjective wellbeing (Avey et al., 2010). Present research was conducted with intents to explore the psychological capital effect on workplace flourishing. Researches in the field of positivity in organizations need attention in areas of teaching also. Teachers prepare individuals for all professionals who have the future of the country in their hands. They have more responsibility on their shoulders. It is important to work on the psychological

resources and wellbeing of teachers. Kern at al. (2014) discussed in their research article that previously researchers primary focus was on problems and illbeing faced by employees so now it's a time to focus more on wellbeing and strengths. Prominent areas in researches related to teaching faculty were depression, anxiety, burnout and frustration. It does not mean that study of teachers illbeing is not important. Indeed, approach of positive psychology advocates that mental health covers both negative and positive sides of human health. The point here is that traditional approaches of wellbeing focused only on problem-based standpoint like reducing job dissatisfaction or teacher stress and has overlooked the positive spectrum of wellbeing.

Different researches have explored the constructs of psychological capital and flourishing, but mostly researches are European context. Only a few studies found in the context of Pakistan about psychological capital and wellbeing. Flourishing and workplace flourishing is still ignored area. There is need to explore these constructs more in the context of Pakistan especially in teaching community. Secondly, in previous studies, relationship of psychological capital with wellbeing has been explode in which subjective or psychological wellbeing of individuals not workplace wellbeing was considered (Youssef & Luthans, 2015) while present research focused on psychological capital and workplace flourishing. As psychological capital has context of workplace so there is need to explore the flourishing in workplace context also.

Mostly university and school levels captured the attention of students' researchers. College level is less focused areas in terms of researches. As it is in the middle of school and university therefore have value and work as a bridge between school and university. Islamabad model colleges are providing educational opportunities for a larger population of students. Teachers who are the main source of providing educational opportunities for them are important. Even higher education classes, including master classes are also the part of these colleges. Universities are conducting different faculty development programs on a frequent basis and addressing the educational and psychological resource needs of teachers. Although colleges are also offering faculty development programs, but these are not enough to fulfil the needs of teachers. More importantly, these faculty programs focused more on content of teaching rather than on the development of psychological resources and flourishing of employees. Awareness and address to the psychological needs and resources is important. Keeping in view this intention the present research focused on selecting Islamabad model college teachers of population of study.

Objectives

Objectives guide the whole research and keep the researcher on right the track. The current study objectives were:

1. To identify psychological capital of college faculty members.
2. To determine psychological resources of optimism, hope, resilience and efficacy of college faculty members.
3. To assess workplace flourishing of college faculty members.
4. To investigate positive emotions, meaning, engagement, accomplishment, positive relationships and happiness elements of workplace flourishing of college faculty members.
5. To examine effects of psychological capital on workplace flourishing of college faculty members.

Null Hypotheses of the Study

H01: Psychological capital is not a significant predictor of workplace flourishing of college faculty members.

Further hypotheses were developed based on four psychological capital dimensions (psycap optimism, psycap hope, psycap resilience and psycap efficacy) and five elements of workplace flourishing (positive emotions, meaning, engagement, accomplishment, and positive relationships).

H02: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the positive emotions element of workplace flourishing.

H03: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the meaning element of workplace flourishing.

H04: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the engagement element of workplace flourishing.

H05: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the accomplishment element of workplace flourishing.

H06: There is no significant effect of optimism, hope, resilience and efficacy (dimensions of psychological capital) on the positive relationships element of workplace flourishing.

Theoretical Foundations

The psychological capital variable (in short psycap) and workplace flourishing have their basis in fields of positive psychology and positive organizational behavior.

Psychological capital theory was developed by Luthans, Youssef and Avolio (2007). Psychological capital comprised of four psychological resources of psycap optimism, psycap hope, psycap self-efficacy and psycap resilience. The psycap is the positive psychological resources that are first order and fulfill the inclusion criterion of research-based and theory-based, validly measurable, state-like, positive and influence well-being, behaviors, attitudes, and performance. Psycap theory drawn from Fredrickson (2009) concept of broaden-and-build and Hobfoll (2002) description of psychological resources. Luthans et al. (2015) further clarified that these four psychological resources have a common thread that meets the inclusion criteria to become part of pasycap. These four psychological resources worked as interactive resource set instead of independent and isolated psychological constructs. Moreover, conceptual framework given by Luthans et al. (2017) developed a link of psychological capital with wellbeing that is the base of research. The workplace flourishing construct based on the Seligman (2011) multidimensional flourishing model that describes wellbeing with reference to five elements known as PERMA. These five elements are positive emotions, meaning, engagement, accomplishment, and positive relationships. As stated by PERMA model, positive emotion identifies the need of optimistic viewpoint that is pleasurable experiences and enduring emotional state of pleasure that is the result of creativity and intellectual stimulation. Engagement explains the experiences of individual that is a state in which individual is completely absorbed in the present moment or situation. Positive relationships described intimacy and authentic connections with others. Meaning or purpose in life explains direction in life, feelings of worthwhile and valuable. Lastly, achievement is based on the success and accomplishments that contributes in the human flourishing (Seligman, 2011).
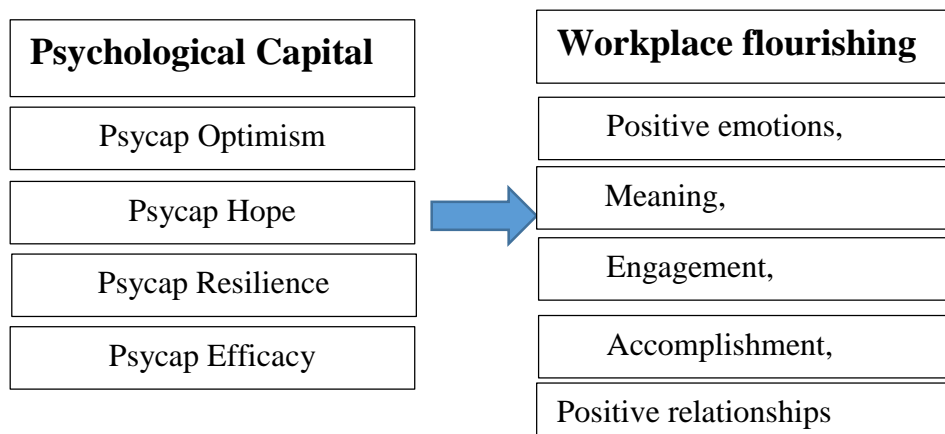
Figure 1. Framework of Research showing psychological capital as an index of workplace flourishing

Methodology

Present research followed the quantitative paradigm of research as Saunders, Lewis and Thornhill (2016) explained that quantitative research studies associations among variables that involved numerical measurement using statistical techniques for analysis. Considering the quantitative nature of research, present research selected the correlation research design as it helps to predict the scores and relate variables. Researcher in correlational design does not manipulate and control the variable like experimental research. Moreover, within the correlational design, the prediction design was chosen as it allows the researcher to predict criterion or outcome from the predictor variable. In the present research scenario, psychological capital worked as a predictor variable (independent variable) and workplace flourishing worked as criterion or outcome variable (dependent variable). Further, survey research strategy through questionnaires was opted as it helps in the collection of data from the target population in an economical way.

Population, Sample and Sampling Technique

The population of the study consisted of college faculty members working in all Thirty –two public colleges of Islamabad. Total 16 colleges were chosen, from these 16 eight were males and eight were females' colleges. 511 faculty members were picked out as sample out the total population of 2357 teachers which comprised of 21.6 % of the population. Stratum of males and females' teachers was made to give representation to both genders in population. The total 1235 female teachers and 1122 male teachers were working in model colleges in Islamabad. From these, 205 males and 306 females were chosen through stratified sampling technique.

Instruments

The present research was pursued by using scales of psychological capital and workplace flourishing. The psychological capital scale was developed by Lorenz et al. (2016). It included four dimensions of optimism, hope, resilience and efficacy. Psychological capital scale contained, total twelve questions with three questions in each dimension. The workplace flourishing scale was developed by Kern (2014). It included five-dimension positive emotions, meaning, engagement, accomplishment, positive relationships and one additional item of happiness. Workplace flourishing scale consisted of sixteen questions with three questions in each dimension and one additional question of happiness.

Data Analysis

Objective was achieved and hypotheses were tested by using statistical techniques of mean, standard deviation, linear regression and multiple regression. Data normality was assessed with tests of skewness and kurtosis.

Table 1

Descriptive statistics of psychological capital and its dimensions

Variables	Min	Max	M	SD	Skewness	Kurtosis
Psychological Capital	3.08	6.00	5.08	.580	-.504	-.051
Optimism	3.00	6.00	5.30	.646	-.778	.226
Hope	2.33	6.00	4.99	.745	-.853	.714
Self-Efficacy	3.00	6.00	5.12	.690	-.642	-.078
Resilience	2.00	6.00	4.91	.719	-.716	.594

Results about descriptive statistics depicted that most college teachers responded high on psychological capital scale. This showed that teachers possessed a high level of psychological capital. Psychological resources of optimism, hope, resilience and efficacy level was also found high in teachers also. Data was found normally distributes as the values of skewness and kurtosis were also falling within the normal range of +2, -2 (Kim, 2013).

Table 2

Descriptive statistics of workplace flourishing and its elements

Variables	Min	Max	M	SD	Skewness	Kurtosis
Workplace Flourishing	4.13	10.00	8.10	1.230	-.733	-.029
Positive Emotions	3.33	10.00	8.12	1.427	-.697	-.101
Meaning	3.67	10.00	8.39	1.446	-.985	.343
Engagement	3.00	10.00	7.92	1.419	-.618	-.155
Accomplishment	2.67	10.00	8.21	1.295	-.883	.857
Relationships	3.33	10.00	7.76	1.431	-.498	-.196
Happiness	2	10.00	8.40	1.630	-1.021	.579

Results of descriptive statistics explained high level of workplace flourishing in teachers. The teachers displayed a high level of functioning in the dimensions of positive emotions, meanings, accomplishment and happiness while normal level of functioning in engagement and positive relationship. Skewness and kurtosis values were also within the normal range of +2, -2 that explains the normal distribution of data (Kline, 2011)

Table 3

Effect of psychological Capital on Workplace Flourishing

Predictor	R	R Square	B	F	Sig.
Psychological Capital	.707	.499	1.499	507.509	.000

Dependent Variable: Workplace Flourishing

Results confirmed that psychological capital has significant and positive effect on workplace flourishing as $\beta=1.499$, F=507.509, P=.000. R square value also explained that psychological capital account for 49.9 % of variance in workplace flourishing. Thus, null hypothesis H01a was failed to accept.

Table 4

Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on positive Emotions Element of Workplace Flourishing

Predictors	B	Std. Error	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	.619	.451	1.372	.171		
Optimism	.185	.110	1.681	.093	.494	2.025
Hope	.438	.093	4.713	.000	.522	1.917
Resilience	.193	.094	2.061	.040	.550	1.820
Self-Efficacy	.660	.101	6.527	.000	.513	1.949
R=.616	R Square=.379	F=77.209	P=.000			

Dependent Variable: Positive Emotions (Element of Workplace Flourishing)

The results explained that the overall model is significant at F=77.209, P=.000. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in the data. Hope, resilience and efficacy showed significant and positive effect on positive emotions while optimism did not predict the positive emotions. Thus, results partially reject the hypothesis H02.

Table 5
Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on Meaning Element of Workplace Flourishing

Predictors	B	Std. Error	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	.026	1.304	.020	.984		
Optimism	.383	.106	3.61	.000	.494	2.025
Hope	.431	.089	4.81	.000	.522	1.917
Resilience	.258	.090	2.86	.004	.550	1.820
Self-Efficacy	.573	.097	5.88	.000	.513	1.949
R=.663[a]	R Square=.439	F=99.036	P=.000			

Dependent Variable: Meaning element of Workplace Flourishing

Results of multiple regression revealed that overall model is significant as F=99.036, P=.000. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in data. Optimism, hope, resilience and efficacy showed significant and positive effect on meaning element of workplace flourishing. Thus, results reject the hypothesis H03.

Table 6
Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on Engagement Element of Workplace Flourishing

Predictors	B	Std. Error	T	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	-.077	.436	-.177	.860		
Optimism	.403	.106	3.792	.000	.494	2.025
Hope	.374	.090	4.165	.000	.522	1.917
Resilience	.418	.091	4.611	.000	.550	1.820
Self-Efficacy	.379	.098	3.875	.000	.513	1.949
R=.643	R Square=.413	F=89.068	P=.000			

Dependent Variable: Engagement

Results of multiple regression revealed that overall model is significant as F=89.068, P=.000. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in data. Optimism, hope, resilience and efficacy showed significant and positive effect on engagement element of workplace flourishing. Thus, results reject the hypothesis H04.

Table 7

Effect of Psychological Capital (Optimism, Hope, Resilience and Efficacy) on Accomplishment Element of Workplace Flourishing

Predictors	B	Std. Error	T	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	4.244	1.242	3.418	.001		
Optimism	.272	.101	2.692	.007	.494	2.025
Hope	.356	.085	4.175	.000	.522	1.917
Self-Efficacy	.540	.093	5.819	.000	.513	1.949
Resilience	.166	.086	1.936	.053	.550	1.820
R=.605	R Square=.366		F=72.902	P=.000		

Dependent Variable: Accomplishment (Element of Workplace Flourishing)

Results of multiple regression revealed that overall model is significant as F=89.068, P=.000. All values of VIF are below 10 and all the tolerance statistics above 0.2 indicated no collinearity in data. Optimism, hope, resilience and efficacy showed significant and positive effect on accomplishment. Therefore, results reject the hypothesis H05.

Table 8

Effect of Psychological Capital (Hope, Optimism, Resilience and Self-Efficacy) on Positive Relationships Element of Workplace Flourishing

Predictors	B	Std. Error	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
(Constant)	1.350	1.396	.967	.334		
Optimism	.410	.114	3.608	.000	.494	2.025
Hope	.481	.096	5.015	.000	.522	1.917
Self-Efficacy	.325	.104	3.111	.002	.513	1.949
Resilience	.219	.097	2.270	.024	.550	1.820
R=.586[a]	R Square=.344	F= 66.225		P=.000		

Dependent Variable: Positive Relationships

Results of multiple regression revealed that overall model is significant as F=89.068, P=.000. All values of VIF are below 10 and all values of tolerance statistics are above 0.2 that indicates no collinearity in data. Optimism, hope, resilience and

efficacy showed significant and positive effect on Positive Relationships element of workplace flourishing. Therefore, results reject the hypothesis H06.

Discussion

The present research explored whether psychological capital work as an index of workplace flourishing of college faculty members. Qualitative research paradigm was selected to carry the research process. Total 511 teachers working in colleges in Islamabad were participating in a research study. Structured questionnaires on psychological capital and workplace flourishing were used for collecting data. Statistical techniques of mean, standard deviation, skewness, kurtosis, linear and multiple regression were selected for data analysis. Teachers' psychological capital and workplace flourishing are of great concerns. As Tosten and Toprak, (2017) in their research study mentioned that teaching is multi-tasking and hard profession where they must deal with students, classroom issues, parents, assessments and curriculum at a time.

Psychological capital is a higher order construct that contains four psychological resources of optimism, hope, resilience and efficacy (Luthans, 2012) which have tangible impact on performance of employees (Luthans, et al., 2015). Objectives one and two were to identify psychological capital level and to determine psychological resources of optimism, hope, resilience and efficacy of college faculty members. The majority of college teachers showed high level of psychological capital. The optimism, hope, resilience and efficacy level were also founded higher in teachers.

Objectives three and four were to assess workplace flourishing and to investigate positive emotions, meaning, engagement, accomplishment, positive relationships and happiness of college teaching faculty. Results showed higher level of workplace flourishing in teachers. Teachers also displayed a high level of functioning in positive emotions, meanings, accomplishment and happiness while normal level functioning in engagement and positive relationship. Huppert and So (2013) explained flourishing as highest level of wellbeing and combination of good feelings and effective functioning. Teachers flourishing contribute to societal flourishing. As, Dollansky (2014) discussed that flourishing teachers act as foundation for schools to flourish and in return flourishing schools contribute to flourishing learning communities.

Results of fifth objective revealed that the significant effect of psychological capital was found workplace flourishing. Chen (2019) conducted a study of teachers and identified that Individuals with a high level of wellbeing also have high psychological capital as well. A research conducted by Avey et al., (2010) also discussed that psychological capital effects wellbeing of employees. In another study conducted by Manzano-García, and Ayala (2017) also reveal that positive and direct relationship exists between wellbeing and psychological capital. Psycap optimism, hope, resilience and efficacy collectively make psychological capital, which offers mechanisms and practical resources to indorse well-being of workers (Youssef-Morgan and Luthans, 2015).

The significant effects of optimism, hope, resilience and efficacy were found on positive emotions, meaning, engagement, accomplishment, and positive relationships (elements of workplace flourishing). A research study conducted by Singhal and Rastogi (2018) revealed that optimistic, hopeful, resilient and efficacious employees are more satisfied in life, have a higher positive affect, and have a lower negative affect which will help them to stay in their jobs with increased commitment to their professions. Further research demonstrated that psychological capital worked as a predictor for wellbeing. Lopez et al. (2004) in their research study identified that hopeful people maintain goals even in adverse circumstance. This also relates to the research findings that hope influences the meaning and purpose in jobs. Self-efficacy is important for the wellbeing of employees (Seggelen-Damen, and Dam, 2016) and strong association exists between self-efficacy and subjective wellbeing (Avey et al., 2009). Research Conducted by (He, et al., 2013) also supported the present research findings by claiming a correlation between optimism and resilience with subjective wellbeing.

A study conducted by Yeo (2011) also claimed that hope is important for wellbeing. Another study also confirmed the positive connection of psychological capital with job engagement. (Chen, 2015). Li (2018) conducted a study research at university level and identified that psychological capital positively contributes to the well-being of university teachers.

Conclusions and Recommendations

The results of research study concluded that psychological capital is an index of workplace flourishing of college faculty members. The results showed high levels of psychological capital in college teachers. College teaching faculty also showed high levels of optimism, hope, resilience and efficacy. College faculty members were flourishing higher in positive emotions, meanings, accomplishment and happiness while the normal level of flourishing was found in engagement and positive relationship.

Literature on psychological capital and workplace flourishing support the importance of these constructs. Different strategies may be adopted to enhance the psychological capital and workplace flourishing among teachers. Avey et al. (2011) in their research suggested the ways to boost psychological capital by enhancing the ability to respond to cognitive and emotional demands in challenging situations. Ruderman and Clerkin (2015) in their research report also suggested some measures to enhance the psychological capital. A research study conducted by Yeo (2011) also identified different practical steps and workshop strategies to improve flourishing in teachers. Principals and other authorities may contribute significantly to maintain and enhance psychological capital and workplace flourishing of faculty members. There are certain websites which also may be used to build up psychological capital and workplace flourishing.

Furthermore, educational institutions may offer different trainings for enhancing the positivity among college faculty members. Different workshops for enhancing coping

skills to deal with difficult circumstances may be given to faculty members. By providing more opportunities of interaction the good, relationships may be improved by teachers as they were found at normal levels of positive relationships. Principals may encourage a helping attitude among teachers. Group work may be given to encourage relationship and social interaction. By giving more opportunities of development in the form of faculty development programs may enhance the optimistic attitude. Work engagement strategies may be used to enhance the work engagement among teachers. Praise, constructive criticism, clearly defined tasks, meaning full work and positive feedback may help to enhance the teachers to be more engaged in their work.

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Relationship between Social Competence and Academic Performance of University Students

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Abstract

Past researches have emphasized the importance of the competencies in social relationships and belongings in the personal and academic life of the university students. In this context, the social competence is considered as an important feature among the university students increasing their social harmony, developing meaningful and supportive friendships, and satisfying their needs as an important member of family, society, and class. This study was conducted to investigate the dynamics between social competence and the academic performance of university students. The sample comprised of the 4708 participants taken from the different universities of Pakistan. Perceived social competence scale in the form of checklist was used for the measurement of social competence. The research instrument was further validated by the experts. The academic performance of the students was measured through their CGPA in last semester. Data analysis was done applying the percentage, mean comparison, Pearson correlation, t-test and ANOVA. On the whole, a significant difference in the perceived social competence and academic performance, concerning gender was prominent in results. Moreover, significant relationship between academic achievement and social competence was eminent. Similarly, the correlation among the sub-scales of social competence segregated the effect of social skills, cognitive skills, and interpersonal communication skills over academic achievement. It was recommended that social competence of university students should be boosted up taking measures. This is necessary to improve the academic performance of students in university education. Moreover, educators need to focus attention to boost up the competence skills of those who are weaker in facing social adjustments.

Keywords: Academic performance, social competence, social competence sub scales, higher education

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Introduction

Social competence is considered as the preamble to the adjustment process (Owens et al., 2013). This is defined as the ability to explicit socially acceptable learned behaviors, which are marked by the positive social interactions (Zelst et al., 2014). Raven and Stephenson (2001) stated that social competence depends upon a person's ability to learn and adapt in new challenging environment and it grows with the experience. Thus, social competence is constructed on the earlier learned abilities and knowledge (Snape & Spencer, 2003). It is the foundation upon which, the individuals' perception of their own behavior, and the expectations for future relationships are constructed (Semrud-Clikeman, 2007). Researches reveal that, the ability to interact effectively with the people around, plays a crucial role for the effective use of intellectual potential (Davis, 2010). Therefore, it can be concluded that the social factors perform a significant role in the academic performance. Webster-Stratton et al, (2012) described two crucial factors for better academic performance, i.e. Academic preparedness and behavioral adjustment, which in turn is the major component of the social competence.

The relationship between the social competence and the academic performance was determined by three different assumptions in the literature. First assumption proclaimed that the social competence and the academic performance were directly proportional to each other (Markus et al., 2017). Secondly, it was described that the social competence maximizes the social support for the students, which in turn, aids in the academic performance (Anme et al., 2015). The third viewpoint relate that the motivation, and decreased anxiety level, as a link between the social competence and the academic performance (Comedis, 2014).

The Present Study

The present study was conducted to explore the relationship between social competence and academic performance of university students using data of Pakistani students. In the study primary aim was to find out the groups and areas where students social competence was needed to improve. Therefore, different demographic factors were taken as variables of interest to analyze competence level of students, compare groups' social competence subscales and search out the relationships among levels of competence and academic scores.

Variables of Interest of the Study

Social competence was taken as independent variable for the present study, which was further subdivided into the positive behavioral skills, social skills, interpersonal communication skills, cognitive skills, emotional skills, and negative behavioral skills. While, previous academic performance of the students was taken as the dependent variable of the study. The demographic variables included gender, age stages, study area, university sector, province, employment status, sibling position, and marital status of the students.

Research Questions of the Study

The major objective of the study was "to explore the relationship between university students' social competence and academic performance based on various demographic factors. On the basis of this objective, following research questions were made.

1. What is the level of social competence sub-scales among the university students?
2. What is effect of background characteristics of students on the social competence of students?
3. What is current position of university students regarding the academic performance on the basis of CGPA?
4. What is the relationship among the social competence and the academic Performance of the university students?

Literature Review

The theoretical background of this concept takes it towards the Erikson's (1950) theory of cognitive development and Bandura's (1999) theory of Social Cognitive theory of Personality. Both theories point out that the development of social competence is influenced with the physical and intellectual development of child, in collaboration of the various social factors, like quality of interactions, inheritance, background, and lifestyles etc. On entrance to the school, capability to understand and follow rules and directions, communication, cooperation, and relationship skills contribute to the development of social competence (Gouley, Brotman, Huang, & Shrout, 2008; Parker & Asher, 1987; Wentzel, 1991). Thus the children who are less socially competent, seem to have less relationship support (Sung, 2009), can establish weaker interactions to their teachers, resulting in the lesser feedbacks from peers and teachers, and more off task behavior, and thus, lower achievement (Caprara et al., 2000; Comedis, 2014; Zorza et al., 2013).

Further probe into literature review, gives three different assumptions in which the social competence influences the academic achievement. First assumption was described by the Mueser, Bellack, Morrison, & Wixted, (1990), who proclaimed that, the social competence and the academic performance are directly proportional to each other. Magelinskaite-Legkauskiene & Kepalaite, (2016) further described that the components of social competence which effect the achievement process. These components include, communication skills, cooperation skills, self-control and emotional intelligence, which become problematic for the students to master the academic content.

Second view of some scholars claim and indirect relationship of the social competence and academic achievement. According to this second viewpoint, the social competence helps the students by maximizing their peer relationships and social support, which in turn helps to get increased study assistance, and thus the better academic achievement (Caprara et al., 2000). Same results were obtained in the study made by

Magelinskaite-Legkauskiene & Kepalaite, (2016), in which they concluded that the students scoring high in interpersonal social competence, had larger communication networks, and better social support. Such students obtained better reinforcement and high achievements.

The third view point relates social competence to the increased motivation and lesser school anxiety (Magelinskaitė, Kepalaitė, & Legkauskas, 2014). The studies made at different level elicit that the role of social competence at various levels of learning. Comedis (2014), asserted that the university level, demands better knowledge, self-esteem, confidence, and better relationships.   While, the attainment of such skills requires, higher social competence among the students (Carey, 2013; Khan, 2012). Spence (2003) declare the social skills, social awareness, and self-confidence are major components of social competence which are necessary to be attained while the process of learning in university.

At the university stage, the socialization process was understood by a series of stages that follow one another, through which the students can achieve better adjustment in university and eventually give better academic performance. That is why, the social competence among the university students arise in more complex manner, and is considered as a dialectical, and culturally demarcated phenomenon, which is really understood in the context of the complex family and peer group interactions, in addition to the expectations of the given organization. At this   point, the concept of the social competence is supported by the postmodern approach to the socialization process (Davis, 2010), that highlights the fact that the initial organizational support (adjustment) and the study, work- family conflicts collectively give shape to the university students' social competence. Academic performance, here becomes the terminal goal of the social competence set definition, which is taken as the desired destination within the boundaries of the social laws, by overcoming obstacles and attaining a high standard (Tenaw, 2013). The academic performance of students, which has been a point of concern to parents, guardian, students and even the wider society, entails drive and single mindedness and it's about completing goals one has set for himself or herself.

Research Method

The research was descriptive in nature. This was a relationship study (Fraenkel, Wallen, & Hyun, 2012).   The use of this research design was considered appropriate because it might help the stakeholders to observe the relationship between university students' social competence and academic achievement based on the impact of given demographic factors.

Sample and Sampling Techniques

The sample for the study comprised of 4708 students from different universities of Pakistan during the academic year 2017. Multistage cluster random sampling was adopted for the study.

The whole population comprised of the total 186 universities (110 public sector and 76 private). At first stage, the clusters were made by randomly selecting universities. Hence, at this stage the sample comprised of 20 clusters. At next step, study areas were selected, and sub-clusters were formed. This included 09 areas of study i.e. law, technology, mind sciences, social sciences, natural sciences, humanities, management sciences, accounting and literature. The data was taken by approaching all the selected clusters and whole present and willing students were included as participants of the study.

Instrument for Data Collection

The research instrument was divided in two parts; part A contained demographic information of the respondents including age, gender, department and class. Part B contained the social competence check-list which was adapted from social competence at work-place scale (Assessing work-related social skills: Existing approaches and instruments & Felce, 2015) and modified into social competence assessment questionnaire. The scale included the six aspects of social competence i.e. negative behavior skills, positive behavior skills, cognitive, social, emotional and interpersonal communication skills. The 30-item checklist was scored on yes/no items and was used to elicit information about the students' social competence. The reliability of the scale was checked with the Cronbach alpha and was found as .901.

