

NEW HORIZONS

HEC RECOGNIZED JOURNAL

Abstracted/Indexed with EBSCO, USA

AVAILABLE ON FACTIVA

(Affiliated with International Databases through Asia Net Pakistan)

Research Journal
Faculty of
Social Sciences

#21



Greenwich University

KARACHI – PAKISTAN

www.greenwich.pk

VOL.11, NO.1, January 2017

ISSN 1992-4399

NEW HORIZONS

Research Journal

**Faculty of
Social Sciences**



Greenwich University

KARACHI – PAKISTAN

w w w . g r e e n w i c h . p k

Notes for Contributors

Greenwich University, Karachi- Pakistan, publishes the Journal of New Horizons twice a year. Contributions to the journal may be papers of original research in the area of Social Sciences and Humanities such as; Education, Psychology, Sociology, Social Work, Languages, Public Administration, Political Science, International Relations, Mass Communication and Media Studies, etc. The research papers submitted for publication in the Journal should not have been previously published or scheduled for publication in any other journal.

Manuscripts

The journal accepts research articles, book reviews and case studies written in English. The manuscript should be written (double-spaced, with 1.5 inch) on left side of the paper only. Two copies of the manuscripts along with soft copy should be submitted. Authors should prepare their manuscripts according to the APA – Publication Manual (6th ed.). All manuscripts shall be preliminary evaluated by the editorial board and peer reviewed by the Evaluation Committee. Allow two months for publication decision and upto one year for publication.

Tables

Tables should be reduced to the simplest form and should not be used where text or illustrations give the same information. They should be typed on separate sheets at the end of the text and must in no case be of a size or form that will not conveniently fit onto the Journal page size. Units of measurement should always be clearly stated in the column headings; any dates relevant to the tabulated information should be stated in the table title or in the appropriate column heading.

Illustrations

Figures including both line drawings and photographs should be numbered consecutively in the order which are cited in the text. The approximate position of tables and figures should be indicated in the manuscript.

Units

Units should follow the metric system. Yield or rate is expressed in metric tons/hectare or kg/hectare. Any reference to currency should be expressed in U.S. dollar or the equivalent to a local currency stated in a footnote.

Offprint

Free copies of the offprint will be given to each contributing author(s). Additional copies may be obtained on payment.

Correspondence

Contribution and correspondence should be addressed to the Editor, Journal of New Horizon: For sending soft copy use e-mail address <drdev@greenwich.edu.pk> and for hard copy “Greenwich University, DK-10, 38 Street, Darakshan, Phase VI, Defense Housing Authority, Karachi-75500”.

All rights reserved. No part of this publication may be reproduced in any form or by any means without the prior permission of the publisher.



Greenwich University

NEW HORIZONS

Patron

Ms. Seema Mughal, T.I.

Vice-Chancellor
Greenwich University
Karachi, Pakistan

Editor-in-Chief

Prof. Dr. A.Q. Mughal, A.F., S.I.

Research Professor
Greenwich University
Karachi, Pakistan

Editor

Prof. Dr. Shahida Sajjad

Dean, Faculty of Social Sciences & Humanities
Greenwich University
Karachi, Pakistan

Assistant Editor

Dr. Mohan DevRaj Thontya

Assistant Professor, Department of Humanities
Greenwich University
Karachi, Pakistan

Designed & Composed

Abdul Kalam

Greenwich University
Karachi, Pakistan

Published Bi-Annually by Greenwich University, Karachi, Pakistan
Greenwich University, DK-10, 38 Street, Darakshan, Phase VI, DHA, Karachi-75500
Telephone: +9221-3584-0397/98, +9221-3584-7662, Fax: +9221-3585-1910, UAN: +9221-111-202-303
E-mail: drshahida@greenwich.edu.pk, drdev@greenwich.edu.pk, URL: www.greenwich.edu.pk

Vol. 11, No. 1, January 2017, ISSN: 1992-4399, pp 1 – 160

Printed in Pakistan by Sardar Sons Printers, Pakistan Chowk, Karachi Tel: +9221-3262-6984

Disclaimer: Greenwich University or Editorial Board does not accept responsibility for the statements, contents, opinions expressed or the conclusions drawn by the contributors in this journal.

Editorial Board

Editorial Advisory Board (INTERNATIONAL)

Prof. Dr. Sheldon Braaten, Executive Director, Behavioral Institute for Children and Adolescents, USA.

Prof. Dr. Lyndall Bullock, University of New Texas, USA.

Prof. Dr. Michel Boivin, Ecole des Hautes Etudes en Sciences Sociales, Paris, France.

Prof. Dr. Nadeem Bhatti, North American College, Canada.

Prof. Dr. Fida Mohammad, Department of Sociology/Criminal Justice Major, State University of New York, USA.

Prof. Dr. Ozlem Cakir, University Faculty of Educational Science Department of Computer Education and Instructional Technology, Turkey.

Prof. Dr. Rashid Mahmood, Abha University, Abha, Kingdom of Saudi Arabia.

Dr. Michal Kleprlík, Department of English and American Studies, University of Pardubice, Czech Republic.

Dr. Syed Naeem Ahmed, Head of the Department, Quality Assurance and Accreditation, Planning & Development Directorate, Yanbu, KSA.

Dr. Ibrahim Mahmoud Al Sabatin, Al Quds Open University/ Hebron University, West Bank

Dr. Fang Huang, Associate Professor, School of Education, Huazhong University of Science and Technology, China.

Dr. Serife Büyükköse, Gazi Üniversitesi, Feb Fakültesi, Matematik Bölümü, Ankara, Turkey.

Editorial Advisory Board (NATIONAL)

Prof. Dr. Saleha Perveen, Dean, Faculty of Education, University of Sindh, Hyderabad.

Prof. Dr. Sakina Riaz, Department of Sociology, University of Karachi.

Prof. Dr. Asandas Manwani, SZABIST, Hyderabad.

Prof. Dr. Irshad Hussain, Chairman, The Islamia University of Bahawalpur< Bahawalpur.

Dr. Shelina Bhimani, IoBM, Karachi.

Dr. Kaleemullah Lashari, Chairman, Management Board for Antiquities & Physical Heritage, Government of Sindh, Karachi.

Dr. Muhammad Ibrar, Department of Social Work, University of Peshawar, Peshawar, KP.

Dr. Humera Aziz, Incharge, Department of Special Education, University of Karachi.

Dr. Khalid Ahmed, University of Lahore, Lahore.

Dr. Afshan Rahat, Assistant Professor, Department of Special Education, , University of Karachi, Karachi.

Editor-in-Chief Note

Research helps to push the frontiers of knowledge beyond the horizon. Research develops concepts, theories and tools of measurement. It provides the research investigator necessary skills to analyze problems scientifically and find solutions.

In the modern complex world, society today is faced with serious social, economic and potential problems. Problem solving is a technical issue. These problems need systematic, intelligent and practical solution. The 21st issue of the “New Horizons” discusses such problem confronted by the society and the researchers provide a fund of knowledge and wisdom for its solution.

The 21st issue of the “New Horizons” contains eight research papers. Prof. Dr. Rana Saba Sultan in the first paper, on the Emergence of Egalitarianism by Gender Role Dynamics in Family System (Sociological Perspective) identifies the consideration of the egalitarian gender role in our society where goal achievement and career stability become a demand for both male and female in the family, to elaborate the patterns of behavior attitudes and belongings in Egalitarianism to explore the more valued expectations of society.

Prof. Dr. Hironao Takahashi, in the second paper, on “Potential of Opening Overseas Education Based Pakistani University in Mauritius” explores overseas students in Mauritius from all over Africa and getting jobs in the technologically advanced countries. He proposes multi-countries exchange programs to create attractive lecture programs and analyze the university positioning.

Ms. Shereen Khan and Prof. Dr. Shahida, in the third paper, on “Parental Behavior to Discipline their children on the basis of Gender Roles” highlights the study and investigate the parents’ behavior and use of disciplinary strategies on the basis of the gender of their children, with particular focus on attitudes to and uses of positive as well as negative sanction for promoting good behavior and resisting bad one respectively.

In the fourth paper, a joint effort by Muhammad Anwar, Dr. Hong Shen, Dr. S. Khurram Khan Alwi, Dervish Raza and Nisa focus the study on perceptions of students of post-graduation and their faculty on key indicators for effective mentoring in pedagogical skills.

In the fifth paper, Dr. Alia Ayub, Dr. Jawaid Ahmed Siddiqui and Dr. Memoona Saeed Lodhi conducted a research to investigate the quality of science text books at secondary level in the context of Balochistan education board. They analyzed the alignment between national curriculum for biology and biology text books.

Ms. Rizwana Amin Fodderwala explores in the sixth paper the prevailing conditions of frustration amongst the youth of Pakistan due to various reasons including poverty and unemployment. The objective of this study was to highlight the major challenges leading to unemployment and that how to eliminate frustration from the society.

In the seventh joint paper by Shah Syed Manzar Abbass, Nazir Ahmed Malik, Ajmal Khurshid and Sajad Amad investigate mentees' perceptions about impact of mentoring on their professional development. they explore differences between male and female mentees' perceptions about impact of mentoring on their professional development.

In the eighth paper, Prof. Dr. Habibullah Magsi, Nadia Agha and Inayatullah carried out research on how female university students suffer from cyber bullying within their campuses. They suggest that university should organize awareness campaigns as well as introduce a separate body to prevent cyber stalking of young women at the country level.

In the ninth paper Irfan Ahmed, Dr. S. Khurram Khan Alwi and Naiga Gul studied on the dynamics of pedestrian bridges usage and its adoption by the people commuting in Karachi on their paper titled A Survey to understand people perception of pedestrian bridges. It is a survey based quantitative research using SPSS.

Alia Sadiq Muhammad Ramzan and Mishab Akhtar in the tenth paper "Induction program for novice teachers: An initiative towards quality" explored the need, importance and the satisfaction of novice teachers over induction program by the director of staff development.

Prof. Dr. Shahida Sajjad, Dr. Irshad Hussain, Dr. Haroon-ur-Rasheed Rana and Dr. Muhammad Ramzan in their paper titled "Effects of Television viewing on social behavior of elementary school students: A qualitative study" concluded that the television viewing has both positive and negative effects on social behavior of elementary school students.

In the last paper titled "Getting closer being apart: Living in the age of information and communication technologies", Dr. Irshad Hussain, Dr. Ozlem Cakir, Dr. Burhanettin Ozdemir and Shaheen Ashraf Tahirkheli searched answer of the question: Is the use of ICTs particularly, mobile phones and social media distracting relationships? They collected data from Pakistani and Turkish universities and showed that use of ICTs has reduced the physical and real-life face-to-face human interactions.

The Editorial Board welcomes from readers any suggestions for their comments and opinions to make better the technical standard, presentation and usefulness of the Journal.

Prof. Dr. A.Q. Mughal

Azaz-e-Fazeelat, Sitara-i-Imtiaz

Editor-in-Chief

New Horizons

Content

Articles	Page No.
Emergence of Egalitarianism by Gender Role Dynamics in Family System (Sociological Perspective) <i>Prof. Dr. Rana Saba Sultan, Shumaila Kamal Khan and Maria Juzer</i>	01 - 17
Potential of Opening Overseas Education Based Pakistani University in Mauritius <i>Hironao Takahashi, Ph.D.</i>	19 - 28
Parental Behavior to Discipline Their Children on the Basis of Gender Roles <i>Shereen Yunus Khan and Prof. Dr. Shahida Sajjad</i>	29 - 39
Factors of Effective Mentoring: An Empirical Study of Post-Graduate Faculty and Students in Pakistan <i>Muhammad Anwer, Dr. Hong SHEN, Dr. S. Khurram Khan Alwi, Dervish Raza and Nisa</i>	41 - 58
To Investigate the Quality of Science Text Book (Biology) At Secondary Level: A Content Analysis <i>Alia Ayub, Dr. Jawaid Ahmed Siddiqui and Dr. Memoona Saeed Lodhi</i>	59 - 76
Frustration in Pakistani Youth due to Inadequate Job Placements <i>Rizwana Amin Fodderwala</i>	77 - 84
Impact of Mentoring on Teachers' Professional Development: Mentees' Perceptions <i>Shah Syed Manzar-Abbass, Nazir Ahmed Malik, Muhammad Ajmal Khurshid and Sajad Ahmad</i>	85 - 102

Understanding Cyber Bullying in Pakistani Context: Causes and Effects on Young Female University Students in Sindh Province	103 - 110
<i>Habibullah Magsi, Nadia Agha and Inayatullah Magsi</i>	
A Survey to Understand People Perception of Pedestrian Bridges Usage on Shahrah-E-Faisal Road, Karachi-Pakistan	111 – 122
<i>Irfan Ahmed Malik, Dr. S Khurram Khan Alwi, and Naiga Gul</i>	
Induction Program for Novice Teachers: An Initiative Towards Quality	123 - 134
<i>Alia Sadiq, Muhammad Ramzan and Mishab Akhtar</i>	
Effects of Television Viewing on Social Behavior of Elementary School Students: A Qualitative Study	135 - 144
<i>Prof. Dr. Shahida Sajjad, Dr. Irshad Hussain, Dr. Haroon-ur-Rashid Rana and Dr. Muhammad Ramzan</i>	
Getting Closer Being Apart: Living in The Age of Information and Communication Technologies	145 - 160
<i>Dr. Irshad Hussain, Dr. Ozlem Cakir, Dr. Burhanettin Ozdemir and Shaheen Ashraf Tahirkheli</i>	

Emergence of Egalitarianism by Gender Role Dynamics in Family System (Sociological Perspective)

Prof. Dr. Rana Saba Sultan*, Shumaila Kamal Khan
and Maria Juzer*****

Abstract

Family is the basic institution of society and culture where women have their own identity and individuality. Women in eastern society have made massive progress in education and labour force involvement since the middle of the twentieth century. Present study was carried out with the aim to identify the consideration of the egalitarian gender role in our society where goal achievement and career stability become a demand for both male and female in the family, to elaborate the patterns of behaviour attitudes and belongings in Egalitarianism, to explore the more valued expectations of society. The study also aims to find out the nuclear family, patriarchal families, higher levels of education and socioeconomic status support the typology of egalitarianism. Total 117 adult married couples (% males & 54.78% females, including widows and separated/ single parent family) between age 20-65 were taken through non probability convenience sampling. Chi-Square was used to calculate the results the results showed that higher socioeconomic status and levels of education are representative of an egalitarian family system, however, lower background and low levels of education support traditional system in their families.

Key Terms: Traditional family system ;Egalitarian family system; Nuclear , Joint, Extended families

Introduction

The stipulation of every society comprises of traits, behaviour and criteria of social institution for its members. These stipulations are implanted in its structure of family, education, politics, economics and religious system (Thorne, 1982; Robin, 1975).

*Professor, Dept.of Sociology, University of Karachi

**Research Scholar, Dept. of Sociology, University of Karachi

***Research Scholar. Dept.of Sociology, University of Karachi

All human societies are in league with the momentousness to sex modesty. Men and Women have been living together from the very incept of anthropoid's history. Every society categorizes its members on the basis of sex treating men and women in different ways and expecting different patterns of conduct. These differentiations do not necessarily entail that one sex should have social position or rank superior than the other but in practice sexual differentiation is always rendered in sexual inequality. The inequality of sexes probably is the oldest form of structure social inequality. Its existence certainly found before the social class and cast first materialized (Robertson, 1992). Woman's role has viewed ceaseless change throughout the history. Women's status inferred "admirable" when women have significant independent strengths and choices. Women's status largely varied in time, fairly high in ancient Egypt, low in early Greece and in the early Roman republic, superior in the later Roman Empire and inferior again in the early Roman republic, efficient in the later Roman Empire, and deficient again in the Christian era after the collapse of Rome (Leslie, 1976).

Role and status are obligatory to one another; the imperative attribute of the work one does has always been closely connected to one's status and power. in peasant societies women have contributed with men in the primary production such as, harvesting the field, weaving the fabric etc, while industrialization made men the chief bread earner and women were the collaborators but soon after the period of industrialization the family size modified as from extended and joint to nuclear families and more and more wives work outside home.

Such transition is customary recognized as modification of gender role from traditional to egalitarianism structure; in such transition women are more adaptive than men. The study by Thorn and young- De Marco (2001) argued that the divergence in such behaviour patterns are concluded from conflictive sex attitude categorization of male and female; particularly it was assumed that womenfolk would reflect towards the trails of sex attitude, in a direction of compatible ideological gender role, on the other hand menfolk respond in traditional conformity of sexual characteristics. Results gave exceptionally significant sex differences related to three appraisals on masculine and feminine stance of expected behaviour. Men were provision to establish traditional gender role in contrast to women in labour force, to accept that mother's job outside the home consequently have a negative effect on young children and highlighted maternal employment a hindrance in mother child relationship. In contrast man's views on being traditional or egalitarian was unyielding a predominantly unbiased behaviour. This recommends that standards of gender impartiality, possibly will activate if the new generation fine spaces in organizations. Considerable sociological studies analysed that

conversion from traditional ideological attitude to egalitarianism has progressively increased more quickly for women than for men.

However, formation of gender role attitude on the basis of sex and the ideology of gender differences with the foundation of egalitarian and traditional role of the male and female are not analysed yet. However, comprehensive work has been done to evaluate the gender role beliefs of female gender across the age to see the effects of macro social structure and transformation of attitudes from the current generation to the next. But there is less comparable information found in literature with regard to men (Blee & Tickamyer, 1995).

Those with the traditional gender role considered that womanhood and manhood perfectly accomplish admirable and divergent roles. Thus, individuals having traditional minds believe that good provider or earning to complete economic need of the family is more appropriate role for men and the homemaker role or the responsibilities inside the home like childrearing and nurture, cooking and serving family within home boundaries is accurate for womenfolk (Riley, 2003; Bernard, 1981; Fraser & Gordon, 1994; Brines, 1994).

Women traditional gender role was idealized in the 1950s, that of the child centered housewife. This preference was developed all through the industrial development, of 19th century. Gerson (1985) predicts that the expansion of the industrial revolution during the era includes in the communal, corporal and economical disconnection of the civic and private ranges. Men were haggard into the work place, and the inmate wages raised in position and frequency, women were downgraded to the home. These changes amplified women's household tasks as child rarer and simplified the foundation of a flawless and spiritual concept of accurate motherhood, the true motherhood which afterwards modifies into the larger trend of home life affirmed that women were unsurprisingly and wholly gifted with the nurturing sensitive measurements vital to manage the private sphere and rare children properly, shielding them and teaching them the societies morals, framework the humiliating influence of industrialization. The traditional female role in which the women perform household tasks and engage in childcare is coupled with low level of prestige and negative values in judgement to the role of men (Riley, 2003; Bernard, 1981). Much of this results from homemakers and enslavement upon the main source of income that raised within capitalism (Fraser & Gordon, 1994; Brine, 1994). Because of women in traditional roles are expelled from the occupation at outdoor, they can put on access to cash intermediate markets only through the money provided to them by men. Emphasizing their traditional role (Folber, 2001).