The previous CGPA in the last semester was taken as the measure of the academic performance. The CGPA was divided into three categories i.e. low achievers (i.e. 0.00-2.33), mediocre/ average (2.34-3.33), and above average (3.34-4.00 or above). This categorization of CGPA was made on the simple assessment/grading techniques used in the Pakistan as showed in first four columns in table 1

Table 1
Fractionalized Grading System

Percentage	Grade Point	Grade Equal	Classification/ Division	Defined levels in the study
85–100	3.67–4.00	A or (O)	Outstanding	Above average
80-84	3.34–3.66	A-		
75-79	3.01-3.33	B+		Average
71-74	2.67-3.00	B	Very Good	
68-70	2.34-2.66	B-		
64-67	2.01-2.33	C+		Below average
61-63	1.67-2.00	C	Satisfactory	
58-60	1.31-1.66	C-		
54-57	1.01-1.30	D+	Very Weak	
50-53	0.10-1.00	D		
Below 50	0.00	F	Unsatisfactory	

Source column 1-3: (Policy Guidelines for Implementation of Uniform Semester System in HEI 's of Pakistan, 2015); column 4: (Miller, Linn, & Gronlund, 2009).

For as per HEC criteria, the minimum qualifying criteria for the completion of BS and MS/M Phil students are 2.00 and 2.50 respectively and below which the students are allowed to repeat courses for improvement, this point was considered as the below average, and the above two categories were taken as the average and above average respectively.

On the other hand, three age groups were defined on the basis of Erikson's theory of psychosocial development (Erikson, 1987) i.e.

1) Adolescents, less than 19years
2) Early adulthood, 19-39 years
3) Adulthood, more than 39 years

Table 2

		Test of Normality				
Tests of Normality						
	Sex	Shapiro-Wilk			Skewness	Kurtosis
		Statistic	df	Sig.		
CGPA	Male	.731	3162	.000	-.034	-.471
	Female	.695	1546	.000	-.315	-1.067

The normality test indicated a significant value for the both male and female students. The value of kurtosis and skewness lie between the +/-1.0, which indicates that the data is acceptable. Only the value of kurtosis, for the female students was lesser than-1.0, which indicates that the distribution was relatively flat for the female participants.

Results of the Study

The results of the study are illustrated as follows

Table 3
Ranking of Social Competence (sub-scales) of students (n= 1793)

Social Competence Sub Scales	Items (30)	Ranking	Mean	SD
Positive Behavioral Skills	6	6	4.65	2.52
Social Skills	7	5	3.88	1.83
Interpersonal Communication Skills	5	4	3.36	1.55
Cognitive Skills	4	3	1.81	1.03
Emotional Skills	3	2	1.47	1.01
Negative behavioral Skills	5	1	.97	.99

Table 3 describes the levels of the social competence subscales among the university students on the basis of mean. Analysis of mean score have signified different levels of social competence of respondents in rank. Comparison of sub scales identified the positive behavioral skills at the top level among the university students (mean score = 4.65). The next hierarchy in descending order included social skills (mean score = 3.88); interpersonal communication skills (mean score = 3.36), cognitive skills (mean score = 1.81), emotional skills (mean score = 1.47), and negative behavioral skills (mean score =.97) respectively.

Table 4

Levels of Social Competence among the University Students in relation to their demographics

Factors		Social Competence levels						
		N	Low		Medium		High	
			f	*%*	*f*	*%*	*f*	*%*
Gender	Male	3162	178	5.6	962	30.4	2022	63.9
	Female	1546	38	2.5	5.8	32.9	1000	64.7
Age stages	Adolescents (Less than 19y)	482	26	5.4	150	31.1	306	63.5
	Early Adults (19-39y)	4190	190	4.5	1308	31.2	2692	64.2
	Adulthood (More than 39y)	36	0	0.00	12	33.3	24	66.7
Area of Study	Technology	1864	96	5.2	546	29.3	1222	65.6
	Mind Sciences	82	2	2.4	16	19.5	64	78.0
	Social Sciences	622	48	7.7	150	24.1	424	68.2
	Natural Sciences	1516	66	4.4	576	38.0	874	57.7
	Management Sciences	162	30	18.52	56	34.57	76	46.91
	Literature	72	0	0.00	23	31.94	49	68.06
University Sector	Public	4025	176	4.4%	1242	30.9%	2607	64.8
	Private	683	40	5.9%	228	33.4%	415	60.8
Province	Punjab	3508	124	3.5%	1164	33.2%	2220	63.3
	KPK	268	16	6.0	44	16.4	208	77.6
	Sindh	66	2	3.0%	22	33.3	42	63.6
	Baluchistan	648	72	11.1%	202	31.2	374	57.7
	Islamabad	206	2	1.0%	38	18.4	166	80.6
	AJK	12	0	0	0	0	12	100
Employment Status	Employed	318	26	8.2%	98	30.8	194	61.0
	Unemployed	4390	190	4.3%	1372	31.3	2828	64.4
Sibling Position	First	1729	82	4.7%	557	32.2%	1090	63.0
	Middle	1712	44	2.6%	504	29.4%	1164	68.0
	Last	694	36	5.2%	252	36.3%	406	58.5
	Only	573	54	9.4%	157	27.4%	362	63.2
Marital Status	Married	220	12	5.5%	100	45.5%	108	49.1
	unmarried	4488	204	4.5%	1370	30.5%	2914	64.9
	Total	4708	216	4.6	1470	31.2	3022	64.2

f= frequency; Adolescents= under 19 years old; Early Adults =19-34 years old; Adulthood= above 34 years old

The table 4 specifies the levels of social competence among the university students on the basis of different demographic factors i.e. the gender, age stages, program of studies, area of studies, university sector, province, sibling position, employment and marital status. The frequency and percentage of each demographic variable were calculated on each level of the social competence. The results revealed that the females

were relatively higher (64.7%) at social competence. Moreover, although there was not much obvious difference of age stages at social competence, yet adults (more than 39 years) were found at relatively higher social competence level (66.7%). Area of study, wise statistics revealed the same for the students of mind sciences at higher social competence level (78.0%). Whereas students of technology, natural sciences and business sciences were found less in comparison to others in higher group, but a remarkable number were in medium group. Among the university sector's observation, the students from public sector universities were aggregated at higher competence level (64.8%).

At provincial level, although the all students of AJK were present at higher social competence level, yet this was due to within group percentage, and the total number of the students was negligible to the other groups. Among, the other groups, the students of Islamabad were concentrated at the higher competence level (80.6%).

In case of sibling position, the students holding the middle position were relatively much socially competent 68.0%). Among others, students standing at only child position 63.2%), first position (63.0%), last (58.5%). Marital status, included unmarried students at higher competence level (64.9%).

Overall data showed that greater number of the students was at higher competence level (64.2%).

Table 5

Mean comparison analysis about Effect of Demographic Factors on the Social Competence of Students

Demographic Factors		n	Mean	SD	F	Sig.
Gender	Male	3162	2.58	.596	4.770	.029
	Female	1546	2.62	.533		
Age	Adolescents (12-18y)	482	2.58	.593		
	early adulthood (19-33)	4190	2.60	.576	.443	.642
	adulthood (34+)	36	2.67	.478		
Area of Study	Technology	1872	2.60	.585		
	Mind Sciences	29	2.50	.688		
	Social Sciences	621	2.60	.631		
	Natural Sciences	1525	2.53	.580		
	Humanities	31	2.82	.395	7.869	.000
	Accounting	19	3.00	0.000		
	Literature	611	2.69	.477		
	Technology	1872	2.60	.585		
	Mind Sciences	29	2.50	.688		
University Sector	Public	4025	2.60	.572	2.710	.067
	Private	683	2.55	.607		

Demographic Factors		n	Mean	SD	F	Sig.
Province	Punjab	3508	2.60	.558		
	KPK	268	2.72	.569		
	Sindh	66	2.61	.551	15.292	.000
	Baluchistan	648	2.47	.687		
	Islamabad	206	2.80	.427		
	AJK	12	3.00	.000		
Employment Status	Employed	318	2.53	.643	4.704	.030
	Unemployed	4390	2.60	.571		
Sibling Position	Only	573	2.53	.670	8.716	.000
	First	1730	2.58	.582		
	Middle	1711	2.66	.526		
	Last	694	2.53	.596		
Marital Status	Married	220	2.44	.597	17.746	.000
	Unmarried	4488	2.60	.575		
	Total	4708	2.60	.577		

The table 5 indicates the effect of demographic factors on the social competence. The Analysis of Variance revealed that the age stages, and university sector, had no significant effect, while area of study, university sector, province, sibling position, employment and marital status had significant effect over the social competence.

Table 6

Academic Performance among the University Students on the basis of Demographics

Factors		N	Academic Performance					
			Low achievers CGPA=0.00-2.33		Average achievers CGPA=2.34-3.33		Above average CGPA=3.34-4.00	
			Frequency	%	Frequency	%	Frequency	%
Gender	Male	3162	192	6.1%	1934	61.2%	1036	32.8%
	Female	1546	34	2.2%	744	48.1%	768	49.7%
Age stages	Adolescents (less than 19y)	482	16	3.3%	242	50.2%	224	46.5%
	Early Adults (19-39 y)	4190	210	5.0%	2418	57.7%	1562	37.3%
	Adulthood (above 39y)	36	0	0.0%	18	50.0%	18	50.0%
Area of Study	Technology	1864	102	5.5%	1148	61.6%	614	32.9%
	Mind sciences	82	0	0.0%	48	58.5%	34	41.5%
	Social sciences	644	58	9.0%	344	53.4%	242	37.6%
	Natural Sciences	1516	60	4.0%	796	52.5%	660	43.5%
	Literature	602	6	1.0%	342	56.8%	254	42.2%

Factors		N	Academic Performance					
			Low achievers CGPA=0.00-2.33		Average achievers CGPA=2.34-3.33		Above average CGPA=3.34-4.00	
			Frequency	%	Frequency	%	Frequency	%
University Sector	Public	4025	174	4.3%	2196	54.6%	1655	41.1%
	Private	683	52	7.6%	482	70.6%	149	21.8%
Sibling Position	First	132	4	3.03	68	51.52	60	45.45
	Middle	448	28	6.25	274	61.16	146	32.59
	Last	598	32	5.35	378	63.21	188	31.44
	Only	326	16	4.91	219	67.18	91	27.91
Marital Status	Married	220	4	1.8%	98	44.5%	118	53.6
	Unmarried	4488	222	4.9%	2580	57.5%	1686	37.6
	Total	4708	226	4.8%	2678	56.9%	1804	38.3

The table 6 specifies the academic performance of the university students with respect to different demographic factors i.e. the gender, age stages, area of studies, province, university sector, sibling position, and marital status. The frequency and percentage of each demographic variable was calculated on each level of the academic performance. The results revealed that the females were relatively higher (49.7%) at academic performance. Although there was not much obvious difference of age stages in their academic performance, yet greater number of the adolescents were found at high achievement level (46.5%). Area of study, wise statistics revealed that the students of natural sciences were at higher academic performance (43.5%). The students of literature were almost equal in percentage (42.2%).

Among the university sector's observation, the students from public sector universities were aggregated at higher achievers' group (41.1%). In case of sibling position, contrary to the social competence results, the students holding first position at family, were greater at high achievers group (45.45%). The others included those occupying middle position (32.59%), last (31.44%), and single child position (27.91%) respectively. Among the marital status, the married students were in greater percentage in high achiever's group (53.6%). Overall percentage of the students showed that the most of the students were at high achievement level (37.6%).

Table 7

Relationship between social competence domains and academic performance of students (n=4708)

Social competence domains						
Statistics	SS	PBS	ES	CS	ICS	NBS
r.	.029*	.024	.020	.016	.048**	-.050**
Sig.	.045	.099	.175	.268	.001	.016
Mean	3.8811	4.6457	1.4656	1.8148	3.3645	.9652
SD	1.82873	2.52125	1.01355	1.03091	1.55041	.98709

r= Pearson Correlation with Academic performance; PBS= Positive Behavioral Skills; ES= Emotional Skills; CS= Cognitive Skills; SS= Social Skills; ICS= Interpersonal Communication Skills; NBS= Negative Behavioral Skills

The table 7 explores the relationship between the levels of social competence and the academic performance. It reveals a significant correlation among the academic performance and all of the social competence domains. The value of correlation however, was in the order of cognitive skills (.268), emotional skills (.175), positive behavioral skills (.099), social skills (.045), negative behavioral skills (-.016) and interpersonal communication skills (.001) respectively.

Table 8

Relationship between social competence scores and academic performance (n= 4708)

Mean Scores		Pearson correlation between social competence and academic scores	
Social Competence	Academic Performance	r	Sign.
2.60	2.34	.047	.001

The table describes the comparison between the overall social competence and academic performance of the students. The mean comparison of the both variables show that the academic performance of the students was 2.34 (CGPA) at the social competence mean of 2.60. While, the Pearson correlation between the social competence and the academic performance revealed that a significant correlation (p = .001) exists between the two variables.

Table 9

Relationship between Social Competence levels and the Academic Performance of the Students

Levels of competence		Academic performance		ANOVA			LSD Analysis		
Groups	N	Mean	SD	F	Sig.		Low vs medium	Low vs high	Medium vs high
Low	216	2.24	.64			M.D	+/-.07	+/-.11	+/-.04
Medium	1470	2.31	.55	5.39	.00	Sig.	.07	.00	.04
High	3022	2.35	.56						
Total	4708	2.34	.56						

Table 9 indicates the analysis of variance among the social competence and the academic performance of the university students. Analysis of variance revealed that there existed a highly significant mean difference (p = .00) among the levels of social competence and the academic performance of the university students. Further Post-Hoc test revealed that the mean difference was significant (p = .00, & .04) between the low social competence of the students with those having medium and high social competence levels and vice versa.

Conclusions

The study was aimed to find out the relationship between university students' social competence and academic performance based on various demographic factors. Following the research questions, the data was analyzed using both descriptive and inferential statistics. The detailed conclusions of the study are described under each of the research question as follows.

What is the level of social competence sub-scales among the university students?

Mean and standard deviation of the all sub-scales of the social competence was checked, and the all levels were sorted in the descending means. This analysis revealed the order of the social competence sub-scales was, positive behavioral skills, social skills, interpersonal communication skills, cognitive skills, emotional skills, and negative behavioral skills respectively.

What is effect of background characteristics of students on the social competence of students?

The effect of background characteristics of students on social competence, were found by both frequency distribution and the analysis of variance. The frequency analysis revealed that at high social competence level, females were greater than males. With

respect to age stages, the order was adults (39+ years age), early adults (19-39 years age), and adolescents (less than 19years age) respectively. The area of study was found in the order of mind sciences, social sciences, literature, technology, natural sciences, and management sciences respectively. The university wise statistics revealed that the public sector university students were more socially competent than that of the private sector students. Province wise data revealed the order of Islamabad, KPK, Punjab, Sindh, and Baluchistan respectively. The data from AJK being very short was ignored from the comparison.

The sibling position was found in the order of last, first, middle and the only child respectively. At the end analysis of the marital status revealed the unmarried were greater at high competence level. Overall percentage of the students showed that most of the students were found at higher competence level.

At next step ANOVA was applied to find out the mean difference among the different demographic factors at social competence levels. The results showed that there was not a significant mean difference among the age stages, and university sector at different social competence levels. While program, area of study, province, sibling position, employment and marital status had significant effect over the social competence, showing that these factors have some effect over the social competence of the students.

What is current position of university students regarding the academic performance (CGPA)

The frequency and percentage of the students was calculated to find out the current position of the university students regarding the academic performance at the three defined levels i.e. low achievers (CGPA = 0-2.33), mediocre (CGPA = 2.34-3.33), above average (CGPA = 3.34-4.00). The results revealed that the females were showing relatively greater percentage at high achievement level. Among the age stages, the order of the high achievers, was adult (39+ years age), adolescents (less than 19 years age), and early adults (19-39 years) respectively. Statistics for area of study revealed the order of natural sciences, literature, mind sciences, social sciences, and technology respectively. Among the university sector's observation, the students from public sector universities were aggregated at higher achievers' group. In case of sibling position, the order was found as the first, middle, last, and only child in the family respectively. Among the marital status, the married students were in greater percentage in high achiever's group.

Overall percentage of the students showed that the most of the students were mediocre performers.

What is the relationship among the social competence and the academic Performance of the university students?

For that purpose, at first step relationship among the social competence domains and the academic performance was found. Its results revealed that there was a significant correlation between the academic performance and all social competence domains. However, the value of r was in the order of the cognitive, emotional, social, positive behavioral, interpersonal communication and negative behavioral skills respectively.

Next step was characterized by the analysis of variance among the social competence and the academic performance of the university students, which revealed that there existed a highly significant mean difference among the levels of social competence and the academic performance of the university students. Further Post-Hoc analysis revealed that the mean difference was significant between the low versus high and low versus medium social competence at academic performance of the university students and vice versa.

Discussion and Implications

The findings of the study indicated the significant relationship between the academic achievement and the social competence. However, the value of r was in the order of the cognitive, emotional, social, positive behavioral, interpersonal communication and negative behavioral skills with the academic performance of the university students respectively.

The findings of the study are supported by the other studies like Nichols, (2002) identified as the social skills having direct influence over the academic performance. Elliott & Busse, (2007) indicate the direct and significant effect of prosocial behavior on the students' GPA.

The existing research on the social competence and academic achievement measure in a variety of the demographic aspects, indicate that the social competence is indirectly connected to the academic performance of the students. It doesn't mean for making students more knowledgeable. Rather it helps them to prepare to use his social knowledge to take give and help from others, and to exhibit best of their learned behaviors towards better performance (Elliott & DiPerna, n.d.; Pym, Goodman, & Patsika, 2014). Similarly, Spayde, (2005) indicated that the negative behavior skills were inversely proportional to the academic performance of the students. He further asserted that the negative behavioral skills take a person towards social alienation, aggression and anxiety that in turn results in weaker agency and failure of the academic performance.

Studies indicate social competence as independent predictor of students' academic performance (Igbo & Nwaka, 2013), and the social skills as predictor of Stanford Test of Basic Skills (STBS) scores. It seems clear that the social competence in the classroom can have a value beyond, facilitating social relationship with other people. Secondly, its

relationship to academic achievement is twofold i.e. it may direct influence students' achievement and impact a range of academic preparatory behaviors such as listening to directions; staying on task; and asking questions.

However, a contrary evidence was also found in the study made by (Welsh, Parke, Widaman, & O'Neil, 2001), who asserted that the social competence and academic achievement influence each other over time, however, little empirical research was undertaken to evaluate this idea.

Safari, Shirazi, & Nejat (2014) indicated that social competence is precursor for the social and academic adjustment, that leads to the success of the students. In his experimental study on the elementary students, he found a significant relationship between the social skills, adjustment and academic achievement.

The model delineated in the study comprised of the six components of the social competence, and within each component, four to six abilities were measured. Each component comprised of the self-management, self-assertion and regulation as an important part. While finding out the relationships among the social competence domains, and the academic performance, although significant relationship was found, however, the value of r was very small for the social skills, positive behavioral skills, interpersonal communication skills, and negative behavioral skills. It shows that the data either needs further research work in this regard. Moreover, social competence is found as a very complex construct as mentioned by different researchers in the literature review section. Therefore, an extensive work in this regard can reveal its multiple aspects, and to shape it into a coherent hierarchically layered, and dynamic whole, which may be more understandable and manageable. Moreover, which social competencies are significant for which developmental age level, is also a researchable point.

The demographic factors included in the study were of wide variety, the relationship with those factors, may lead to understand and develop scaffold affective caregiver, and teachers in the developmental process of a child. The study sampling was cluster sampling, in which equating the demographic variables could not be made possible. Further equating those factors can lead to the different results. Examining developmental, qualitative and quantitative aspect of the social competence domains, also lead to the determination of the social competence deficit children, which leads to the psychopathological implications. Autism, and behavior disordered children are some of such examples.

Diagnostic behavior disorder implies impulsively and aggression, both of which threaten child's affective social competence development. Negative family environment can be traced with the help of the negative behavioral skills. In according to results of the research and importance of pre-elementary schools, this course should be mandatory in

our education system and offer this course for all of students. Parents must decline independency of themselves.

For university students, different known competencies can be developed, among the students, to not only boost their academic career, but onward also. Various steps can be taken for that purpose. For example, to overcome the demographic barriers, the awareness seminars for the parents, or spouse, can also become an effective bridge towards better achievements. Similarly, to improve the social competence, and to minimize the negative social behaviors, psychological training of the students can be useful. This can be facilitated by conducting special classes which can be meant for enhancing the teacher-student interactions, in which where the students can discuss their study and life-problems with their and the teachers in-turn may provide them moral and institutional support. In future researchers may deal with other demographic differences like socio-economic background, family conflicts, and the other important aspects of the social competence, over a large sample size.

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Analysis of National Educational Initiatives (2000-2019) For Promoting Primary Education in Pakistan

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Abstract

The research aimed for the analysis of the contents of government documents that were formed after the World Education Forum in Dakar, Senegal, in April 2000. The Dakar Framework was a combined commitment of actions for the promotion of primary education in the world. Government has the assigned obligation to ensure the EFA Goals and targets are being sustained. Out of total hit documents, full-text documents regarding primary education were included for the study and a total number of 13 documents of 1500 pages and several paragraphs were analyzed. The study reveals that Majority of the documents shows that government is near to achieve UPE targets but the allocation of budget to education remained at 2.4 percent which is needed to be revised along with this low GDP primary school enrollment increased after the year 2000. The content analysis used to conduct this research. Mission statement related to UPE formed inductive codes to test the significant association with the documents.

Keywords: Content analysis, universal primary education, educational initiatives, EFA

Introduction

Primary education is a gateway to higher education and for the future of countries. Universal Primary Education (UPE) is a goal and aim to achieve primary education without any discrimination of Gender in many national and international plans for countries development. From another view Education at primary level (UPE) is a sum of total easy availability of education for the children of age 5 to 10 years. Universal Primary Education stands on five Pillars: universalization of provision of education, universalization of enrollment, universalization of retention, universalization of participation and achievements (Shah, Ghazi et al. 2016).

The government, worldwide establishments, teachers and developmental executive adopted useful guidance to design and to implement policies and strategies to improve primary education from the Worldwide proclamation on Education for All and after this Declaration its co framework of action after the Educational Conference (UNESCO, 2001). The clear landmark on Education was the Jomtein conference for

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international dialogue to place education for the wellbeing of humans and consensus reached to provide new drivers to the whole world to impart basic compulsory primary education to abolish illiteracy from the entire world. This conference has also remarkable and stimulate efforts to improve the stander of the key and basic education and find out more effective ways to meet basic learning needs for the different and various age groups (UNESCO, 2001). After 1990 one decade the DFA (Framework of Action at Dakar 2000) contains all the goals and targets to be achieved by the government of signatory countries and the worldwide community for the quality of primary education for all by the year 2015. The Dakar framework of action (DFA) cited to the construction of a sustainable National EFA action plan as a pre-condition to providing foreign support by international organizations (UNESCO and UNICEF, 2013). Two fundamental conditions declared by the DFA which must be obtained at national levels for the international contribution of resources for the implementation of education for all (EFA) in national action plan (NAP)(UNESCO, 2001).

Condition-1: "is that specific national condition for education for all (EFA) development (and for the development sector as a whole) must be in place and functioning, including among other government leadership, systematic consultation with national civil society, preparation and implementation of reforms addressing the EFA goals, a sustainable national funding framework and coherence of human development activities with the policy framework" (DFA#16) (UNESCO, 2001).

Condition-2: "is that a credible plan of action for EFA must be in place to support condition- 1" (DFA#17) (UNESCO, 2001). In the UN resolution in the year 2001 UNESCO was assigned the duty and obligation to plan the actions and to cooperate the activities and programs for the decade (2003-2012) to celebrate the Decade of Literacy. The aim was to address the marginalized countries under the banner of education for all slogans. In this background "Guidelines for the strategic framework of action for UN literacy decade in Pakistan" were developed to see the learning tasks in Pakistan. These plans were conversed by specialists from all over the country. The Donor Funding Associations (DFA) invited countries to develop action plans to meet the EFA goals before the end of 2002. In response to this call, many countries established action plans to strengthen the existing action plans for the success of education for all (EFA) and also have been executing them. Virtually every government has a mission statement to improve primary education in Pakistan (Walton, 2005). They are often produced by the strategic planning process assigned by international organizations or by the accreditation visits (Firmin & Gilson, 2010). After the year 2000, Pakistan laid a gross input to achieve the standards of primary education. For this basis, the government took some important pace in the form of some strategic and administrative initiatives to achieve EFA targets. Some worthy change initiatives in the country are Devolution of 2000 and the 18th Constitutional Amendment. Some other strategic documents are published under these major initiatives (UNESCO,2006). Under the new setup in which the declaration of

administration ordinance are: division as a managerial unit in the provinces ended and district government have been fixed for the district based development and organization along with administration (UNESCO,2006). Pakistan has 102 regions and 13 of Fata agencies. Regions are additionally partitioned into 380 sub-locales called Tehsils. The nearby government statute 2001 made ready for the foundation of the three-level of local government framework including, locale, tehsils and associations. Every level of local government has its own chosen committee and organization and is going by the Nazim (UNESCO, 2006).

18th *Constitutional Amendment*-- In 2010 Pakistan's government launched 18th constitutional amendment. In this amendment, education is compulsory for the children of 5 to 16 of age. The Article 25-A provides that "The state shall provide the free and compulsory education to all the children of 5 to 16 year of age in such manner as may be determined by the law". In April 2010, 18th constitutional amendment made wide running changes in around 36% of Pakistan's constitution, by correcting its 102 articles out of 280(I-SAPS,2011).

Table 1

Education Pre and Post 18th Amendment

Subject	Pre 18th amendment	Post 18th amendment
Right to education	Recognized but not justiciable	Article 25A: education justiciable right
Education policy and planning	Concurrent legislative list	Provincial legislative list
Curriculum	Concurrent legislative list	Provincial legislative list
Higher education	Concurrent legislative list	Federal legislative list
Standard of education	Federal/provincial joint	Transfer to Provinces

Along with the above major initiatives some important strategic documents were published and implemented in the country, these are: (a) Educational Sector Reforms 2000-2006; (b) National Plan of Action in Education 2000-2011; (c) Educational Policy 2009;(d) millennium development goals(MGD) Acceleration Plan; (e)Strategic Documents from school education department(SED) to acting managers at ground level;(f) Punjab education foundation(PEF) foundation); (g)public-private partnership act); and (h)CM roadmap. All these strategic documents are published by the MOE. All these documents emphasize in Pakistan's compulsory basic Education. The changes to the primary education were predicted to promote: education for all, free education, equity and to reshape schools to attract students (Kazmi & Quran, 2005).

Research Questions
1. Whether the educations in Pakistan change after the year 2000?
2. What is the budgetary quantum for the educational sector?
3. What steps are taken by the Government of Pakistan to improve primary education?
4. Whether the published documents clearly state objectives of MDGs?
5. Whether the required resources for primary education are allocated by the Government of Pakistan?
6. Whether the documents of education provide equitable coverage for education in the light of applied framework prescribed by the International Institute for Educational Planning (IIEP), UNESCO?
7. Whether after the documentation of educational initiatives any improvement experienced in the primary education which is followed after the UNESCO Dakar forum 2000?

Purpose of the Study

Content analysis may have multiple aims and purpose. This study is to identify the extent to which the content of documents clearly articulates requirements and how the educational system required change. This content analysis is also to identify development and implementation policies to improve primary education and to comply with international commitments. This study also aims to evaluate the budgetary allocation after and before the year 2000 (Hsieh & Shannon, 2005).

Literature Review: Education and Development

Globalization refers to the worldwide customary issues and purpose. Although this phrase applied in many distinct contexts but hare it is used for the global common cause and issue of education. Globalization is used among the educational institutions to set on the customary worldwide objective of universal primary education (Dissou, Didic, 2016).

Now a day's educational sustainability is a vital and prolongs process of the world to hand out with the future tasks and challenges. There are several schools of thoughts who think that education is a way to development. Among the education primary education is a gate for the entrance to the overall sustainability (Dissou, Didic, 2016).

Worldwide agencies like UNESCO, USAID OECD and World Bank lead to universal primary education campaign. Policy implementations, action plans, educational reforms, acceleration plans, government acts and funding are globally promoted agreements by the above organizations to promote the global challenge of universal primary education and Pakistan also sign to be a part of this campaign (Faheem, 2018).

Pakistan is from top ten grant recipient countries of World Bank, USAID and IMF. That's why Pakistan has to publish actions to promote primary education. The

primary purpose of educational documents published by the ministry of education Pakistan in which action plans and policies are included is to develop the economy by the development of education in order to complete the contemporary world. This needs a huge funding too (Sahin, 2016)

Educational investment in education is also a system of evaluation to analyze the significance of education in the country (Khushik, 2018). In the debate of educational documents and their implementations many authors debate in different phases. The basis for the purposive implementation lies in the launch of a practice in which solid linkage develops between objectives and action plans (Sabatier, 1979).

In order to analyze government documents for development of primary education published by the ministry of education Pakistan it is important to understand the objectives of their formulation, and how these documents intended to achieve these objectives. For the understanding of objectives lies beneath the formulation of educational documents content analysis is best technique to be used (Saeed, 2015).

Content analysis is a bunch of techniques and strategies for accumulating, analyzing and arranging the data in a systemizes form that let the researchers to draw inference about the features and sense of composed and other data (GAO, 1989). It is a reliable instrument for analyzing tendency and design in documents. The stander and targets of authors can be inferred from the material which may disclose as underlying themes and associations (Duriau, Reger, Pfarrer, 2007).

Methodology

The researcher used a qualitative design by conducting content analysis with an inductive phase to analyze government documents published by ministry of education (MOE) regarding primary education. Content analysis provides a methodology to identify the documents in-depth content study. The information of data was gathered, composed and examined from various viewpoints, for example, most elevated commitment on primary education, educational actions plans, the strategic method applied and development of organizations and patterns by developing codes of themes and create associations of them etc. by using Nvivo 12.
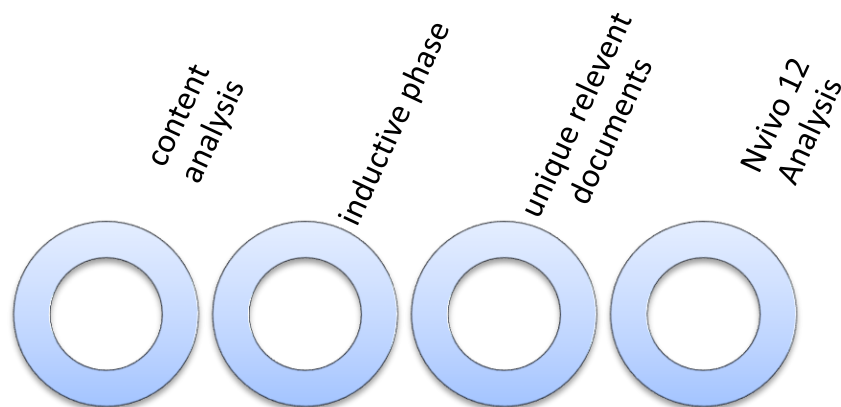
Figure 1. Methodology

Analysis and Findings

For this work government documents regarding educational initiatives were retrieved from 2000 for content analysis. The keywords "UPE, EFA and School Education" were taken for looking into and they were joined with the Boolean operator 'OR'. Under the 'field' choice in the database 'title' was picked to recover those reports having at any rate one of the catchphrases.

Table 2

Year Wise Growth of Publications

Sr#	Year	Title of initiative	Focus on Primary education targets in %
1	2001-2006	Education sector reforms	80,99%
2	2001-2011	EFA national action plan	95.66%
3	2009-2015	Educational policy	75.66%
4	2012-2015	MGDs acceleration plan	90.77%
5	2004 t0 yearly	CM road map	89.99%
6	2004 to yearly	Public private act	
7	2011	UPE strategic plan	89.99%
8	2011 to 2015	UPE campaign	94.99%
9	2004 till date	PEF	89.77%

Above table shows the list of documents analyzed by the author. The following word map (figure-1) shows the highly repeated words in the documents for education published by the Ministry of Education, Government of Pakistan, after 2000 to promote

education in Pakistan. In these documents school education is the most repeated word which shows that primary school education is the priority of Pakistan.

Figure 2. Word Cloud

Figure above is the word frequency of documents launched by the Ministry of Education, Government of Pakistan, after 2000.In this frequency, we observe that the school education is the main word on which all the documents emphasize the most of all rest of documents. The following (table 2) provides the quantitative data regarding the words in the documents for education after 2000 for the promotion of education. The table 2 provides us the documents in which the highly repeated words are located along with numbers of time word repeated and the cumulative percentage of primary education repeated in documents.

Figure 3. Concept Map

The figure above describes the most related association of primary education importance in the documents by MOE Pakistan.

Table 4

Pakistan Government Expenditure on Education, total (% of GDP)Pre 2000

1992	1993	1994	1995	1996	1997	1998	1999	2000
2.5594	2.39868	2.606	2.81679	2.81057	3.0223		2.61149	1.83782

(Survey E, 1992 to 2000)

Before the year 2000 only one year was the year when the GDP was at 3.02 rather than all years, all years stand at 2 % GDP (see above table).

Table 5

Pakistan Government Expenditure on Education, total (% of GDP)Post 2000

Year	%
2001	1.66
2002	1.80
2003	===
2004	1.9481
2005	2.25436
2006	2.62638
2007	2.63527
2008	2.74623
2009	2.59078
2010	2.28687
2011	2.22175
2012	2.13628
2013	2.49344
2014	2.46593
2015	2.65002
2016	3.00292
2017	2.89952
2018	2.4123
2019	2.4345

(Survey E, 2001 to 2019)

The above table shows the lowest GDP % of Pakistan after the year 2000 and the highest GDP after 2000 stand at 2.4 % (see above table).

Table 6

Expenditure on Primary Education Pre 2000 (% of Rs. Government Expenditure on Education)

1996	1997	1998	1999	2000
47.27418	52.00069	_	_	_

(Survey E, 1996 to 2000)

The above table specifies the expenses separate for the primary education before the DFOA. The table below shows primary education expenses after the DFOA.

Table 7

Expenditure on Primary Education Post 2000(Rs.% of government Expenditure on Education)

2012	2013	2014	2015	2016	2017	2018	2019
	32.6824	35.13516	31.0512				

(Survey E, 2012 to 2019)

Total Education Budget of Punjab

Punjab has not had the option to accomplish the targets that were a piece of national and universal duties of the administration of the Pakistan identified with the UPE. The administration of the Punjab is insightful of the difficulties looked by the educational part in the territory and has found a way to address them. In this regard the provincial administration increased budget from last six years up to the year 2016 which is a significant change.

Educaion Budget of Punjab over the years(in .Rs.Million)
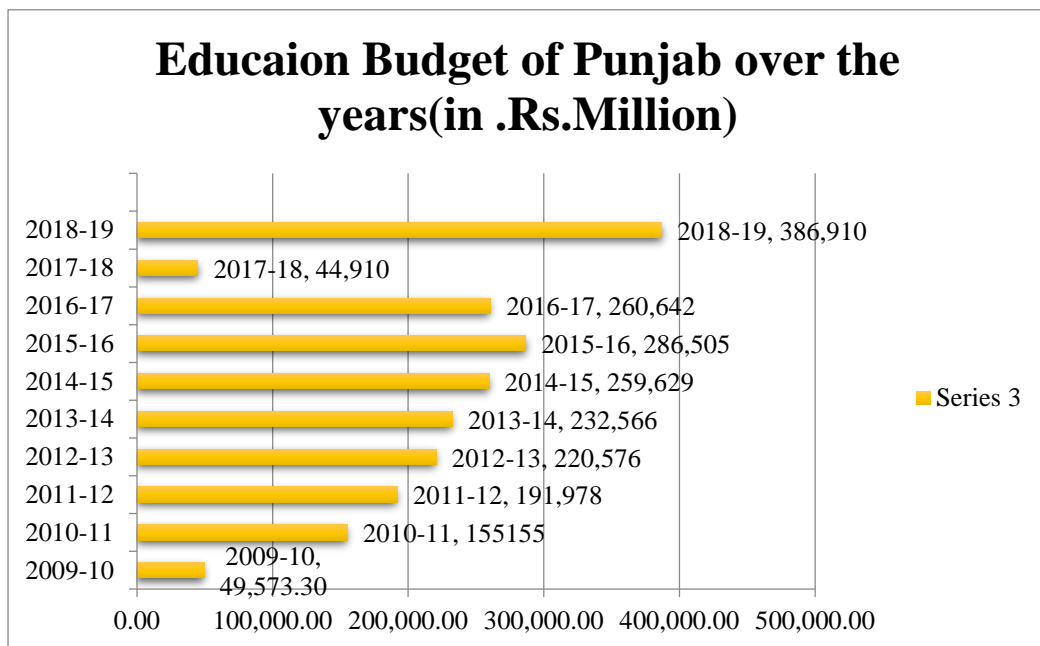
Figure 1. Survey, (2009 to 2019)

The following table shows the drop out the percentage of the children in the year 2019 also shows the OOSC in the year 2019.

Table 8

National OOSC and Dropout %

Age Total group	% Children in different types of schools				% Out-of-school	
	Govt.	Non-state providers			Never enrolled	Dropout
		Pvt.	Madrasah	Others		
6-10	66.7	16.8	2.5	0.6	10.8	2.6
11-13	64.2	16.1	2.6	0.4	8.5	8.3
14-16	54.5	15.6	2.6	0.2	11.5	15.6
6-16	63.8	16.4	2.5	0.5	10.4	6.4
Total	83.2				16.8	

(ASER, 2019)

The following table shows the overall schools, primary enrollment, primary schools teachers and OOSC in Pakistan pre and post-2000 educational Forum.

Table 9

Year	Primary schools (000)	Primary enrollment (000)	Number of primary teachers (000)	OOSC in million	Literacy rate (%)
	Total Female	Total Female	Total Female		
1997-98	156.3 58.1	14,182 5,861	397.0 164.7	------	40
1998-99	159.3 53.1	14,879 5,149	422.6 173.8	------	47
1999-00	162.1 55.0	15,784 5,660	402.4 169.8	------	50
2000-01	147.7 54.3	14,105 5,559	4 08.9 183.6	------	54
2001-02	149.1 55.3	14,560 5,871	4 13.9 183.5	------	54
2002-03	150.8 56.1	15,094 6,132	433.5 191.7	------	54
2003-04	155.0 57.6	16,207 6,606	432.2 195.3	------	54
2004-05	157.2 58.7	18,190 7,642	4 50.1 206.5	------	54

2005-06	157.5	17,757	4	54.2	------	54
	59.8	7,710	210.6			
2006-07	158.4	17,993	4	56.0	22.7	55
	60.9	7,848	212.6			
2007-08	157.4	18,360	4	52.6	22.7	55
	64.9	8,032	216.0			
2008-09	156.7	18,468	4	65.3	22.7	57
	63.4	8,144	216.2			
2009-10	157.5	18,772	4	41.7	22.7	57
	60.6	8,320	208.9			
2010-11	155.5	18,063	4	40.5	22.7	58
	58.2	7,971	210.1			
2011-12	154.6	18,667	4	27.4	22.7	58
	57.0	7,905	198.6			
2012-13	159.7	18,790	428.8		22.7	60
	60.1	8,278	209.1			
2013-14	160.4	18,797	4	20.1	22.7	60
	59.9	8,264	2 09.5			
2014-15	165.9	19,847	4	30.9	22.7	60.5
	66.0	8,778	2 18.9			
2015-16	164.6	21,551	4	44.6	22.7	60.7
	65.3	9,534	2 26.3			
2016-17	168.9	22,330	4	75.2	22.6	60.7
	59.1	9,893	259.0			
2017-18	173.2	22,521	5	08.0	22.6	62.3
	53.4(E)	10,070	296.2			
2018-19	174.9	23883.6	540.8		22.5	62.3
	66.1(E)	11.090	303.3			

(Survey E, USAID, UNESCO & UNICEF, 1997 to 2019)

DAC countries are the countries who are the donors for the developing countries for the education promotion; the following figure shows the DAC countries donation from the year 2009 till 2019.
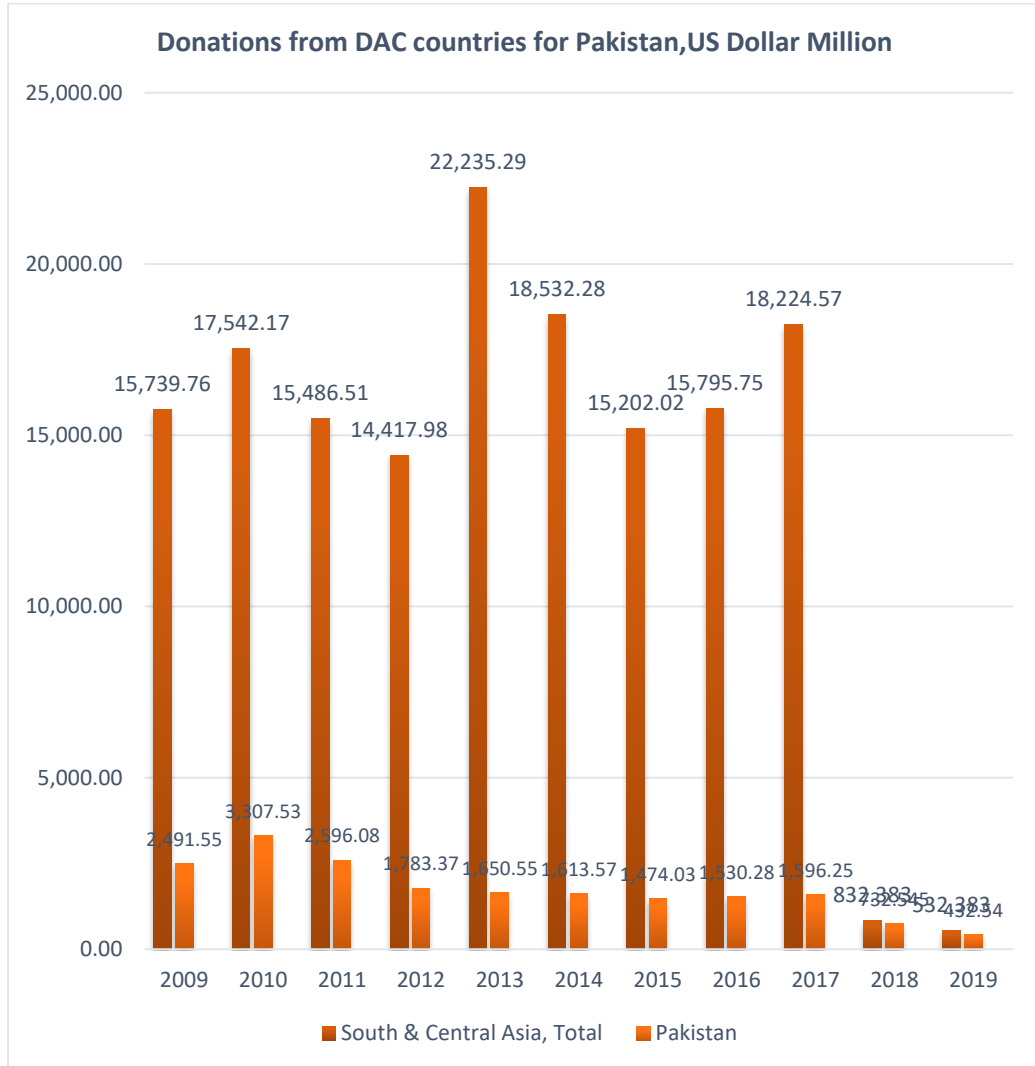
Figure 5. OECD/DAC, 2019

Discussion and Recommendation

For the present work documents on primary education were collected from the SED, MOE and online direct database from the Year 2000 to 2015/19. The main words "UPE, EFA and School Education" were taken for looking and they were joined with the Boolean administrator 'OR'. The table and diagrams were produced as per the questions in the research and vital examination work is done, keeping in see the questions of the research. Total budget and donation were not sufficient to attract 100 % children of 5 to

15 years of age to schools. Still, a huge amount of children is out of school and never enrolled.

1. Contents of documents reveal that over 15 years (from 2000 to 2014), the year 2009 are the most productive year in which the highest number of major educational initiatives was published. Notable changes are being accrued in the education sector but still there remain many things to be accomplished.
2. Results of the research disclose that the impact of decentralization and the 18th Constitutional Amendment have been positive so far. The enrollment of the students in primary schools has been increased. In the post decentralization and 18th Amendment scenario, primary education promoted in the country and has a positive change towards the promotion of education.
3. Sustainable educational reforms are not possible without a strong linkage between educational policies, data and budgetary allocation.
4. Comparing the needs of the education sector the budget allocation is very low. The documents analysis shows that there is very limited amount scheduled for primary education and till the year 2019 the budgetary allocation for education remain constant at the rate of 2.1 % of GDP while it was supposed to have remained at the rate of 7% of GDP. The educational budget of Punjab as significantly increased over the years, however, the province still has large amount children who are out of schools.
5. At a look towards the documents, it is very clear that the highest amount of primary educational targets is not achieved by the years from 2015.
6. Documents analysis showed that the government recorded all the available sources to fill the assigned targets of UPE and these efforts increased the enrollment in the schools. Whether it is financial or capacity building of the schools, all the efforts are attached for the primary education in these documents. But they are not yet implemented in the true spirits of the documents.
7. The synthesizing variety of researched documents is evidence from the fact that the documents also laid the importance of computer education. Major emphasis is on the poverty reduction for this PRPS program launched in these documents to be implemented. Education and Professional Studies, Library Formations and Information Science, Curriculum Development and ECE also form the major part of these documents.
8. The educational infrastructure needs the rehabilitation and renewal which demands extra budget to be allocated for this purpose

Conclusion and Future Directions

Keeping in Mind the above analysis that the information got from the Government documents indicates that for the up-gradation of primary school education

there is need to raise the allocated budget towards education and a systematic approach towards universal primary education in Pakistan. Documents represent most of the plans to be achieved and provide ways to get the goals. The present acknowledged documents are useful for researchers and learner consultancy, collective experiences, educative design and many more. Research and sustainability in this regard provide new trends and technology to implement these documents in the practical form. The present study carries a high published material as it analyzes the content of the educational documents to assess various dimensions of the government initiatives taking place in Pakistan to achieve primary education.

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Analysis of Examination System for Visually Impaired Children

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Abstract

Examination system in special education sector is the grim mechanism in order to gauge the academic extent of any educational institution. Moreover, it is ascertained that the standard of achievement of the students is particularly depends upon well sustained examination system. Accordingly, researcher conducted a survey research to see the analysis of examination system for visually impaired children. This research design was a survey. Five point Likert scale type a questionnaire was constructed and managed through personal visits of the researcher. The responses ratio was satisfactory. The sample for the study involved visually impaired students and teachers who teach in such institutions. It was purposively sampled. As far as population of this research work is concerned, it encompasses special education educators and visually impaired students in Punjab. The data retrieved from the teachers was analyzed by using SPSS software. The major objectives included: to investigate the defects of the existing examination system for visually impaired children, to review the difficulties in the existing marking system and to identify the inadequacies in the conduct of Braille examination of visually impaired children. The main findings were: approximately, most of the respondents endorsed that removal of writer and Brail system can improve the quality of examination system for students with visual impairment. It was concluded that the majority of the respondents replied that Writer and Braille system are commonly used for children with visual impairment.

Keywords: Assessment, Examination system, Visually Impaired, Special Children, Braille system.

Introduction

Special education is a sector for the future sustainability of exceptional students. The grave and grim archives of the nation are its educational institutions. The prime intention of special education is multipronged. In the present scenario of the country, it holds ideological and constitutional connotation annexed to its purpose as well. The aim of special education is also to fulfill socio-cultural and scholastic requirements of the exceptional children. Special education bestows an opportunity of empowerment to an

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individual. The objectives of special education are so nearly attached to the requirements of the community. Special education refers to specially designed instructions to meet unusual needs of sensory impaired individuals. It is also defined as any instructional program or educational initiative which aims at educating individuals who are mentally, visually, or emotionally disable. The Federal Individuals with Disabilities Education Act (IDEA) manages and monitors mostly pronged of the special education (Khatoon, 2003).

It is immensely obligation of Government educational institutions and public schools to impart and make provision of special educational services for all impaired children from three to twenty-one years old free and compulsory education along with family support under IDEA. Whereas individual with sensory disability aging from birth to two are provided such services through an early intervention system organized by a state or local government. The main and prime purpose of special education which is imparted to these children is to help them not only in schooling but also in daily living skills. Accordingly, the special education encompasses everything from instructional work to inculcating daily living skills, like managing a check book or backing a meal. These children are provided and communicated multipronged concerned services, which include an aid and help them during the working hours, if required. The individuals who are physically or/ and sensory impaired are entitled for special education under IDEA, in addition to that his or her impairment may suffer and impede academic performance or major daily routine work. Although special education acknowledges that each student is different in terms of ability and daily living skills, IDEA categories special children instantly into fourteen exceptional groups (Mason & Mccall, 1997).

Davis and Vicky (2002) revealed in his literature review that some barriers exist for students with visual impairment. The assistant educators and specialist visually impaired teachers, as well as others assessment experts exclusively feel difficulty in making   provision of contextual environment for the teaching and learning in special educational institutions and examination rooms. Mitigating the difficulties and inadequacies in the environment of students with visual impairment spiked up as: the bestowing of appropriate additional help; participating in the prime teaching learning processes, occurring in the exam room and good communication between the teacher and taught during supervision and invigilation.

In the scenario of special education, Examination is one of the chronic issues and since several years it has been under the severe criticism of the community, the media, the teachers, and non- government organizations. It has been described as a mechanism and program of ascertain the degree to which the learning outcomes are acquired by the learners. It is also described as an assessment tool, aiming in order to ensure both a student's worth and the competency of the teaching which a teacher has taught. Examination is organized in order to assess the syllabus and curriculum which was completed during the period of study, to measure every student's acquired learning

achievement and evaluate his competency. So it is a tool of appraisal and evaluation to which instructional strategies, pedagogical procedures and methods of preparation are liked and embedded (Aggrawal, 1997).

Public Examinations are carried out in a myriad of countries of the world and are deemed to have an essential and pivotal role in ensuring what is being carried out during the class room in terms of teaching and learning process which students learn. This examining process may have a significant effect on pedagogical skills teacher and learner processed in the class rooms (Gipps, 1994 in little and Wolf Assessment Reform Group ,1999) recommends that the prime and fore most objective of evaluation and assessment is to strengthen the teaching and learning process but a few types of appraisal may identically have adverse impact upon teaching and learning program (Rehmani,2003).

The current evaluative mechanism endorses sluggishness in students. The influence of teachers is overlooked by the students through this assessment system and is deliberately accountable and liable for indiscipline. It squeezes and freezes curriculum. It is responsible for restricting cognitive flexibility, investigation and curiosity for inquiry. It inspires of acquiring memorization. It administers a host of standard of appraisal. The prevailing examining procedure may not measure the effective domain and behavioral changes in a learner. It restrains the precious and costly time that can be accommodated in the instructional program. It tremendously encourages to malpractices, hoodwink, cheating, unfair means, deceit and fraud (Mirza, 1999).

It was considered by the scholars and the researcher necessary to conduct research because of feeling in deterioration of the quality and standards of education. Accordingly, the existing examination mechanism should be upgraded and in betterment for special education. The implications and recommendations of the new proposed model may become the source of validity, reliability, practicability and credibility of the examinations. With such a back ground the researchers conducted an empirical research on examination related concepts partaking to poor Public examination performance amongst candidates with visual impairment in Pakistan special schools (Mirza, 1999).

Interest in the present study was popped from consultative meetings that researcher has been having with other stakeholders, especially on the education of learners with visual impairments. The paper is divided into sections: background, literature review, methodology, results, and discussion, conclusion and recommend-dations. The examination enjoys a high status and is regarded by many as a fair means of making decisions about student's educational achievement. However, this seems not going well with students with visual impairment, as they have continued to perform poorly in Public examinations (Cole, &, Vale, 2000).

In Pakistan, this examination system has affected their progress on to tertiary education and later alone to employment opportunities. While it is in public knowledge

that candidates with visual impairment are not performing well in public examinations, it is not known why these candidates have continued to perform poorly. To achieve desired results in upgrading the standards of education there is a dire need to focus on examination systems for visually impaired and partially sighted pupils. The study was planned to investigate the analysis of examination system for visually impaired children in Punjab.

Methodology of the Study

The present empirical study was descriptive with survey method to explore the defects, the inadequacies in the conduct of Braille examination, the marking procedure for candidates with VIC and other components of examination system for students with visual impairment. Five point Rickert scale a questionnaire was developed by researcher himself. Validation of the questionnaire was carried out through the opinion of the assessment experts, and its reliability was 0.86 on Crohn's back Alpha. A Questionnaire consisting of 50 items for the teachers of special education institutions was developed. The instrument was developed with the help of supervisor and other consultants. Researcher personally visited the institutions of students with visual impairment in two districts Lahore and Okara in order to collect data from the special education teachers. Five-point rating scale was formulated to explore the convergent point of the teachers about the defects, the inadequacies in the conduct of Braille examination, the marking procedure for candidates with VIC and other components of examination system for students with visual impairment. Random sampling was utilized to obtain the sample from the special education institutions of District Lahore and Okara in Punjab. One hundred (100) teachers were with equal allocation randomly selected from elementary and secondary schools/Centres at district Okara and Lahore. The grim objectives of the research were: to explore the defects of the present examination system for VIC, identify the inadequacies in the conduct of Braille examination for VIC, assess the marking procedure for candidates with VIC and suggest modification in already developed model examination system for VIC.

The data was retrieved from the teachers. The response rate was satisfactory. The data retrieved from the teachers was analyzed by computing through SPSS software. Descriptive as well as inferential tests were used to explore the variation in the responses of the teachers about the components of examination system for visually impaired children. The results of tests were exhibited in table and subsequently interpretations of the tables were elaborated.