Egalitarian Gender Role

Embracing democratic gender ethics contains fresh roles for both women and men. These advanced household tasks occupy superior sharing in rewarded services and superior segment in the condition of families' fiscal requirements (Riley, 2003; Potchchck, 1992). An equivalent reduction in their mandatory visit in childcare for women and financial support for men (Bernad, 1981).

However, Potchchck (1992) assert that the advent of dual employee ways in marriage doesn't inevitability resemble with intensification in egalitarian gender role attitudes. Many families' mates also engage in salaried jobs and husbands permits their wives to become employed, but due to the pecuniary requirement rather than the ideological instincts, consequently it is compulsory that sociologists detached the gender behaviour of men and women from their gender role attitudes, as they often are conflictive. The hub of researcher should be shared equally of husband and wives as bread earner, childcare and other activities. Another indicator of egalitarian gender role attitude contains the consent of marriage women job services, the farming of female's salary as imperative to families, approving that working mothers can have worth full relationship with their children and opposing the allegation of that men alone should make vital family decision.

Literature Review

Work responsibilities are divided, assigned everywhere on the basis of gender. Especially in ancient time these responsibilities were more inflexible and structured in traditional societies. Women are considered taking care of children, maintaining house work in typical traditional societies whereas, men are reserved for hunting and fighting. This division indicated the natural aspect of biological basis, in which men are given the duties, required more physical strength while female perform household work which required less physical strength. This typical thought prevails in most of the society.

George (1935) studied 224 non literate societies before industrial age and find out the fact that they have a distinctive gender role in them for male and female, such as fitting hunting, fishing and trade are the dominant male activities where female keep bound herself to home work. But on agriculture fields both have equally laboured division.

Recent cross sectional work that built-in poor and non-Western countries supports the declaration that there is at least some level of global conformity in the structure of gender belief system crossways a broad range of countries. Inglehart and Norris (2002) find huge differences in gender attitudes by

confinement cohort among post-industrial and industrial societies, but a much minor cohort difference in agrarians societies. National framework, including social institutions and national policies, influence gender ideologies (Orloff, 1993; Baxter & Kane 1995; Nordenmark, 2004; Scott, 1999; Treas & Widmer, 2000; Tu & Liao, 2005). Momentous cross national variation in indicators such as level of development, cultural traditions, and education levels, plants it an open inquiry as to whether attitudes and beliefs system are similarly organized across countries.

Glauber and associates found that man who convey traditional gender ideologies expend more time in paid work when they become father, whereas men who articulate egalitarian ideologies spend less time on job or offices. This study extends previous research by investigating rational differences among men. They used a sample from National Longitudinal Survey on youth in (1979 N=23261) and count that fatherhood connected with an increase in married white men's time spent in paid work. Boost was more than twice as well built for traditional African American men did not work more when they become father. These findings recommended that African American men may express gender traditionalism but adopt more egalitarian work family arrangements. This study also presents substantiation of an interaction among race, class and gender ideology that shapes father time spent in paid work.

Objectives

- To determine the emergence of egalitarianism ideology in society by gender role dynamics in family institution with perspective of the levels of education, socio economic status, nuclear family system by size and authority.

Hypotheses

- Nuclear family system is more likely to be related to egalitarian family system.
- Higher level of education is likely to be related with egalitarian female role in family system.
- High levels of socio economical statuses are more likely to be related to egalitarianism.
- Patriarchal families are more likely to be related with the traditional family attitude for women.
- The high number of females, is likely to be related with egalitarian attitude.

Research Methodology

The research study is an explanatory type. Consist of four section for analysing emergence of egalitarianism by gender role dynamics in family system. The four sections are interview schedule, sampling, method of data collection and statistical analysis of data. The universe of the research is Gulistan-e-Johar situated in Karachi Sindh Province of Pakistan. The researcher used convenience sampling of non-probability type as there is no fair census done after 1998 and we have no credible data regarding population, more over the blocks in Gulistan-e-Johar are established and acquired so we cannot properly use the last census data. In the present research 117 adult married couple, including 52 males and 63 females were attended at home for interviewing. Before data collection, formal permission was taken from the respondents and ensures them about the confidentiality of their information. After taking their verbal inform consent, the demographic information sheet was given to them, along with Attitude Towards Women Scale (Spence, Helmrich & Stapp, 1978) – Short version. The scale was administered to the respondents. Introduction to participant form includes purpose of the study and request for voluntary participation of the participants. Informed consent form includes verbal agreement of voluntary participation of the respondents, a Self-developed semi structured Interview form which was consisted of information related to personal characteristics, age group, family structure, marital status, and diagnostic categories.

Attitudes Towards Women Scale (ATW) – Short version

ATW is a self-administered scale that has been developed by (Spence, Helmrich & Stapp, 1978). And found to be reliable instrument for evaluation of pro feminist, egalitarian attitude and traditional. The ATW contains 25 items; a high score indicates a pro feminist, egalitarian attitude while a low score indicates a traditional, conservative attitude. In scoring the items, A=0, B=1, C=2, and D=3 except for the items with an asterisk where the scale is reversed.

Validity and Reliability

As for as the Validity and reliability of Attitudes Towards Women Scale is concern; there are many researches in which this scale was used to along with other inventories to confirm their reliability and validity. More than ten researches are found in different journals in which it was preferably used scale.

Statistical analysis was done manually and by Microsoft Excel 2007. Chi-square was used for tool of statistical analysis.

Ethical Considerations

Data was collected only from married people with their consent for voluntarily

participation in it. They were free to withdraw from participation at any time. No identity is shown in any case.

Statistical Analysis

Inferential Statistics:

Inferences was calculated by the statistical tool Chi-square are as follow.

Hypothesis No: 1

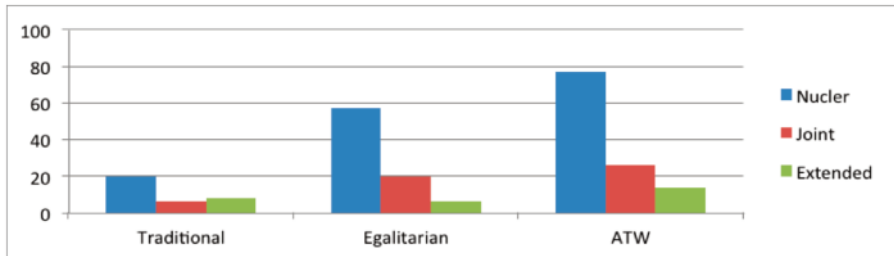
Ho=There is no relationship between nuclear family system and Egalitarian approach.

H1=nuclear family system is likely to be related with Egalitarianism.

Table 1

Family Structure	ATW		Calculated Value	Table Value
	Traditional	Egalitarian		
Nuclear	20	57	6.161	5.991
Joint	06	20		
Extended	08	06		

Fig.1



Calculated Value of chi square= 25.758

Degree of freedom = 2

Level of significance = 0.05

The table value of chi square = 5.991

The calculated value of chi square with degree of freedom 2, and level of significance 0.05 is 25.758. Which is greater than the table value of chi square: 5.991. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted. Magnitude: $r = 0.2$ proves that the strength of relationship between the variances is moderate which shows direct relation between the structure of family and attitude towards women. It means shrinking of family structure from extended to nuclear are developing egalitarian approach than traditional. This transition of family structure has acceptance of egalitarian approach. In nuclear family system equal role of woman is found with respect to man in both earning and rearing children.

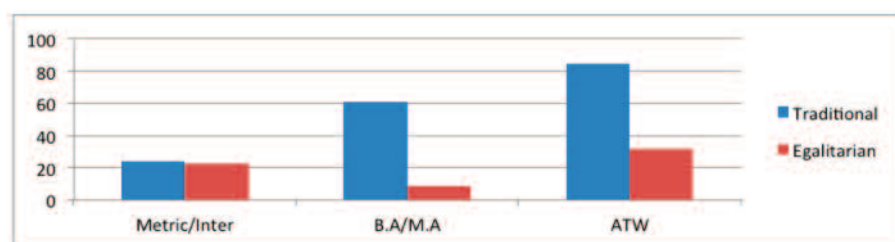
Hypothesis No 2

H₀=There is no relationship between higher levels of education and egalitarian family system.

H₁=higher levels of education are likely to be related with egalitarian family system

Table 2

Level of Education	ATW		Calculated Value	Table Value
	Traditional	Egalitarian		
Metric/Intermediate	24	61		
Graduation and above	23	09	27.63	3.841



Calculated Value = 33.128

Degree of freedom = 2

Level of significance = 0.05

The table value of chi square = 5.991

The calculated value of chi square with degree of freedom 2, and level of significance 0.05 is 33.128. Which is greater than the table value of chi square :5.991. Therefore the null hypothesis is rejected and the alternative hypothesis is accepted. Magnitude: $r = 0.6$ The strength of the relationship between the variances level of education and attitude towards women are in a strong relationship. It means the egalitarian family approach is widely observed in families with higher levels of education. And these families mostly included educated couples.

Hypothesis No 3

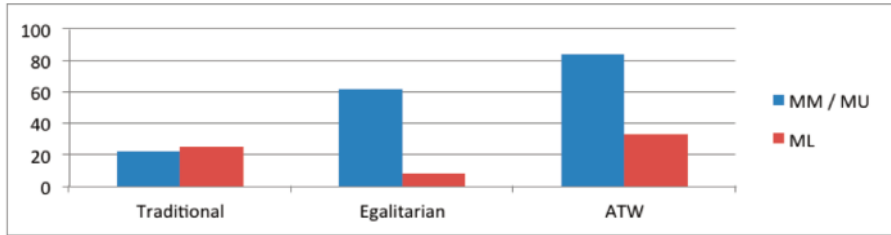
H₀=There is no relationship between socio economic status and egalitarian family system.

H₁= socio economic status is likely to be related with egalitarian family system.

Table 3

Socioeconomic Status	ATW		Calculated Value	Table Value
	Traditional	Egalitarian		
Middle Upper/ Middle/Middle	22	62		
Middle Lower	25	08	27.63	3.841

Fig.2



Calculated Value = 66.626
 Degree of freedom = 3
 Level of significance = 0.05
 The table value of chi square = 7.815

The calculated value of chi square with degree of freedom 3 and level of significance 0.05 is 66.626. Which is greater than the table value of chi square i.e. 7.815. therefore the null hypothesis is rejected and the alternative hypothesis is accepted. Magnitude: $r = 0.42$. The strength of the relationship between the variables is moderate which shows a direct relation between the high social economic status and attitude towards women. It is observed that families with higher economic status are likely to have egalitarian family approach in society. It means higher the economic status, leads to equal role of male and female in family institution whether in house hold work or outdoor paid work.

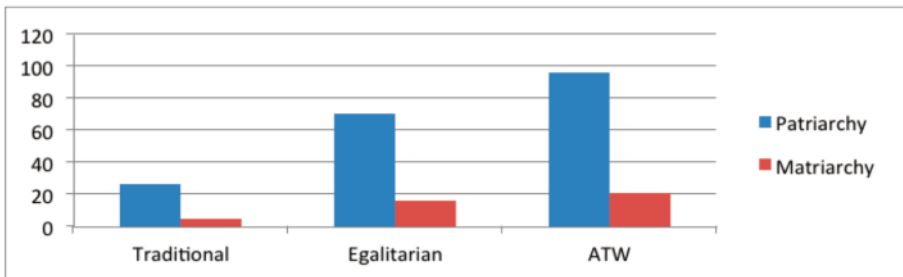
Hypothesis No 4

H_0 = There is no relationship between Patriarchal families and traditional family system.
 H_1 = Patriarchal families are likely to be related with traditional family system.

Table 4

Head of the Family	ATW		Calculated Value	Table Value
	Traditional	Egalitarian		
Patriarchy	26	70	0.531	3.841
Matriarchy	05	16		

Fig.3



Calculated Value = 0.084
 Degree of freedom = 1
 Level of significance = 0.05
 The table value of chi square = 3.841

The calculated value of chi square with degree of freedom 1, and level of significance 0.05 is 0.084. Which is lower than the table value of chi square 3.841. therefor the null hypothesis is accepted and the alternative hypothesis is rejected. It means most of the patriarchal families supports the egalitarian gender role. The overall analysis of such transition in today’s family trends is positive for developing the positive image of female in outdoor work.

Hypothesis No 5

H₀=There is no relationship between the more female member in family and egalitarianism.

H₁=More the numbers of female members are likely to be related with egalitarianism.

Table 5

No of Family Members	ATW		Calculated Value	Table Value
	Traditional	Egalitarian		
No of Males	23	11		
No of Females	32	51	8.27	3.841

Fig. 4



Calculated Value = 8.2775

Degree of freedom = 2

Level of significance = 0.05

The table value of chi square = 3.841

The calculated value of chi square with degree of freedom 1, and level of significance 0.05 is 8.2775. Which is greater than the table value of chi square 3.841. Therefor the null hypothesis is rejected and the alternative hypothesis is accepted. Magnitude: $r = 0.25$ The strength of relationship between the variances number of female family members and attitude towards women are in positive relation. Proves that the egalitarian family approach is widely observed in families that consists of more female members in family unit.

Results and Discussion

Family is the basic institution of a child. He/she is bounded with many relations and understand the patterns of life, to learn the norms and the values of culture and society, from his/her early surroundings to be with parents and grandparents

and siblings. The purpose is to acknowledge the role taking, socialization process are arenas of rights and the decision making power to pass through the life with sustainability, within the frame of social identity given by parents and with some ascribe statuses naturally blessed as a female or male by sex.

The interaction process that starts from cooperation passes from different roads to accomplish destinies, the struggle for the betterment of survival by both gender, male and female coasts and so does one's discrimination. To enlighten the female gender role few researches are conducted. By empirical approach we calculated that the nuclear family system focuses egalitarian approach by families more as compared to joint or extended families, where women are equally responsible for home tasks and financial needs of family too. Ninety percent nuclear family system supported the egalitarian attitude rather traditional. Most of our findings confirm that people living in such a family type are satisfied with their life style. Furthermore, results of the current study highlight that joint and extended family structure is also in the support of egalitarian attitude but not as much as nuclear family system (Hypothesis No. 1).

Further findings of the current study indicate that lower educational levels support traditional attitude against egalitarian from the reality whether the respondents are male or female. proved that participants of higher educational level were in favour to egalitarian (Hypothesis No. 2). which is also supported by previous researches in different fields of Social Sciences, particularly Sociology dealing with family type by authority and structure. Thus, the past researches suggested that women and men maintain this similar view points. Given freedom to choose, women and men may, in some context make different choices. The working fields continue to the level of an increasingly egalitarian society and women are inclined to choose their own patterns freely regarding work and family. Speculated that women will continue to differ from men in the decisions they make; for career or studies but were found as similar and devoting for career and education as men (Lubinski et al., 2006) acquired data are uniquely capable of analysing men and women privatization of work and family in a context approaching that which might be termed a level playing field. The sample of the researcher was young men and women enrolled in premier math, science and engineering graduates across the United States. Thus, they acquired a sample of men and women on similarly high power career tracks. As graduate students, the men and women were highly similar in ability profile, talent, personality characteristics and trades life priorities and devoting for their studies (Lubinski, Venvow, Shea, Eftekhari, Sanjani, & Hlvorson, 2001).

Inspecting the dependent variable that is "Attitude towards women" with socio

economic status proved that higher economic system is enhancing the egalitarian attitude in women and men that those belonging to lower economic status prefer to have traditional attitude in their families and are more materialistic Men belong to lower socio economic status prefers to have traditional attitude in their families (Hypothesis No. 3) as other researcher as documented young men and women in the United States are similar today than they were decades ago (Astin, 1998). Similar findings were found by Gerson and Kathleen (1985) men who express traditional gender ideology spent most of their time at paid work when they become fathers, belonging to lower economic status. In contrast men who belong to higher economic status express egalitarian ideologies and spend less time in paid work.

The variables “attitude towards women” and patriarchal families, where man is considered as head of the family, proved that patriarchal families aspired for egalitarian attitude for their offspring’s in future. But patriarchal families supported equal role of female which was previously assumed that patriarchal families prefer to have traditional gender attitude but our findings are quite dissimilar from that assumption. (Hypothesis No. 4) It was hypothesized that women and men were distinct in most of sustenance for dominant male act in house hold labour task. However, women retorted to each dependent variable in consistent to egalitarian approach while men respond less egalitarian perspective, but not wholly supportive to traditional ideology (Ferriman et al., 2009). More the number of female in the family supported the more egalitarian attitude for female role in family system. Divorce, single parent and widow were also the part of the present research (Hypothesis No 5).

Conclusion

Although egalitarianism favour the paid work of both male and female on equal basis, Global economic recession becomes the base of change in the family system from traditional to egalitarian. The results of current research are in the support of egalitarian gender Ideology across the variables that were (i) family type by structure (nuclear, joint and extended) (ii) socio economic status (iii) family type by authority(patriarchy and matriarchy) (iv) education (v) number of female family members :we concluded that nuclear family system , higher socio economic status ,patriarchal family, higher levels of education and more number of female members in family, prefer the egalitarian approach in “Attitude towards Women”. We as an Islamic republic support the egalitarian system, as it is the best path to provide females a better social environment in organizational settings, so that she can earn their part of livelihood to rear their family to the demands of the present society within limitations. Nevertheless, there is a need to review the Islamic rules of a female earning from history where Syedina Khadija Bibi (RA)

has done her own business keeping the all ethical boundaries and limitations. This can be a single step to highlight the findings but the limitation is the lack of generalization due to the small sample size.

Recommendations

- Keeping the results of the current study in mind following recommendations are made.
- Females should be given equal amount of salaries as men at their jobs.
- Equal time should be given by both parents as it would affect the nurture of children with strong levels of confidence.
- Egalitarian approach should be adapted in society to enlighten ways of economic development.
- Longitudinal studies should be conduct for thorough understanding of family structure.