Researchers, administrators, education managers, evaluators and assessment experts endorse that the standard of education is deteriorating day by day in Pakistan. Evaluation and measurement are vital and radical instruments to judge the efficiency and effectiveness of any program. In our country, the autonomous body which makes provision of certificates from matriculate to intermediate and secondary education level

are FBISE and BISEs. Examination system in Pakistan is administered on diagnosing the rote memory or cramming skill of candidates with visual impairment at all educational level which is challenging conjunction in our special educational centers. Tests and other tools are conducted to gauge the learning achievement of the students with visual impairment. Keeping in view these aspects, it was noticed that an empirical research to observe the different ingredients and phases of the examination system for visually impaired children is exclusively imperative.

Discussion and Interpretation of Results of the Study

The existing mechanism of assessment and evaluation of visually impaired children is written and oral exam based concentrating on rote learning and memorization overlooking higher cognitive abilities. Data was processed and interpreted through using SPSS. The Questionnaire for teachers was developed on five- point likert scale. The weight age given to each point was as below;

Strongly Agree (SA) = 5   Agreed (A) = 4   Undecided (UN) = 3

Disagreed (D)   = 2   Strongly Disagreed (SD) = 1

Table 1
Teachers' Responses on defects in present examination system for visually impaired children

Statements	S.A %	A %	U %	D %	SD %
Examination enhances teacher's command over his subjects.	38	37	5.0	10.	10.0
It gives feedback to the teachers for their improvement.	64.	27.	5.0	0.0	3.0
It does not measure cognitive, effective and psychomotor domains.	36	38	15	15	8.0
It focuses the preparation for exam instead of giving knowledge.	28	40	6.0	26	0.0
It promotes the unfair means for getting marks.	18	34	17	25	4.0
Some teachers may not cover the prescribed syllabus.	32	30	17	16	5.0
Examination staff is incompetent.	27	27	19	20	4.0
Papers are not properly checked and evaluated.	26	33	13	22	4
Weakness of teachers is also measured more effectively through examination system.	21	60	6	10	3
The VIC can also be evaluated with the normal children.	12	35	32	16	4
Existing examination system just labels the pass and fail.	21	47	12	14	5
It fosters good study habits among the teachers and students.	30	49	6.0	9.0	6.0
Teachers are influenced in this system.	21	67	5.0	7.0	0.0
Existing examination system is more reliable and valid to content.	20	32	31	10	5

Existing examination system of VIC should be the combination of external60% and internal40%.	48	17	24	4	4
It maintains a uniform standard in all the institutions	17	47	4	26	6
It develops the healthy competition and comparison among the institutions.	38	42	2.0	9.0	6.0
Teachers cover the syllabus urgently and speedily in this examination system.	32	30	17	16	5
It is time consuming procedure and takes much time of result.	28	31	16	10	14
Existing examination system for VIC is appropriate.	29	30	19	16	3

Now it is interpreted that how the teachers are providing their responses about the analysis of examination system for visually impaired children. The data was collected through questionnaire from teachers of special education institutions. The information reveals the following result regarding the above mentioned question.75% responses endorsed that existing examination system enhances the command of teachers over their subjects whereas 20% disagreed.74% pointed out that prevailing examination system did not measure all the psychomotor domains of personality.59% pin pointed that this exam system was time consuming procedure and took much time from starting to the announcement of result. 68% of participant endorsed that existing examination system just labels the pass and fail whereas 19% disagreed with the statement. 59% of teachers revealed that Papers are not properly checked and evaluated whereas 26% disagreed with the statement.57% special education teachers gave opinion that Examination staff is incompetent whereas 24% disagreed with the statement. 52% of participant endorsed that It promotes the unfair means for getting marks whereas 29% did not supported the statement. 68% suggested that existing examination system of VIC should be the combination of external 60% and internal 40%. Whereas 19% did not endorse the statement.

Table 2

Teachers' Responses on inadequacies in present examination system for visually impaired children

Statements	S.A %	A %	U %	D %	SD %
It is difficult to score.	17	32	10	24	14
Essay type tests are difficult to score.	17	32	10	24	142
Through Essay type tests, broader area of subject matter can be covered.	37	42	6	4	10
It enhances the mal-performances, bias and favouritism among the teachers and students.	45	20	20	10	5`
Objective type assessment does not affect the marking.	28	36	18	10	6
Objective type assessment is easy in marking and scoring.	26	26	21	14	11
It covers the whole syllabus.	32	30	17	16	5
Objective type assessment takes less time in conducting and marking.	28	33	11	16	11
Objective type assessment lessons the pressure of the external factor in marking.	27	37	17	10	11
Existing examination system of VIC expensive in conducting and marking.	44	16	11	24	2
Existing examination system of VIC is appropriate.	29	30	19	16	3.0
Appointment of examiners is not made on merit	42	24	23	8	3

A questionnaire was distributed among the special education teachers of different institutions. In response, following teachers responded with following opinions.49% of participant endorsed that Essay type tests are difficult to score whereas 38% did not support the statement.60% of the teachers favoured that Existing examination system of VIC expensive in conducting and marking whereas 26% did not agree with the statement. 65 % supported the question that It enhances the mal-performances, bias and favouritism among the teachers and students whereas 15% did not favour the statement.

Table 3
Teachers' Responses on the marking procedure for candidates with VI evaluated by VI specialized teachers

Statements	S.A %	A %	U %	D %	SD %
Effective supervision and monitoring is not involved in aural assessment system.	40	37	10	10	12
The reports are sent to parents after the end of academic year regularly.	33	39	9	8	5
Visually impaired children are taught and assessed through IEP system in special schools.	19	39	17	12	12
The evaluation of visually impaired children for academic achievement is carried out through written and oral tests.	29	45	7	8	8
The teachers have competence to evaluate the performance of the students in different areas.	30	45	11	2	10
Examination staff does not have specialized specific coaching in the area of guidance and paper setting.	40	32	11	10	5
The visually impaired children are allowed to have a writer for him/her in the examination room.	30	47	15	2	4
The abilities of visually impaired can be assessed more accurately as the writer is eliminated.	35	25	12	20	6
The visually impaired children have shown better results in some areas than the mainstream students.	23	41	14	11	6
Existing examination system for VIC is developed in accordance with their needs.	26	48	12	11	2

Most of the teachers from a variety of special institutions participated in this questionnaire, the researcher distributed the instrument and requested to share the opinions about the concept under discussion, majority of the teachers exhibited their inclination towards this statement that Visually impaired children are taught and assessed through IEP system in special schools as well as about special technical training in the area of guidance and paper setting. It seems that existing examination system for VIC is developed in accordance with their needs. 60% of the participant pointed out that the abilities of visually impaired children can be assessed more accurately as the writer is eliminated.74% of participants endorsed that the evaluation of visually impaired children for academic achievement is carried out through written and oral tests whereas 16% were disagreed with the statement.

Table 4

Teachers' Responses on present examination system for visually impaired children need modification for improvement

Statements	S.A %	A %	U %	D %	SD %
The examination in Braille leads to segregation.	28	37	15	14	3
The writer and Braille system are commonly used for VIC,s examination.	30	46	6	2	6
Existing examination system places stress to evaporate the memorized material.	22	33	28	6	5
Examination staff does not have specialized specific coaching in the area of tabulation and analysing results.	40	32	11	10	5
It encourages the use of guess paper and supporting material instead of syllabus.	24	30	25	10	11
Arrangements for exam are ineffective.	26	39	9.0	22.	1.0
This examination system does not measure all the personality traits of the students.	40	25	20	10	3
Existing examination system for VIC is not accordance with continuous assessment system.	64	23	4	6	3
Short answers don't express the students, knowledge accurately.	33	29	9	15	12
Existing examination system for VIC expensive in conducting and marking.	19	53	12	6	9

It is common practice that normal students who are studying under mainstream institutions are better in presentations and management skills than students of special visually impaired centres. Participants have exhibited their consents and opinions. 76% of participants revealed that writer and Braille system are commonly used for visually impaired children's examination whereas 24 % was denoyed with the statement. 87% have agreed that existing examination system for VIC is not accordance with continuous assessment system whereas 09% were opposed of the statement.

Braille is a main system of communication for visually impaired students. Write and Braille system are commonly used for visually impaired children's. This study showed that Braille system was commonly used for visually impaired students. The study justified that female teachers were more concerned than male teachers about the examination system for visually impaired children. The researcher considered that this was a general view of the study. It is expected that this study will provide a base for future researchers (Joseph, 2011).

Major Findings

Objective # 1

> ➢ The most of the respondents endorsed that existing examination system enhances the command of academicians over their subjects whereas 20% disagreed.
> ➢ Most of the participants pointed out that prevailing examination system did not measure all the psychomotor domains of personality.

Objective # 2

> ➢ The majority of the teachers favoured that existing examination system of VIC is expensive in conducting and marking.
> ➢ Majority of the participants supported the statement that it enhances the mal-performances, bias and favouritism among the teachers and students whereas 15% did not favour the statement.

Objective # 3

> ➢ Majority of the participants pointed out that the abilities of visually impaired children can be assessed more accurately as the writer is eliminated.
> ➢ Pretty much of respondents endorsed that the evaluation of visually impaired children for academic achievement is carried out through written and oral tests whereas 16% were disagreed with the statement.

Objective # 4

> ➢ Majority of the participants revealed that writer and Braille system are commonly used for visually impaired children's examination
> ➢ Most of the teachers agreed that existing examination system for VIC is not accordance with continuous assessment system.

Conclusion

The statistical analysis supported the research objectives and questions. The formal assessment is done just at the end of schooling and no mechanism exists at other levels where attendance and other critical educational components serve as the only criteria. The current system of examination for visually impaired conducted by the BISE and FBISE is only in terms of percentage of marks in each subjects. Hence, it is concluded that the mostly respondents agreed with improving the examination system for visually impaired children to a more logical grading system than the current percentage of marks. On the whole there appears a majority of positive opinion for modifying the examination system preferably with continuous assessment system.

Recommendations

There should be properly teacher training workshops for teaching faculty of exceptional students for the sake of imparting technical skills regarding examination system for students with visual impairment under the close monitoring and surveillance of the higher management. There should be continuous assessment system in special education sector because appropriate feedback to both teachers and taught in continuous assessment system improves student's cognitive level. Writer and Braille system are commonly used for visually impaired children's examination. It should be replaced with Amanuensis. The examination model for students with visual impairment should be revamped.

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Exploring the Diverse Views of Professionals and Students on Causes and Consequences of Terrorist Attacks on their Performance

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Abstract

The purpose of this study was to explore the views and opinions of professionals (doctors, teachers, transporters) and students on the causes and consequences of terrorist attacks on the performance of. The assumption of the study was that the professionals and students have different views on this issue. A semi-structured interview schedule was used based on the study's research questions. Data generated from the interview questions concerning causes and consequences of terrorist attacks were coded thematically. The results of the study unveiled the fact that the effects of terrorism have disturbed the participants of the study psychologically and they feel horrified to go out. They informed about their irregular behavior on that specific day of the blast. Professionals in the medical field were the most affected ones because they have direct dealing with victims of terrorist attacks. It was suggested that counseling sessions may be conducted and media should play a positive and effective role, to minimize the severe effects of these incidents.

Keywords: Terrorist Attacks, Performance, professionals.

Introduction

Terrorism in any form is considered as devil acts everywhere in the world (Belqioso, Costalli & Gleditsch (2019) The causes might be different in every culture but their effects are always more or less the same. The personnel in any field internalize the effects of terrorism although the intensity may be different (Schuster, Stein, Jaycox, Collins, Marshall, Elliott, Zhou, Kanouse, Morrison, & Berry, 2001). Moreover, neither the causes of terrorist attacks are the same nor the nature of attacks but the effects of these attacks seem the same especially on the professionals working in different walks of life (Anderton & Carter, 2005).

Terror, terrorism, and terrorist are the terms which are the most frequently used in the media (Ross, 2001). The fear of bomb attacks, suicide attacks, and uncertainty prevailing in the society has spoiled the social fabric and peace of our society. The term terrorism is used for "ideologically or politically motivated violence directed against civilian targets (Oppenheim & Weintraub, 2017). In another

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sense, terrorism is violence against common people to achieve political or ideological objectives (Dnkel, 2002). Terrorism is an extreme form of violent trauma (Baca, Baca, Perez, María & Cabanas, 2005). The major perceived aim of terrorism is to spread fear to pressurize the concerned authorities (Cohrs, Moschner, Maes & Kielmann, 2005). Some definitions of terrorism include only those acts which are intended to create fear (terror). Some other definitions of terrorism incorporate demonstrations of unlawful viciousness and war. Danieli, Brom and Sills (2005) discover psychological warfare as an exceptionally befuddling term connected with financial and political setup. Given how unique the causes and viewpoints of conservative, patriot dissident, socially progressive, and religious fundamentalists may be, their motivation is almost the same, i.e. spreading the fear (Crelinsten & Ronald, 1997) but at the same, the intensity and impact of the incident may vary. In this way, there is definitely not a 'one size fits all' clarification: the connection between headship and supporters, the gathering and authoritative elements, and in addition the decision designs contrast from gathering to gathering. And keeping in mind that research plays a basic undertaking in understanding psychological oppression, to grasp this complex conjecture completely requires an interdisciplinary methodology, combined with learning from political, chronicled, social, monetary, ideological and religious contributions (Shapiro & Fair, 2010). In nutshell, Forsberg (1997) expresses that it is basic to think about every fear-based oppression in its own political, verifiable and particular social setting.

There are lots of definitions of terrorism devised by different governments, according to their own concerns. "United Nations conventions against terrorism have remained stalled since 2000, largely over deciding on an exact legal definition. Other international conventions on terrorism exist with various legal definitions; Terrorism is a form of unconventional warfare as well as psychological warfare" (Morris, 2009). Most of the people elucidate terrorism, according to his/her certain implication. To find out the solution and to eradicate terrorism it is important to understand the causes of terrorism. This research study is an effort to find out the perceived causes of terrorism and the immediate effects of the terrorist attacks on the general behavior and performance of some professional people. The findings of this research study would provide an insight into the indirect effects of terrorist attacks on the life of professionals and students. There are different kinds of the effects of terrorist attacks on society i.e. direct, indirect, short term and long term, etc. The focus of this research study was on the immediate impact of terrorist attacks on different professionals. The unique feature of this research study was the focus of the interview questions on the immediate impact of terrorist attacks. This study was an attempt to find out the immediate reaction of educated people upon the act of violence anywhere in the country.

Literature Review

History of Terrorism in Pakistan

Cohrs, Christopher, Moschner, Barbara, Maes, Jurgen and Kielmann (2005) state that in this era our the world is not peaceful and we all are facing many military interventions such as Iraq war, Kosovo war, Afghanistan war, the war in Kashmir, and Bosnia, terrorism against *Nukhsalis* and *Rohingya* Muslims. It's a high time that intellectuals consider to think the hidden reasons for these wars and try to sort out the complexities of interrelated factors involved within this war scenario.

Pakistan exactly named as the '*Islamic Republic of Pakistan*' was a peaceful and prosperous country until 1978. After 1979 when Russia invaded Afghanistan a change was observed in the whole world scenario. The superpower misused the Islamic concept of Jihad. They used *Madrasas'* innocent students for this purpose and equipped them with the arms to defeat Russia. They supported Pakistan financially to achieve their goal to defeat Russia. In the eighties, the preferences of superpower changed and all support was pulled back. With the collapse of Russia and the evacuation of the Russian army from Afghanistan, the situation of Pakistan changed. In this changed situation, the terrorism strappingly immersed and swiftly increase in Pakistani society. After 9/11 Pakistan once again became the front line state in the war against terror in the international community (Sonderling, 2008). Pakistan tried to restrain terrorism and militant groups as an ally of the international community and NATO forces. Consequently, these militant groups turned against Pakistan and they started terrorist attacks in Pakistan. in the recent past, there has been fatal wave of terrorist attacks in almost every part of the country and has reached the other border of the country, the city of Lahore. The terrorists had not even spared the high-security zones and has targeted the very calm, beautiful, and city of diplomats, the capital city Islamabad. People of Pakistan feel a great concern for being the battlefield of this war on terror.

Causes of Terrorism

Terrorism is the biggest problem of this era and the talk of the town (Jenkins & Baird, 2002). Nearly all over the world people suffered due to terrorist attacks (Saiya, 2017) and similarly in Pakistan. After every terrorist attack, everyone tried to guess the reason for terrorist attacks and had diverse and contrasting views. Clarifying psychological warfare as far as background conditions (social, monetary, statistic, political, or social) is insufficient and mistaken even under the least favorable conditions. Concentrating totally on hidden structures gives minimum analytical limits. If we consider conditions like 'Globalization', for instance, encourages the spread of psychological oppression however it's anything but an immediate reason (Yagur, Grinshpoon, & Ponizovsky, 2002). Rather, recorded possibilities and the recognitions and expectations of little, radicalized political intrigues are most essential in clarifying

psychological warfare. We should not overlook that psychological warfare requires the dynamic support of just a few people who could possibly speak to aggregate interests (Foa, 2001).

Fear-based oppression is certainly not a solid marvel, regarding belief system as well as in association with regional culture and conditions. In some cases, psychological warfare is associated with social development or political gathering that appreciates critical famous help, to a great extent because of its strategic exercises, for example, giving truly necessary social administrations. (Gidron, 2002 Different militant organizations are all the more socially disconnected. They might be part groups of bigger associations or small groups that have shaped with the end goal to utilize fear-mongering (Norris, Friedman, Watson, Byrne, Diaz, and Kaniasty, 2002). Such organizations have a couple of choices other than psychological oppression and after some time it might turn into a personality for them as much as a methodology. Gatherings of the two sorts are liable to interior strains and divisions, and factionalism is normal. Their pioneers' battle back to protect consistency and devotion.

There are many obvious as well as hidden reasons for terrorism in Pakistan. The nature of terrorism prevailing in Pakistan does have social, economical, ethnic, and religious reasons. According to Saiya, (2017) high population growth rates, high unemployment, lagging economies, political disenfranchisement, extremism, ethnic conflict, religious conflict, territorial conflicts are the probable reasons for terrorism. Shapiro and Fair (2010) documented the following reasons for terrorism

Table 1

Reasons for terrorist Attacks

Sr. no	Reasons for terrorist attacks
1	Defenselessness and desperation.
2	Biased and financial deficiency
3	Influence of socialist Regimes
4	Scarcity and monetary misuse
5	Easy admittance to armaments
6	Absolute sensation of Terrorism
7	Lack of democratic system
8	Religious fanaticism
9	Biological and Social Elements

Source: Shapiro and Fair (2010). Understanding Support for Islamist Militancy in Pakistan. *International Security, 34*(3), 26.

Terrorism committed by the religious fundamentalist is justified by their claims to hold a higher morality.

Effects of Terrorism

In the past years, reports of acts of terrorism and violence taking place in Pakistan have been reported in the news media several times a week (Ross, 2001). Moreover, widespread types of terrorist acts frequently taking place e.g. suicide bombing which is similar to the method used in Afghanistan (Galea, Resnick, Bucuvalas & Vlahov, 2002).

The effects of terrorism are numerous; some of the following features might be observed clearly such as increased anxiety, Re-experiencing the exposure through disturbing thoughts, nightmares or repeatedly talking about violent actions (Vorsina, Manning & Fleming, 2017), People are more sensitive to siren sounds, planes flying above, loud noises. Furthermore, sleep disturbance, or fear of the dark, headaches, poor attentiveness with decreased school performance, Increased thoughts about death and dying Irritability are some more symptoms of concern (Foa, 2001).

Data from a nationally representative sample of 569 US adults contacted 3-5 days after September 11, indicated that people who were not present at traumatic events may also experience stress reactions (Tillman, 2002). Moreover, Pfefferbaum, Nixon, Tivis, Doughty, Pynoos, Gurwitch & Foy (2001) had concluded that the professional people who have profound knowledge of the society are more affected due to the sudden or surprise terrorist attacks.

Method

Objectives and Research Questions

This research study was designed to investigate the views of professionals i.e. doctors, teachers, transporters and students about the causes and consequences of terrorist attacks in Pakistan. The aim was to dig deep into the mental understanding and inner world of the participants of various fields and of various levels of education. Furthermore, the researchers were interested to know their experiences and thought processes of the participants about the terrorist attacks. The study also identified the nature of immediate effects of terrorist attacks on the performance of doctors, university teachers, transporters, and university students. Following questions were answered or partially answered in this research study; what are the perceived causes of terrorist attacks in Pakistan? What are the effects of terrorist attacks on the attitude and performance of professionals (doctors, university teachers, transporters and university students)?

Research Methodology

The study used qualitative inquiry approach. The nature of the study was investigatory and exploratory and interview protocol was used as the tools of the study. The interview questions were validated by six experts in the subjects of psychology, education and sociology and they were teaching these subjects for more than fifteen years. Five doctors, five university teachers, and five transporters agreed to participate in this research study. All those professionals were taken in the sample whose experience was more than ten years. Twenty-five university students were also conveniently selected to participate in the study. The students were inquired about the causes of terrorism in Pakistan. Selected professionals were invited to participate and presented consent forms. A flexible interview protocol was used. Interviews were conducted after getting the formal permission of the participants via an ethical consent form.

The participants were conveniently selected from the federally administered tribal areas and Swat. The coding scheme adopted for different professionals and students was as given below:

1) Doctors: D1, D2, D3, D4, D5

2) Teachers: T1, T2, T3, T4, T5

3) Transporters: TR1, TR2, TR3, TR4, TR5

4) University Students: S1, S2, S3, S4, ... S25.

There were questions on the war on terrorism, social inequality, stress on youngsters, fundamentalists' views, unemployment, sectarianism, the role of foreign agencies, and various indigenous organizations. Semi-structured interviews were conducted. The protocol of interview was flexible and the cross-questioning technique was used to explore the direct and indirect effects of terrorist attacks on professional people and students' performance. The focus question discussed was aimed to find out the personal insight & feelings of professionals about the effects of terrorist attacks. Researchers personally conducted the interviews, audio taped, and transcribed later to analyze the data. The researcher then developed non repetitive, non overlapping constituents clustered into themes. Under these themes participants' experiences were described and quoted. The categories of the responses were identified and discussed separately. The interviews were conducted in an uninterrupted, comfortable and quiet setting.

Results and Discussions

Causes of Terrorism

The causes mentioned by the educated and professional people can be divided into t w o categories:

1) Major Causes: W ar against terror and religious extremism

2) Minor Causes: unemployment, social justice, and poverty

The major causes mentioned by the respondents were the war against terror and religious extremism. One doctor quoted "*that the terrorist used the name of Islam and jihad without understanding the basic meanings of these phenomena (D5)*"**.** Another respondent quoted that "*the so-called war against terror is the major cause of terrorist attacks in Pakistan (D3)*". One university teacher points out that the actual cause is unknown but the obvious one is an '*an act of enemies of Islam to destroy the peace* (T1)'. Most of the transporters quoted that religious extremism was the major cause of violence. One transporter quoted *'the suicide bombers are not the Muslims and they are only using the name of Islam. They are not even aware of the meaning of Islam(TR1)"*. The causes mentioned by the respondents were quite interesting. The interest of American agencies and t h e role of foreign agencies e.g. RAW, MOSSAD, KGB, CIA was considered a big reason for terrorist activities in Pakistan. The other contributing causes were unemployment, social justice, and poverty followed by government policies in FATA and Swat. A large majority of professionals consider the attacks of NATO forces within the pakistani territorial area is the main cause of terrorism. On the other hand, very few respondents consider the role of the *Taliban* and other *Jihadi* Organizations e.g. *Jaish Muhmmad, Lashkar-e-Taiba, Spa-Sahaba* as the main cause they further did not consider the role of *Madrassa* as a cause of this worldwide unrest. The table below gives the ranking of different causes mentioned by the students.

Table 2
Perceived causes of terrorism in Pakistan

Sr. No.	Causes of Terrorism	Percentage(%)
1	The interest of Foreign Agencies	67
2	Role of Foreign Agencies e.g. RAW, MOSSAD, KGB, CIA	61
3	Unemployment	49
4	Social Injustice	49
5	Poverty	43
6	Government Policies in FATA	41
7	Attacks of NATO forces within Pakistani Territory	39
8	Political Conflicts e.g. Kashmir cause	39
9	Army Operation in Swat	37
10	Lack of The democratic system in Tribal Areas	36
11	Religious Conflict	35
12	War Against Terrorism	32
13	The Taliban	24
14	Religious Fanaticism	24
15	Money Making Attitude	22
16	Financial deficiency	18
17	Jihad Culture	17
18	Extremist Ideologies	17
19	Al-Qaida	15
20	Oppression	15
21	Role of *Jihadi* Organizations e.g. *Jaish Muhmmad, Lashkar-e-Taiba, Spa-Sahaba*	11
22	Role of *Madressa*	9
23	Ethnic conflict	8
24	Role of Pakistani Intelligence Agencies	4
25	Easy Admittance to Armaments	0

Effects of Terrorism

The effect of terrorist activities, as quoted by the respondents of the study, can be divided into three major themes:

1) emotional impact,
2) effect on routine behavior and
3) effect on performance at the job.

Emotional Impact

The respondents quoted the emotional concern as an immediate effect of terrorist attacks. One doctor quoted "as we are supposed to directly interact with the dead bodies and injured people, this situation brings embarrassment and stress for us (D1)". Another quoted "I think we suffered a lot because our duty hours got increased and administration canceled our leaves. The fear of suicide bombing and uncertainty add fuel to fire(D4)." The teachers also showed emotional concern as one teacher quoted that "whenever I hear news of terrorist attacks I always feel anxiety, anger, and sorrow...... It always humiliated me. I have disturbing thoughts with disturbed sleep and nightmares (T5)". All five teachers quoted the feeling of hatred and anger for the terrorist. Another teacher quoted "the immediate feeling aroused was to know the cause of attack and rest of the day I keep on thinking about the terrorists. I generally start feeling aches and pains such as stomachaches, headaches because of such attacks (T2)". All five transporters quoted the feelings of sorrow and anger as a quick response to the news of terrorist attacks. One quoted "I hate terrorist attacks because they do everything for money..... but they must be psychologically ill people. They are wild and Muslims could not be wild. Our religion teaches us to love humanity and save lives. Moreover, suicide is unlawful in Islam(TR3)". The emotional feelings of the respondents were aggressive enough. They quoted the feelings of anger, hatred, sorrow, grief, hopelessness, helplessness, stress, and anxiety.

Change in routine behavior

All respondents acknowledged the fact that there are some changes which occur in their normal behavior after they hear the news of the terrorist attacks. The nature of the change in routine behavior quoted by one doctor was **"*at the day of terrorist attack whole of the schedule got disturbed as an emergency imposed on the hospitals and all routine matters postponed, the particular change in my behavior is that I got aggressive and confused (D4)".** Another doctor quoted the same statement and added *"most of the time our conversation revolves around the causes and effects of terrorist attacks and we forgot to discuss any other issue(D2)"***. The change in routine behavior quoted by one transporter was *"the whole routine matters got suffered. Most of the time, we cancel consignments. The bad mood and pessimistic feelings surround me whenever I hear the news of any attack anywhere in the country (TR1)".* All the teachers also quoted the change in routine matters they told that they

sometimes changed their plans if they have to visit someone. One teacher added, "*On the day of terrorist attack nothing made me happy, I got pessimistic, gloomy and tried to stay at home(T5)*".