References

- Ajzen, I. (2001). Nature and Operation of Attitudes. *Annual Review of Psychology*, 52, 27-58.
- Alwin, D. F. (2005). 'Attitudes, Beliefs, and Childbearing'. In Alan Booth and Ann C. Crouter (Eds.), *The New Population Problem: Why Families in Developed Countries Are Shrinking and What it Means* (pp. 115-126). Mahwah NJ: Lawrence Erlbaum Associates Publishers.
- Artis, J. E., & Eliza, K. P. (2003). Explaining the Decline in Women's Household Labor: Individual Change and Cohort Differences. *Journal of Marriage and Family*, 65, 746-761.
- Astin, A. W. (1998). The Changing American College Student: Thirty-Year Trends. *The Review of Higher Education*, 21, 115-135.
- Begoña A. & Miles, D. (2004). Gender Effect on Housework Allocation: Evidence from Spanish Two-Earner Couples Universidad de Vigo.
- Blee, K. M. & Tickamyer, A. R. (1995). Racial Differences in Men's Attitudes About Women's Gender Roles. *Journal of Marriage and the Family*, 57(1), 21-30.
- Bernard, J. (1981). The Good Provider Role: Its Rise and Fall. *The American Psychologist*, 36(1), 1-12.
- Brines, J. (1994). Economic Dependency, Gender, and the Division of Labor at Home. *American Journal of Sociology*, 100(3), 652-688.
- Baxter, J. & Emily, W. K. (1995). Dependence and Independence: A Cross-National Analysis of Gender Inequality and Gender Attitudes. *Gender and Society*, 9, 193-215.
- Brewster, K. L. & Padavic, I. (2000). Change in Gender-Ideology, (1977-1996): The Contributions of Intracohort Change and Population Turnover. *Journal of Marriage and the Family*, 62, 477-488.
- Brooks, C., & Catherine, B. (2004). The Transformation of US Gender Role Attitudes: Cohort replacement, Social-Structural Change, and Ideological Learning. *Social Science Research*, 33, 106.
- Charles, M. & David, B. G. (2004). 'Occupational Ghettos: The Worldwide

Segregation of Women and Men' D. B. Grusky and P. England (eds.).
Stanford, CA: Stanford University Press.

- Ciabattari, T. (2001). Changes in Men's Conservative Gender Ideologies: Cohort and Period Influences. *Gender and Society*, 15, 574.
- Pampel, F. (2009). Cohort Changes in the Sociodemographic Determinants of Gender Egalitarianism. *Population Program POP2009-06*.
- Dorius, S. & Glenn, F. (2010). Trends in Global Gender Inequality. *Social Forces*.
- Fraser, N. & Gordon, L. (1994). A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State. *Signs: Journal of Women in Culture and Society* 19(2), 309-336.
- Gerson, K. (1985). *Hard Choices: How Women Decide about Work, Career, and Motherhood*. Los Angeles: University of California Press.
- Harrison, L. E. & Samuel, H. (2000). *Culture Matters: How Values Shape Human Progress*. NY: Basic Books. pp. 384.
- Inglehart, R. & Wayne, E. B. (2000). Modernization, Cultural Change, and the Persistence of Traditional Values. *American Sociological Review*, 65, 19-51.
- Inglehart, R. & Pippa, N. (2003). *Rising Tide: Gender Equality and Cultural Change Around the World*. NY: Cambridge University Press.
- Inglehart, R., Norris, P. & Welzel, C. (2002). Gender Equality and Democracy. *Comparative Sociology*, 1, 321-345.
- Kaufman, G. & Bernhardt, E. (2012). Changing families, unchanging attitudes: The effect of family transitions on gender role attitudes in Sweden. *Domestic Gender Equality and Modern Family Patterns Working Paper Series equal wp*.
- Lee, K. S., Duane, F. A. & Paula, A. T. (2007). Beliefs about Women's Labour in the Reunified Germany, 1991-2004. *European Sociological Review* 23, 487-503.
- Lee, K. S. Paula, A. T. & Duane, F. A. (2009). Separate Spheres or Increasing Equality? The Transformation of Gender Beliefs in Postwar Japan. *Journal of Marriage and the Family*. Forthcoming.
- Lesthaeghe, R. & Neels, K. (2002). From the First to the Second Demographic

Transition: An Interpretation of the Spatial Continuity of Demographic Innovation in France, Belgium and Switzerland. *European Journal of Population*, 18, 325-360.

Lesthaeghe, R. J. & Neidert, L. (2006). The Second Demographic Transition in the United States: Exception or Textbook Example? *Population and Development Review*, 32, 669-698.

Lubinsk, D. Benbow, P. C., Webb, M. R. & Reчек, B. (2006). Tracking Exceptional Human Capital Over Two Decades. *Journal of Psychological Science*, 17, 3.

McDonald, P. (2006). Low Fertility and the State: The Efficacy of Policy. *Population and Development Review*, 32, 485-510.

Moore, L. M. & Vanneman, R. (2003). Context Matters: Effects of the Proportion of Fundamentalists on Gender Attitudes. *Social Forces*, 82, 115-139.

Muthén, B. O. & Muthén, L. (2000). The Development Of Heavy Drinking And Alcohol-Related Problems From Ages 18 To 37 In A U.S. National Sample. *Journal of Studies in Alcohol*, 61.

Nordenmark, M. (2004). Does Gender Ideology Explain Differences Between Countries? Regarding the Involvement of Women and of Men in Paid and Unpaid Work? *International Journal of Social Welfare*, 13, 233-243.

Norris, P. & Inglehart, R. (2002). Islamic Culture and Democracy: Testing the 'Clash of Civilizations' Thesis. *Comparative Sociology*, 1, 235-263.

Orloff, A. S. (1993). Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States. *American Sociological Review*, 58, 303-328.

Paxton, P. & Kunovich, S. (2003). Women's Political Representation: The Importance of Ideology. *Social Forces*, 82, 87-112.

Reчек, A. B., Fuerstenberg, F. A., Harris, H. A. & Danielle, E. R. (2011). Men And Women, Work And Family: A Test Of Competing Perspectives. *Journal of Social, Evolutionary, and Cultural Psychology*, 5(4), 275-292.

Ridgeway, C. (2006). Gender as an Organizing Force in Social Relations: Implications for the Future of Inequality. In *The Declining Significance*

of Gender. F. D. Blau, M. C. Brinton, and D. B. Grusky (eds). *New York: NY: Russell Sage Foundation*.

- Riley, S. C. E. (2003). The Management of the Traditional Male Role: A Discourse Analysis of the Constructions and Functions of Provision. *Journal of Gender Studies*, 12(2), 99-113.
- Ridgeway, C. L. (1997). Interaction and the Conservation of Gender Inequality: Considering Employment. *American Sociological Review*, 62(April), 218-235.
- Rogers, E. M. (2003). *Diffusion of Innovations, Fifth Edition*. NY: Free Press.
- Schnittker, Jason, Jeremy Freese, and Brian Powell. (2003). Who Are Feminists and What Do They Believe? The Role of Generations. *American Sociological Review*, 68, 607-622.
- Robertson, R. (1992). *Globalization. Social Theory and Global Culture*. London: Sage Publications.
- Scott, J. (1999). European Attitudes Towards Maternal Employment. *The International Journal of Sociology and Social Policy*.
- Thornton, A. & Young-DeMarco, L. (2001). Four Decades of Trends in Attitudes Toward Family Issues in the United States: The 1960s Through the 1990s. *Journal of Marriage and the Family*, 63(November), 1009-1037.
- Treas, J. & Widmer, E. D. (2000). Married Women's Employment over the Life Course: Attitudes in Cross-National Perspective. *Social Forces*, 78, 1409.
- Su-hao, T. & Pei-shan, L. (2005). Gender Differences in Gender-Role Attitudes: A Comparative Analysis of Taiwan and Coastal China. *Journal of Comparative Family Studies*, 36, 545-570.
- Wejnert, B. (2002). Integrating Models of Diffusion of Innovations: A Conceptual Framework. *Annual Review of Sociology*, 28, 297-326.
- Zuo, J. & Shengming, T. (2000). Breadwinner Status and Gender Ideologies of Men and Women Regarding Family Roles. *Sociological Perspectives*. 43, 29-43.

Potential of Opening Overseas Education Based Pakistani University in Mauritius

Hironao Takahashi, Ph.D.*

Abstract

In Mauritius overseas students from Africa want to receive global level diploma for getting the job in advanced countries. The cost of lecture fee in Mauritius is lower than advanced countries such as United Kingdom (UK), France, Australia and Canada. Therefore, overseas students prefer to come to study in Mauritius. The main attractive lecture programs for these students are healthcare, hospitality management, Information Technology (IT) and ocean science that are in high demand from industry point of view. Students always like to have diploma from advanced country's universities with less educational fee. This is the motivation they want to study in Mauritius even they have to pay some amount of fee. This paper proposes Multi Countries Exchange Program to create attractive lecture programs. The multiple view-points' analysis of university positioning show a weak position of the Pakistani University and guides the way to go the education market in Mauritius to have good return in terms of maximum enrollment of local and overseas students. Evaluation of the proposed multiple countries overseas program is also covered.

Keywords: Mauritius, Multi Countries Exchange Program, Muslim country

Introduction

Background

People in Mauritius are multiethnic, multi-religious, multicultural and multilingual that is Mauritius has a diverse community. Regarding education program, Mauritius is a very popular country to study for international level education programs. There are many students from East & South African countries as well as India. Mauritius government promotes free education program at national school, institute and university for local and overseas students. There are also some overseas universities from UK, Europe, Australia and India that are operating own program with local partners. Now, education program of Mauritius is much diverse where there are many choices for students to select from what is best for them and for their future. This paper focuses following issues and proposes their solution.

**Former Director ORIC at Greenwich University*

- What is the potential program in Mauritius for students?
- Are Ocean Science, Hospital Management, Certification License Program in IT and Finance good potential programs?
- How to determine each program with class management?

Of course, students are expecting to receive the attractive overseas university diploma (UK, European countries, USA, Canada, China, South Korea, Japan, Singapore, and Australia) but, our proposed program provides stay in multiple countries university campus once a year and to get the chance of diploma from overseas universities. If the above two solutions are provided, then it is good possibility to get success entering Mauritius education field with higher demand of students.

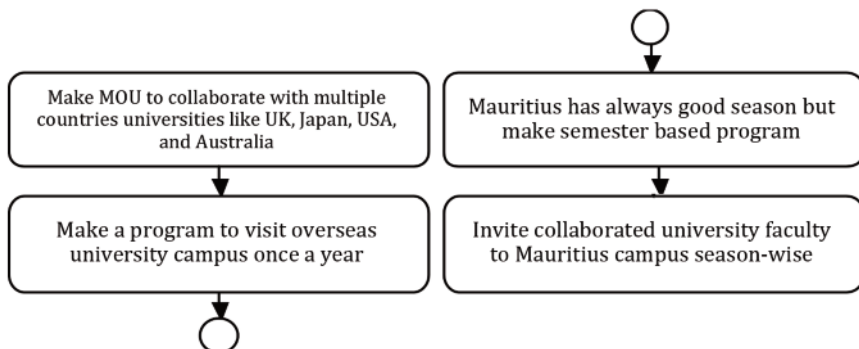
Initially the position of Pakistani University will be weak. Pakistani University position can be stronger for students from Pakistan and Muslim countries. Compared with public university, the capacity and target students will be very limited initially. Therefore, we need to make more focus target as soon as possible. Besides, we need to devise a strategy for improving image of Pakistani University using Social Networking Sites (SNS), blogs and twitter as soon as possible. If Pakistani University has strong lecture course and it is very popular from overseas students including African countries, we have an opportunity to get students from there.

The number of overseas students is approximately 10,000 per year. There are one hundred universities and institutes in Mauritius. The average number of students that one university should get would be $10000/100 = 100$. But reality is not like this. There are ten universities and institutes that offer MBA course in their campus. Public universities like University of Mauritius (UoM) have the strongest position as these have maximum number of students enrolled in comparison with other universities.

Implementation of Proposed Solution

Fig. 1

Multi Countries Exchange Program Flow Chart



1. Make MoU to collaborate with universities of multiple countries like UK, Japan, USA, and Australia.
2. Make a program to visit overseas university campus once a year.
3. Mauritius has always good season but make semester based program for instance, spring season to go to Japan, summer season to go to Australia and fall season to go to UK and USA.
4. Invite collaborated university faculty to Mauritius campus season wise.

Of course, students are expecting to receive the attractive overseas university diploma and attractive lecture program like tourist hospitality management, ocean science, IT and finance related certifications so we will prepare these lecture courses with overseas multiple collaborators.

Research Methodology (Interview of Local Educational Organizations)

To understand Mauritius education situation, we visited local universities and institutes near Port Louis and interviewed them (Table 1).

Each university or institute has its own programs or very advanced license based job training courses. Students get the job in specific area very easy after they get the certification license. For example, there are so many IT based certification license courses available at private universities or institutes. We interviewed some students at each university or institute and they said that we are expecting to get the diploma with certification license to get the job in Mauritius. They are also expecting to go to UK, Europe, UAE and India after getting the certification licenses to find the job. Similarly, MBA and financial programs are popular from UK, Europe and Australia's education centers.

Students are expecting to receive the diploma from advanced country's university with less educational fee. This is the motivation for them for studying in Mauritius even they have to pay some amount of fee. Local students in Mauritius are studying in National University most likely. The origin of students from overseas are African countries and India. A few number of advanced countries students and Pakistani students are coming to study here. This situation may consider how to develop these students.

Table 1
Mauritius Local Universities or Institutes Visited

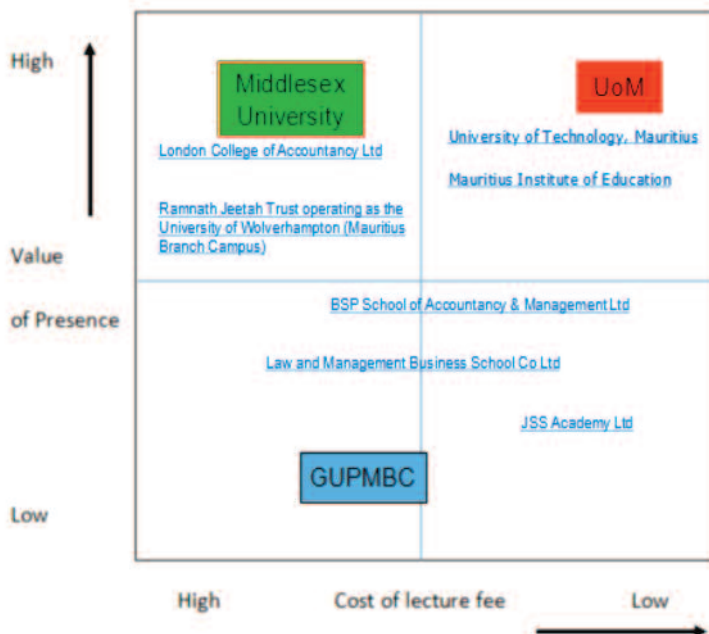
S. No.	University or Institute Name
1	Mauritius Institute of Education
2	Mauritius Institute of Training and Development
3	University of Mauritius
4	Open University of Mauritius

5	Université des Mascareignes
6	University of Technology
7	The Mauritius Institute of Health
8	BSP School of Accountancy and Management Ltd.
9	Sagittarius Ltd
10	The Premier Institute in Design Education in Mauritius
11	JR School
12	D Y Patil Group (Mauritius Campus)
13	Center for Legal & Business Studies Ltd.
14	MITD
15	Campus Abroad Mauritius
16	JSSATE

Mauritius Education Marketing Strategy

To make a marketing strategy, we should understand the position of Pakistani University. The level of university is a process that allows an organization to concentrate its resources on the greatest opportunities to increase demands and achieve a sustainable competitive advantage. The marketing strategy for Pakistani University comprises of a combination of how it is priced, promoted and placed together (Fig. 2).

Fig.2
Position of Pakistani University



The result of the positioning analysis, Mauritius University / Institute charges Rs.36,000 per semester for course. There are two semesters per year. Therefore, Rs.72,000 per year is standard level of fee. UK based Mauritius branch campus charges Rs.200,000 to Rs.250,000 (Mauritius Rs) per year but the UK main campus fee is 12,000 pounds (18,531USD). Therefore, Mauritius campus education fee is much cheaper than UK main campus. This is a motivation to come to UK based branch campus here in Mauritius. On the other hand bachelor program in public university is offered free of charge by the Mauritius government. The number of student enrolled is 30,000 which is a very higher value of presence. Other public universities also have similar value of presence. Therefore, majority of local as well as overseas students want to get enrolled in public universities of Mauritius.

The governments of some countries promote study with job opportunity for overseas students. After graduation from university, overseas government gives working visa to students. This is a very strong advantage for students of these overseas universities.

The university or institutes that are getting good business, try to expand their program every year. Some noted programs include but not limited to health science, hospitality management, ocean science and so on. They also promote certification programs for accounting, finance, law and engineering, especially IT sector. Cisco certification, Oracle database, SAP and Microsoft certifications are popular among students. These professional product based certification creates job opportunity for students. Therefore, the demand of these courses is very high.

Under these situations, Pakistani University position is very weak. The lecture fee is a little bit higher than other private universities as we have three semesters per year. Besides this the value of presence is “Zero” right now. The university needs to create very strong marketing action with specific target market. Other issue is that the name of Pakistan is not much popular in Mauritius. Today, Mauritius students do not prefer to go to Muslim country, Pakistan because its perception is too low to go. The university needs to solve this image problem as soon as possible. In this regard Pakistan embassy, Government of Pakistan and HEC of Pakistan can come forward to promote good image of Muslim country.

Analysis of Pakistani University in Mauritius

Program Analysis

There are 34 universities that are offering Business Management course

including MBA. Therefore, the Pakistani University should have effective strategy and keep some attractiveness in comparison with other universities.

In Mauritius, public university is very attractive for students of all types and backgrounds. For instance, University of Mauritius is the strongest university in Mauritius which covers the lecture courses from agriculture faculty, management of administration, social science and two research labs. They have health science and Hospitality. Additionally they have started ocean sciences faculty from 2014.

Table 2
Evaluation of Pakistani University

Items	Value Evaluation			Degree Course										Total Value
	Gain Ratio	Basement Ability	Value Sub Total	BS-BA	MBA	MBA (Exec)	MBA (Hospitality)	Media Science	Health Science	Ocean Science	IT	MPhil	PhD	
TEC Certification	3	1	3	3	3	3								9
HEC Certification	2	1	2	2	2	2								6
Attractiveness	4	0	0	0	0	0								0
Overseas Collaboration	5	0	0	0	0	0								0
Accommodation	1	0	0	0	0	0								0
Help Desk	2	0	0	0	0	0								0
Web/SNS Site	2	0	0	0	0	0								0
Port Louis Campus	4	0	0	0	0	0								0
Global Faculty Member	4	0	0	0	0	0								0
Multiple Religion Support	2	0	0	0	0	0								0
Pakistan Image	-5	1	-5	-5	-5	-5								-15
Total Point		3	0	0	0	0	0	0	0	0	0	0	0	0

The position of the Pakistani University was evaluated by the items with weight and lecture course in Mauritius. Table 2 shows each factor of topics, certification, facility and country image which came from evaluation undertaken in September 2015. This University has three courses at the beginning stage but it still does not meet the demand of Mauritius students. Therefore, the result of points overall for Pakistani University is “Zero”. The university should consider this seriously and take some action soon. We still have some chances to improve this by the wise decision making with quick actions.