Effects on performance

It is an established fact that stress and strain can decrease the quality of the performance of human beings in the workplace. The effects of the bad mood, emotional feelings, and fear also spoiled the performance quality. All the participants confessed that they felt that their performance suffered due to the tension which they felt on the day of a terrorist attack. Doctors quoted the effect of the terrorist attacks on their performance as one told: "*I think the effect of the news of the terrorist attack anywhere caused a negative effect on my nerves as I got perplexed and made more mistakes during the working hour more than* ever (D3)". The teachers expressed the same fact as one told: "*the immediate effect of terrorist attacks is that I forgot most of the part of my prepared lecture and consciously and sometimes unconsciously I made conversation upon the event (T1)*". The transporters described the day with such event as a gloomy day and one of them articulated that "*the news of terrorist attack made me lazy and my heart got heavy so I failed t concentrate upon my work and made a lot of errors. Most of the time I stay at home to get a better understanding of the conditions by listening to the news channels views on it (TR2)*". It was also found that nearly all participants' told that their punctuality and regularity suffered due to the frequent terrorist attacks. The transporters told another fact that at the day of terrorist attack they got some irritating instructions to change the route which is very painful for them. Nearly all participants confessed that they tried to restrict their unnecessary movements. The performance of most of the teachers also got affected as one teacher told that he faced a lot of difficulties to focus upon the lecture of the day otherwise most of the time all discussions revolved around the cause and effects of terrorist attacks. Another added that they are used to discuss the event even in the classroom with the students just to soothe their nerves. The negative effects of terrorist attacks on the performance of all respondents were more or less the same; the only difference was of the intensity of the effect.

Conclusion and Discussion

This study revealed that educated people had contrasting views and opinions about the cause of terrorist attacks in Pakistan. The major cause they quoted was the war against terror and the aggressive policies of the government. The second major cause they quoted was the religious extremism that is also being described by Sonderling (2008). The causes mentioned by the respondents were quite interesting. The interest of American agencies and the role of foreign agencies e.g. RAW, MOSSAD, KGB, CIA was considered a big reason for terrorist activities in Pakistan. The other contributing causes were unemployment, social justice, and poverty

followed by government policies in FATA and Swat. A large majority of professionals consider the attacks of NATO forces within the pakistani territorial area is the main cause of terrorism. On the other hand, very few respondents consider the role of the *Taliban* and other *Jihadi* Organizations e.g. *Jaish Muhmmad, Lashkar-e-Taiba, Spa-Sahaba* as the main cause they further did not consider the role of *Madrassa* as a cause of this worldwide unrest. The table below gives the ranking of different causes mentioned by the students.

The immediate effects of terrorist attacks that respondents quoted were classified into three major categories i.e. emotional effects, change in routine behavior, and effect on performance. The emotional effects were quoted by the people in the medical field. Doctors had direct interaction with the injured people and suffered a lot on the day of the terrorist attack. The change in routine behavior and schedule was also communicated by the transporters. They stated it as the economic loss as well as fear and stress. The teachers quoted the emotional as well as the change in routine behavior. Nearly all respondents quoted the negative effect on their performance on that specific day of the terrorist attacks. Somer, Eli, Ayalla, Erez & Sever (2005) had also studied the terrorism, distress, and coping in high versus low impact regions and direct versus indirect effects and they found that the impact of terrorism is not local but worldwide.

Recommendations

It is recommended that the government and responsible institutions should share reliable information regarding the terrorist attacks with the society. It would help to remove the misconceptions of the educated people about the causes of terrorist attacks in Pakistan. Counseling sessions may be conducted and media should play a positive and effective role, to minimize the severe effects of these incidents. Moreover, the security concerns and arrangements to restrict the movement of a terrorist should also be communicated effectively to remove the feelings of insecurity and fear from the minds of people. The topic of this study was wide enough so further researches may also be planned to find out the impacts of terrorist attacks on the people of other professions i.e. media, commerce, and telecommunication, etc.

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E-Learning: Current Scenario of Internet and Educational Learning among University Students of Punjab Pakistan

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Abstract

The core aspire of this research was to explore internet use for educational learning among youth targeted public sector university students of Punjab, Pakistan. The study recorded students' internet usage pattern and demographic information of respondents. A sample size of 2237 respondents were taken from six selected public sectors universities with highest student statistical rate using multi-level sample technique. Detailed Urdu translated questionnaire consisted on 15 close-ended and one open ended question was used to collected data from selected sample. The study focused how they think about internet as medium of educational information like inspiration towards e-learning, English language learning, assignments making, effects on handwriting and books reading in their lives. The study concluded that internet has captured almost all aspects of lives of university students. Assumed hypothesis proved that students looked inspired towards e-learning and use of English language. The study also found that handwriting practice is decreasing among university students and copy paste culture is promoting. Furthermore, study also revealed that books reading habits also decreasing among students due to fast and easy access to internet.

Keywords: Internet, E-Learning, English Language Learning, Books Reading, Writing Practice, University Students.

Introduction

In present day, internet is world's largest network and through this facility billions of people are connected round the globe. Now, not only computers but also computer like devices are available in variety of shapes and connected with through internet (Shabir et al., 2015; Safdar et al., 2018). The facility of World Wide Web have make internet more fruitful due freedom of downloading and uploading data of user's interests. Before 1990's internet was limited scope and was in the ownership of some dominant companies to get access limited data in limited way. But the development of WWW by Burners-Lee created revolution in networking by giving freedom to users to upload and download information from anywhere in the world (Safdar et al., 2018b).

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Information technologies, internet and computers have extraordinarily influential tools. These tools have powerful potential both to benefit and harm societies that hug those (Shabir et al., 2015c). In beneficial, internet has been used improve business, education and create meeting places even participants are away from each others. But in negatively, these technologies have also been produced new avenue for theft, fraud, distribution of pornography, hate speech and invasion of privacy (Toor, 2003).

In recent decade life without information communication technologies seems as profound and picturesque as an era before sliced bread. Now youth of today have instant access to human knowledge and information just through click of mouse or tough of finger (Khan et al., 2018). This facility sometimes, provides unparalleled opportunities for global connection, learning and innovation as never before. Along with threats, internet also best showed numerous benefits as it is potential for persistent and presenting new ideas but also unpredictable challenges for young people (Rallings, 2015; Swanbrow, 2010).

Now internet is huge collection of concepts that provide data and information from societies to individuals round the clock. From email to video conferencing, print media electronic media, advertising to e-commerce, knowledge sharing to making assignments and searching educational material and increasing friend's list from all over the world is facility provided by the internet.

Internet as Educational Hub

Internet is not new source for students and scholars to get educational material. Since last three decades, internet has become significant source of information that contains enormous quantities of data and information that offer grand deal concerning it contents, reliability, aspire and intention groups (Shabir et al., 2014). So, it is imperative that user should aware about miscellaneous information available on the internet (Chapman, 2002). The marvellous expansion in telecommunication technology has offered online service. Internet's facility of email, websites and information about any topic has promoted our lives and education. Internet offers and provides such environment in which millions of people get connect and contribute in formation and swap of information (Rose & Fernlund, 1997; Shabir et al., 2015c).

Students have occasion to use internet to search for and get academic objects and therefore, facts on how professionally they make use of this waterway. Students use internet to access library, online books, journals, and any other educational material while making their assignments and thesis. Majority of user prefers to access internet to get information as e-books, e-journals, and e-newspapers are more convenient as hard copy (Safdar et al, 2018a). By using internet getting educational material is as easy as they there no need to go library, waste time in searching relevant book, journal or purchase books, and journal or order newspaper by expense. Saving time and expense is main factor for every individual. Easy way of searching accurate material has make internet

most influential for students and according to survey, till 2000 50% of academic material were obtained from the internet (Tenopir et al. 2003; Fescemeyar, 2000).

Internet has become incredibly accepted in almost all areas of lives as well as in education in since last two decades. The use of internet in colleges, schools and universities has been increased over the last ten years (Berson, 2000). Computers with multimedia capabilities are new tools that can transfer education (Hutchinson Jonathon, 2016). Computer can solve many complex problems that usually teachers face and able teachers to customize educational material for students (McKeown, 1991). Mostly university teachers use internet to get tutorial as Chifwepa (2003) discovered that in Zambia University almost 95% teachers were using internet to get material for students and respondents argued that internet is use tool to get quick and useful information for students. Another research Bao (1998) found that 10% respondents from Seton Hall University were not user of internet while 90% teachers and students were regular users of internet.

The research of Jagdoro (2004) concluded that internet usage is more frequently activity among university students. For internet usage, usually students prefer cyber café in universities, library to get access to internet, where very less number of students prefers their own personal internet connection. Since late 1990s, the use of email and online suffering has been increased among under graduate students (Hendel & Harrold, 2004). This internet usage has putted both positive and negative impacts on students (Morgan & Cotton, 2003). Internet has caused broaden and strengthen direct personal relationship (Wellman and Gulia, 1999). Internet usage among university students decreased depression and get social support (LaRose et al. 2001). Internet promotes also more equitable social interaction between individuals belonging to various backgrounds (Janet and Ann, 2002). Virtual interaction decreased face to face communication that causes social isolation and depression (Subramaniam et al. 2008).

Internet has brought advancement in the world of information technology and has become constructive gadget to make this world global village. From various researches, it has been proved that internet has immense impacts on student's social and educational life (Asdaque et al. 2010).

Punjab: The Study Province

Punjab is the major province of Pakistan with highest population and has many metropolitan cities of the country. Punjab is the largely urbanized and progressive province of Pakistan and its capital is Lahore.
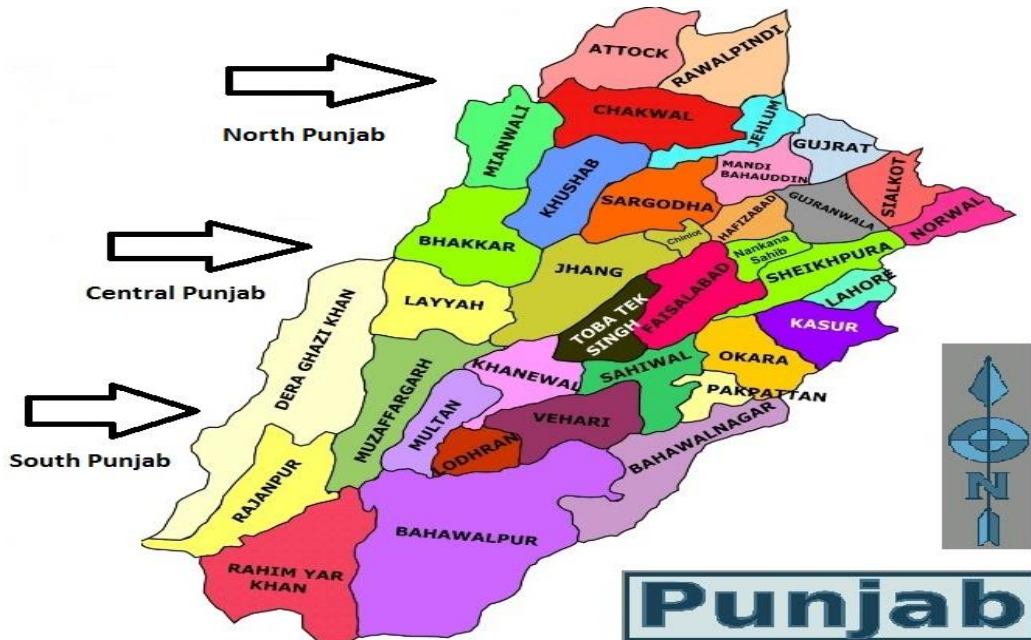
Figure 1: Map of Punjab Province

Universities in Punjab

There are totally 213 Degree Awarding Institutes (DAI's)/ Universities in Pakistan recognized by the Higher Education Commission (HEC) of Pakistan. In Punjab there are totally 72 Degree Awarding Institutes/ Universities in which 44 are public sector DAI's/universities chartered by the Government of Punjab, 6 got chartered-ship form the Government of Pakistan, 28 private sector DAI's/ universities got chartered-ship from the government of Punjab and 2 private sector university is chartered by Government of Pakistan (HEC, 2020).

Public Sector Universities in Punjab Province

There are totally 44 public sector DAI's/universities in Punjab, including 38 Degree Awarding Institutes/universities got chartered from Government of Punjab and 6 Degree Awarding Institutes/universities got chartered by Federal Government of Pakistan (HEC, 2020).

Table 1
Public Sector Universities in Punjab"

Universities in Punjab	Data
"Public Sector universities/DAI's chartered by the Government of Punjab"	38
"Public Sector universities/DAI's Chartered by Government of Pakistan"	6
"Total Public Sector Universities/DAI's in Punjab"	44
"Students' Statistical data of public sector universities/DAI's in Punjab"	283122

The Present Study

The present study dealt with digit media use educational learning among university students of Punjab Pakistan. Internet has changed the way of education due to frequently access to internet. Now e-books, audio video lectures and other educational material is available on the internet round the clock. In any society, youth considers status symbol and educational societies play their vital role in development of country. Study was hypothesized that more internet use is source of inspiration towards e-learning (H1), more internet use is source of more in use of English language (H2), internet use for making assignment decreasing hand writing (H3), internet use increasing copy paste culture (H4), and internet use decreasing book reading habits (H5).

Method

Current research study dealt with survey method as research design. From four provinces of Pakistan, Punjab is largest province of Pakistan in population as 53% of total population live in Punjab (PBS, 2018). Current research study conducted in six highest student enrolled public universities of Punjab Pakistan. From selected six public sector universities, two universities selected from South Punjab, three from Central Punjab and one from North Punjab. In this way, researcher kept in mind representation from three sides of Punjab equally on the basis of students enrolled in universities i.e. "The Islamia University of Bahawalpur and Bahauddin Zakariya University Multan from South Punjab, University of the Punjab Lahore, University of Sargodha Sargodha and University of Agriculture Faisalabad from Central Punjab and Pir Mehr Ali Shaha Arid Agriculture University Rawalpindi from North Punjab." Current research study consisted on multi stages sampling technique. At first stage, the researcher used purposive technique to select the top enrolled public sector universities of Punjab in which two universities from south, three from centre and one from north Punjab were selected. At second stage, the researcher used purposive sampling to select faculty and at third stage, the researcher used random sampling to selects five departments from each faculty for data collection. The target public of study was male and female university students of class ranging BS level to PhD level. Questionnaire was distributed among 2500

respondents (depending upon enrolled statistics in each district). In return 2237 questionnaires were returned. In this way response rate was 89.48%.

Table 2
Selected Public Sector Universities in Punjab (Region Wise)

Sr. No.	University	Area
1	The Islamia University of Bahawalpur.	Southern
2	"Bahaddin Zakariya University Multan."	Punjab
3	"University of the Punjab Lahore."	
4	University of Agriculture Faisalabad.	Central Punjab
5	University of Sargodha, Sargodha.	
6	"Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi."	North Punjab

The Table 2 represents detail of selected universities region wise. To represent equal representation from all three regions of province, the researchers gave equal representation by selecting universities having highest students enrolled statistical from south, central and north Punjab, Pakistan.

Table 3
Selected Public Sector Universities/DAI's in Punjab
(Excluding Virtual University & Government College University of Faisalabad)

Sr.	Name of University	Student's Statistics	Respondents per University	Students per Area
1	"Bahauddin Zakariya University Multan"	21444 17.35%	434	Southern Punjab 815 32.60%
2	"Islamia University of Bahawalpur"	18807 15.22%	381	
3	University of the Punjab Lahore	32481 26.28%	658	Central Punjab 1506 60.21%
4	University of Sargodha	22219 17.98%	449	
5	University of Agriculture Faisalabad	19705 15.94%	399	
6	"Pir Mehr Ali Shaha Arid Agriculture University Rawalpindi"	8895 7.19%	179	North Punjab 179 7.19%
	Total population of selected Universities	123551 100%	2500	2500 100%

The table 3 represents the percentage of respondents from all six selected universities. Furthermore, percentage of students' region wise also presented in this table to understand the phenomenon of selection of sample.

Table 4

Faculty wise distribution of respondents

Faculty	Departments	%	Respondents
Science	1	20%	833 100%
	2	20%	
	3	20%	
	4	20%	
	5	20%	
Arts/Social Science	1	20%	833 100%
	2	20%	
	3	20%	
	4	20%	
	5	20%	
Other Faculty	1	20%	833 100%
	2	20%	
	3	20%	
	4	20%	
	5	20%	
Grand Total	15	100%	2500

Table 4 represent faculty wise distribution of respondents. As selected universities fall in "*general*" category and "*Science*" and "*Social Science*" faculties consider highest students' statistical ratio, hence researchers considered these two faculties obligatory while other one selected randomly using lottery system to select respondents from three faculties of each selected university.

Table 5

Class-wise respondents detail

Class	BS	50%
	Master	30%
	M.Phil	15%
	PhD	5%
Total		**100%**

Table 5 explained next step of strategy. In this step researchers divided respondents further into classes to get sufficient representation from each level of class.

Data Collection Tool

      The data collection tool (questionnaire) was designed in Urdu (National Language) for data collection. It seemed necessary to reduce complexity of understating questions among the respondents. After data collection, tool was again translated into English language for processing in SPSS and data presentation.

      Internet use and inspiration towards E-Learning. Respondents were asked to answer what they think internet use inspiring you towards e-learning. (1=Yes, 2=No, 3=To some extent). Results of exploratory factor analysis showed that three items were loaded in a single factor. The items showed high reliability and were average created scale (M=1.66, SD=.910).

      Internet use and English language learning. Respondents were reported to answer what they think internet use is good source of learning English language. (1=Yes, 2=No, 3=To some extent). Results of exploratory factor analysis showed that three items were loaded in a single factor. The items showed high reliability and were average created scale (M=1.94, SD=.841).

      Internet use and hand writing habits. Respondents were reported to answer what they think internet usage their practice of hand writing. (1=Yes, 2=No, 3=To some extent). Results of exploratory factor analysis showed that three items were loaded in a single factor. The items showed high reliability and were average created scale (M=1.74, SD=.871).

      Internet use and copy paste culture. Respondents were reported to answer what they think internet use increasing copy paste culture among university students. (1=Yes, 2=No, 3=To some extent, 4=Don't know). Results of exploratory factor analysis showed that four items were loaded in a single factor. The items showed high reliability and were average created scale (M=1.79, SD=.832).

      Internet use and book reading habits. Respondents were reported to answer what they think internet use decreasing their book reading habits. (1=Yes, 2=No, 3=To some extent). Results of exploratory factor analysis showed that three items were loaded in a single factor. The items showed high reliability and were average created scale (M=1.64, SD=.864).

      Control Variables. University, background, class, residence and overall use of internet were used as covariates. Respondents were asked to report their university (1=Islmia University, 2=Bahauddin Zakariya University, 3=Punjab University, 4=Agriculture University, 5=Sargodha University, 6=Arid University) (M=3.03, SD=1.630). In addition, class variable i.e. (1=BS, 2=Master, 3=MPhil, 4=PhD) (M=1.74, SD=.856) were controlled as because this variable found to associated with internet use. Background variable associated with rural or urban (1=Urban, 2=Rural) (M=1.63, SD=.482) as this variable also associated with different level of educated families and

residential environment related to (1=Home, 2=Hosteller) (M=1.60, SD=.489) as this factor associated with freedom to use internet. Finally, overall internet use was controlled, considering that if could be closely linked to the variables of interests, including educational performance. It was measured by reporting three questions regarding the frequency of usage of internet (1=Daily, 2=Three days in a week, 3=According to need) (M=1.86, SD=.969) and time spend on using internet (1=Up to two hours, 2=Up to two to four hours, 3=More than four hours) (M=1.94, SD=.837) and timing of using internet (1=Morning 8 AM to 12 PM, 2=Afternoon 12 PM to 4 PM, 3=Evening 4 PM to 7 PM, 4=Night 7 PM to 12 AM) (M=3.13, SD=.976).

Results

As the study was survey based and data was collected from university students of Punjab Pakistan. The researchers explained demographic characteristics of selected respondents including university name, background of respondents, gender, class level and residence. Furthermore, collected data was interpreted using SPSS and applied qui-squire test to measure hypothesis.

Table 6

Demographics of Respondents

Sr. No.	"Demographic Characteristics"	"Description of Characteristics"	f	%
1	University	"University of the Punjab Lahore"	585	26.2
		"University of Agriculture Faisalabad"	358	16.0
		"University of Sargodha"	403	18.0
		"Bahauddin Zakariya University Multan"	388	17.3
		"The Islamia University of Bahawalpur"	342	15.3
		"Pir Mehr Ali Shah Arid Agriculture University Rawalpindi"	161	7.2
		Total	2237	100.0
2	Background	Urban	1503	67.2
		Rural	734	32.8
		Total	2237	100.0
3	Gender	Male	1171	52.3
		Female	1066	47.7
		Total	2237	100.0
4	Program Level	BS	1169	52.3
		MA/MSC	636	28.4
		M.Phil	327	14.6
		PhD	105	4.7
		Total	2237	100.0
5	Residence	Hostel	978	43.7
		Home	1259	56.3
		Total	2237	100.0

N=2237

Above table shows the demographics of respondents. Demographics of respondents include university to whom they belong as data was collected from six universities of Punjab Pakistan. Respondent's background i.e. rural or urban, gender male or female, class from BS to PhD and residence that either students come from home daily or hostelries.

Table 7

Reliability

Reliability analysis		
Level	A	Items
Current Scenario of Internet	0.801	05
Education Learning	0.721	10

Table 7 Instrument used for data collection has 15 items in total. Scale reliability analysis has been conducted to measure the inter item reliability of each variable used for this research study and values corresponding each variable along with their each dimension is mentioned above.

Table 8

Mean, Standard Deviation, P-value and association of assumed hypothesis (H1)

Hypothesis	Means	Std. Deviation	Person Chi-Square	Df	P-Value	Association
More internet use is source of inspiration towards e-learning	1.66	.910	25.878[a]	2	.000	Significant

Significant P-value at <0.05

The result showed digital media usage to learn foreign language. The mean score (1.66), std. deviation (.910), chi-square value is (25.878) and p-value (.000) showed significant association among assumed hypothesis at <0.05 level. Hence the hypothesis (H1) more internet use is source of inspiration towards e-learning supported.

Table 9

Mean, Standard Deviation, P-value and association of assumed hypothesis (H2)

Hypothesis	Means	Std. Deviation	Person Chi-Square	Df	P-Value	Association
More internet use is source of more in use of English language	1.94	.841	23.476[a]	2	.000	Significant

Significant P-value at <0.05

The result showed digital media usage to learn foreign language. The mean score (1.94), std. deviation (.841), chi-square value is (23.476) and p-value (.000) showed

significant association among assumed hypothesis at <0.05 level. Hence the hypothesis (H2) more internet use is source of more in use of English language supported.

Table 10

Mean, Standard Deviation, P-value and association of assumed hypothesis (H3)

Hypothesis	Means	Std. Deviation	Person Chi-Square	Df	P-Value	Association
Internet use for making assignment decreasing hand writing	1.74	.871	19.316[a]	2	.000	Significant

Significant P-value at <0.05

The result showed digital media usage to learn foreign language. The mean score (1.74), std. deviation (.871), chi-square value is (19.316) and p-value (.000) showed significant association among assumed hypothesis at <0.05 level. Hence the hypothesis (H3) internet use for making assignment decreasing hand writing supported.

Table 11

Mean, Standard Deviation, P-value and association of assumed hypothesis (H4)

Hypothesis	Means	Std. Deviation	Person Chi-Square	Df	P-Value	Association
Internet use increasing copy paste culture	1.79	.832	13.665[a]	2	.001	Significant

Significant P-value at <0.05

The result showed digital media usage to learn foreign language. The mean score (1.79), std. deviation (.832), chi-square value is (13.665) and p-value (.001) showed significant association among assumed hypothesis at <0.05 level. Hence the hypothesis (H4) internet use increasing copy paste culture supported.

Table 12

Mean, Standard Deviation, P-value and association of assumed hypothesis (H5)

Hypothesis	Means	Std. Deviation	Person Chi-Square	Df	P-Value	Association
Internet use decreasing book reading habits	1.64	.864	17.115[a]	2	.001	Significant

Significant P-value at <0.05

The result showed digital media usage to learn foreign language. The mean score (1.64), std. deviation (.864), chi-square value is (17.115) and p-value (.001) showed significant association among assumed hypothesis at <0.05 level. Hence the hypothesis (H5) internet use decreasing book reading habits supported.

Discussion

Current research study dealt with current scenario of internet and educational learning among university students belonging to public sector universities of Punjab Pakistan. In this era internet has become powerful tool with benefits and drawbacks. Internet for students is just like sea where searching educational material according to topic is not only easy but also fast as search engines filter required data in a moment. As Shabir et al, (2014) since last two decades internet has become significant source of information about any topic. Internet especially social media has enhanced the way of learning among university students (Safdar et al., 2018a). Chapman (2002) internet is world where miscellaneous information is available round the clock. Rose & Fernlund (1997) stated that internet has promoted our lives and education where people swap information and participate in topics of interests. In this developed era, there is no need to go library, find books of interest, making himself bound for a while to read material (Shabir et al., 2015). This difficulty internet has been eliminated and educational material about any topic is now in everyone's access round the clock on their own way. Berson (2000) argued in his research that internet has become very popular among university students since two decades. The popularity and importance of internet has been discussed by hundreds of researchers in the world as this facility has made students much fast to access data online. Jagdoro (2000) also concluded that internet usage is more frequently activity among university students. Online media is more powerful and attractive medium for students that fetch students to get educational material easily and accurately (Safdar et al., 2018b). Searching educational material on internet is much faster and easy and satisfaction level to get desire level of data is high among students (Shabir et al., 2015b). Choosing the right medium guarantees the access to relevant data (Shabir et al., 2015c). The same experience has been noticed in Pakistani universities as almost all the students studying in universities frequently access to internet for their educational and social relationship. The topic of concern verified that internet has captured all the aspects of student's lives and has positive as well as negative impacts on their educational career.

Conclusion

The study concluded that internet is most favourite tool among university students and they are regular user of internet. Since morning time to late night, internet connectivity is vital elements among youth. For any kind of information especially educational learning, internet is more frequently tool for students. Internet is source of inspiration towards e-learning as this facility is available everywhere without time and geographical limit. It is also revealed that due to frequently use of internet, the use of English language among university students has also been increased. More involvement in online communication, texting messages and searching material has proving fruitful in frequently use of English language. From results, it also been found that with these beneficial elements, internet has also posing negative impacts on students as searching material and making assignment from online material the practice of manual writing has

been decreasing among university students. Furthermore due to internet, copy paste culture is also prevailing among students that damaging conceptual understanding and learning. Not only this but also books reading habit also decreasing among university students and making libraries lonely.

Recommendations

- Getting access online data is common practice among students hence it should be courage that students must read, understand and elaborate data accessed from internet.
- Teachers must engage students in writing practice as improve vocabulary and writing practice.
- Book reading must encourage among students at university level as they have one step away from practical life.
- Students must encourage getting access credible data from educational websites rather than accessing fuzzy data.
- Students must engage in practical learning rather than just relying on theoretical learning.