Evaluation

We evaluate weight value ratio chart and compare traditional overseas university cases (Table 3).

Table 3
Multiple countries overseas students exchange program evaluation

Service Type		Brand Value	Mauritius National University	Overseas Universities						Proposed Multiple Countries Overseas Program (UK, Australia, Japan, USA)
				UK	Australia	Japan	USA	India	China	
Overseas Trip	UK	5		5						5
	Australia	3			3					3
	Japan	5				5				5
	USA	5					5			5
	India	2						2		
	China	2							2	
Overseas Diploma	UK	5		5						5
	Australia	3			3					3
	Japan	5				5				5
	USA	5					5			5
	India	2						2		
	China	2							2	
Total Attractiveness		44	0	10	6	10	10	4	4	36

In the above table we assumed the weight of UK, Japan and USA universities to be 5 and that of Austrian universities to be 3. India and China universities weight is assumed to be 2. The result shows proposed multiple countries overseas exchange program to be 3.6 time higher in value than UK, Japan, USA and 9 time higher than India and China. If Pakistani University can process proposed solution, there are no competitors in Mauritius education market field.

Conclusion

The Island of Mauritius has great natural environment and excellent seaside view. This life style is the value of Mauritius. Mauritius Government provides free education to Mauritius citizens from pre-primary to tertiary level. But overseas students have to pay the expenses of university. Therefore, overseas students are looking for attractive lecture program, always. Using our proposed idea, students obtain great experience to stay in multiple overseas campus every year and to get the chance of having overseas university diploma, eventually.

The image of Pakistan from the viewpoint of local and foreign students is not too much satisfactory. They are still thinking that Pakistan is a risky country and terror, gun man gang, murder, target killer are there. The university needs to change the image and promote the actual campus image which is far better than what is assumed. To solve the low perception image, Pakistani University should have a nice package of lecture program including the enjoyment of natural life in Mauritius. Also University should design very attractive global collaboration program. This paper shows some steps of global university collaboration process. Firstly make a MOU to collaborate with universities of multiple countries like UK, Japan, USA, and Australia and secondly, make a program to visit overseas university campus once a year. The multiple viewpoints of evaluation show a good potential for opening overseas education based Pakistani University in Mauritius.

References

- Adi, H. (1998). *West Africans in Britain 1900-1960: Nationalism, Pan-Africanism and Communism*. London: Lawrence & Wishart.
- Board of Investment Mauritius. (2016). *National Investment Promotion Agency, Government of Mauritius*. Retrieved from <http://www.investmauritius.com>
- BSP School of Accountancy & Management. (2016). *Website introduction*. Retrieved from <http://www.bspschool.com/>
- Campus Abroad Mauritius. (2016). *Website introduction*. Retrieved from <http://www.campusabroadmauritius.com/web/index.php>
- Centre for Biomedical & Biomaterials Research. (2016). *Website introduction*. Retrieved from <http://vcilt.uom.ac.mu/cbbr/>
- Centre for Information Technology & Systems. (2016). *University of Mauritius*. Retrieved from <http://www.uom.ac.mu/CITS/>
- Centre for Innovative Lifelong Learning (CILL). (2016). *Website introduction*. Retrieved from <http://vcilt.uom.ac.mu/cill/>
- Educational Resources and Scholarships for African Students. (2016). *Welcome to H.A.S./Bienvenue à H.A.S.* Retrieved from <http://www.helpforafricanstudents.org>
- Faculty of Agriculture. (2016). *University of Mauritius*. Retrieved from <http://www.uom.ac.mu/FOA/>
- Faculty of Engineering. (2016). *University of Mauritius*. Retrieved from <http://www.uom.ac.mu/foe/>
- Faculty of Law & Management. (2016). *University of Mauritius*. Retrieved from <http://www.uom.ac.mu/flm/>
- Faculty of Ocean Studies. (2016). *University of Mauritius*. <http://www.uom.ac.mu/FOCS/>
- Faculty of Science. (2016). *University of Mauritius*. Retrieved from <http://www.uom.ac.mu/fos/>
- Faculty of Social Studies & Humanities. (2016). *University of Mauritius*. Retrieved from <http://www.uom.ac.mu/fssh/>
- JR School. (2016). *Founded in 1981 by Dr. Rajcoomar Jhurry*. Retrieved from <http://www.jrschool.info/>
- Killingray, D. (2012). *West African Students in Britain, 1900–60, Africans in*

Britain. New York, NY: Routledge. p.113.

Mahatma Gandhi Institute & Rabindranath Tagore Institute. (2016). *Website introduction*. Retrieved from <http://www.mgirti.org/>

Middlesex University Mauritius. (2016). *Website introduction*. Retrieved from <http://www.middlesex.mu/>

Open University of Mauritius. (2016). *A public university in Mauritius*. Retrieved from <http://www.open.ac.mu/>

PTC Education Consultant. (2016). *Website introduction*. Retrieved from <http://www.ptceducation.com/>

Rays School of Business & Finance (RSBF). (2016). *Website introduction*. Retrieved from <http://rays-solutions.com/>

Sagittarius: Center for IT and Business Studies. (2016). *Registered with the Ministry of Education and with the MQA (Mauritius Qualifications Authority)*. Retrieved from <http://www.sagittariusglobal.com/>

Tertiary Education Commission, Mauritius. (2016). *Aberystwyth Ltd operating as Aberystwyth University (Mauritius Branch Campus)*. Retrieved from http://tec.intnet.mu/private_institution_detail?id=93&cat=pr

Tertiary Education Commission, Mauritius. (2016). *Courses & Programs*. Retrieved from http://tec.intnet.mu/courses_programmes

The Mauritius Chamber of Commerce & Industry (MCCI). (2016). *Website introduction*. Retrieved from <http://www.mcci.org/en/>

The Mauritius Institute of Education (MIE). (2016). *Website introduction*. Retrieved from <http://www.mie.ac.mu/>

The University of Technology, Mauritius (UTM). (2016). *Website introduction*. Retrieved from <http://www.utm.ac.mu/index.php/en/>

The WASU Project. (2016). *The West Africans Student Union (WASU) Project*. Retrieved from <http://wasuproject.org.uk>.

Université des Mascareignes (UDM) (2016). *A public university in Mauritius*. Retrieved from <http://www.udm.ac.mu/>

Wikipedia. (2016). *Mauritius*. Retrieved from <https://en.wikipedia.org/wiki/Mauritius>

Wikipedia. (2016). *West African Students' Union*. Retrieved from https://en.wikipedia.org/wiki/West_African_Students%27_Union.

Parental Behavior to Discipline Their Children on the Basis of Gender Roles

Shereen Yunus Khan* and Prof. Dr. Shahida Sajjad**

Abstract

This quantitative study highlights the parental attitude regarding disciplinary practices on the basis of gender roles of the children. The present study was designed to investigate the parents' behavior and use of disciplinary strategies on the basis of the gender of their children, with a particular focus on attitudes to and uses of positive as well as negative sanction for promoting good behavior and resisting bad one respectively. Fifty parents including 19 males and 37 females from Karachi city (Korangi, district) were interviewed. These parents, chosen as sample of the study through convenient sampling, were interviewed by using a semi- structured questionnaire. The results of the study indicate that there is a difference in the age of starting disciplinary practices on the basis of gender. Different strategies and tactics were explored comparatively concerning gender based roles. The findings concluded that daughters are likely to be disciplined earlier than sons, with lenient disciplinary strategies whereas sons are comparatively hard to raise as they required more stern modes of discipline and regulations.

Key words: Parental behavior, gender roles, discipline strategies.

Introduction

Internalization of expectations and social values occur within a family context. Parent-child relationship is of utmost significance as parents provides the primary setting in which, through socialization, lives of the children are shaped and determined. The central processes of socialization of children are parenting behavior and discipline responses. The most crucial responsibility of parents is providing appropriate discipline to their children. Parents teach the children about expectations, course of action and moralities in order to impede future behavioral problems in them.

Gender-role stereotype of a child from parental perspectives

Gender stereotypes are the broad views about the roles of respectively gender. Gender roles are usually neither appropriate nor inappropriate; they are only

*Ph.D. Scholar, Greenwich University, Pakistan

**Dean, Faculty of Social Sciences & Humanities, Greenwich University, Pakistan

erroneous simplifications of a person's traits as male or female. Society, overtly or covertly, imposes social status determined by gender and corresponding roles on a child. Many active factors are prevailing in our society that influences children's attitude and behavior on the basis of gender-roles. The strongest influence on gender role development occurs within the family setting, with parents who thereby pass their own beliefs about gender (Witt, 1997). Mothers' gender stereotypic beliefs interact with the sex of their child to influence their perceptions of the child's abilities (Jacobs & Eccles, 1992).

Parental discipline and gender-role socialization are two interrelated normative processes that may be affected by family structure, parent gender, and child gender (Leve & Fagot, 1997). Since the moment a child is born, parents start molding him into a social being, an approved and recognized one. This molding process categorized on gender basis. Parents give girls and boys different response, handling and training and then expect different behavior from girls and boys. Parents through diverse modes make sure that their child internalizes their message regarding gender-role unmistakably.

Role of nature and nurture

From nature perspective, comprising traits that are inherited or genetic, girls and boys behave differently. Heredity determines psychological gender differences as well. Parental behavior towards child's nurture, consciously or unconsciously, depends on these preconceptions about behavioral tendencies of sexes. Recognition of the analytical independence of sex category, and gender is essential for understanding the interactional work involved in being a gendered person in society (West & Zimmerman, 1987). In addition, every child is an individual, with exclusive blends of aptitudes and desires that affect overt behavior consequently. Each child's distinctive inborn personality helps in shaping how family develops nurture strategies. Children's genetic makeup affects their own behavioral characteristics, and also influences the way they are treated by their parents (Maccoby, 2000). The personality that a child is born with is one of the determining factors behind the difficulties in raising them. Treating every child as a unique individual usually starts from birth.

Whatever the gender, age or ethnic background of the child is, it's important to be consistent when it comes to discipline. Child discipline is certainly not about trying to control a child rather it is about showing the child to control his / her own behavior. Concentrating, inhibiting initial impulses, and delaying gratification are each distinct and important forms of self-discipline (Taylor & Kuo, 2002). One of the main drawbacks of our Pakistani families, with hesitant

parents, is failing to set child's limits in order to be not too tough on their kids or wanted to avoid having struggles with them. For some who had bad experiences during childhood, they use stress-free procedures and offer their kids with more comfort. Consequently, parents end up with losing control over kids due to their too soft attitude and thereby damaging the strategies to mold the child in to an approved member of society. Child's personality gravely influenced by such pitfalls and consequently develops traits of not having social skills that are important for successful social life. Discipline techniques could be the use of power and authority by parents, love withdrawal, and disapproval. Parent are also concerned about the consequences of the child's behavior for others specially the siblings. The most important rule of discipline is to be consistent, a parent should be sure of his ground before refusing anything (Valentine, 2015).

Family; a gendered institution

Family like other social institutions is gendered and governed by the value of acquiescent along the gender parameters, and the members have to conform to its norms and values by behaving accordingly. Parents, having different gendered personal attributes, play a fundamental role in developing gender differentiation in the society. Gender-role socialization's intensity is determined by norms prevailing in our social setup. The child's gender affects parents' causal attributions for their children's performance in gender role stereotypic activities, and that these perceptual biases influence the children's own self-perceptions and activity choices (Eccles & Jacobs, 1990). Diverse progressive procedures may possibly be related to early externalizing problems in boys and girls. Parental induction, warm responsiveness, and less frequent use of physical punishment generally were associated with higher levels of moral regulation and fewer externalizing problems (Kerr & Lopez, 2004).

Objectives of the study

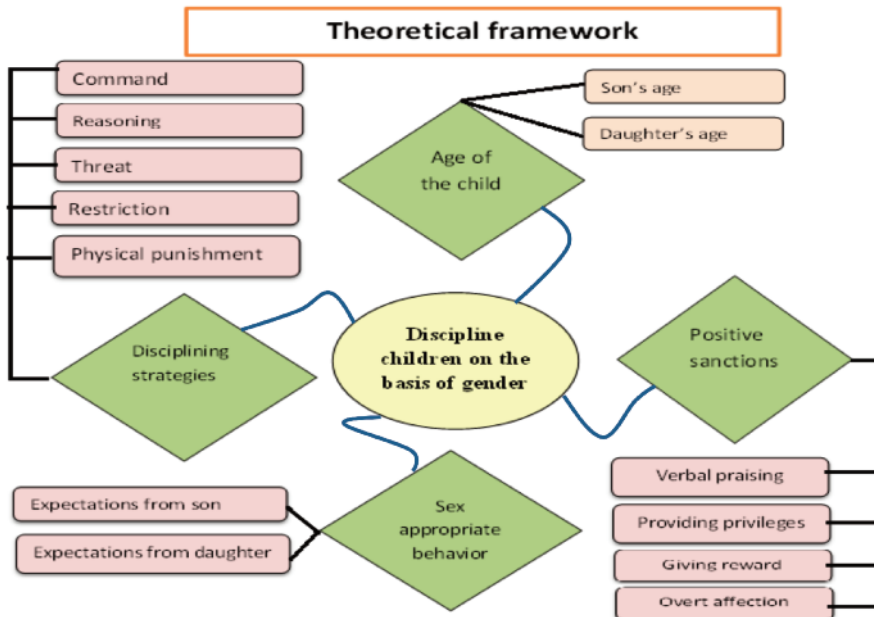
The present study was designed to explore:

- The parenting use of disciplinary strategies on the basis of the gender of their children.
- Age of the child at which parents started disciplinary practices.
- Uses of positive tactics by parents for promoting good behavior in their child.
- Parents anticipation and expectation about their child's obedience to sex-appropriate behavior.

Methodology

This quantitative method research study was conducted in Karachi city. Fifty residents of Korangi area including 19 males and 37 females were selected for one to one interview on convenience sampling technique. A semi structured questionnaire was developed for data collection to find out what disciplinary strategies parents are using on the basis of the gender of their children, at what age of the child, parents started disciplinary practices, what are the positive tactics used by parents for promoting good behavior in their child and what are the anticipation and expectation of parents about their child's obedience to sex-appropriate behavior.

Sample inclusion criteria encompassed married respondents having kids of both genders. Five respondents were pre-tested for evaluating the validity of indicators and indices of questionnaires. After data collection, the process of editing, coding and computerization carried out for data analysis. The quantitative/empirical modeling employed to describe the trends of data in scientific description using Statistical Package for Social Sciences (SPSS).



Results

The findings of the data are tabulated in tables given below.

Table 1
Socio-demographic information of the respondents

		Frequency	Percentage %
Age	27—33	13	26.0
	34—40	17	34.0
	41—47	13	26.0
	48—54	07	14.0
	Total	50	100.0
Gender	Male	19	38.0
	Female	31	62.0
	Total	50	100.0
Language	Urdu	32	64.0
	Punjabi	09	18.0
	Sindhi	06	12.0
	Pashto	03	6.0
	Total	50	100
Occupation of the respondent	house wife	22	44.0
	teaching	05	10.0
	private business	06	12.0
	work in factory	04	8.0
	construction	02	4.0
	stitching	04	8.0
	Govt. job	04	8.0
	shop keeper	03	6.0
	Total	50	100.0
Education of the respondent	primary	02	4.0
	secondary	05	10.0
	matriculation	12	24.0
	intermediate	08	16.0
	graduation	11	22.0
	masters	12	24.0
	Total	50	100.0
Type of family	joint	13	26.0
	nuclear	37	74.0
	Total	50	100.0
Number of children	2	5	10.0
	3	13	26.0
	4	15	30.0
	5	13	26.0
	6	4	8.0
	Total	50	100.0

Table 1 depicts the socio-demographic characteristics of the respondents. The sample consisted of majority of the respondents (34%) belonging to the age group

of 34—40 years. The gender split was 38% (n = 19) male and 62% (n = 31) female. Most of the respondents, constituting (64%) of the sample were Urdu speaking, the second major share was Punjabi with 18% and Sindhi and Pathan with 12% and 6% respectively. As most of the respondents were female, housewives comprise greatest share with 44% and rest were from miscellaneous fields of occupation. Distribution of academic qualification of the respondents were masters 24%, graduation 22%, intermediate 16%, matriculation 24%, secondary 10% and primary 4%. On the basis of family structure, most were from nuclear families (74%) while rest (26%) were from joint families. Most of the respondents (30%) have 4 kids.

Table 2
Age of the child respondent started disciplining

Age respondent started disciplining his / her son					
Son			Daughter		
years	frequency	percentage	years	frequency	percentage
2	7	14.0	2	9	18.0
3	21	42.0	3	29	58.0
4	19	38.0	4	11	22.0
5	3	6.0	5	1	2.0
Total	50	100.0	Total	50	100.0

Table 2 exposed the proportional age of the child at which parents started disciplinary practices. At the child’s age of 2 years, in case of daughter, 18% of the respondents started disciplinary practices while in case of sons it is comparatively slightly lower with 14%. Most of the respondents started disciplining their child at the age of 3 years; 58% respondent in case of daughters while 42% in case of sons. At the child’s age of 4 and 5 years, in case of sons, 38% and 6% of the respondents respectively started disciplinary practices while in case of daughters it is+ relatively lesser with 22% and 2% respectively.

Table 3
Discipline strategy most frequently used by respondents to discipline son and daughter

Strategy most frequently used					
Son			Daughter		
Strategy	frequency	percentage	Strategy	frequency	percentage
command	18	36.0	Command	10	20.0
reasoning	6	12.0	Reasoning	26	52.0
Threat	9	18.0	Threat	5	10.0
restriction	9	18.0	Restriction	9	18.0
physical punishment	8	16.0	physical punishment	0	00.0
Total	50	100.0	Total	50	100.0

As reflected through table 3, different strategies were adopted by parents to discipline children on the basis of gender roles. First strategy is command which was mostly used by parents as in case of sons with 36% while 20% of the respondent adopt command strategy to discipline daughters. In case of daughters parents mostly use reasoning constituting 52%, while in case of sons only 12% parents used reasoning. Restriction comprised equal share in both cases with 18% each. Physical punishment is relatively less used as disciplinary strategy with 8% in case of sons however did not adopted in case of daughters at all.

Table 4
Respondents anticipation about child’s obedience to sex-appropriate behavior

Child’s obedience to sex-appropriate behavior as per parent’s expectation					
Son			Daughter		
Response	frequency	percentage	Response	frequency	percentage
Always	17	34.0	always	25	50.0
sometimes	29	58.0	sometimes	21	42.0
Never	4	8.0	Never	4	8.0
Total	50	100.0	Total	50	100.0

Table 4 revealed that 34% respondents always liked their son to conform to sex appropriate behavior as per their expectations, 58% (n= 29) liked it sometimes while only 8% of the respondent never liked their son to obey to sex appropriate behavior. Whereas in case of daughters, 50% respondents always liked their daughter to follow to sex appropriate conduct in accordance with parents’ anticipations, 42% (n= 29) liked it sometimes, and merely 8% of the respondent liked it not once.

Table 5
Frequency distribution on the basis of respondents’ tactics to encourage good behavior in his / her child

Tactics to encourage good behavior					
Son			Daughter		
Tactics	frequency	percentage	Years	frequency	percentage
verbally praise him	18	36.0	verbally praise him	15	30.0
provide privileges/ freedom like play game, watch TV	10	20.0	provide privileges/ freedom like play game, watch TV	0	0,00
giving rewards like money or gifts	8	16.0	giving rewards like money or gifts	6	12.0
show over affection like love him, kiss him	14	28.0	show over affection like love him, kiss him	29	58.0
Total	50	100.0	Total	50	100.0

Table 5 showed the various tactics adopted by parents to encourage good behavior in their child. Regarding sons, most of the respondents (36%) used verbal

praising, 28% exhibited overt love like hugging or kissing, 20% provided privileges while 16% of the respondents gave rewards like money or gifts. Data concerning daughters revealed that most of the respondents, comprising 58% of the total sample, showed overt affection towards their daughters, 30% verbally praise them and 6% offered rewards to encourage good behavior in their daughters.

Summary of Findings

- Age for starting discipline practices concerning the female child was 2-3 years, while that of male child it was 3-4 years. The youngest age of the child at which parents started disciplinary practices was two years both in case of girls and boys but there is a discrimination that percentage of the parents desired their daughters to be disciplined at the age of two years was more than in case of boys.
- In case of daughters parents mostly used reasoning as disciplinary strategy constituting 52%, whereas regarding sons command is mostly used by parents with 36%. Parents' anticipation of sex appropriate behavior was higher in case of female child with 50% than male child with 34% of the total sample.
- Most of the parents (36%) just used verbal praising for their sons as a tactics to encourage their good behavior whereas in case of daughters most of the parents (58%) exhibited overt love like hugging or kissing again showing a gender discrimination.
- Parents had high expectations from their daughters regarding at young age to be disciplined and to always follow the sex appropriate behavior. On the other hand, parents never used physical punishment for their daughters but few of the parents were using it as disciplinary strategy for their sons. So the gender discrimination is existed. Parents show more love to their daughters as compared to sons.

Discussion

Discipline is an irreplaceable practice principally used by parents to impart or transfer the cultured life to their children. Discipline practice is valuable feature of parenting which lays the foundation of entire nurturing development. While disciplining a child one cannot ignore the fact that nature determines the nurture. Generally, from gender perspective, child's nature fluctuates from girls to boys. Girls in the form of daughters are usually obedient, sensible and comparatively calm whereas boys or the sons are marked with aggression, obstinacy and inflexibility. Besides gender- nature differences, every child is an individual with

distinct nature. This relationship between nature and nurture of the child influence the time or start of parental disciplining practices as well. Present study revealed that daughters/ girls are prone to discipline practice slightly earlier than son/ boys.

This study tried to find the nurturing styles and parental practice of corrective approaches with children in Karachi. Different discipline strategies were used by parents ranging from command, reasoning, restriction, threat and Physical punishment. Reasoning includes any appeal in which parents offer reasons why their child needs to change his or her behavior (Vangelisti, 2013). Regarding disciplining daughter/ girls, parents mostly adopt inductive reasoning strategy involving reasoning in order to help in understanding the adverse effects of wrong behavior. Parents provided inductive discipline by using specific examples leading to general conclusion through clear clarification between right and wrong. In case of sons, non-aggressive strategies were mostly practiced including command, threatening and restrictions. More coercive strategies were used in less proportion including physical punishment. Parents expected their children to be following gender appropriate behavior. Mostly respondents declared to be in favor of conduct of their child according to their roles on the basis of gender.

In addition to the disciplinary strategies, tactics adopted to encourage good behavior in also important. When a child good conduct is followed by parents' positive and encouraging response such as praising, loving, rewarding etc., the chance of child repeating this conduct spontaneously increases. Praise is useful for motivation and encourages performance attributions to controllable causes, promotes autonomy, enhances competence without an overreliance on social comparisons, and conveys attainable standards and expectations (Henderlong & Lepper, 2002). Study revealed that in case of sons' majority of the respondent adopted verbal praising for encouraging good conduct while concerning daughters or girls' overt affection like hugging, kissing etc. were mostly used by parents.

Conclusion

Study provided fruitful results of gender-role socialization in the perspective of discipline, and also portrayed the multiple strategies of practicing discipline in accordance to gender-role. While discussing the age of child at which parents started disciplining, it was found that parent started earlier disciplining their daughter. Parents regulated the conduct of their daughters with inductive strategy of discipline by properly reasoning the pros and cons of their conduct and adopted emotional tactics for encouraging good behavior in daughters. Whereas in case of sons, parents mostly used non- aggressive but authoritarian strategies like command, restriction and threat. Parenting styles differ with socio-economic

contexts while keeping all such context constant, it can be concluded that daughters are likely to be discipline earlier than sons, with lenient disciplinary strategies whereas sons are comparatively hard to raise as they required more stern modes of discipline and regulations.

Recommendations

- Based on the findings of the study following recommendations are given:
- There should be no gender discrimination regarding using disciplinary strategies by the parents.
- There should be no gender discrimination regarding parental expectations from their daughters to be disciplined at earlier age as compared to boys.
- There should be no gender discrimination regarding following the sex appropriate behavior.
- Parents should never use physical punishment for their sons as they avoid it for their daughters.
- Parents should show same love for their sons as they show for their daughters.

References

- Eccles, J. S., Jacobs, J. E., & Harold, R. D. (1990). Gender Role Stereotypes, Expectancy Effects, and Parents' Socialization of Gender Differences. *Journal of Social Issues*, 46(2), 183-201.
- Henderlong, J., & Lepper, M. R. (2002). The Effects of Praise on Children's Intrinsic Motivation: A Review and Synthesis. *Psychological Bulletin*, 128(5), 774.
- Jacobs, J. E., & Eccles, J. S. (1992). The Impact of Mothers' Gender-Role Stereotypic Beliefs On Mothers' and Children's Ability Perceptions. *Journal of personality and social psychology*, 63(6), 932.
- Kerr, D. C., Lopez, N. L., Olson, S. L., & Sameroff, A. J. (2004). Parental Discipline and Externalizing Behavior Problems in Early Childhood: The Roles of Moral Regulation and Child Gender. *Journal of abnormal child psychology*, 32(4), 369-383.
- Leve, L. D., & Fagot, B. I. (1997). Gender-Role Socialization and Discipline Processes in One-and Two-Parent Families. *Sex Roles*, 36(1-2), 1-21.
- Maccoby, E. E. (2000). Parenting and Its Effects on Children: On Reading and Misreading Behavior Genetics. *Annual Review of Psychology*, 51(1), 1-27.
- Taylor, A. F., Kuo, F. E., & Sullivan, W. C. (2002). Views of Nature and Self-Discipline: Evidence from Inner City Children. *Journal of Environmental Psychology*, 22(1), 49-63.
- Valentine, C. W. (2015). *Parents and Children: A First Book on the Psychology of Child Development and Training*. New York: Routledge.
- Vangelisti, A. L. (2013). *The Routledge Handbook of Family Communication*. New York: Routledge.
- Witt, S. D. (1997). Parental Influence on Children's Socialization to Gender Roles. *Adolescence*, 32(126), 253.

Factors of Effective Mentoring: An Empirical Study of Post-Graduate Faculty and Students in Pakistan

Muhammad Anwer*, Dr. Hong SHEN**, Dr. S. Khurram Khan Alwi***, Dervish Raza**** and Nisa*****

Abstract

This study focuses on perceptions of students of post-graduation; Bachelor of Education, and their faculty on key indicators for effective mentoring, in pedagogical skills. The study was conducted on a purposive sample of 252 students and 44 faculty of two Government Elementary Colleges for Professional Education at Lahore and Faisalabad, Pakistan. Data was collected through two comprehensive questionnaires- one each for Faculty and students. Opinions were invited on indicators for effective mentoring, and mentoring Bachelor of Education (B.Ed) students in six pedagogical areas during. Findings revealed that mentor-mentee good relationships, mentor's commitment to achieve targets and effective supervision, monitoring and evaluation were the most important indicators for effective mentoring. The respondents were relatively better mentored in lesson planning and assessment techniques, but they liked to be more mentored in lesson presentation and communication skills, and attitudinal development. Male respondents were relatively better mentored than female; likewise the respondents were relatively better mentored at Government Elementary College Lahore than Faisalabad.

Key Words: Empirical Study, Mentoring, Post-Graduate, Effective Mentoring, Pedagogical Skills.

Introduction

With the advancement in science and technology and explosion of knowledge in inter-disciplinary research, the needs of the society are changing rapidly and this has put a healthy impact on the teaching profession. There was a time when bookish knowledge was considered as the chief source of knowledge, but now

*PhD Scholar, School of Education - Higher Education, Huazhong University of Science and Technology, China

**Professor Higher Education-Comparative Education, School of Education-Higher Education, Huazhong University of Science and Technology, China

***Assistant Professor Humanities, Greenwich University, Karachi, Pakistan

****Faculty, Institute of Professional Excellence (IPE) Danyore Gilgit-Baltistan, Gilgit, Pakistan

*****Faculty, Institute of Professional Excellence (IPE) Danyore Gilgit-Baltistan, Gilgit, Pakistan

the electronic media has changed the culture of teaching learning process. Teachers need to be aware of the educational developments in global perspective. There is a need for on-going innovations in the three main modes of teacher development: initial teacher training, induction and in-service training or continuous professional development. Teachers' development at each stage is important to enable them to become effective or successful teachers to deal with the complex teaching learning discourse in the school. Many stakeholders can play their pivotal role to improving teachers' effectiveness, but perhaps the head teacher and their colleagues can best guide newly inducted teachers. Literature refers to this help and guidance to colleagues as "mentoring".

The notion of mentoring corresponds to ancient Greek. The original Mentor was described by Homer as the "wise and trusted counselor" whom Odysseus left in charge of his household during his travels. Mentoring has become the focus of much attention in the recent literature on initial teacher education, induction and in-service training. Gay (1994) defines mentoring as a supportive relationship between a youth or youth adult and someone who offers support, guidance and concrete assistance as the younger partner goes through a difficult period, takes on important tasks or corrects earlier problem. Haney (1997) also refers mentoring as the relationship between more experienced and less experienced person, as he says 'it is actually a relationship between an experienced and a less experienced person in which guidance, advice, support and feedback are provided.

In Pakistan like many other developing countries, mentoring during initial or pre-service teacher training is not structured. The prospective Bachelor of Education student teachers get partial mentoring support during tutorials in the college/university and during teaching practice in schools. In view of this scenario, it was imperative to know the opinions and perceptions of the faculty and post-graduation students to put forward certain recommendation for the universities and other professional education institutions to modify mentoring practices at post-graduation level. To achieve objective, following two core research questions and seven null hypotheses were developed.

Literature Review

A more recent perception about mentoring is presented by Hatton-Yeo (2006) in UK that describes "mentoring is a one-to-one, non-judgmental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time". Mentoring is an open vista of new experiences and possibilities. The mentoring process links an experienced Mason

(mentor) with a less experienced Mason (mentee) to help foster Masonic development and growth. A mentor is more than a teacher. He facilitates personal and Masonic growth in an individual by sharing the knowledge and insights that have been learned through the years.

It is really hard to comment about ‘effective or successful mentoring’ as these are relative terms and these are linked with the goals and objectives of a programme or an activity. Successful mentoring must meet the core characteristics or indicators: mentors’ own personal and professional qualities, better criteria for mentors’ selection and training; friendly and caring relationships with mentees; and continuous encouragement, support and feedback by the mentor. Oliver and Aggleton (2002) states that training of mentors and protégés and the support staff is necessary for the successful mentoring. The success of the mentoring programme largely rests with the selection and training of mentors. According to Hudson (2003), in the context of reforms in primary science mentoring in Australia suggested that ‘the mentor must be well-prepared and informed on successful and effective mentoring practices’. Most higher education institutions provide regular training sessions for mentors. Training is effective when it meets the specific needs of both mentors and schools. It is effective where mentors are encouraged to recognize the importance of developing their own school-based training programmes (Parkinson & Pritchard, 2005).

Another key indicator for effective mentorship is the “mentor-mentee good relationships”. Kochan and Trimble (2000) stated that mentor and mentee are co-learners in a process of discovery. The success of one is the success of the other; the emphasis should be on co-mentoring and peer mentoring. Mullen and Lick (1999) coined the concept to capture the essence of co-mentoring as a synergistic process that supports opportunity, dialogue, enthusiasm and change. The relationships should be so strong and informal that both should be the learners at one end; both should be the mentors for each other, and this notion in literature is called as peer mentoring (Cornu, 2005).

Research shows that mentoring has a positive impact on the prospective teachers at all stages of their teaching career. It starts with the initial teacher training, passes through the transitional stage of induction and leads to the continuous professional development. Collison (1998) states “mentoring is the interaction between a novice (the student teacher) and an expert (the teacher), which contributes to the novice’s learning”. He rather gives the concept of active mentoring which he means “responses offered by the mentor to the student

teacher's teaching whilst that teaching is on-going". Lindgren (2005) found that mentoring is a proficient method for supporting novice teachers.

Price and Willett (2006) investigated in the context of UK, that prospective primary teachers bring with them a lot of benefits from the university or college during their initial teacher training to the school, teachers and children and these contribute to school's improvement. The school needs to improve the procedure of evaluating school-based training consistently so as to maintain high standards across the schools.

Murray, Nuttall, and Mitchell (2008) found that mentoring not only enhances efficiency and quality of work in the pre-service student teachers, it enhances their personal and professional motivation. Kapanka (1998) found in the context of health sciences education that effective mentoring becomes a source of invaluable emotional support for the mentee. Research also shows that the cooperating teacher (mentor) has an impact on the attitude and behaviour of the student teachers (Boydell, 1986; Thompson, 1982; Yates, 1982; Zeichner & Grant, 1981). Andrews and Quinn (2005) states that the mere presence of a mentor is not enough: the mentor's knowledge of how to support and guide the new teacher is also crucial?

Research Questions

Are all the indicators important for effective mentoring of post-graduation students?

How far Bachelor of Education students are mentored in the six pedagogical areas and what more they desired to be mentored?

Hypotheses

H₀₁: There is significant difference in the opinions of male and female Bachelor of Education students of Government Elementary College Lahore and Faisalabad in regard to key indicators for effective mentoring of Bachelor of Education students.

H₀₂: There is significant difference in the opinions of Bachelor of Education students of Government Elementary College Lahore and Faisalabad in regard to key indicators for effective mentoring of Bachelor of Education students.

H₀₃: There is significant difference in the opinions of male and female teachers of Government Elementary College Lahore and Faisalabad in regard to key indicators for effective mentoring of Bachelor of Education students.

H₀₄: There is significant difference in the opinions of teachers of Government Elementary College Lahore and Faisalabad in regard to key indicators for effective mentoring of Bachelor of Education students.

H₀₅: There is relationship in the opinions of Bachelor of Education students and teachers about key indicators for effective mentoring in Government Elementary Colleges

H₀₆: There is significant difference in the opinions of male and female teachers of Government Elementary College Lahore and Faisalabad in regard to mentoring of Bachelor of Education students in six pedagogical areas.

H₀₇: There is significant difference in the opinions of teachers of Government Elementary College Lahore and Faisalabad in regard to mentoring of Bachelor of Education students in six pedagogical areas.

Research Methodology

The study was based on two sources of data:

- 1) Literature review focused on indicators for effective mentoring; and
- 2) Empirical evidence by developing two questionnaires, one for Bachelor of Education students and the other for their teachers. The sample was drawn purposively which comprised of the complete cluster of Bachelor of Education students (252) enrolled in the year 2014-15 and the teacher educators (44) of the two Government Elementary Colleges (Lahore and Faisalabad) .

For data collection two instruments were designed:

- 1) A questionnaire for the Bachelor of Education students.
- 2) A questionnaire for the teacher educators of Government Elementary Colleges. Each questionnaire contained three parts. Part-I contained biographical information such as gender, qualifications and experience. Part-II contained ten indicators for effective mentoring to be rated at three-point scale: most important (3), important (2) and least important (1). In part-III, the opinions of faculty on the need for mentoring in six pedagogical areas by Bachelor of Education students were inquired at either three-point rating scale: most needed (3), needed (2) and least needed (1) or in open-ended form. Their opinions were asked on six pedagogical areas: attitudinal/ behavioral development, teaching learning strategies/

skills, communication skills, lesson planning and preparation, lesson presentation, and assessment techniques.

Validation of the instruments was done through experts' opinion in mid-December 2014. The questionnaires were piloted on a small sample of population. The reliability of the students and faculty's' questionnaires was established at 0.792 and 0.9 Cronbach's Alpha, respectively. Data were collected with the assistance of research students pursuing M.Phil/PhD with the researcher. The analysis was made using SPSS. Besides simple frequencies and percentage, independent sample t-test was applied to investigate the by gender and by institution significant differences in the perceptions and opinions of the respondents. Pearson's correlation was used to investigate the correlation between students and faculty opinions about the ten key indicators for effective mentoring.

Data Analysis

Results on Perceptions of Bachelor of Education Students are given as below:

Response Rate among Bachelor of Education Students

Of the 107 students at Government Elementary College Lahore, 95 (88.8%) responded to the questionnaire. At Government Elementary College Faisalabad, with the exception of one Bachelor of Education student; all other (134) responded to the questionnaire, hence the response rate was almost 100%. The relatively low response rate at Government Elementary College Lahore in comparison to Faisalabad was due to the reason that data were collected just before and after winter vacation, and some students did not turn up to the college, most probably due to preparation of terminal examination.

Students' Opinions about Quality Indicators for Effective Mentoring

The Bachelor of Education students were asked to rate the ten key indicators for effective mentoring at three point scale: most important (3), important (2) and least important (1). The results were interpreted in terms of mean, standard deviation (SD) and coefficient of variation (CV). T-test was applied to test the hypotheses (Ho1 and Ho2) framed for the study.

From the data analysis, we come to know that gender and institution-wise difference in the opinions of respondents about ten key indicators for effective mentoring in terms of mean values.