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Teaching Peace Related Concepts through Integration of Information and Communication Technology (ICT)

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Abstract

This paper is an attempt to propose an instructional model about how to integrate information and communication technology (ICT) for teaching of peace related concepts. It was a desk review concept paper. For this purpose, the relevant available literature was reviewed to propose ICT integrated instructional model. A gap was found between theory and practice in the traditional model of teaching peace related concepts as the learning requirements of 21st students' are different from the past generations. During the era of rapid advancement of (ICT) and its related resources like computer, cell phones, laptops iPads, etc. are becoming an indispensable part of our life, especially of 21st century generations' daily life. During the era of explosion of knowledge and developments, there is race of power and domination among nations. In such scenarios we need to teach the peace and its related concepts to students in such a way that these concepts are inculcated among our young generations' thinking and practices. As ICT has become an integral part of our young generation's life, therefore, we need to teach peace related concepts not through oral sermons, rather teaching through integrating ICT related resources. The transformation of the societies into a peaceful world can be done through teaching students peace concepts through ICT embedded instruction. Such transformation requires that students have love and desire for peace and their practice adhere to the universal peace related concepts values like care and respect for humanity, cultural understanding, harmony and tolerance, equality of rights, solidarity, social justice, honesty, kindness, sympathy, serving mankind, living things and environment, realizing the, agonies other people, etc. Teachers adopt certain ways to develop such peace related values among their students. However, the current era requirement is to transform our teaching methods and to integrate technology for teaching of peace related concepts.

Key words: teaching peace, cultural harmony, tolerance, care and respect for humanity, ICT integration

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Introduction

The word "peace" itself gives us the message of coolness and calm. In the fast growing world of information communication technology (ICT) what we need is to promote the message of peace and educate people globally about the demand of peace in the world. It can be done through developing tolerance and understanding among people and having regard for difference of opinions and cultures. Today the world is becoming an alarming place for humanity and there is lack of peace and tolerance culture. Teaching the concept of peace can actually spread the real message of peace in the world. Developing a culture of peace requires the teaching of certain universal values and positive attitudes. UNESCO's and many other international organizations have their mission on the top to promote peace in the world through education, science, culture and communication. In a peaceful society people would work together to resolve conflicts, treat each other with justice, would be caring about others' basic needs, and would have respect for each other's opinion.

It has been rightly said that the worthy thing in this world is peace and the outcomes of peace are the pleasure and contentment in the society. Authors, who work on peace related themes at local or regional level found, "conflict transformation, not management or control of a conflict, is effective for creating the conditions necessary for sustainable peace" (Bond, 2014).

Importance of Teaching Peace related Concepts

The members of United Nations (UN) General Assembly (2015) approved the 2030 Agenda containing 17 sustainable development goals (SDGs) for Sustainable Development which would be considered as a guideline for national actions for UN member countries over upcoming 15 years. Among 17 Sustainable Development Goals (SDGs), the target of SDG-16 is decrease all practices of violence and to find out the ways to resolve conflicts and insecurities from human societies. According to United Nations report (2018) the 2030 Agenda pinpoints the peace as a fundamental element for development. At the same time it describes conflicts as hindrances for sustainable development for human societies.

ARSHA consultants' evaluation report, (2017), suggests that we should develop capability of people through sharing of best practices of conflict resolution, developing faith harmony, promoting peace and justice in the society. Therefore, such programs should be launched that focus on service delivery and interlining the local peace structures in the society.

Discussing the powerful role of ICT in teaching, Colás, (2018) calls ICT as "powerful pedagogical tools" which are conducive for raising awareness on important sustainability issues like as human rights, peace and non-violence, gender equity, environmental education, etc."

According to Fare, (2011) ICT can be called as set of technologies that support us for creating, converting, and storing, processing, retrieving and interchanging information quickly. It can include a wide range of technologies and applications, like radio, television, video, DVD, telephone (landline and mobile), satellite systems, and desktop computer and laptops, and network relating to hardware and software, the apparatus and the services that are associated with these technologies, for example videoconferencing, electronic mail (e-mail) and e-blogs (electronic blogs) (Meleisea, 2007).

Discussing the influential and powerful role of education, Douma, (2018) declares that education being an important aspect of the society, is inseparable from technology. However, the potential of integrating ICT for the purpose of teaching peace relevant concepts has not been fully explored.

Considering the need of 21st century students' learning requirements, Pan, (2017) observes a gap between theory and practice in the traditional model of teaching peace concepts due to the reason that the learning requirements of 21st students' are different from students when there no ICT was introduced. He further realizes that 21st century generation is living in a rapid changing technology environment and smart phones are generally in the pockets of our youth (Pan, 2017).

Keeping in view the importance of endorsing peace related concepts and culture through teaching and use of information and communication technology (ICT) in our life, it has become of paramount importance to integrate ICT in teaching of peace related concepts in order to develop among students the love and inspiration for peace related concepts and practices. As our new generation is living and interacting with ICT resources, therefore, the integration of ICT resources, in teaching peace concepts for developing positive attitude of students in order to promote a culture of peace and harmony among students and to inspire and motivate them to comprehend the theme and internalize the taught concepts for sustainable development of societies. The current paper is an attempt to review the related literature available in shape of research articles, books, reports, periodicals, etc. to find out answer to the following questions 1 and 2 finally to propose an instructional model for integration of ICT in teaching to teach peace concepts:

Reflective Questions for Present Paper
1. What is the importance of teaching peace related concepts?
2. What are the characteristics of teaching peace related concepts by integrating in instruction ICT resources?
3. How can we integrate ICT in instruction?

In present paper, the answer to each above- mentioned questions is being discussed in sequence below pages:

The Importance of Teaching Peace Related Concepts for Sustainable Development

Peace is a concept of social alliance, harmony and understanding, the absence of hostility and violence, a lack of conflict (such as war) and freedom from fear of violence between individuals or groups. However, the concept of peace is abstract and it can be seen in certain practices of the society. Peace is so important for survival and progress of the nations that almost all nations, generally recognize the basic problems of human life, like the existence of conflicts, which are mainly based on social injustice and poverty. All nations make their own specific mechanisms to ensure peace, harmony, social justice and tranquility between, among, and within individuals and societies.

In literature, peace has always been described as the greatest, noblest and the supreme human being's value. Martin Luther as cited in Rummel, (1981), "Peace is more important than all forms of justice" as even wars that are being fought for justice are not better than 'peace'. He further notes that the most popular view of peace in Europe means the absence of conflict, violence, or war, and this meaning is broadly accepted among Irenologists (the experts of study of peace) and for students of peace study it is the basic definition of the term, 'peace'.

It can be seen in current era, a general awareness has been awaken among people globally about concern relating to peace and peaceful environment and practices. In this regard the role of international organizations like the United Nations Educational Scientific and Cultural Organization (UNESCO) is prominent and admirable. It only through the education process that we can educate human beings to live with peace having regard for self- respect as well as respect of other people. Learning to live together with peace is the basic purpose and aim of peace education (UNESCO, 2005).

Considering the importance of peace environment, Bond, (2014) observes that the process of peace means to create the conditions for critically analyze the structures, circumstances and relationships that cause and create conflicts while promoting such building structures, circumstances and relationships that are conducive for promoting and developing peace concepts and practices.

The Agenda 2030 comprised 17 Sustainable Development Goals (SDGs) which had 169 targets to inspire actions in five major areas, called as 5 Ps. They are:

1) People (P1): to terminate poverty and hunger and make sure that all human beings have equal opportunities.
2) Prosperity (P2): to confirm that all human beings can flourish and can enjoy prosperity
3) Planet (P3): to protect earth from degradation and managing sustainably of its natural resources in order to support the needs of the present and future generations.

4) Peace (P4): to foster peaceful, just, and all societies which are free from fear and any sort of violence.

5) Partnership (P5): Global Partnership for SDGs will be promoted to strengthening global solidarity and the needs of the poorest and most vulnerable people will be catered through participation of stakeholders and people from all countries (Olivier, 2016).

Among these 17 SDGs, Goal 16 targets to inspire peaceful environment for all societies for sustainable development. In addition, ICT can play an important role in managing calamities, supporting and caring for human beings, building connections, raising quality of services, productions, and promoting innovations and in all forms of peacebuilding efforts (Olivier (2016).

Currently, the integration of technology in teaching- learning process is conducive for improving the quality of teaching and learning practices (Vrasidas et. al. 2007). Therefore, in current era, one of the major challenges academia facing is that how to integrate ICT in teaching for the purpose of promoting peace concepts like love for peace, care and respect for humanity, cultural harmony and understanding among human beings, etc. The more the technology expands the greater would be the virtual learning opportunities for the students. According to Dewey (as cited in Pitman, 2015) we will deprive our students of tomorrow if we teach today the way, we taught yesterday.

In the current era of crisis, the role of teacher in promoting peace concepts and in calculating love for peace among students has become prominent. However, for successful implementation of such concepts, careful planning is needed to promote peace because it is a fact that due to cultural differences, some people may be reluctant in adopting such concepts (UNESCO, 2005). We believe that peace does exists in the very inner of a man, however, there are some external sources that compel him to move towards conflicts. The need of peace in current scientific and technology development era has become of paramount importance than it was realized before. Because in the previous times when men did not have progress much in developing dangerous, harmful and chemical weapons as the people of 21st have developed.

Characteristics of Teaching Peace related Concepts

Teaching of peace concepts and promotion of it concept requires comprehensive efforts and commitment on the part of the teachers. Presently, there are certain methods of teaching which are being used for teaching of peace related contents. By integrating ICT in teaching of peace concepts can enhance students' motivation for developing their love and desire for peace as well constructing new forms of knowledge to promote peace. Integrating technology in teaching is not a new concept, rather we can see that in "A curriculum guide" (1981) identifies several examples of university courses that make use of films and videos to observe local and global social issue through a range of disciplines. Realizing the need of integration of technology in teaching Gibson, Tania, Downie, &

Wallet, (2017) describes the nature change of interactions between teacher and students due to expansion of technology-enabled interactions and capabilities.

Discussing the characteristics of teaching peace concepts, Gerhard, (2017) mentions that teaching peace is different from teaching certain other subjects like any language or mathematics. Peace teaching requires the learning of certain values, ways of perception, or rules of conduct, etc. As the purpose of peace education is to raise students' intelligence, general reasoning ability, awareness of social justice, and to promote honesty and reduce selfishness and greed, reduced corruption, and to train them how to make constructive use of the freedoms they enjoy in a democratic society, therefore, these parameters should be keep in view, whatever the method is used for teaching peace concepts (Gerhard, 2017).

The content of the peace education may be included to introduce students about the reasons why do people have wars, reasons relating the issues of conflicts among nations and the ways to resolving them, sensitizing students about the cultural differences, harmony and understating, regard and respect for diverse opinions and the ways of negotiating among people from diverse cultures, discussing the causes of violence, insecurity, hate and prejudice among diverse cultures, social injustice, innocent killing, poverty, destroy the environment, introducing the blessings of peace within a nation, explaining the rights of individuals, caring for humanity without any discrimination.

Riswanda, Sunaryo Ilfiandra, & Ayami (2020) suggests some parameters for teaching peace concepts (i) teachers should be creative; (ii) collective effort of education stakeholders for peace are needed; (iii) every teacher should be missionary for peace; (iv) safe and conducive learning environment for learning peace concepts.

Certain teaching models can be adopted for teaching of peace related concepts like collaborative learning, collaborative learning, culturally responsive pedagogy, conflicts analysis and responses, critical discussion method, problem solving methods, civil society participation are some of the methods of teaching peace related concepts and practices.

Daniel, Barbara & Sanjana, (2011) describe that the awareness about the role of information and communication technologies (ICTs) was recognized for promoting and building peace at a policy level, in the context of the World Summit on the Information Society (WSIS) held in Geneva in 2003 and even today we are observing technology shift in the use of ICT in addressing crisis, promoting peace and resolving conflicts.

Considering students' learning requirements in changing times of ICT, Gibson et al., (2017) note, and "There is need to be focused on having information about ICT usage in teaching and learning process". After consulting the relevant literature, the authors are

proposing in below pages a model of instruction for teaching peace related concepts through integrating ICT.

Proposed ICT integrated instructional model for peace related concepts (ICT-IIMP)

Following is the graphical presentation and description of the ICT-IIMP model:
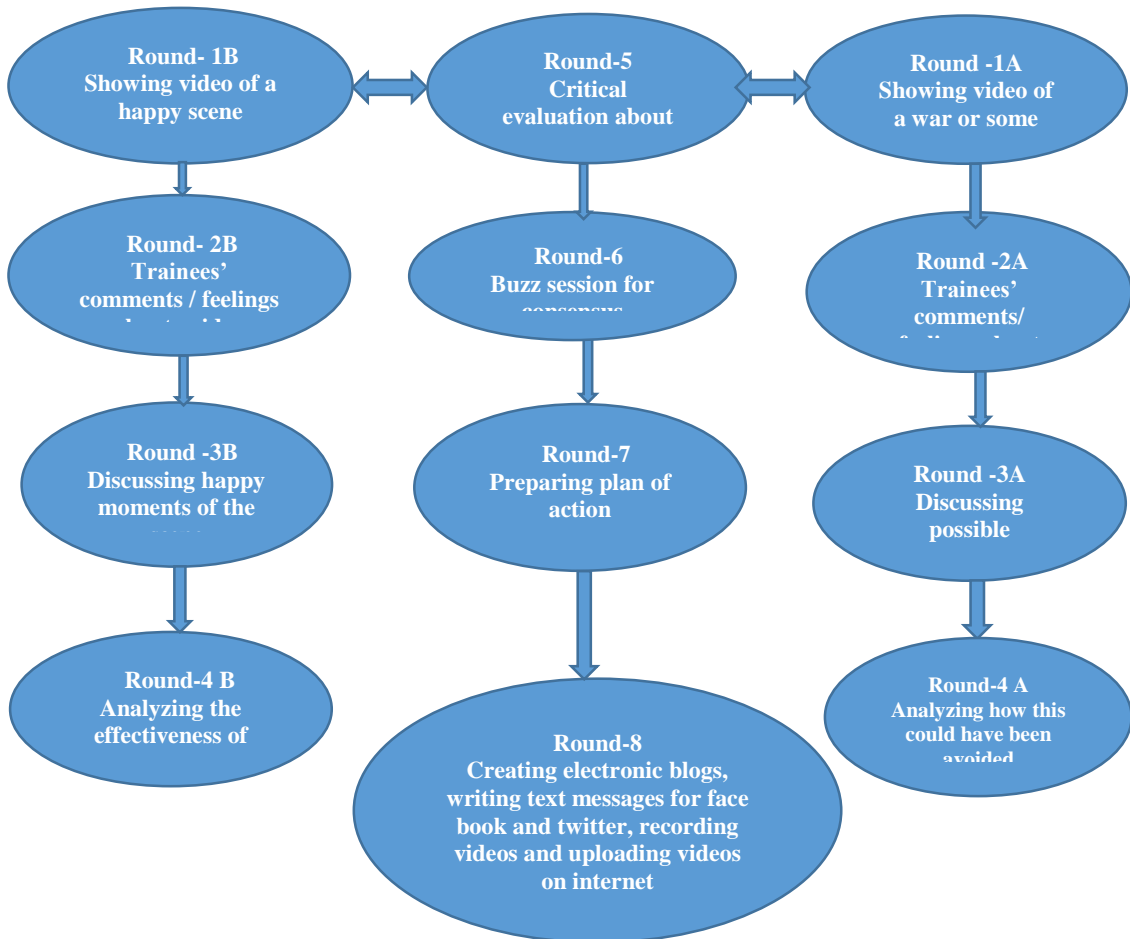
Figure 1. ICT integrated Instructional Model for teaching peace related concepts Round-

Detailed Description of Proposed ICT integrated instructional model for teaching of peace related concepts

Round -1A: Showing video of a war or some calamity/ disaster scenes

The teacher starts the teaching session by showing video for 2- 3 minutes about some calamity like video on incident of war, bomb blast, poverty, murder, event, etc. which can cause of trouble and dichotomy among human beings.

Round-2 A: Trainees' comments/ feelings about video

The teacher asks from students to write down their comments and the nature of feelings they have about the video that have watched.

Round -3A: Discussing possible consequences of happening

At this stage the teacher seeks students' views to think about what can be the possible consequences of this type of happening? Here the students may hypnotize about the consequences that may happen as result of such type of events.

Round-4 A

Analyzing how this could have been avoided

Here teacher seeks students' opinions about what measures could had been done so that such type of calamity might had been avoided. Here the group members discuss from each point of view to see what were the possible measures could had been done before.

Round -1B: Showing video of a happy scene

The teacher starts the teaching session by showing video for 2-3 minutes about some like celebrations on national and international days, charity events, cultural ceremonies, festival, game events, or such type of event which can be a cause of feeling of relief, satisfaction and happiness among human beings.

Round-2 B: Students' comments/ feelings about video

The teacher asks students to write down their comments and the nature of feelings they have about the video that have watched.

Round -3B: Discussing happy moments of the scene

At this stage the teacher seeks students' views to think about how they feel about the event? How much it was entertaining for them? How it leads towards feelings of rest and peace? Here the students may hypnotize about the possible outcomes of such joyful and peaceful events.

Round-4 B: Analyzing how such type of joyful events and ceremonies can be endorsed for expanding the concept of peace throughout the world

Here students' opinion is asked about what type measures can be taken so that such type of peaceful and enjoyable events are encouraged to be promoted the world over. Here the students in group discuss from each point of view to see what the possible measures could be taken for this purpose to increase the number of happiness events in throughout the world.

Round- 5: Critical evaluation about the comparison of both scenes

The students have observed the both types of videos and now they are invited to discuss freely about the both situations and try to explain their feeling and emotion for each scene they have observed. The teacher will assign them task to find out how the miserable things / events are hard to describe, hard to observe and even more hard to live with and how it is pitiable to live in miserable and unsecure environment like war. On the other hand, how human being get pleasures and joy from happy events of life and how the human life can be full of pleasures, happiness and joys when there is no threat of war, no worries of insecurity, injustice and distress in human societies.

Round- 7: Preparing plan of action

After discussing each and every points, the teacher divides students into two groups through draw methods to assign them task for preparing a plan of action for both type of events and required procedures for implementation. It is the round of planning for creative and innovative ideas.

Round-8: Creating electronic blogs, writing text messages for face book and twitter, developing video and uploading video on internet (based on the slogans of peace and developing understanding among diverse cultures and respect for difference of opinions, caring and regard for humanity and social justice)

It is the most creative and innovative round for students in order to generate ideas. In addition, students create mutual electronic online dialogue blogs, text /WhatsApp messages for mobile, videos and messages to share at Facebook and twitter in their respective accounts. The teacher scrutinizes material developed by students to see that no harmful or controversial material is uploaded or shared online.

Discussion and Conclusion

It is expected the present instructional model has its implication for teaching the peace related concepts to every level of students e.g. primary, secondary and tertiary level. It the need of the hour to create a global culture of peace, care and respect for humanity, regard for diverse religions; promoting interfaith dialogues, harmony and tranquility among the nations all over the world by having regard for human being and humanity, their beliefs, cultures without any sort of discrimination and to abolish the culture of horserace for having the latest weapons and latest technology to use it for

destroying and killing the innocent humanity. According to the universal declaration of human rights United Nations declares, *"Whereas recognition of the inherent dignity and of the equal and absolute rights of all members of the human family is the foundation of freedom, justice and peace in the world".* There is need to resolve the issues between and among nations through negotiation and not through attacking each other with heavy weapons. There is need to promote justice because existence of justice in a society itself promises peace and promotes feeling of harmony and tranquility among the citizens whereas "injustice always breeds evil" and evil based culture is not conducive for peace. There is need to abolish the horserace for beating each other and nations should reserve their energies and wealth for eradicating hunger and improving the living standards of the human beings throughout the world. Who would like to be the first to begin this campaign? In our opinion teacher are the torch bearer of peace who will have to play their role in inculcating and promoting peace related concepts among students because students are our future leaders and they are going to lead the world in a peaceful way. In order to perform this noble function, definitely, teachers should be provided practical training in how to integrate technology for teaching and promoting peace related concepts among students.

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Individual versus Collaborative Learning: A Strategy for Promoting Social Skills and Academic Confidence among Students

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Abstract

This experimental study used repeated measures' design for two considerations of using individual vs. collaborative learning procedures. Eighty undergraduate psychology students from two analog classes were engaged in the experiment. Students from both classes were first examined at the start of semester on their social skills and academic confidence. Then the instructor adopted the individual learning method for teaching in one class and collaborative learning method in second class. Students were then again examined at the end of semester on study variables. The pre-testing of variables showed non-significant differences on social skills and academic confidence among students from both classes. The post-testing of variables demonstrated significant differences in the degree of the social skills and academic confidence among the students learning collaboratively and individually. Obviously, the "social skills and the academic confidence" appeared to be enhanced more among collaborative students than those of the individual students. Hence, collaborative learning was suggested to be encouraged by teachers.

Keywords: Learning Styles, Social Skills, Academic Confidence, Class Performance

Introduction

Learner and learning seems to be the focal point of all educational activities and therefore, different learning methods and approaches or strategies are designed for the maximum accumulation of learning. Individual and collaborative learning approaches are thus designed to address individual differences and cater learning needs of the students. There has been and is much debate over which of the two approaches is more result oriented and useful for learning of students. Different educationists, researchers and educationalists (Phiwpong & Dennis, 2016; Mashhadi and Gazorkhani, 2015; Garcha and Kumar, 2015; Inuwa, Abdullah, &Hassan, 2015; Lau , Kwong, Chong & Wong, 2014; Kuri, 2013; Reza, 2013; Ebrahim 2012; Sultan & Hussain, 2012) conducted researches on different aspects of individual as well as collaborative learning and hold

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their position regarding their effectiveness. These researchers often use group work, team learning, collaborative and cooperative learning synonymously (Kirschner, 2001) as learning methods where students learn together (Ramos & Pavón, 2015) and gain motivation from each other (Ngeow, 1998; Aziz & Hossain, 2010) through joint working tasks (Najmonnisa, Haq & saad, 2015).

However, collaborative learning (CL) appeared to be more effective in promoting social skills and self-esteem among students than the individual leaning –IL (Sultan, & Hussain, 2012) strategies. Davidson and Major, 2014) viewed CL to play scaffolding role for success in the further life of students as it motivates them to be engaged in in the process of thinking and reasoning (Castle, 2015). Similarly, Hussain and Sultan (2010) viewed CL useful in inculcating more social skills, developing more confidence and promoting more extroversion among students by enabling them to be energetic and progressive in assuming challenging tasks in their lives as compared to IL. The CL appears to have advantages over IL as it develops tendency of volunteerism and common good among students. Working together –CL scaffolds students in improving their social development which thus is supported through the "Zone of Proximal Development (ZPD)" of Vygotsky (1978).

It is generally observed that learning takes place by active participation of students in different activities in the classroom. Different researchers found CL to be more advantageous than IL in retention of learning and development of academic confidence among students (Theobald, Eddy, Grunspan, Wiggins & Crowe, 2017; Gillies, 2016; Hurst, Wallace, & Nixon, 2013; Sultan & Hussain, 2012; Hussain & Sultan, 2010; Ngeow, 1998). Observably, learning tends to be a fun and CL creates such situations and environments where students enjoy their learning tasks more than working individually on learning activities (Sultan & Hussain, 2012). CL tends to be motivational and promotes sense of responsibility, interdependence, group cohesiveness, confidence, enthusiasm among students (Johnson & Johnson, 2002) which help them build their later lives.

CL has more advantages than IL or lecture method. Along with academic confidence and social skills, it promotes reflective practice, problem solving skills by promoting critical thinking, rationality and reasoning among students (Castle, 2015). It promotes communication skills, mannerism, ethics, volunteerism and belief in the dignity of the work through learning by doing (Hussain & Sultan, 2010; Entwistle & Tait, 1994). It is believed that CL accommodated students with different demographics variables and conditions having diversified learning styles and learning abilities (Sultan &Hussain, 2012). CL enables students how to develop and promote professional relationship with colleagues. How to act and react? How to listen and be listened? How to dress and groom personality? They also learn to behave respectfully and be emotionally intelligent even in odd situations. These skills and abilities lead them develop academic confidence and

social skills to pave for success of future life (Theobald, Eddy, Grunspan, Wiggins, & Crowe, 2017; Hurst, Wallace, & Nixon, 2013).

After reviewing the literature, the study was designed to find the impacts of CL and IL on social skills and academic confidence. The main objective was to address the question of comparison of impacts of IL and CL through empirical approach. It was assumed that students who learn collaboratively will promote social skills and academic confidence than students who lean individually. Prior to employing the CL and IL in the class, it was hypothesized that, no difference exist among students. Similarly, it was hypothesized that differences exist among students learning in both methods on their "social skills and academic confidence" at the end of semester.

Method

Participants

Eighty (80) undergraduate students enrolled in two classes (40 in each class) of the psychology from Bahauddin Zakariya University Multan participated in the study. Among them 22 were male and 58 were female students aged between 19-22 years (M = 20.01, SD = 1.8). They were more or less similar in their cultural background.

Instruments

"The Social Competence Inventory": Rydell, Hagekull, and Bohlin (1997) developed this inventory. This scale comprises of 25 items on "5-point likert scale" and measures two components i.e. "social competence (17 items) and social initiative (8 items)". Responses are obtained as "does not apply at all = 1, well does not apply very well= 2, applies sometimes= 3, applies rather well= 4, and applies very well = 5". Separate scores are sum up for each subscale and a composite score is sum up by averaging out the scores on both subscales. High social competence and social initiative is represented by high score on each scale. The inventory has reliability coefficient of .94.

"The Academic Confidence Scale": Sander, and Sanders developed it in 2003 with 24 items on "5-point likert scale". Replies are obtained on 1-5 options; "Never" to "Very Confident". Overall score is obtained by adding the all assigned numeric values of 1 to 5. A high score indicates "greater degree of academic confidence" and low score suggests "low degree of academic confidence". The reliability coefficient of scale is .78.

Procedure

This study was completed utilizing the experimental research design wherein independent variable was the mode of instruction in the classroom followed by teacher with two levels; IL and CL, and the criterion variables were students' social skills and academic confidence. Undergraduate psychology students from two sections of same semester participated in this experiment. They were studying the same course taught by

the same teacher. In this way all the participants were matched on their age, semester, course to be taught, course instructor, and assignments given to students.

A pretesting was done prior to the manipulation of 2-levels of independent variable: individual and collaborative learning method and the learners of both classes were first examined on measures of social skills and academic confidence at the start of semester. By utilizing experimental design, the class teacher who was teaching the same course in both classes followed the individual and collaborative learning methods for teaching in class one and class two respectively. In class one where the teacher has employed the individual learning method as a mode of instruction was given assignments during the semester by the teacher. Teacher just explained the assignments and students worked individually and independently. On the other side in class two where the teacher has employed the collaborative learning as mode of instruction was also given the same assignments at the same time of class one. Teacher elaborated the assigned task to the students and discussed the subject matter in detail with students. Students were guided and encouraged to share their point of views with their mates and to be attentive to the opinion and recommendations of the others as well. It means the difference between two methods of learning lie in the students' working on assignments individually and collaboratively.

When semester was to end, a post-testing was done to measure the effects of two levels of independent variable. A comparative analysis using SPSS-20 was performed to check the differences in pre and post test scores of students from both classes.