Male students ranked the indicators of 'better criteria for mentors' selection'

(mean 2.0) and 'intensive training of mentors' (mean 1.89) at the top. In their opinions, the indicators of 'mentor-mentee good relationships' (mean 1.11) and 'monetary support for mentors on excellent performance' (mean 1.50) ranked at the lowest. Female students, on the other hand, rated all the indicators as most important or important; but those ranked at the top as per their opinions were 'mentors' commitment to achieve targets' (mean 1.90) and 'effective planning and budgeting' (mean 1.92). The relatively less important indicator according to female was 'intensive training of mentors' (mean 1.70). The average mean of the ten indicators for the male and female students was 1.64 and 1.78 respectively, which shows that overall female students relatively more rated the ten indicators for effective mentoring as 'most important' or important than male students.

Comparing the opinions of the Bachelor of Education students against the variable of institution, it was found that students of Government Elementary College Lahore more rated the ten indicators as 'most important' or 'important' than their fellows at Government Elementary College Faisalabad. The indicators relatively more emphasized by students of Government Elementary College Lahore were: mentor-mentee good relationships (mean 2.63) and mentors' commitment to achieve targets (mean 2.58). Their opinions in regard to the indicators of 'intensive training of mentors' (mean 2.17) and 'conducive learning environment' (mean 2.29) were relatively less positive. The students of Government Elementary College Faisalabad, on the other hand, more strongly recommended the indicators of effective planning and budgeting (mean 1.62), conducive learning environment and better criteria for mentors' selection (each with mean 1.55). They rated the indicators of 'mentor-mentee relationships' (mean 1.19) as the least important. The average mean values of all the ten indicators for effective mentoring at Government Elementary College Lahore and Faisalabad were 2.37 and 1.47 respectively, which clearly shows students at Lahore had more positive opinions about the ten indicators than of Faisalabad.

Data explores the overall situation of students' opinions by gender and institution in terms of mean, standard deviation, coefficient of variation and Independent Samples Test (Levene's test and 2-tailed t-test) about all the ten key indicators for effective mentoring. It shows that female students more favored the ten key indicators for effective mentoring than the male students. The value .421 of 2-tailed sig. is higher than 0.05, therefore it was found that the difference between genders was not significant. Therefore, the null hypothesis (H_0) was accepted at $\alpha = 0.05$. Institution-wise, the students at Government Elementary College Lahore more strongly recommended the key indicators for effective

mentoring than students at Government Elementary College Faisalabad. T-test also revealed a significant difference in the opinions of Bachelor of Education students regarding the importance of ten indicators for effective mentoring. Therefore, the null hypothesis (Ho2) was rejected at $\alpha = 0.05$.

The above results show that all the indicators identified through literature review were considered either most important or important by the Bachelor of Education students in the Government Elementary Colleges, and this satisfactorily answers to research question 1 of the study. The female respondents relatively more emphasized the ten indicators for effective mentoring than male, and students of Government Elementary College Lahore perceived those more important than their fellows at Government Elementary College Faisalabad. None of the indicators was rated as least important. These findings were in line with the previous research (National Education Association, 1999; Feiman-Nemser, 2001; Ganser, 1995).

Students Opinions about their Mentoring in Six Pedagogical Aspects

Part-III of students' questionnaire contained six pedagogical aspects: attitudinal/behavioral development, teaching learning strategies/skills, communication skills, lesson planning and preparation, lesson delivery or presentation skills, and assessment techniques. About each aspect, the students were asked to give their opinions as to 'how far they were mentored? And if they still needed to be mentored or taught? At Government Elementary College Lahore, between two-thirds to three-fourths of the Bachelor of Education students responded to each aspect, while at Government Elementary College Faisalabad, about 90% Bachelor of Education students gave their opinions about mentoring in the six pedagogical aspects. This part answers to research questions 2 of the study.

Regarding the first aspect i.e. attitudinal/behavioral development, at Government Elementary College Lahore, about half of the students reported that they learnt 'good behavior'. Almost the same majority also remarked that they still needed to develop their behaviour and attitude through interaction with their teachers and fellows. At Government Elementary College Faisalabad, about 40% responded that they were mentored by their teacher educators to a large extent and about the same proportion reported that they learnt about the behavioural development to some extent. They desired for more mentoring in the latest techniques of attitude and behavioural development.

Some of the respondents gave interesting remarks. For example, one of them

said that “she doesn’t know deeply”. Another remarked as ‘no need’. Other comments given by a single respondents were: *We learnt discipline, I have become punctual, they have gained confidence, I need mentoring about tolerance in behaviour, and I want to create the quality of tolerance in my behaviour.*

Two of the respondents stressed on the need of learning ethics and moral values, while one wrote beautifully “Our behaviour is always good. We are perfect so there is no need to develop behaviour”.

The second pedagogical aspect about which students were asked to give their opinions was ‘teaching learning strategies/skills’. Around half of the students reported that they learnt better skills of teaching and learning and needed more mentoring in this area. However, with the exception of a few, students at both Government Elementary College Lahore and Faisalabad, did not indicate particular teaching skills or strategies which they learnt. A few remarked that had learnt the proper use of white board and projector, while some others said that they learnt how to deliver a good lecture?

Eight students claimed that they learnt computer skills and multimedia to some extent and they needed to learn more. Five students stressed over the need for developing the skills of use of A.V. aids.” A female student reported as “she has learnt lecture and demonstration method. And she wants to learn ‘cooperative learning’, questioning”.

The third pedagogical aspect about which mentoring support asked from the Bachelor of Education students was ‘communication skills’. A little less than two-third majority (62%) opined that they had learnt the communication skills from their teachers, and almost the same majority was of the view that they still needed to improve their communication skills, especially in English. 6.7% reported that they learnt the technique of ‘questioning’; almost the same claimed that they improved their communication skills in Urdu, but they needed to improve or learn more to communicate well in English. A student remarked as ‘*now we can communicate with students easily.* Another student said ‘*now I can convey my ideas in good way*’. About two of the ten students pointed out the problem of ‘English as a medium of instruction and assessment.

The fourth and fifth inter-related pedagogical aspects were ‘lesson planning and presentation skills’. Around two-thirds of the Bachelor of Education students reported that they had learnt lesson planning and presentation to a large extent, but a few of them also asserted that they still feel problem in lesson presentation. Here again, a few indicated the problem of English as a medium of instruction. A

few however, stated that they have developed confidence in lesson planning and presentation in the classroom. A female student, for example, reported as “I learnt to develop objectives of lesson planning and I need learn lesson delivery to gain confidence’. Another female asserted as; I have learnt how to plan the lessons of different subjects, we need to plan lessons through computer. I have also learnt better delivery/presentation of lessons and we need to gain more confidence”.

A female remarked as “we can now prepare lesson plans with new ideas”. Another reported that she has learnt lesson planning and presentation to a small extent, as she reported “I learnt the lesson planning to some extent... but I am not satisfied with my presentation skills... and I want to do more practice in this field”.

The sixth pedagogical aspect was about “mentoring need in assessment skills”. About half of the Bachelor of Education students reported that they learnt assessment skills, and many of those and some others also pointed out they needed more to learn assessment skills. A few reported that they learnt to construct test items, especially multiple choice questions. A few of them also reported that they learnt the skill of making classroom observations and conducting interviews, as a female asserted “we learnt observations, interviews, projects and assignments’ assessment”. A female Bachelor of Education student reported as “this ability has been improved among us”. Some students showed their partial satisfaction, for example, as a student remarked as, “we did not learn assessment techniques so much”. A few, however, remarked that they did not learn this skill, as female responded straightforwardly “no”. If we talk about the overall picture of the six pedagogical aspects that how much the Bachelor of Education students learnt and they needed to learn? It becomes clear that about two-thirds of the Bachelor of Education students were mentored in the six pedagogical areas. They were mentored relatively better in teaching learning strategies and lesson planning in comparison to behavioural and attitudinal development, and lesson presentation. They needed structured mentoring in all these six pedagogical areas to become effective teachers.

Perceptions of Teachers’ Opinions about Mentoring: Response Rate and Results on Demographic Profile

At Government Elementary College Lahore, against the total of 34 administered questionnaires, 32 were received back. Three of the questionnaires were excluded during data reviewing and cleaning process, hence 29 responses were considered for analysis; the overall response rate remained 85.3%. In this training college, there was co-teaching staff in equal proportion. The response

rate among male and female was 90% and 76.5% respectively. Hence, it was better among male teachers than female by about 13.5%. In correspond to this, at Government Elementary College Faisalabad, there were a total of ten teacher educators; five of them were drawn for the pilot study so that they were excluded from the main study. The remaining five sampled teacher educators responded the questionnaire; the response rate remained 100%. Being an institution for men, gender-analysis was not required.

The demographic information in faculty's questionnaire included: gender; university qualifications; training/mentoring experience; teaching and administrative experience at primary/elementary level; teaching and administrative experience at secondary level; and research publications. Of the 34 male and female respondents, only two respondents (6%) held M.Phil qualification; no one held a PhD degree in any discipline. Twelve (35.3%) had earned two master degrees – a degree in Education and one in any other subject. The educational qualification of the other 20 respondents (58.8%) was master's degree in any subject with Bachelor of Education/B.S.Ed.

In regard to training experience, three held an experience between 1-3 years, three between 4-6 years, six between 7-9 years; ten between 10-15 years, five between 16-20 years, and two held an experience as teacher trainers of 21 years or more. Five of the teacher educators, however did not indicate their experience. Of those who mentioned about their experience, 60% had an experience of 10 years or more. There was no marked difference in the male and female respondents in regard to their training experience at the Government Elementary Colleges. In regard to their teaching, research and administrative experience, about three-quarters held some teaching experience, while others possessed some administrative and/or research experience.

Only three teacher educators of Government Elementary College Lahore and Faisalabad reported to had some teaching experience in any primary or elementary school prior to joining the Government Elementary College as teacher trainer. It can be inferred from here that the majority of the teachers either started their teaching career from Government Elementary College or some government secondary or higher secondary school.

Of the 34 teacher educators, nine (26.4%) reported to had published work in the form of research reports, books and/or articles. Of these nine, two did not report the amount of publications actually at their credit. The seven who indicated; one earned five publications in some magazines/journals, while the others

published either one/two reports or books. Overall, about three-quarters of the respondents had no research publication in any form.

Opinions of Teachers about Ten Indicators for Effective Mentoring

The Government Elementary Colleges' teachers were asked to rate the ten key indicators for effective mentoring at three-point scale: 'most important (3), important (1), and least important (1)'. The analysis in this part accepted or rejected the null hypotheses (Ho3, Ho4 and Ho5) at $\alpha = 0.05$. It also partially answered to the research question 1 of the study.

The results showed that more female than male teachers had rated the ten indicators as 'most important' or 'important'. Likewise, more teachers at Government Elementary College Lahore rated the ten indicators for effective mentoring as 'most important or important'. Table IV displays the gender and institution-wise comparison against the ten indicators for effective mentoring of Bachelor of Education students in terms of mean values. It indicates that there was a little difference in the opinions of male and female teachers; the latter relatively more rated as 'most important' to the various indicators for effective mentoring at Bachelor of Education level than the former. The average mean of all the ten indicators among the male and female teachers was 2.23 and 2.32, respectively. Male teachers more rated as most important or important to 'mentee-mentor good relationships', mentors' commitment to achieve targets' and conducive learning environment. The female respondents, on the other hand, had more positive opinions about 'mentee-mentor good relationships' and 'intensive training of mentors'. The least important indicator for both male and female gender was 'mentors' selection criteria', 'monetary support for mentors' and 'mentees eagerness to learn'.

Institution-wise, there was a marked difference in the opinions of the teachers at Government Elementary College Lahore and Faisalabad; the teachers at Government Elementary College Lahore more emphasized the ten indicators as 'most important or important'. It can be seen from the overall average mean values of respondents at each institution, Lahore (2.47) versus Faisalabad (1.20). At Government Elementary College Lahore, the highest mean was in favour of mentor-mentee good relationships, and then for indicators of 'intensive training of mentors and mentors', and 'commitment to achieve targets' while the lowest mean was for better criteria for mentors' selection and monetary support for mentors on excellent performance.

It is also revealed that female teachers had relatively more positive opinions

about the ten indicators for effective mentoring at Bachelor of Education level than male teachers. This is evident on the basis of high mean (by 1.9), and low SD and CV values for female respondents. T-test revealed no significant difference in the opinions of male and female teachers about all of these ten indicators. Hence the null hypothesis Ho3 was not rejected at $\alpha = 0.05$. Institution-wise, teachers in Government Elementary College Lahore had more positive opinions about the ten key indicators for effective mentoring than their counterparts in Faisalabad. This is evident on the basis of high mean (by 12.9), and low SD and CV values for respondents at Government Elementary College Lahore. T-test demonstrated significant difference in the opinions of the respondents of Government Elementary College Lahore and Faisalabad regarding the ten key indicators for effective mentoring; the teachers at the Government Elementary College Lahore more emphasized these indicators by rating as 'most important' than their counterparts at Government Elementary College Faisalabad. Therefore, the null hypothesis (Ho4) was rejected at $\alpha = 0.05$. Overall the most five prioritized indicators across both genders were: mentee-mentor good relationships, intensive training of mentors, mentors' commitment to achieve targets, supporting and encouraging attitude of mentor, and effective supervision, monitoring and evaluation. Previous research supports this finding (National Education Association, 1999; Feiman-Nemser, 2001; Ganser, 1995).

Ho5 of the study was 'there is no correlation between the opinions of the Bachelor of Education students and teachers at Government Elementary College Lahore and Faisalabad about key indicators of effective mentoring'. Pearson correlation was applied to investigate the extent of correlation. It was found that there was a moderate correlation (.552) in the opinions of the students and teachers. It means both teachers and Bachelor of Education students were of the view that the ten indicator for effective mentoring were important at Bachelor of Education level in the Government Elementary Colleges. But as the value of correlation (.552) was not high, so 2-tailed t-test revealed that the correlation was not significant at $\alpha = 0.05$, hence the null hypothesis (Ho5) was accepted.

Teachers' Opinions on Bachelor of Education Students' Mentoring in Six Pedagogical Areas

Part-III of the questionnaire was about rating Bachelor of Education students in regard to mentoring about six pedagogical aspects at three-point scale: most needed (3), needed (2) and least needed (1). The analysis given in this part accepted or rejected the null hypotheses - Ho6 and Ho7 of the study.

All the male and female teachers were of the opinions that the six pedagogical

aspects were either 'most needed' or 'needed'. The mean values showed that both male and female teachers agreed to the need for mentoring Bachelor of Education students in these six pedagogical areas: behavioural/attitudinal development, teaching-learning strategies/ skills, communication skills, lesson planning and preparation, lesson presentation or delivery and assessment techniques. In regard to these six pedagogical skills, female teachers perceived that they need more mentoring than male teachers. This is also evident on the basis of high mean, and low SD and CV values for female gender. T-test revealed no significant difference in the opinions of male and female respondents; the null hypothesis (Ho6) was not rejected at $\alpha = 0.05$ (Table VI).

Institution-wise, the teachers at Government Elementary College Lahore were of the opinions that the Bachelor of Education students needed mentoring in the six pedagogical aspects in comparison to their colleagues at Faisalabad. This is evident on the basis of high mean and low SD and CV values for Lahore respondents. T-test revealed highly significant difference in the opinions of the respondents at Government Elementary College Lahore and Faisalabad; the former were more of the opinions that their students needed mentoring in the six pedagogical areas than the latter. Therefore, Ho7 was rejected at $\alpha = 0.05$.

The item-wise teachers' opinions in regard to mentoring need of Bachelor of Education students at Government Elementary College Lahore and Faisalabad. It reveals that there was no marked difference in the opinions of male and female teachers; however the difference was prominent against the variable of institution. On the basis of high mean value for female respondents (2.67) for the item 'behavioural/attitudinal development', it can be inferred that their Bachelor of Education students have more need for mentoring in this pedagogical area in comparison to their male counterparts. The female teachers gave second priority to 'communication skills' (mean 2.50). They however perceived that their students needed the least mentoring in 'assessment techniques'. The greatest need in regard to mentoring Bachelor of Education students as reported by male gender was in 'attitudinal/behavioural development', and they perceived that their students needed the least mentoring in lesson presentation and assessment techniques. The other aspects i.e. communication skills, lesson planning and teaching learning strategies were ranked somewhere in the middle. Gender-wise, more female than male teachers emphasized on the need for mentoring their Bachelor of Education students in the six pedagogical areas. The overall mean value for the male and female teachers was 2.29 and 2.45, respectively.

A marked difference was found in the opinions of teachers at Government

Elementary College Lahore and Faisalabad. The mean values were more than twice in favour of respondents at Government Elementary College Lahore in comparison to the respondents at Faisalabad. To teachers at Government Elementary College Lahore, the highly needed areas for students' mentoring were: behavioural and attitudinal development, communication skills and lesson planning. The results were surprising in the sense that Faisalabad teachers perceived that their students needed the least mentoring in all the six pedagogical areas. The overall mean value of the six pedagogical areas at Government Elementary College Lahore and Faisalabad were 2.55 and 1.20 respectively.

Analyzing the above discussions on the extent of need for mentoring Bachelor of Education students in six pedagogical areas, it is asserted that there was a significant difference in the opinions of the respondents at Government Elementary College Lahore and Faisalabad; the former more realized the need for mentoring Bachelor of Education students than the latter. As a caution, it is essential to mention here, that the variations in results against the variables of gender and institution might be due marked difference in their sample size.

Conclusions and Recommendations

Around two-third of the Bachelor of Education students receive partial mentoring at the Government Elementary Colleges; it should be more structured or systematic. Bachelor of Education students are relatively more properly mentored in lesson planning, teaching learning and assessment skills than attitudinal or behavioural development, communication and lesson presentation skills. They need more mentoring, especially in these three deficient areas. More female than male are adequately mentored, though they more desire for mentoring in the six pedagogical areas. Likewise, students at Government Elementary College Faisalabad are relatively better mentored than of Lahore, though they still desire to seek guidance and help from their teachers/mentors.

Almost all the students and teachers recommended the ten quality indicators for the effective mentoring. Females, both students and teachers, have more positive opinions about these indicators than males. The relatively more emphasized indicators are: selection criteria for mentors, intensive training for mentors, mentee-mentor good relationships, and mentors' commitment to achieve targets. Instruction and assessment in English medium is a barrier in effective mentoring of students in college and on teaching practice. Therefore, either Urdu as a medium of instruction and assessment should be allowed at the University of Education Lahore and all its constituent and affiliated colleges. There is a moderate positive correlation in the opinions of Bachelor of Education students

and teachers in regard to the ten key indicators for effective mentoring. There is a need for a large scale research on these mentoring themes so that a tangible mentoring model for Bachelor of Education students could be developed at Bachelor of Education level which may be followed at other universities and higher education institutions offering Bachelor of Education programme in their own context in the country.

References

- Andrews, B., & Quinn, R.J. (2005). The Effects Of Mentoring On First-Year Teachers' Perceptions Of Support Received. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(3), 110-117.
- National Education Association. (1999). Creating A Teacher Mentoring Program. Retrieved August, 29, 2001.
- Boydell, D. (1986). Issues in Teaching Practice Supervision Research: A Review of The Literature. *Teaching and Teacher Education*, 2(2), 115-125. doi: [http://dx.doi.org/10.1016/0742-051X\(86\)90010-7](http://dx.doi.org/10.1016/0742-051X(86)90010-7)
- Collison, J. (1998). Mentoring: Realising The True Potential Of School-Based ITE. *Primary teacher education: High status*, 173-180.
- Cornu, R.L. (2005). Peer Mentoring: Engaging Pre-Service Teachers In Mentoring One Another. *Mentoring & Tutoring: Partnership in Learning*, 13(3), 355-366.
- Feiman-Nemser, S. (2001). Helping Novices Learn To Teach Lessons From An Exemplary Support Teacher. *Journal of teacher education*, 52(1), 17-30.
- Furlong, J., & Maynard, T. (1995). *Mentoring Student Teachers: The growth of professional knowledge*: Psychology Press.
- Ganser, T. (1995). What are the Concerns and Questions Of Mentors of Beginning Teachers? *NASSP Bulletin*, 79(575), 83-91.
- Gay, B. (1994). What Is Mentoring? *Education+ Training*, 36(5), 4-7.
- Haney, A. (1997). The Role Of Mentorship In The Workplace. *Workplace Education*, 211-228.
- Hatton-Yeo, A. (2007) *Intergenerational Practice: Active Participation Across the generations*. Stoke on Trent: Beth Johnson Foundation.
- Hudson, P. (2003). Mentoring First-Year Pre-Service Teachers of Primary Science. *Action In Teacher Education*, 25(3), 91-99.
- Kapanka, A.R. (1998). Journey To The Millennium: Mentoring In The Clinical Laboratory. *MLO: Medical Laboratory Observer*, 30(5), 44.
- Kochan, F.K., & Trimble, S.B. (2000). From mentoring to co-mentoring: Establishing collaborative relationships. *Theory into Practice*, 39(1), 20-28.
- Lindgren, U. (2005). Experiences of beginning teachers in a school-based

- mentoring program in Sweden. *Educational studies*, 31(3), 251-263.
- Mullen, C.A., & Lick, D.W. (1999). *New Directions In Mentoring: Creating A Culture Of Synergy*. NY: Psychology Press.
- Murray, S., Nuttall, J., & Mitchell, J. (2008). Research Into Initial Teacher Education In Australia: A Survey Of The Literature 1995–2004. *Teaching and Teacher Education*, 24(1), 225-239.
- Oliver, Ch., & Aggleton, P. (2002). Mentoring For Professional Development In Health Promotion: A Review Of Issues Raised By Recent Research. *Health Education*, 102(1), 30-38. doi: 10.1108/09654280210412385
- Parkinson, J., & Pritchard, J. (2005). The Induction Experiences Of Newly Qualified Secondary Teachers In England And Wales. *Journal of In-Service Education*, 31(1), 63-82.
- Pollard, A., & Collins, J. (2005). *Reflective teaching*. NY: A&C Black.
- Price, A., & Willett, J. (2006). Primary Teachers' Perceptions of The Impact of Initial Teacher Training Upon Primary Schools. *Journal of In-Service Education*, 32(1), 33-45.
- Thompson, L.L. (1982). *Faculty And Student Perceptions of Early Field Experiences*. Paper presented at the Annual Meeting of the American Educational Research Association, New York.
- Yates, J.W. (1982). Student Teaching: Results of A Recent Survey. *Educational Research*, 24(3), 212-215.
- Zeichner, K., & Liston, D. (1987). Teaching Student Teachers To Reflect. *Harvard educational review*, 57(1), 23-49.
- Zeichner, K.M., & Grant, C.A. (1981). Biography And Social Structure In The Socialization of Student Teachers: A Re-Examination of The Pupil Control Ideologies of Student Teachers. *British Journal of Teacher Education*, 7(3), 298-314.

To Investigate the Quality of Science Text Book (Biology) At Secondary Level: A Content Analysis

Alia Ayub*, Dr. Jawaid Ahmed Siddiqui**
and Dr. Memoona Saeed Lodhi***

Abstract

This research study was conducted to investigate the quality of science text books at secondary level. This study specifically emphasize to measure the quality of Biology text book at 9th & 10th grade in Quetta city in Baluchistan. Main objectives of this research study were to analyze the alignment between National curriculum for biology and biology text books. Baluchistan board and difficulties regarding content clarity, comprehensiveness & organization of subject matter, scientific reasoning skills and illustrations. Research questions were, what is the degree of alignment between Science text books and national objectives? What is the connection among course content, its language and illustrations to support content? How Biology text books assist to develop science process skills among science students? Mixed method approach was used for in-depth investigation of course content. Review of national document of science curriculum, survey questionnaire and focus group discussion conducted for this purpose. The results of this research study highlighted issues as this text book is very lengthy and written in long text style and show little connection among illustrations and subject matter. That's why students felt difficulty to identify and understand the main concepts. Moreover these text books show medium level alignment with national curriculum.

Key Words: *Quality, Science Text Book, Biology, Secondary Level, Content Analysis*

Introduction

Science is an intellectual activity carried on by humans that is designed to discover information about the natural world in which humans live and to discover the ways in which this information can be organized into meaningful

*Assistant Professor, Education Department, Sardar Bahadur Khan Women's University Quetta

**Associate Professor, Hamdard University, Karachi

***Assistant Professor, Hamdard University, Karachi

patterns (Gottlieb, 1997). This indicates that science understanding is helpful in opting future career, making decision about different life matters, developing skills in solving personal and social problems. So science is an essential element for good living.

Education system plays an important role in providing skilled and technical human resource for economic growth of the countries, because of the importance of science in providing excellent technical human resource, it was included as separate discipline in education system. After completing elementary education students are offered to choose discipline of 'Arts' or 'Science' as future career.

Science Education in Pakistan

Development of a country depends upon expertise of human resource in science & technology, and application of their skills in agriculture and industry. Pakistan realize the socio-economic development through science education since its independence. All educational policies and education conferences put emphasize on the integration of science in education system. First education conference 1947, Quaid-i-Azam said that in order to build the economy of education there is greater need of providing scientific and technical education to the nation.

Education Commission in 1959 recommended focus on science education, the educational policy, 1970 emphasis the value of science education, educational policy 1972 recommended integration of technical and science education, educational policy 1978 focused on improvement of science education and linkage between science and technical education. This policy also highlights that science education can be improved through revision of science curriculum. Educational policy 1992 again emphasize science education and suggested the demand oriented curriculum. Educational policy 1998-2010 put emphasize on extension of science and technical education, this policy also highlights the need of diversification of curriculum and making the development of curriculum a continuous process. This educational policy introduce the idea of multiple text books. Education Sector Reforms 2005-2010 focused on development of human resource, free text books, providing quality education and equal access to opportunities of learning, introducing new educational curricula.

All 'National Educational Policies' show the efforts and willingness to improve the science education, these policies also realizes the need of improvement of education system through improving educational curriculum and suggested for:

- Demand oriented curriculum
- Diversified curriculum
- Curriculum development as continuous process

Efforts were also made in Pakistan to improve the science education according to science education standards. Pakistan Science Foundation (PSF) and France signed a MoU of cooperation for the improvement of teaching and learning sciences at primary and secondary level through Inquiry-Based approach. Inquiry-based learning was initiated in Pakistan with the support of French Embassy in 2010. (<http://www.psf.gov.pk/lamap.php>).

Education sector Reform, 2003 focus on science reform, the reforms aim to improve the quality of education by providing video text books and training head teachers, managers, master trainers and teachers. (<http://www.slideshare.net/sqjafer/education-sector-reform-2003>)

Biology as a Science

Biology has occupied a central position in natural sciences as it deals with all living organisms and plays an important role for the protection and welfare of Humans e.g. care for the health by providing knowledge about harmful objects, ways to improve food resources and quality. As we know that healthy man are the symbols of success for a country. So there is greater need of good teaching - learning processes for 'Biology Teaching'.

Teachers felt difficulty in communicating the curriculum, because teachers are not provided specific training related to different subjects, moreover they are not included in curriculum reform. (Al-Burak, 2011).

In Pakistan, it is generally assumed that our classrooms are quite teacher oriented. Usually, teacher dominates the class time by providing information on the topic under discussion with least concern about the needs of the students. This tends to make classes more one sided and students tend to lose their interest in the class work. This leads to rote learning of the content which minimizes students' ability to consume learned knowledge in their professional and practical lives. Different curriculum reforms were introduced but classroom practices remain unchanged.

Secondary level of education is very important, it guides for opting future career. Text books are the only learning and informational resources at secondary level of education in Pakistan. Textbooks are important materials to achieve the goals of the curriculum. As Biology deals with living organisms in the world, a

lot of increase in biological information is appeared, so there is greater need of continuously adding up-to-date knowledge to the biology text book at each level of education. This research study was conducted to investigate the quality of Biology Text Books at 9th & 10th grades levels in Baluchistan.

Teachers are responsible to communicate this information to the science students. Literature indicates that one cause of failure of achieving the curriculum objectives is ignoring the teachers' opinions in the process of curriculum development. Teachers and students are the direct users of text books they can highlight the weak and strong areas of the text book in an effective way.

So this research study investigated the quality of science text books by exploring the ideas of biology teachers, science students and science education specialists.

Objectives

The following objectives were formulated to analyze the quality of biology text book.

- To investigate the degree of alignment with national objectives of biology text books (9th & 10th grades) in Baluchistan.
- To analyze the text and illustrations clarity, subject matter organization in Biology text books (9th & 10th grades) in Baluchistan.
- To what extent science reasoning and process skills included in the Biology textbook.
- To identify the best composition of Biology text book in achieving its national objectives.

Research Questions

The above stated objectives were investigated by responding to the following research questions:

1. What is the degree of alignment between Science text books and national objectives?
2. How subject matter is comprehensive and organized in different chapters?
3. How Biology text books assist to develop science reasoning, analytical and science process skills among science students?
4. What is the connection among illustrations and subject matter to support content?

5. What is the best composition of Biology text books in achieving its national objectives?
6. What steps should be taken to improve the quality of Biology text books?

Science text books were also revised many times, but still it failed to attract the students' interest towards science education, which is essential for socio-economic development of Pakistan. This study valued the opinions of direct implementer of curriculum (science teachers and science students). This study is very important from curriculum developing process to be part of any piloting of text books. So the result of this study will assist the policy makers and curriculum developer to remove the identified weaknesses to improve the quality of text books in a way that help the teachers and students to get better results of teaching-learning process.

The result of this study will also assist the publishers of text books for publishing excellent version of text books with quality pages, good writing compositions, good highlighting styles etc. the results of this study will assist all the stakeholders, policy makers, curriculum developers, teachers, students, parents in achieving the educational objectives to their peak.

Literature Review

Science is actually a process rather than body of knowledge. Simpson & George (1963) describes that science is curious about the material and natural phenomena, try to answer the questions by possible explanations and performing the experiment for validating the explanations. Many countries tried to spread scientific literacy and different science reforms always focused on development of science curriculum. (AAAS, 1990). Because of the importance of science, it is included as optional discipline at secondary level of education. Text books are the only informational resource at secondary level of education that guides the teaching-learning process.

Text Book

School books are the text books. It may be defined as:

- A book used as a standard work for the study of a particular subject.
- A book conforming or corresponding to an established standard or type.
- Johnsen (1993) considered a text book as a book that guides instructions and includes wide variety of materials. Text book is a printed volume which is developed to perform different functions to:

- Improve the efficiency of learning
- Assist the process of teaching in achieving the objectives
- Suggest different types of learning activities for enhancing the teaching–learning process (Gerard & Roegiers, 2003).

Science Text Book

Science books are known as mean of communicating the science information in the social context. (Green & Naidoo, 2008). Science text books should cover all the scientific issues of a country. (Gericke, Hagberg, Carvalho dos Santos, Joaquim, & El-Hani, 2014). Text books promote parental participation and independent learning (Bartholomew, et al., 2004) it transfer the official curriculum to practical curriculum (Valverde, Bianchi, Wolfe, Schmidt, & Houang, 2002). Text books should emphasize positive and negative aspects of scientific implications in society. (Sadler, & Zeidler, 2006).

Role of Text Books

Text books are helpful in providing, encouraging and fulfilling the learners' educational needs. So the textbook may be considered as chief reference and learning and resources for the students. (Shahmohammadi, 2013). Heyneman (2006) viewed that Text books may have constructive or destructive impacts:

- It may have proven as cognitive cement for literal society.
- It may be a source for financial corruption.

Quality Text Book

A good text book must consider the learner's needs (Crawford, 2001). It should promote the critical thinking based on new concepts, and which can replace the text-based knowledge (Wile, 2003) and Quality of Books increased if it encounter the learning experiences (Silverman, 2001).

Issues Regarding Quality of Text Books

Different researches show that text books can not play its role effectively. There are many issues and misconceptions about its actual role.

- Pedagogies are not considered as important part of text books (Confrey & Stohl, 2004).
- No statement of expert thinking are included in to save the student time in understanding the different concepts. (Kilpatrick, 2002).

- If text book does not relate the specific discipline with tradition, it may fail in attracting the interest of learners (Anzar, 2003).

Issues of Text Books in Pakistan

Pakistani text books show factual errors and even these are difficult to read. Text books publication are the responsibility of the provincial text book board in Pakistan. These text books exhibit grammatical mistakes, deviation from the Curriculum Bureau's specifications. And spend low cost/unit, which resulting in low production of low quality text books. (Human Development Foundation, 2004).

Ways to Improve the Quality of Text Books in Pakistan

Development of text books and curriculum should be simultaneously. This step will increase the relevancy between text book material and curriculum. And assist in achieving the learning objectives. Teachers should be provided training for better use of text books, provided with teacher guides and also include teaching pedagogies. (Human Development Foundation, 2004). Government should improve the distribution of text books and make sure that all institution.

Quality of a text book can be measured on the following paradigms.

Science Content, Clarity and Language

Clarity of a text is a skill, and clarity should also be a focus point in academic writing. A text should be called clear, if it matches the expectations of the reader. (DeVries, 2002). A paragraph structure should emphasize the explanation of any idea should avoid irrelevant parentheses and explanation should be short, logical and to the point. (Helen, 1994).

Text Language refers to the level of understanding. Text language should be so simple that the learners belong to different culture perceive the same meaning. (Gao & Ting-Toomey, 1998). Text language not only to try aid to learning and thinking but also it try to clear the learners' thinking. Clarity and simplicity of the text language helps the learner to polish and refine his/her own ideas. (NCTE Commission Report, 2001).

Organization of Subject Matter

Subject matter is a professional teaching plan for a secondary school teacher. It plays a central role in teaching-learning process, as it influences the actual instructional practices. (Stodolsky & Grossman, 1995). It also integrate the

curriculum, teaching and learning. (Stodolsky & Grossman, 1995). It is a conceptual frame work which relate the content to the teachers' work, instructional processes, teachers' social attitude and teaching goals (Grossman & Stodolsky, 1994).

Science Subject Matter

Subject matter of science text books show how the scientific and technological aspects be achieved (Leach, Millar, Ryder, & Séré, 2000; Rudolph, 2003). Science text books may include case studies, scientists' stories and Scientific and technological progress of the country as subject matter (Leite, 2002).

Well-Organized Subject Matter

A well-organized subject matter should be presented in the form of parts to facilitate the learning and increase the understanding level. It may be divide as: Chapters, Sections, Sub-sections Subject matter organization is based on Subject Domain and Information regarding the subject discipline

Comprehensiveness of Subject Matter

Dictionary defines Comprehensiveness of the text books' subject matter as "A detailed layout of the placement of text, photographs, illustrations, tables etc."

Comprehensive Science Curriculum

Science curriculum should include the content that engage the students in physical and mental processes, both hands and minds on activities (Trowbridge & Bybee, 1996). Science Curriculum must consider the culture and society of the student and teacher where it will be taught (Dagher and BouJaoude, 2011).

Comprehensive Biology Subject Matter

Biology links with human lives, so it should include the information about health, reproduction, issues regarding environmental balance, genetics in relation social importance etc., such issues will motivate the students in learning and making judgements according to their personal values. (Sadler, & Zeidler, 2003).

Biology should include, gene technology and its value on commercial scale e.g. in food production, medicines and pharmacy products (Bauer, & Gaskell, 2002) scientific global issues in relation to the national needs, (O'Mahony, & Schäfer, 2005). Curriculum should be derived from the students' culture, environment and society (Obeikan, 2010). In short biology as science should

consider cultural, social, technological, ethical, environmental and political contexts. (Pedretti, & Nazir, 2011).

Depth of Scientific Reasoning Skills

Scientific reasoning skill refers to the thinking skills which are involved in doing inquiry of some problem, performing experiments, evaluation of the collected evidences, inferring on the basis of results and argument about the problem, its causes and its solution. (August, 2005). Reasoning skill support the formation and refining of the concepts about the natural and social world. (Klahr, 2000). Science, more than collected knowledge, is a process which should be taken into account in science education. Therefore it is better for students to gain the skills of accessing and analyzing the knowledge besides learning the accumulated scientific facts (Bilgin, 2006).

Science Process Skills

The abilities which can transfer to the science students, so that they can reflect the scientists' behaviors and attitudes. (Michael,1990).

Connection among Illustrations, Language and Subject Matter

Illustrations comprises the cartoons, photographs, drawings etc. Diagrams, drawings, tables etc. are the visual statements of the words (Freedman, 1983) Illustrations have great appeal for all age levels of students. Illustrations make the learner a proficient reader (Nikolajeva & Scott, 2000). Text and illustrations collectively enhances the learning and help in in-depth understanding of the concepts. Illustrations assist the students' brain to grasp the complex ideas. (Buckingham, 2008).

Suggestions for Effective Illustrations

Illustrations must be connected to the content. (Blessing & Forister, 2013):

- Illustrations in a book must be avoided 3D or other special effects. It should be as simple as possible (Buckingham, 2008).
- Table in a text book should follow the best orientation to increase the understanding level. (Clark, 2012).
- Tables should avoid excessive lines and it should follow the heading and sub-heading style (Buckingham, 2008).

- **Examples of Illustrations**

Following fig represents the good example of illustration regarding color.

- Adequate readability due to high value contrast Fig 1



- Inadequate readability due to low value contrast



- Inadequate readability due to patterned background



http://www.veer.com/images/pdf/Illustrator_Guidelines.pdf

Methodology

Mixed methods approach was used to conduct this research study as:

- A survey was conducted through structured questionnaire, developed on 5 point Likert scale. Survey questions will be analyzed the content regarding text book, clarity of the text and language; organization of subject matter; comprehensiveness of the subject matter; depth of scientific reasoning skills and connection between illustrations and subject matter.
- Document analysis of the national curriculum for biology-2006 for grades ix and x was done to find out the degree of objectives' alignment with subject matter of biology text book (9th & 10th grades) in Baluchistan board.
- A focus group discussion was also be conducted to find out the suggestions for improving the text books as an effective tool in creating students interest towards science education.