Results

The independent sample t-tests were computed to calculate the differences in social skills and academic confidence of the students studying in classes with IL and CL at the start and end of course (Table 1 & 4). Paired sample t-tests were performed to compare the students in IL and CL for their "scores on pre and post testing" (Table 2 & 3).

Table 1

Comparison between Students of IL and CL at the Beginning of Semester in Relation to Social Skills and Academic Confidence (N=80)

Scales	Individual Learning (n=40)		Collaborative Learning (n=40)			
	M	*SD*	*M*	*SD*	*t*	*p*
Social Skills	66.11	7.71	64.43	8.18	1.413	0.11
Academic Confidence	72.42	10.21	79.51	12.71	1.224	0.15

"df. = 78, p = non-significant"

Table 1 demonstrates differences in degree of social skills and academic confidence of students who were in IL and who were in CL to be non-significant. These

results propose that social skills and academic confidence don't differ among students at the start of course. However, mean values show slight differences in social skills and academic confidence of students studying under both learning styles.

Table 2

Comparison between Student' Pre and Post Testing Scores on Social Skills and Academic Confidence in IL (N=40)

Scales	Pre-Testing		Post-Testing			
	M	*SD*	*M*	*SD*	*t*	*p*
Social Skills	66.11	7.71	68.82	9.32	1.023	0.23
Academic Confidence	72.42	10.21	75.16	10.03	1.262	0.16

"*df.* = 38, *p* = non-significant"

Table 2 indicates that the differences between pre and post testing scores in IL on social skills and academic confidence are non-significant. Results propose that the "IL is not effective in promoting social skills and academic confidence of students".

Table 3

Comparison between Student' Pre and Post Testing Scores on Social Skills and Academic Confidence in CL (N=40)

Scales	Pre-Testing		Post-Testing			
	M	*SD*	*M*	*SD*	*t*	*p*
Social Skills	64.43	8.18	102.12	9.71	3.41	0.001**
Academic Confidence	79.51	12.71	93.72	8.11	2.52	0.02*

"*df.* = 38, *p* < 0.05, **p* < 0.01"

Table 3 indicates that significance differences between pre-and-post-testing scores in CL on social skills and academic confidence. Results propose that "CL is effective in promoting social skills and academic confidence of students".

Table 4

Comparison between Students of IL and CL at the End of Semester in Relation to Social Skills and Academic Confidence (N=80)

Scales	Individual Learning (N=40)		Collaborative Learning (N=40)		*t*	*p*
	M	*SD*	*M*	*SD*		
Social Skills	68.82	9.32	102.12	9.71	-3.115	0.002**
Academic Confidence	75.16	10.03	93.72	8.11	-2.521	0.031*

"*df.* = 78, *p* < 0.05, **p* < 0.01"

Table 4 asserts that the differences in "social skills and academic confidence" of students in IL and CL are significant at the end of semester. Findings reveal that compared to the students in IL, the students in CL have reported higher scores on social skills and academic confidence.

Discussion

The main objective was to address the question of comparison of impacts of IL and CL through empirical approach. It was addressed that which of the two i.e. IL or CL is more effective for student's learning and performance. For this purpose two learning styles; individual and collaborative learning were examined through an experimental approach.

It was hypothesized that before assigning the learning assignments to the students in both classes will report equal levels of social skills and academic confidence. Results from pre-testing of the class demonstrated no differences in degrees of social skills and academic confidence of learners from both sections. The findings acknowledged the hypothesis and affirmed that "students were found with no differences in levels of social skills and academic confidence". Students' social skills and academic confidence were found at average level. These findings can be justified by the work of Bean (1996); Felder, (1997) who reported that community colleges are mainly commuter train schools. Learners usually do not stay extra in colleges for outside the regular academic and social activities. Most of the learners are engaged in their jobs and/or under stress by their family that also restricts their activity to take part in school or college life. Therefore it becomes the responsibility of class instructor to create environment of society at campus.

Another hypothesis stated as 'students who will study under collaborative learning style will develop more social skills and will get more academic confidence as compared to those students who will learn under individual learning approach', was tested through the careful manipulation of learning ways (independent variable with two conditions); IL and CL methods. Randomly assigned classes on individual and collaborative learning patterns were tested at the end of semester. Results showed that social skills and academic confidence of students significantly differ in IL and CL. Findings proved the assumption that the learners who were in the class where teacher has instructed the students to work together and collaboratively were found high on developing social skills and enhancing academic confidence than those who were in the class where teacher had given the assignment to work individually.

This significant finding is in tune with the findings from the work of Kessler and Pürcher, Höfler, Pirker, Tomes, Ischebeck, & Gütl (2016) who reported that CL develops positive community attitudes ....dilutes aggression in any situation ....decimates dread, fearfulness, and damned, and enhances reward, friendly disposition, and unanimity. Procedure is significant same as subject matter and task is significant. CL requires space to get mastery, and the users of CL find it a joy when they work together, share thoughts,

and guide others. Theobald, Eddy, Grunspan, Wiggins and Crowe (2017; Hurst, Wallace, and Nixon (2013; Sarwat and Hussain (2012); Hussain and Sarwat (2010); Davidson and Major (2014) Hooper and Hannafin, (1988) also presented that CL furthers learners' participation at all levels. They reported that students who are with high ability when do work with learners who are with low skills get advantages by elaborating and discussing. Low ability learners also get advantages by looking into the options of problem solving strategies offered by group members. The present research finding also affirmed the notion that interactive and combined activities assist learners to comprehend their conflicts. When students learn in group setting they get more academic confidence, and establish healthier relations with peer group and even with their teachers as well.

This study also examined the differences among the students of both class learning individually and collaboratively. It was also hypothesized that students studying under individual and collaborative learning approaches will report different levels of social skills and academic confidence at the end of semester. Results supported the assumption and findings revealed that students, who were working on their assignment together and were discussing the subject matter with their fellows and teacher, were found with high levels of academic confidence and with healthy social relations, social skills, and social competence at the end of semester. These findings are clearly in support of employing the CL in classroom. Several previous researches provide the strength to the present findings such as Sultan and Hussain (2012) also presented the same findings from empirical study on social skills; and Noohi, Abaszadeh and Maddah (2013); Quinn (2006) and Felder (1997) offered that CL helps all kinds of the students in a class to work with each other. As learners becomes more involved in resolving conflicts and participating in a discussion in a guided manner on a regular basis, are more capable to interpret their conflicts and understand the ways to handle social problems that may arise during discussion.

Our finding that CL promotes social skills can be seen through the main dimension of learning explained by Pürcher, Höfler, Pirker, Tomes, Ischebeck and Gütl (2016); Gillies (2016); Hurst, Wallace, and Nixon (2013); Johnson, Johnson and Holubec (1992); Johnson, Johnson, Roy & Zaidman (1985) is working together that promotes social competency and skills among students. In our community and present academic model, competition is appraised over cooperation. The need is to make students aware of the demand of substantial, positive, cooperative doings by asking them realize the activities which assist them work together (Agashe, 2012; Zang 2010; Gillies, 2006; Panitz 1996; Cohen & Cohen 1991).

Conclusion

This study demonstrated that CL is peculiarly more efficient to enhance the social skills of students and to get students more confident academically. This advantage is particularly significant when learners study in such classes where CL is the usual culture of learning and working together is encouraged than individual learning style. Findings have demonstrated the *"significant differences in pre and post testing of the variables of social skills and academic confidence"* of students in IL and CL. CL has been found more significant element in the social and academic competence of students.

Limitations and Suggestions

Despite the useful and significant findings of the present study for the educational context, the study also acknowledged its limitations. Although the findings have clearly demonstrated that CL is a substantial facilitator for promoting social skills and academic confidence, but findings lack external validity because of smaller size of sample –only undergraduate students. Further replication is needed to support the present findings by exploring gender differences as well. This study has investigated only the social skills and academic confidence as dependent variables of learning styles. Several other variables yet remain to be explored. Thus it is suggested that more researches should be conducted in future by incorporating other variables such as academic engagement, achievement motivation, causal attribution, and social anxiety.

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Constitutional Issues and Governance Practices in Public Universities of Pakistan

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Abstract

The purpose of this study is to explore the university governance practices related to the roles and powers in public universities in Pakistan. University governance has remained a crucial subject to the set of rules and regulations. This makes it more daunting that each university provides a different set of governance circumstances in public universities in Pakistan. A qualitative case study approach was used. Interviews were taken from 16 participants of public sector universities in Pakistan. The study aims to examine the constitutional issues and challenges that public university stakeholders encounter in governance practices in public universities from top administration and deans' perspectives. Therefore, two key categories of stakeholders were chosen to participate in this research. They include top administrators (e.g., vice-chancellors, pro-vice chancellors, registrars) and deans. The study was limited to the roles and powers of university stakeholders in governance processes and identified ambiguities in this area. Data revealed that governance processes were centralized. The chancellor and vice-chancellor retained all authority, as well as the definition in the public university's constitution, was unclear. This hampered process being conducted smoothly.

Keywords: constitutional issues, governance, universities, public sector

Introduction

The university governance encounters several issues due to the imposition of certain internal and external changes. These changes have encompassed from the growth rate to the legal status and impact of new governmental policies, theories, and practices of various constituents (Ackroyd & Ackroyd, 1999; Bevir, 2012; Lane, Hendrickson, Harris, & Dorman, 2013). A considerable change has been noticed over the last three decades in the type of governance in many public sector universities (De Boer, Enders, & Schimank, 2007). It is generally believed that there should be worthwhile adjustment in governance structure to strengthen the sources, as well as guarantee the development procedures that need to be formulated (Ackroyd & Ackroyd, 1999; Gayle, Tewarie, & White, 2011). This would pave the way to promote the cause of a university without

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confusion, misunderstanding, misinterpretation, and disturbance. A distinction must be made between formal autonomy and real autonomy (Christensen, 2011).

The universities are required to establish rules and regulations in accordance with the allocation of power provided by the university constitution to function legally. The power and authority are invested in the individuals in pursuance of the stipulated rules and regulations, who exercise their power prudently. Rightfully, universities come into being as per relevant law (Ingram, 1993). This is done by distinguishing a point of departure between faculty and other stakeholders to discourage any embarrassment that might occur due to divergent interests on certain issues (Kaplan, 2004). To study governance, it is prudent to think about structures, rules, and hierarchies that make the decision-making process agreeable to abide (Kaplan, 2006). University governance is regarded as a set of rules concerning authority and power related to the performance of a university's activities, directed toward a set of common goals (De Boer, 2002). Therefore, the system of governance is of top-notch significance in a given university's performance.

This study provides an understanding of governance, given that universities work in a predictive faction. The discrimination of university structures needs to be examined, including the level of authority, status, procedures, and bodies that make decisions. This may keep overcoming divergent interests by laying stress on various aspects to explore the differences between centralization and decentralization, the impact of authority, hierarchical tradition, the bureaucratic attitude, the size, the output, and the rewards (Kezar & Eckel, 2004). The allocation of power and authority highlights the importance of governance (Peters& Pierre, 2000). The manipulation of university structures is required to get the right governance concerning rules and laws since university structures are designed to address the governance.

Correspondingly, this study seeks to examine the roles and powers associated with university stakeholders. It analyses university constitutions, with regards to their current governance laws and practices, in Pakistani public universities and whether university stakeholders play an important role in effective and efficient governance processes. The rationale of this study is to inform university authorities about constitutional laws, governance practices, and the impact of the clarity of roles in governance (Bowen & Tobin, 2017). They could, then, devise a system in public universities to bring reforms in the traditional authoritative system (Task Force Report, 2002). This study sought to answer the following question:

- How is the university constitution framed to describe the roles and powers in Pakistani public universities?

Literature Review

Every organization is established to realize certain objectives that contributed to its establishment. An organization's established rules and regulations determine the role of stakeholders, enabling them to work in the right direction. This ensures the progress, development, and stability of the organization.

Being a higher educational institution and a larger part of society requires universities to device out and declare rules, regulations, and procedures in an unambiguous language. As such, every individual in the capacity of officials performs duties and exercises their power and authority to promote the cause of university without perplexity, misunderstanding, and misapprehension. University governance has begun with the recognition that the last decade has witnessed a significant transformation in adapting to the demands of definite legislation (Shattock, 2014). In universities, governance is an exercise of authority to operate universities delegated by constitutional charter or statues to a person or group of agencies. Correspondingly, governance is actions to decide policy matters collectively (Kaplan, 2004). This view lays stress on the formulation of the processes and procedures before making decisions, given that it would set a criterion to make decisions as per policy and strategy.

However, it is the policy-making process the micro-level of decision-making in universities that regards the power and authority formulated following the constitution. It should be executed prudently, ensuring the growth, development, and sustainability of the institution (Encyclopedia, 2006). As such, it is made up of both implicit and explicit procedures, which are allocated to different individuals in the decision-making authority, power, and responsibility (Kaplan, 2004; Lanning, 2006). The decentralization (transfer of decision-making authority), responsibility, and tasks from high to low need be adopted as a policy in university governance (Tran, 2014).

Governance requires delegating powers appropriately, as it is primitive to legitimate and ensure good governance. Indeed, the depending bodies (e.g., administration and faculty) need to depend and cooperate amongst themselves (Baker-Brown, 2011). Additionally, governance ascribes the instrument and action that enables decisions on strategy and policy matters in the collective entity.

The question of who does what must still be planned and executed professionally. Each governance team must find their niche as to what works best, as well as what responsibilities they should take on and what should be delegated. The theories of governance seldom tell the whole story, as it is played out in practice. In fact, governance cannot occur without decisions being made. The ability to act as per the policy outline intensifies collaboration and strengthens the governance. Instead of rivalry, the administration and faculty must work together; governance needs to be valued as an officially approved organ (Crellin, 2010). Therefore, the system of governance is of top-notch significance in the university's performance. The universities must establish rules and regulations following the allocation of power provided in the university constitution

to function legally. The power and authority are invested in the individuals in the pursuance of the stipulated rules and regulations. These individuals exercise such powers and authority practically. Rightfully, universities come into being as per relevant law (Ingram, 1993). As such, the image of universities is shaped by the procedures of performance that are followed and expedited within the legal framework of power and authority. Therefore, it sets the framework of universities and colleges, and processes and structures are expedited to achieve desired goals (Maassen, 2000). This is a unique system with special features, like the division of power between faculty and administration in all governance structures and processes, requiring organic structures, teamwork, participative, and decentralized decision-making (Bradshaw & Fredette, 2008; Krupar & Cook, 2010). However, university administrators must reshape governance structures and management systems. They can, then, develop an unambiguous understanding of the link between educational philosophy and administrative practice (Amaral, Jones & Karseth, 2013; Jensen, 2001).

Methodology

Research Design

A qualitative case study was used to collect and analyze data. This intensive study focused on specific instances or cases of a phenomenon rather than populations or numerical statistics (Babbie, 2002). This study examined a particular aspect of university governance exclusively to determine the role and power in the governance processes of two selected Pakistani public universities. Hence, a case study was the best technique to concentrate on one aspect of the problem under study (Yin, 2003). This research study conducted an intensive study of specific instances rather than generalizations. Based on uniqueness, the two oldest Pakistani public universities have been selected for this research.

Sampling

This study implied purposive sampling to select and interview 16 respondents from two selected public Pakistani universities. It would provide exhaustive information for cases for in depth analysis. As this research is to propose public university stakeholders in the process of decision making and implementation of those decisions collectively, it is necessary to bring all stakeholders in the line of hierarchy in university governance. Purposive sampling was suitable for inquiring a targeted group of university stakeholders to get the desired results (Neuman, 2010). Attention was focused on an intensive study of specific instances rather than an empirical generalization (Patton, 2002). A small sample was needed to get the desired results and illuminate the phenomenon being studied, given that this study aimed to describe the roles and powers of university stakeholders in selected public universities (Ishaq & Bakar, 2014; Merriam, 2009; Patton, 1990). Two categories of stakeholders were chosen to participate in this research study to gather authentic data: seven senior administrators (such as vice-

chancellors, pro-vice chancellors, registrars and directors of quality enhancement), and nine deans. The respondents were asked to express their views comfortably and freely and share their experiences (Gall, Gall, & Borg, 2003; Merriam, 1998).
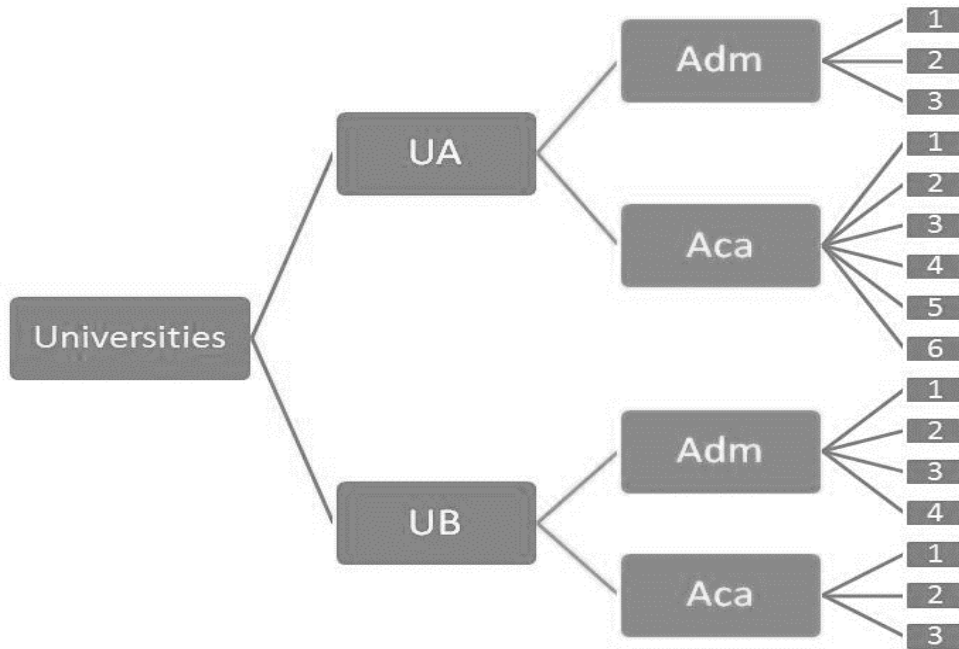
Figure 1. Sample selection for conducting interviews from sixteen participants of two universities.

Data Collection

Data sources included official documents from the Pakistani public universities, as well as interviews with university staff to gain insights into the roles and powers set out in the constitutional laws. These forms of data collections also aimed to understand and analyze the current situations and identify problems that may hinder the personnel in performing their duties.

Instrument

Official documents were obtained to assist the researcher in revealing meanings, developing understandings, and exploring insights that were appropriate to the research problem by using multiple sources of evidence (Merriam, 2009; Yin, 2003). The documents included:

- Higher Education Medium Term Framework II, Pakistan, 2011-2015
- Higher Education Mid Term Report, 2005-2010
- National Educational Policy, 2009
- National Education Policy Draft, 2008
- National Education Policy, 1998-2010
- National Education Policy, 1979
- Pakistan: An Assessment of the Medium-Term Development Framework, 2006
- Public University constitutions, 1962, 1972, 1977, 1999, & 2014
- Sharif Commission Report, 195
- Steering Committee Report on Higher Education, Pakistan, 2002
- Task Force Report on Higher Education, Pakistan, 2002

Interviews were conducted to gather detailed information from deans and senior administrators. The respondents expressed their thoughts and experiences about their roles. This helped the researchers to gain insights into their position and stance on the phenomenon under study. The semi-structured interview method was used so that the interviewers were free to probe and explore within the predetermined inquiry areas (Merriam, 1998). An interview guide guaranteed to use the researcher's limited interview timeframe better. Thus, multiple interviewing subjects were interviewed in an orderly, organized, and comprehensive manner (Hoepfl, 1997). A question guide was prepared to list the questions. The protocols were given to an expert panel to two senior professors of public sector universities to ensure the content validity of the questions. It helped the researcher in their data collection process. The researcher collected data via interviews and felt more confident with a structured format and shared this with experts during the data collection process.

Data Analysis

In qualitative research, data collection and analysis is a stimulus process (Merriam, 2009). The simultaneous activity of conducting a data analysis during data collection gives more sophisticated and subtle analysis of the data (Douglas, 2002). The data analysis was done during the data collection process, as it was ongoing and involved a continuous reflection of the data (Creswell, 2009; Maxwell, 2012).

Documents, including the university constitution report and higher education commission report, were gathered and analyzed. The interviews were recorded on an audiotape. Consent was sought from the interviewees, and approval was given prior to recording. A digital recorder (MP4) recorded the interviews, which were, then, transcribed, translated, and re-read. Data were coded from the beginning of the data collection process. Themes were identified during the coding process.

Findings and Discussion

Governmental Role in Governance Policy

The data from the document analysis and interviews indicated that the government of Pakistan had been concerned about the governance of public universities since 2002. A task force was established to review how universities function, including the effectiveness of governance structures and practices, their autonomy, and the adequacy of their unified framework. The taskforce also investigated how universities could carry out their fundamental mission of teaching and undertaking research, while still sustaining their autonomy and academic sovereignty (Ahmed, 2008; Taskforce Report, Pakistan, 2002; Usman, 2014).

In this connection, at the core of a university's governance are deans, faculties, administrators, and governing bodies, who implement the university's vision and mission and protect its autonomy. Universities operate under a multifaceted structure, where power remains an issue (Rosovsky, 1991). However, managing universities equally is an increasingly complex task concerning the alignment of roles, authorities, and functions. All of which are necessary for effective governance implementation but continue to be unclear in Pakistan's public universities (Akhtar & Kalsoom, 2012; Aurangzeb, 2012; National Education Policy, 2009). In this regard:

> *The government has a legal role in taking care of the public interest in universities. Thus, it has to design and regularly adopt the regulatory frameworks of universities and has for a long time been the main, if not the sole, founder of universities for a long time (National Education Policy and Implementation Plan, 1979).*

The government of Pakistan plays a dominant role in the governance of its public universities, such as through direct funding, the appointment of university governing bodies, the implementation of legislative regulations, and the intervention in university procedures and routine matters. However, the governance reforms are fragmented across different ministries, and it recognizes the centrality of the federating units in its implementation as well as the Higher Education Commission (HEC). It will continue to strive towards formulating policies and guiding principles (Medium Term Development Framework, 2005–10; National Education Policy, 2008, 2009).

The government of Pakistan has made progress on several reform indicators to improve the governance structure of the universities, as well as recognize the ideals of democratic governance. Notwithstanding this progress, the university governance practices still suffer from poor governance and the lack of a supervisory model.

Moreover, HEC has failed to cultivate improvements in public-sector universities, which, due to poor strategies, continue to stagnate and frustrate faculty

members (Leaping Forward Report, 2006; Mid-Term Report, 2005–10; 2011–15; National Education Policy, 2009; Task Force Report, 2002).

Understanding System Deficiencies

Governance is a set of structures, regulations, and processes that act as a roadmap of how the university system should run. Governance should examine the lines of authority, roles, procedures, and decision-making entities (Kezar & Eckel, 2004). The main sensitive areas that cause "ineffective governance structures and practices" are the "longstanding maladies afflicting university systems in Pakistan," as highlighted in the HEC report (HEC, 2000). These discrepancies damage the overall system in the university and, consequently, decrease the standard of higher education in Pakistan.

Thus, accomplishing quality governance across the board is almost unimaginable. The task force on the improvement of higher education, after a year-long deliberation, submitted its recommendations to the Ministry of Education in 2002. This resulted in a significant restructuring of higher education in Pakistan, including rearranging the management and governance structures of the universities (Ali & Tahir, 2009). Therefore, it is necessary to revisit the governance structures so that the obstacles that weaken the system can be removed. This should be a top priority for the policy transformation of public universities in Pakistan (Mid Term Report, 2006).

The findings of this study indicate that the government of Pakistan is trying to protect the autonomy and adequate unified framework for public universities in Pakistan. It carries fundamental components of university governance like administration, governing bodies, deans, and faculty with a clear charge of assignments. The governance framework refers to the structure of how a system functions. It is in line with Kezar and Eckel's (2004) assertion, who insist that to achieve an ideal function, there must be discrimination between centralization and decentralization, the extent of power, authority, hierarchy, bureaucracy, size, efficiency and reward. Whereas, the researchers have given little importance to exercise test-based evidence to determine the extent of the roles, power, and involvement of stakeholders in the governance process of the university.

This study has identified the basic flaws in the university constitution with respect to its roles and powers. It does not clearly define the extent of roles and powers of the position, which makes the governance system counterproductive, as well as centralized out of the ambiguity of role definition. These result in many drawbacks.

Major Deficiencies

Inadequate Constitutional Framework

As noted in the National Education Policy (1998-2010), public universities in Pakistan are governed according to their relevant rules and regulations. These stipulate the laws, providing their establishment and control, their governance administration, and other associated purposes.

Pakistan's National Education Policy states that the system of governance is dictated by its rules, regulations, and statutes that are stipulated in the university constitution. A university's procedures and practices, which are based on constitutional forms and processes, dictate how they govern their affairs and define the responsibilities of different bodies within the university. Lines of demarcation enable the university to run smoothly and staff members to perform their duties within their sphere of work and responsibility. However, to date, there are no clearly defined parameters to guide the officials in their work. This, consequently, makes the work situation unmanageable.

The analysis of the official documents showed that, despite the passage being of more than six decades, no relevant legislation has yet been passed. The universities have to analyze their work situation, sort out its shortfalls, and address issues realistically. Although the national assembly has passed the university code (constitution), established statutes, rules, and regulations have yet to be formulated to serve as a guide to the concerned personnel (Task Force Report, 2002).

The existing laws have many flaws, resulting in the ambiguity and controversy of roles, lack of coordination between governing bodies and academics, and unclear definitions that have hindered the smooth functioning of governance processes (Mid Term Report, 2011-2015). As such, the present structure of universities has many weaknesses, including its inadequate policy of separation from the functions and responsibilities of management (Steering Committee Report, 2002; Task Force Report, 2002).

It was identified from the document analysis that the major problems that public universities face result from a system that is not working smoothly and has deficits in coordination. This is due to ineffective governance and a lack of adequate or effective structures and laws. In this regard, no steps have been taken to implement changes or a statutory framework to enhance the effectiveness of university governance (HEC, 2016, p. 15). Subsequently, Pakistan's public universities suffer from an overall lack of quality and work to the lowest common denominator performance level (World Bank Report, 1992).

No defined legislation

Despite that there are three categories of laws relevant to universities, all of which overlook the relevant issues for the management of universities. The universities dwell on three sentences of the constitution that fail to cover all the issues. Thus, there remains ambiguity about the roles and powers (Steering Committee Report, 2002). Furthermore, the statutes, rules and, regulations are untouched and remain ad hoc.

On the one hand, the constitution is silent on the roles and powers. Nonetheless, responsible forums, such as the senate and syndicate, are inefficient and ineffective (Lakha, 2002) in bringing about changes. There is a complete deadlock and issues continue to be ignored; they are repeatedly overlooked. The question becomes, why isn't an improved law promulgated? The required bodies exist. However, the executives of these bodies need consistent and logical procedures to follow.

Universities are complex entities and need every component to be responsible and promote the general cause. Each university must have a strong and independent governing or policy-making body to ensure effective performance (Task Force Report, 2002). Regardless of the top-down nature of the governance approach, there is an opportunity to fine-tune the frameworks, and this is mostly at the mercy of the implementers. They must utilize their craft to tailor these packages for adoption and acceptance so that they are effective:

> *But till to date we don't have legislation properly therefore nothing can be implemented like there is demand that professor who is in service should be vice chancellor but that is not in rules, anyone can demand but till it is not in rules you cannot implement it. I think the conflicts in the public universities could be divided into three categories: the law, the rules and regulations (UA, Adm: 3).*

The laws are obsolete and have remained as they are since the universities were established. As such, they negatively affect the proper processes of governance structures. Consequently, the stakeholders are limited in the performance of their roles and duties. If they were defined more clearly, the stakeholders would have legal support in the effective delivery of all services. The HEC was established in 2000 to review all the issues regarding policy, plans, program standards, and oversight of universities. They took responsibility for the formulation of policies, guiding principles, and indicating priorities (National Education Policy, 2008, 2009, p. 55). The HEC's mid-term reports of 2005–2010, 2006, and 2011–2015 highlight the poor performance of universities in the area of governance. This is evident in policy consistencies, role ambiguities, defective planning, and overly relaxed management.

> *...because nobody has played role for legislation to propose if we don't have anything then it should be proposed and then approved by syndicate and senate*

but until now such things are missing in our system it means legislation is ignored from every angle. I don't find mechanism there is huge vacuum in constitution and in laws till we make we are in problems so this is what present scenario (UB, Aca: 3).

Interviewees UA, Aca:1 and UB, Aca: 3 lamented that the current practices in public universities hamper smooth governance. Indeed, the gaps in the laws and rules mean that the processes are ineffective, given that individuals work to their preferences, rather than uniform guidelines. Furthermore, until these things are confirmed in writing and approved by statutory bodies, the vacuum in the system will remain:

… as exemplified by the way vice chancellors of public universities are appointed (e.g. lack of clear criteria and absence of merit-based factors in selection). Since ... the wishes or opinions of syndicate, the senate, and the other university institutions are often ignored. Furthermore, such practices hinder meaningful participation of other members in their governance (An Assessment of the medium-term development framework, 2006, p. 13–14).

Indeed, there are flaws in the laws and reluctance to review the existing laws and systems to implement change. The law-making bodies also ignored every aspect and generally failed to adhere to their constitutional obligations. Nevertheless, the constitution remains the only document that guides the roles and powers in any detail. If constitutional laws are not embedded in an organized framework, then anyone can violate the laws and hold power. This is central to the problems faced by Pakistani public universities, including them becoming more politicized and centralized.

Correspondingly, the Sharif Commission Report in 1959 stated that "the vice-chancellor should be accountable to the chancellor for the just and proper p3erformance of his functions. The vice-chancellor will be the chief academic and administrative office of the intuition."

Governance problems in public universities were centered primarily on the power of the vice chancellor and the weaknesses of the senate. The vice chancellors are appointed by the chancellors (the Governor of province or President of country in case of federal universities) at their sole directions without effective requirements for consultation of stakeholders. As a result, the vice chancellors are accountable only to the chancellor and are free to ignore the wishes of syndicate, the senate, and other university institutions and often govern using emergency powers over which they had total discretion (Mid Term Report, 2006, p. 77).

The data of this study revealed that a key problem in Pakistan's public universities is that there is a one-person rule; the vice-chancellor holds the decision-making authority (Anwar, Yousuf, & Sarwar, 2011). By taking advantage of the

emergency powers, the vice-chancellor can go to any extent to carry out decisions. The decisions are never challenged, even in the court of law, in the respect that major decisions lie within the jurisdiction of this position.

However, the system is centralized absolutely, given that the vice-chancellor is the fundamental and decisive authority. He or she can opt to adopt any working style, whether it is a top-to-bottom approach, a bottom-to-top approach, or one that involves all concerned stakeholders (Aurangzeb & Asif, 2012).

Though HEC (Pakistan) is preparing standard operating procedures to ensure that the main responsibilities of all departments are functioning appropriately. People are more likely to fulfil their duties once duties are clearly defined, and they know that they will be checked according to standard operating procedures.

At present, the governance structure and practices are flawed. There are gaps that hamper the smooth functioning of public universities. Likewise, the Ex-chairman of HEC, Pakistan Dr Mukhtar Ahmed, said on April 24, 2015:

> *... the most crucial issues that today universities are facing is quality of governance in universities, along with management systems, functions and operations of the statutory bodies of the universities and improvement mechanism that deserve attention of the university leaders today.*

Conclusions and Recommendations

This qualitative study attempted to provide a deeper understanding of the structures, hierarchies, and rules on the roles and powers of the university stakeholders in the university constitution and governance practices in two selected Pakistani public universities. Findings reveal that there is a vacuum in the policies and constitutional laws pertaining to university governance in Pakistan. Authorities are too centralized. The fundamental and decisive authority lies on the vice-chancellor. It is vice-chancellor job to make decisions and take action in public universities.

The university governance is working in isolation as a result of the dynamism of governance is affected. We must revisit the working practices to achieve the target and earn a sizeable accord. It needs to sort out the shortfalls and organise the mechanism to steer universities successfully. There is a need for the university constitution to follow clearly-defined statues, rules, and regulations. They should be provided with a clear job description so that the system may not work on adhocism or personal choice. Respectively, there is a need to revisit and analyze governance practices that deserve the attention of the university leaders. The recommendations are given below:

a) Governance refers to the powers and authority invested in individuals with clearly-defined roles. Its purpose is to run the institution as per procedure, following the rules and regulations defined in the constitution. All of the

stakeholders are supposed to share the responsibility to device out such a framework that guarantees a harmonious and profitable function of all the governance aspects.

b) The statutes, rules, and regulations remained untouched. As a result, there prevails ad hocism. There is an urgent need for effective policy-making to formulate an organized mechanism of the governance process.

c) The university constitution fails to cover everything. As such, there is ambiguity in regard to roles and power. The university constitution should follow clearly-defined statues, rules, and regulations.

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Evaluating Role of International News Media Discourses on China Pakistan Economic Corridor (CPEC)

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Muhammad Shahzad**

Abstract

Pakistan China's diplomatic ties and the joint venture of the new Silk Road project by China is first great step of diplomacy, and free trade route, which has been prominent in the media from around the world. China and Pakistan trade and industry passage seemed to be the basic in cooperation regarding environment. China-Pakistan Economic Corridor CPEC had been turning into a new chapter in the history of diplomacy friendship. This research explains content analysis to obtain information related to the role of media in forming public perception. The content of the editorials of four international newspapers had been taken. The researcher brought out themes from these editorials and compared its language and discussions made by the authors. These newspapers consisted of daily Dawn from Pakistani print media, "The Times of India" a highly read newspaper from India, The New York Times a renowned newspaper from USA and China Daily editorials were selected for examining the connotations of the message conveyed to the public. The data obtained by the said sources and evidence were taken from the editorials and then it were framed in the content analysis. The findings presented issues relating to the entire pact because of the political scenario. The research recommends using more strategically sound monitoring of the mass media in these countries so that the involvement of the public opinion may be implemented for the plan at a broader scale.

Keywords: China-Pakistan Economic Corridor (CPEC), Silk Road, Diplomacy, Bilateral cooperation.

Introduction

The said issue of China Pakistan Economic Corridor alias (CPEC) is an enlargement scheme contracted between two friendly nations that are Republic of China and Islamic Republic of Pakistan. The pact between these two nations seemed to be a "game changer" on commercial and geo-strategic scale between two nations Pakistan and China. It seemed to bring prosperity, industrial revolution, economic strength and stability in Asia. This project seemed to open a new page in the history of the region by

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inculcating peace, prosperity and by addressing the challenges of world such as; unemployment and under-development" CPEC contained two sided elements, the first it seemed to act as foreign policy successes for the Republic of China (an expansion of great China in the South China Sea to the Indian Ocean and Arabian Sea). Secondly this project seemed to help Pakistan in attaining economic settlement and supremacy in Pakistan and Subcontinent. Whatever benefits and advantages might be attained; major beneficiary in this game plan seemed to be Pakistan.

This economic corridor plan spins all over the place in Pakistan due to it's length and breadth. It connects Gwadar, in the Pakistan's southwest, to China's north-western province of Xinjiang and involves several grand-projects along the way (Mushtaq, 2017). China and Pakistan established radical and military ties (Singh, 2007). These fifty year political military ties had now been emerged in business relations. This new format had been termed as CPEC which represents a new economic dimension to their relationship(Kumar, 2007).

CPEC had been an exclusive project to fulfill economical needs and desire of both the countries but still this project had to face lots of hindrances. These difficulties are mostly connected with; a) instability in Pakistan due to terrorism. This major threat had been exaggerated by Western media and Indian media in the form of hype. They are portraying it in a wrong way and sabotaging the entire project. Media groups in these countries are forcing to proclaim that militants in Pakistan are working under the auspices of government 0f Pakistan. The Government of Pakistan patronized these militant groups as they quote that Baluchistan Liberation Army (BLA), had previously attacked on Chinese workers near Gawadar port(Javaid, 2016). It is obvious that much of CPEC achievement hinge on how *good* Pakistani civil and military leadership can manage those threats.

> *In the present scenario, route of new silk roads seemed to deepen continuing opposition between two rivals China and India. The pressure of this opposition seemed low in case of US and China. This financial and economic investment of China seemed to alarm to US.*

Present study is qualitative in its design. The researcher made close reading of the articles published during the period of 2010 till present to identify Indian, Pakistani, Chinese and European newspapers views regarding CPEC in news discourse. Present research is descriptive qualitative research. It is a type of research that does not include any calculation or enumerating (Syamsudin, 2002).

Syamsudin maintains that qualitative method is concerned with providing descriptions of phenomena that occur naturally. This method attempts to present the data from the perspective of the observed subject.

Literature Review

The Islamic Republic of Pakistan is an agro-industrial country of South Asia with multi-structured economy and relatively average level of economic development (volume PPP GDP in 2014 amounted to $ 882.3 billion or 0.8% of global GDP). This project seemed to develop geographical connectivity with improvised transportation system which seemed to bring collaborative chapter in region (Alam, Li, & Baig, 2019). This connection of nation obviously brings economic activities to develop trade among nations and due to its geopolitical importance Pakistan seemed to occupy a pivot position in this project (Sahir & Qureshi, 2007). Due to its important geopolitical location the neighboring country India seemed to portray different figure of Pakistan and China relations. This situation is evident from the Indian mass media houses. It is an undeniable fact that mass media in present age acts as an agent in policy makind and developing opinion of the masses. International framework context the news media acts as a harbinger of a nation through the flow of news. So it may be concluded that constitution of social reality largely depends upon news media (Park, 2003).

It is quite evident that the mass media is said to be the major source of information in the globalization age where mases get firsthand information about foreign relationship of nations and which develops image of a country (MCNelly & Izcaray, 2016, p.546). Opinions displayed in the news media shares information bulk as well as help in the opinion making of people. Navasky very rightly quoted in Saleem (2017) that Journalistic approach towards specific region, culture or country seemed to be the mind maker of nations (Yang, 2013). Pakistan is surrounded by Iran, India, Afghanistan and China as its neighboring countries. These neighbors share mutual foreign relation in the context of their interests such as; monetary associations, administrative location and culture likewise philosophical instances (Siraj. 2008).

Due to its importance global news media and regional south Asian media is giving more importance to CPEC project. China and Pakistan mass media seemed in favor of the project while American and Indian media seemed to oppose this project. There is number of research studies conducted which revealed multiple factors responsible for framing the news media of global media on this project (Saleem, 2008). The results of these studies identified that bilateral relations, regional conflicts, trade and ideological differences seemed to play pivot role in the projection of the CPEC in mass media. It is also identified that coverage of international issues in the media most often support their governments and guards interest of the governing parties (Chang, Jian, Hsien and Chih 2014).

Present study also deals with the framing of an international event in cross national context. So source selected as a sample were elite newspapers of China, India, Pakistan and America. Hence this study major aim is to explore the difference between

these cross nation newspapers coverage, frame used and selection of news sources for the reporting of the Pakistan and China developing ties as financial roadmap.

Present literature review attempted to allocate the answers of; how successful this economic path had been yet in the eyes of international press. The Pakistani ministry in finance viewed thee ties in this way (2014):

Development of strengthening ties between two nations Pakistan and China prolongs over many years and enjoys friendly relation and support in the hour of difficulty. Keeping these unities together aforesaid nations are going to agree on memorandum of unity as per offer from China to join hands in trade. This trade would consist of import and export and with the passage of time a link for the commercial gains between two countries would make it stronger.

This link was developed in January 1963 and both of the countries signed a MoU for the long term trade (p.126).

The renewal of this past agreement is made again between these countries as an extension to the previous agreement. Pakistan is going to support one belt one road concept of China on the whole. The initial reports on this project obviously designed a new era for the Asian countries and supportive to the South Asian countries especially. The reports findings stated the duration of this project which stated that it will take three years to complete this project and it was announced that with the initiation of this scheme a whole new development would appear in the area. It is expected that major beneficiary in the region would be Pakistan as it would strengthen economy of Pakistan and put healthy impact on the GDP of the country.

Similar assertions were made by the federal minister of Pakistan Mr. Ahsan Iqbal (2016) who put forth the project as future of Pakistani nation and youth. He identified that with this project all provinces of Pakistan would decrease unemployment and almost three billion jobs will be given to the people in all provinces of Pakistan. He assured that no discernment would be made among provinces and distribution of benefits would be given at equal basis.

Here the role of national and international media seemed most important. At national level mass media may synchronize domestic and international communities to advocate the case of CPEC. National angularities in Baluchistan and Sindh needs to be addressed completely and the rights of provinces may be given on identical grounds.

Present study is based on the editorials published in the daily newspapers of renowned publications such as Daily Dawn from Pakistan is read at large level nationally and internationally. Likewise, The China Daily in China and Times of India in India is read widely. In USA, The New York times is read wide spread and makes opinions national as well as at international level. The researcher took editorials published since

first January, 2013 to 31st December, 2017. So this is the population of the study that are the editorials published during this stipulated period regarding CPEC.

Methodology

The researchers used interpretive method to ascertain the results of the research study. Major emphasis of the research was the strategic and social aspects of CPEC project in the eyes of global mass media and for this the researchers used deductive techniques to attain the objectives of the study. The data related to the research was qualitative and narrative in its origin. In order to attain the context of the selected newspapers application of analysis of content theory was used to classify the structures rooted in the editorial texts. The research design found appropriate for this research is qualitative content analysis of the texts take from the editorial of said newspapers. The researchers analyzed all the structures in the editorials of the selected newspapers as Van Gorp (2007, pp. 72-73 suggested and advocated this approach to be suitable for the examining of the large data sets. The source of data was credible secondary sources consisting of elite daily newspapers published in China, Pakistan, India and USA. Present research used exploratory research design to attain the outcomes of the research. The population of the reading had been the editorial written by the editors of the renowned newspapers. Multistage sampling technique was used to discover the sample of the study. Editorial on the topic of CPEC were taken through purposive sampling technique while newspapers were collected through random sampling technique. On the whole four newspapers were taken as a sample and the sample had been divided into the country wise cluster. This article has been delimited to the editorials published in the newspaper

Results

Bulletin means of communication said to be the key network between public and representatives. Legislators' access contents portrayed in the media and on the basis of the content they articulate public opinion; on the other, the media are the people's major source of information on what policymakers are doing (Soroka, 2003). Lippmann (2017) originated on the basis of this:

> *In global world the opinion development is now a day in the hands of the editorial writers who make grounds for the people's opinion.*

Another researcher from media Ross (2006) advocated the same

It is media in the world who plays emphatic role internationally. They develop or extinct conflicts, issues or matters among nations. Now first hand information soured to people is media and media acts as a power in the affairs of a state. In 2013 Pakistani Newspaper "Dawn" published one article on CPEC while China Daily also published one article. Since it was initial period, so the Indian Times and, The New York Times did not show any concerns about the matter and issue. On the whole two editorials had been published. In year 2014 Dawn published total nine articles showing opinion about CPEC while China Daily printed ten editorials and Times of India published 19 articles while The New York times Published 02 editorials. On the whole 40 editorials were published regarding CPEC in the year 2014. With the beginning of 2015 the number of editorials began to prosper as the outlines of this project were quite visible in Asian territory. Year 2015 saw 28 editorials from Dawn newspaper while China daily printed ten editorials and 09 and 02 were published by times of India and the New York Times. Deceleration seemed to occur in year 2016 in editorial as the CPEC seemed to have less importance in the eyes of USA while India and Pakistan seemed to exploit their position as in Dawn a Pakistani New daily printed 31 editorials regarding CPEC project while Times of India printed 12 editorials and China daily published only two and USA based Newspaper The New York times did not publish any. In year 2017, Dawn editorials acceded more as CPEC seemed to progress rapidly so policy shifts saw major drifting towards Pakistani benefits in Asia so 30 editorials were published in Pakistan on CPEC while in India 16 editorials esteemed problems and negative propaganda against CPEC in the editorials of Times of India. On the other way round China Daily and New York Times published two editorials each.

On the whole Dawn, Pakistani newspaper published majority of the editorials on CPEC that were 99 while Times of India published 56 and China Daily printed 27 and New York Times printed out 06 editorials since 2013 to 2017.Findings As per the discussed facts and figures in the current strategic scenario, following findings were taken from the contextual and content analysis

1. It was found that majority of the opinions shared in the editorials of Times of India and New York Times 04 editorials were published which showed positive opinionative from the editors of Times of India and New York Times which is 6.45% percent while 47 Editorials were written showing negative opinion which is 75.80% of the editorials while 20 articles were written on neutral opinions which is 32.25% of the editorials remained neutral in their opinion making.

2. It may be concluded that the Indian Print media and American print media seemed terrified with the CPEC and China influence in Asia. American interest is in China they do not want to see China getting into an economic power while India wished to have hegemony in Asia. India is threatened with Pakistan and China both as prosperous and stable Pakistan meant dangerous to India and China's influence in Pakistan would make Pakistan stabilize and economically strong. So both of these countries print media in their pursuit seemed to develop blame game on China and Pakistan.

3. It was found that Framing of CPEC in Pakistani newspapers is supportive; the framing of CPEC in Chinese newspapers is supportive; CPEC is considered and described by the leadership of both countries (China-Pakistan) as a game changer in the area.

4. It was found that majority of the opinions shared in the editorials 70% were positive while 12.5% of the editorials showed negative opinion while 17.5% of the editorials remained neutral in their opinion making.

5. It was found that majority of the opinions shared in the editorials 50% were positive while 70% of the editorials showed negative opinion while 25% of the editorials remained neutral in their opinion making.

   Researcher took editorials of the journals and analyzed the contents and formed out factors based on the contents. Data were transcribed using content analysis and common themes were set out to analyze data. From the gathered data, researcher assorted important emerging threads culminating in five broad themes and several sub-themes or categories which researcher used to organize the data.

Table 1
Inscription of editorials opinion

Years	Dawn	China Daily	Times of India	The New York Times	Total
2013	01	01	0	00	02
2014	09	10	19	02	40
2015	28	10	09	02	49
2016	31	04	12	00	47
2017	30	02	16	02	50
Total	99	27	56	06	188

Print Media seemed to play an indispensable role in today's world. Effects of print media seemed to diverge from individual to groups and nations to globalization. Print media's content is now happening to be the dynamic source of subsequent changes in individuals' as well as community's inclinations about foreign policy and relations among nations.

Table 1 identified year wise description of the editorials published on the topic of CPEC. A heated controversy seemed to prevail among India and Pakistan; China and United States of America. Print media showed time to time the analysis of these states. The present research identified that from CPEC initiation in Pakistan till 2017 a lot of material had been published showing positive, negative and neutral opinions on the issue of CPEC. Table showed that in 2013 Pakistani Newspaper "Dawn" published one article on CPEC while China Daily also published one article. Since it was initial period, so the Indian Times and, The New York Times did not show any concerns about the matter and issue. On the whole two editorials had been published. In year 2014 Dawn published total nine articles showing opinion about CPEC while China Daily printed ten editorials and Times of India published 19 articles while The New York times Published 02 editorials. On the whole 40 editorials were published regarding CPEC in the year 2014. With the beginning of 2015 the number of editorials began to prosper as the outlines of this project were quite visible in Asian territory. Year 2015 saw 28 editorials from Dawn newspaper while China daily printed ten editorials and 09 and 02 were published by times of India and the New York Times. Deceleration seemed to occur in year 2016 in editorial as the CPEC seemed to have less importance in the eyes of USA while India and Pakistan seemed to exploit their position as in Dawn a Pakistani New daily printed 31 editorials regarding CPEC project while Times of India printed 12 editorials and China daily published only two and USA based Newspaper The New York times did not publish any. In year 2017, Dawn editorials acceded more as CPEC seemed to progress rapidly so policy shifts saw major drifting towards Pakistani benefits in Asia so 30 editorials were published in Pakistan on CPEC while in India 16 editorials esteemed problems and negative propaganda against CPEC in the editorials of Times of India. On the other way round China Daily and New York Times published two editorials each.

So it is quite obvious from the figures that Dawn, Pakistani newspaper published majority of the editorials on CPEC that were 99 while Times of India published 56 and China Daily printed 27 and New York Times printed out 06 editorials since 2013 to 2017.

Table 2

Framing of Editorials regarding opinions about CPEC published in Chinese newspaper China Daily for the period of 2013 to 2017

Editorials	Year	Positive	Negative	Neutral	Total
Opinions published in China Daily	2013-2017	19	01	07	27
Percentage of opinion	2013-2017	70.0%	12.5%	17.5%	100%

China Daily editorials framed that they are developing the opinions of the Chinese statesmen, business community and skilled workers by showing them the picture which may portray CPEC as a mega project all set for the development of the well-being of a China men; as majority of the articles 19 written in this context showed positive opinion while 01 of the editorials also showed negative opinion while in 07 of the editorials showed neutral opinions. So it is quite clear that editorials in China Daily meant to show positive image of the CPEC in Pakistan.

Table 3

Framing of Editorials regarding opinions about CPEC published in Indian newspaper Times of India for the period of 2013 to 2017

Editorials	Year	Positive	Negative	Neutral	Total
Opinions published in Times of India	2013-2017	03	42	14	56
Percentage of opinion	2013-2017	5.0%	70%	25%	

The Times of India" is due to its high ranking in IRS (2012) as India's widely read English Daily having an astonishing readership of 7.643 million readers. The Times of India is owned by Bennett, Coleman and Co. Ltd which works under The Times Group. Keeping these references in view, the study focuses on the qualitative analysis to understand how CPEC issue is constructed in the news media and their discourse. The study period covers the reports from 2013-2017 which is the culmination time where media picked the issue with great interest.

Table 4

Framing of Editorials regarding opinions about CPEC published in USA newspaper The New York Times for the period of 2013 to 2017

Editorials	Year	Positive	Negative	Neutral	Total
Opinions published in New York Times	2013-2017	01	05	00	06
Percentage of opinion	2013-2017	16%	84%	0%	100%

The New York Times Daily editorials framed that they are developing the opinions of the world stakeholders in business community and environmental zones by showing them the picture which may portray CPEC as a failure project all set for the development of the well-being of a China men; as majority of the articles 06 written in this context showed negative opinion while 01 of the editorials also showed positive opinion while in 00 of the editorials showed neutral opinions. So it is quite clear that editorials in China Daily meant to show positive image of the CPEC in Pakistan. It was found that majority of the opinions shared in the editorials 16% were positive while 84% of the editorials showed negative opinion while 0% of the editorials remained neutral in their opinion making.

American media also showed concern about Chinese influence over Pakistan. The U.S formulates its China policy on an issue-by-issue basis; but the US administration feels shaky of the Chinese who are continuously expanding business and trade tentacles around the globe (Hayder, 2017). The new National Security Strategy (NSS) of USA shows Donald Trump's government uneasiness with a rising China. Haider, N. (2018). Europe's Iran plan.

Table 5

Framing Statistics of editorial in the Times of India, China Daily, New York Times and Dawn News papers

Print Media		Reservations Frames	Infrastructure Development Frames	Job Opportunities Framing	Human Index Framing	Cultural Framing
New York Times	Mean	0.61	0.42	0.55	0.47	0.00
	N	06	06	06	06	06
	Std.Dev	0.13	0.23	0.13	0.21	0.00
Times of India	Mean	0.60	0.40	0.66	0.48	0.00
	N	56	56	56	56	56
	Std.Dev	0.08	0.15	0.18	0.211	0.00
China Daily	Mean	0.44	0.52	0.55	0.36	0.00
	N	27	27	27	27	27
	Std.Dev	0.19	0.17	0.16	0.26	0.00
Dawn	Mean	0.29	0.27	0.26	0.30	0.00
	N	99				
	Std.Dev	0.55	0.60	0.560	0.39	0.00

Total	Mean	0.57	0.45	0.59	0.44	0.00
	N	188	188	188	188	188
	Std.Dev	0.17	0.19	0.17	0.23	0.00

The table identified a pragmatic validation of existing generic frames-risks appearing in the print media casually and generally showing that there were some Reservations Frames regarding CPEC. Infrastructure Development Frames, Job Opportunities Framing, Human Index Framing, Cultural Framing does not appear in the entire research, possibly because selected newspapers have not produced any ethical or moral angle on CPEC.

Table1 further estimate Figure-1 by displaying standard deviations and mean scores of the newspapers attributing higher values of responsibility frames (M: 0.59, SD: 0.17), chased by reservation framing (M: 0.57, SD: 0.17), infrastructure development frames (M: 0.45, SD: 0.19), job opportunities frame (M: 0.44 SD: 0.23), and cultural frames producing no score. Principally, described under average scores of 188 editorials determined dictions of print media to certain frames, while providing less attention to others, for example, The Times of India is eagerly presenting reservation frames (Mean: 0.60) pursued by Job opportunities (M: 0.66), human index framing (M: 0.48), and cultural frames (M: 0.48). Likewise, Reservation frames (Mean: 0.61) are highly reported by The New York Times, chased by the infrastructure development frame (Mean: 0.42), Job opportunities frame (M: 0.55), and cultural frames (M: 0.47). Finally, The China Daily is more attributed to Reservation frames (Mean: 0.44) as compared to the infrastructure frame (M: 0.52), Job opportunities (M: 0.52), and cultural frame (M: 0.36). Data displayed in above table-was derived after application of statistical tools tested under 5% level of significance, describing difference in result if p values is lesser than 0.05, or otherwise not.

Conclusion and Recommendations

The results revealed that the coverage of the issues is highly favorable in daily and dawn newspapers and they positively frame issues regarding CPEC. China Daily editorials framed that they are developing the opinions of the Chinese statesmen, business community and skilled workers by showing them the picture which may portray CPEC as a mega project. In order to get these benefits, it needs constant and sustained efforts from the two countries top leaderships (China & Pakistan) to stay firm on the track. Make sure that all the Memorandums of Understandings (MoUs) and any new policy agreement regarding CPEC between both countries in future implement and put into action without any hindrance. At the same time, different projects are progressing under the umbrella of CPEC the Government of Pakistan make sure that the performance and maintenance of quality of these different projects, is assured. It required a firm inspection team to protecting these projects against the malpractice and kickbacks. Law enforcement agencies in Pakistan must take some safety measures and to ensure fool-

proof security to Chinese personnel, Engineers, labors and technicians and other working staff from china who are working on these projects.

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