Population of this study will be all the science teachers engaged in teaching of biology at 9th & 10th grades and science students at 9th and 10th grades at secondary public and private sector schools of Quetta city implementing the science curriculum of Baluchistan board. 16 girls and boys secondary schools (08 male and 08 female) were selected through simple random sampling technique. 20 students from each sample institution (Total = 320) were selected through simple random sampling technique, 30 biology teachers were selected through purposive sampling technique, 18 subject specialist, 02 subject expert were also

selected through purposive sampling technique Total sample for this research study was 370. Data analysis of collected data (qualitative & quantitative) was done. Quantitative data was entered into SPSS and after developing clean datasets, data was analyzed through descriptive and inferential statistics. ANOVA & T-Test were used to make inferences. Qualitative data was analyzed in the form of emergent themes.

Results and Discussion

Quantitative, qualitative and document analysis was done to analyzed the content regarding text book, clarity of the text and language; organization of subject matter; comprehensiveness of the subject matter; depth of scientific reasoning skills and connection between illustrations and subject matter.

Text Books, Clarity of Text and Language

Results of this research study showed that difficult terminologies are used but they are not well defined and well explained. Explanation of of different terminologies are provided in long text form. No heading and sub – heding style is adopted, even different terminologies and important facts are not highlighted through bold writing or in any other way. Little efforts are made to develop interest of the students by relating the scientific concepts with daily routine life experiences.

Organization of Subject Matter

Results showed that different chapters are not organized by considering the level of difficulty. Most of the difficult chapter are in 9th grade text book. As students enter in the world of science loose their interest and try to replace biology with computer. Poor organization of subject matter also makes it difficult to develop link among different consecutive concepts.

Comprehensiveness of Subject Matter

Results showed that level of difficulty is not taken into consideration in organizing different chapters, even some chapters are more difficult and lengthy. Equal weightage is not given to different concepts. Specifically chapter 2, level of organization, encounter all the difficult concepts as cell structure and detail of cell organelles, all internal structures of plants, all systems of frog. Chapter 10, food and nutrition describes food components just in form of their structures, photosynthesis (light and dark reactions), structure of teeth, digestive system, food component in human being as separate heading.

Depth of Scientific Reasoning Skills

Result showed that biology text book (9th & 10th grades) do not engage the

students in such activities which develop scientific reasoning skills. Science students are just passive learners. The main reason is that theoretical portion is very lengthy, and most of the time of the students spend on memorization of the difficult scientific concepts. Practical work is added to the text books but this practical work does not replace the value of activities instead it shows the replication of practical in journal, and it needs apparatus to do. Apparatus cannot be used in classroom settings. Result showed that teacher feel difficulty in engaging the students in these practical tasks because of limited time and physical resources. Their main focus is to cover the lengthy theoretical portion of the curriculum.

Connection between Illustrations and Subject Matter

Result of this research study showed that most of the illustrations given in biology text book (9th & 10th grades) are roughly printed and not are in the form of diagram. Most of the illustrations are in the form of unlabelled pictures. Majority of the teachers and students emphasized for improving the quality of illustrations in such a way that they clarify the concepts rather than create confusion with the theoretical knowledge of the concepts. Results also indicates that illustrations are poorly labelled. Which make it useless in clarifying the different scientific concepts.

Recommendations

Simplify the Content

Content of the biology text books (9th & 10th grades) is written in long text style which is very difficult for the students of this age level. So there is a greater need to make the presentation of subject matter in a simple, heading and sub-heading style. Content just focus on the main concept rather than supporting it by extra and irrelevant knowledge. This simplification process of the subject matter will not only reduce the weight of the text book but also increase the interest of the students towards biological education. Students may choose biology education as future career.

Organizing the Subject Matter by Considering the Level of Difficulty

A difficult concept should be followed by a an easy concept. Not more than 2 difficult concepts are added in a chapter. Each chapter length in the text book should be of equal sizes, because chapter length has an adverse effect on both student and teacher minds. If student and teacher panic in the start of the chapter, they may lose their interest in reading the knowledge in these chapters' body Moreover to reduce the weight of the text book, merge the same concepts

in one chapter e.g. concept of cell division in chapter reproduction, present just basic & brief description of cell organells. Explain different concepts with one or two examples.

Shuffling the Different Chapters between 9th & 10th Grades

Concepts included in 9th grade text books are more difficult as compared to 10th grade text book. So it is recommended to shuffle some of the difficult chapters from 9th grade to 10th grade text book and some easy chapter from 10th grade to 9th grade. For example section 3 'classification' to 10th grade text book. Chapters evaluation, environmental biology and transpiration to 9th grade text book. Moreover, section 3 'classification' should be reduced in a chapter. Moreover, Chapters of Life process should be reduced and focused on providing basic and interesting knowledge about them.

Scientific Reasoning Skills through Activities

Simple and interesting activities should be added to the text book to satisfy students' curiosity and develop scientific reasoning skills, objectives of science education can't be fully achieved. Moreover, activities should be designed in a way that it relate to the age level, educational background and culture of the students. The information of Bryophytes, trichaeophytes, chordates, vertebrates etc. should be transferred through field visits and to assess the students' knowledge just give them assignments in which they exhibit their learned knowledge. This will assist in providing these difficult information in an interesting way and also make students' learning long lasting. Similarly some other concepts may be chosen for field visits.

Well printed, well labelled and well content associated Illustrations

Illustrations are the main source to clarify the abstract concepts. Illustrations bring the differently perceived knowledge on the same track. So it is recommended to compose the illustrations in a manner which attract the student interest towards biology education. Moreover, follow the rules of composing the illustrations and take assistance of experts in this regard. Too much illustrations may confuse the concepts, so use the diagrams which are necessary and has direct link with the related concept. Use proper contrast to highlight the heading or sub headings.

Specify Teaching Pedagogies

Teaching pedagogies provide a way to communicate the knowledge. So there is a greater need to introduce the teaching pedagogies in the text book. Biology teachers have different general and professional qualification and even different

teaching experiences. Specification of teaching pedagogies in the text book will assist all the teachers in communicating the knowledge in the same manner and all the students are taught by different teachers at different schools will acquire the knowledge in the same way. Therefore it is recommended here to describe the teaching pedagogies in the textbook to unify and enhance the teaching –learnig process

Social Development through Text Book

Classrooms are the cradle for social development. And text books are the commanding source of the classrooms. So the different biological information in the text book should be linked with social aspects. This will make the text book more interesting and enable the students to control the problems in future life. For example, information about addictive drugs may be linked with its antisocial aspects; knowledge of gene can be linked with its role in ethics transfer; concept of water may be linked with the demerits of its wastage in daily routine life; knowledge of all biological concepts can be used to develop love for Allah. And love for Allah will make the students to obey Allah in every field of life. And students become socially mature, which is the important mean for social stability of the society.

Link with Assessment/Examination Papers

Today’s Examinations have become a common threat for the students. Students get fear of passing in examination. As the biology text book (9th & 10th grades) is written in long text style, it becomes difficult for students to identify the main concepts which may be assessed in examinations’ biology paper. So this text book should present the content in the manner that it covers and highlights all the concepts which are given in examination. As paper is divided in objective and subjective portions, this text book also presents the concepts in this manner. Text book connection with exam will be helpful in overcoming the examination phobia and cheating culture among the students.

Improve Printing Quality of the text book

A well printed book develops the students’ attitude towards reading. If book is well printed students try to read this book and reading habit may contribute in acquiring the knowledge. Therefore it is recommended to improve the printing quality of biology textbooks (9th & 10th grades), which in turn will improve the quality of teaching – learning process.

References

- Al-Burak, B. (2011). *The Curriculum and Education in Kuwait*. Second Education Forum for the Women's Cultural Society, Kuwait.
- American Association for the Advancement of Science (AAAS). (1990). *Science for all Americans*. New York: Oxford University.
- Anzar, U. (2003). *Islamic Education: A Brief History of Madrassas with Comments on Curricula and Pedagogical Practices*. World Bank Sponsored Workshop on Textbooks. Curricula Teacher Training and the Promotion of peace & Respect for Diversity, Washington DC.
- August. (2005). *The Development of Scientific Reasoning Skills: What Psychologists Contribute to an Understanding of Elementary Science Learning*. Final Draft of a Report to the National Research Council Committee on Science Learning Kindergarten through Eighth Grade.
- Bartholomew, H., Osborne, J., & Ratcliffe, M. (2004). Teaching Students', Ideas-About-Science, Five Dimensions of Effective Practice. *Sci. Educ.*, 88, 655–682.
- Bauer, M.W. & Gaskell, G. (2002). Researching the Public Sphere of Biotechnology. In *Biotechnology—The Making of a Global Controversy*, ed. Cambridge, UK: Cambridge University Press, p.3.
- Bilgin, I. (2006). The Effect of Hand-On Activities Incorporating a Cooperative Learning Approach on Eight Grade Students' Science Process Skills and Attitude Toward Science. *Journal of Baltic Science Education*, 1(9), 27-36.
- Blessing, J.D., & Forister, J.G. (2013). *Introduction to Research and Medical Literature for Health Professionals*, Jones and Bartlett Learning, Burlington, MA.
- Buckingham, S.D. (2008). Effective Scientific Illustrations. *Bench Philosophy*, (14), Preparing figures, Lab Times, 5, 52-53.
- Clark, J.M. (2012). Chapter 12 Effective Tables and Figures, retrieved at http://ion.uwinnipeg.ca/~clark/research/comm/C12_FIGU.pdf
- Confrey, J. & Stohl V., Editors (2004). *On Evaluating Curricular Effectiveness: Judging the Quality of K-12 Mathematics Evaluations*, National Academies Press, Washington.
- Crawford, K. & Jones M. (2001). National Identity, A Question of Choice? In:

Edgehill College of Higher Education Ormskirk, Lancashire, UK,
Occasional Paper no.2 pp 23-40.

- Dagher, Z. R., & Boujaoude, S. (2011). Science Education in Arab States: Bright Future or Status Quo? *Studies in Science Education*, 47(1), 73-10.
- Silverman, D. (2001). *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction* (second edition). London.
- DeVries, K. (2002). Writing "Clearly": Differing Perceptions of Clarity in Chinese and American Texts Proceedings of the International Symposium on Contrastive and Translation Studies Between Chinese and English, in Shanghai, PRC.
- Freedman, R. (1983). *Children of the Wildwest*. NY: Clarion Books.
- Gao, G., & Ting-Toomey, S. (1998). *Communicating Effectively With the Chinese*. Thousand Oaks, CA: Sage Publications.
- Gerard, F.M. & Roegiers, X. (2003). Des manuels scolaires pour apprendre – Concevoir, évaluer, utiliser, Paris, De Boeck, 10.
- Gericke N.M., Hagberg M., Carvalho dos Santos V., Joaquim, L.M. & El-Hani, C.N. (2014). Conceptual variation or incoherence? Textbook discourse on genes in six countries. *Sci. Educ.*, 23, p.408.
- Gottlieb, S. (1997). Religion & Science-The Best of Enemies, The Worst of Friends: A Presentation at the Harbinger symposium.
- Green, W. & Naidoo, D. (2008). Science textbooks in the context of political reform in South Africa: Implications for access in Science. SEI, 19, 429.
- Grossman, P. L., & Stodolsky, S. S. (1994). Considerations of content and the circumstances of secondary school teaching. In L. Darling-Hammond (Ed.), *Review of research in education* Vol. 20, pp. 179-221, Washington, DC: American Educational Research Association.
- Grossman, P.L. (1995). *The Social Organization of Schooling*, edited by Larry V. Hedges, Barbara Schneider.
- Helen, F. (1994). *Listening to the World: Cultural Issues in Academic Writing*. NCTE: Urbana, IL.
- Heyneman, S. P. (1990). *The Textbooks Industry in Developing countries*,

Finance & Development. Washington DC., World Bank pp. 27-30.

<http://www.psf.gov.pk/lamap.php>

<http://www.slideshare.net/sqjafery/education-sector-reform-2003>

http://www.veer.com/images/pdf/Illustrator_Guidelines.pdf

Human Development Foundation. (2004). 1350 Remington Road, Suite W, Schaumburg, Il. 60173.

Johnsen. (1993). *Textbooks in The Kaleidoscope: A Critical Survey of Literature & Research on Educational Texts*, Oslo Scandinavian University Press, Translated by Linda Sivesind.

Kilpatrick, J. (2002). What works? In S. L. Senk and D. R. Thompson (Eds.), *Standards oriented school mathematics curricula: What are they? What do students learn?*

Klahr, D. (2000). *Exploring science: The cognition and development of discovery processes*. Cambridge: MA: MIT Press.

Leach, J., Millar, R., Ryder, J., & Séré, M.G. (2000). *Epistemological understanding in science learning: The consistency of representations across contexts*. *Learn. Instruct.* 10, 497–527.

Leite, L. (2002). *History of Science in Science Education: Development and Validation of a Checklist for Analyzing the Historical Content of Science Textbooks*. *Sci. Educ.*, 11, 333–359.

Michael, J.P. (1990). *The Science Process Skills, Research matters - to the Science Teacher*, No: 9004, Georgia, Athens, GA.

Millar, R., & Osborne, J. F. (Eds.). (1998). *Beyond 2000: Science education for the future*. London: King's College London.

NCTE Commission Report. (2001). "Commission on Composition: 2001 Trends and Issues".

Nikolajeva, M., & Scott, C. (2000). *The dynamics of picturebook communication*, *Children's Literature in Education*, 31(4), 225-239.

O'Mahony, P. & Schäfer, M.S. (2005). *The book of life in the press: Comparing German and Irish media discourse on human genome research*. *SSS*, 35, 99–130.

- Obeikan. (2010). New science curriculum in Saudi Arabia. Retrieved May 20, 2012, from <http://www.obeikan.com.sa/english/en.html>.
- Pedretti, E. & Nazir, J. (2011). Currents in STSE education: Mapping on a complex field, 40 years on. *Sci. Educ.*, 95, 602.
- Rudolph, J.L. (2003). Portraying epistemology: School science in historical context. *Sci. Educ.* 87, 64–79.
- Sadler, T. & Zeidler, D. (2003). The morality of socioscientific issues: Construal and resolution of genetic engineering dilemmas. *Sci. Educ.*, 88, 4–27.
- Sadler, T.D., Amirshokoochi, A., Kazempour, M. & Allspaw, K.M. (2006). Socioscience and Ethics in Science Classrooms: Teacher Perspectives and Strategies. *JRST*, 43, 353–376.
- Shahmohammadi, N. (2013). Content Analysis of Elementary Science Text Books Based on the Achievement Motivation Construct, *Procedia - Social and Behavioral Sciences*. 84, 426–430.
- Stodolsky, S.S. & Grossman, P.L. (1995). The Impact of Subject Matter on Curricular Activity: An Analysis of Five Academic Subjects, *American Educational Research Journal* Summer, 32(2), 227-249.
- Trowbridge, L.W., & Bybee, R.W. (1996). *Teaching secondary school science: Strategies for developing scientific literacy*. New Jersey: Prentice Hall. Inc.
- Valverde, G.A., Bianchi, L.J., Wolfe, R.G. Schmidt, W.H. & Houang, R.T. (2002). *According the Book—Using TIMSS to Investigate the Translation of Policy into Practice through the World of Textbooks*; Kluwer: Dordecht, The Netherlands.
- Wile, J. (2003). *Developing Critical Thinking Skills in Eastern Europe*, Paper Presented at the World Bank Promotion of Peace and Respect for Diversity, p.3.

Frustration in Pakistani Youth due to Inadequate Job Placements

Rizwana Amin Fodderwala*

Abstract

The paper explores prevailing conditions of frustration amongst the youth of Pakistan due to poverty and unemployment. The data was analyzed using a qualitative approach. The objective of this study is to highlight the major challenges leading to unemployment and also to focus on how to eliminate frustration from the society as this frustration is further more leading to criminal activities. To eradicate frustration from society, one must need to figure out the drawbacks of inadequate job placements as well as how it leaves its impacts on society.

Keywords: *Frustration, Unemployment, Poverty, Criminal Activities*

Introduction

Pakistani youth fall into the most productive and energetic category in the contemporary Pakistani society. Moreover, the population of the world is changed because of the youth. They are actively involved in society with creativity and innovative contribution being filled with energy among the inhabitants of the world with their energetic strength the youth contributes in productivity with constructive and powerfully active participation. Unfortunately, a large number of them remain without job seeking position with reference to their qualification and experience. Therefore, the unemployment among the younger generation is increasing particularly in developing nation and also in advanced countries. Consequently the affective strength of the youth is not channelized properly which ultimately leads them to be a failure in seeking and capturing opportunities when occur.

It is interesting to know that a large contribution in the development and progress of Pakistan for making a better future could have been in the hands of the youth but the upper mentioned situation predicts that because of the absence of youth participation of the country is unable to provide adequate and better life for its people (Cohen, 2011).

UNDP has explained position of Pakistan in the following words: “The proportion of people under the age of 30 years is 68% of the total population of

**Head, Department of Humanities, Greenwich University, Karachi, Pakistan*

the country from which 37% youth is illiterate, 71% of youth doesn't receive career counseling at school, 28% finds curriculum irrelevant to the job market, 47% don't have sports facilities in their localities and 23% youth want to start their own business but not supported at all" (CIA World Fact Book, 2013).

In Pakistan the younger generation (youth) play central role in bringing socio-political and economic changes. It has been continuously reported by the media that the rate of crime has been increasing in particularly large cities such as Karachi and Lahore.

Socially speaking this is very alarming situation in the country, the media reports also indicate that mostly the youth are involved in such criminal activities taking place on the streets of the cities. On the other hand the growth of the population in Pakistan is increasing fast whereas the economic development is in the stage of stagnation with social decline.

According to the "Pakistan Employment Trends 2008: Youth" by the ILO, (CIA World Fact Book, 2013) the Youth in Pakistan also represents a group which faces severe challenges and disadvantages in the labor market. In recent years, unemployment, inactivity and difficult employment conditions have hit them hard. 5.6% (2012 est.) 5.6% (2011 est.) lack adequate earnings and productive work and carry a high risk of economic and social uncertainty. The situation emerging at the moment as created problem in seeking employment for the youth and therefore the unemployment rate is increasing fast affecting the socio political and economic orders of Pakistan society.

In a British Council report by newly founded commission, Ismail (2013) described that the youth in Pakistan are passing through a frustrating and dissatisfactory life because of the existing socio-political and economic conditions. The commission interviewed over 100 younger generations covering over age group of 20's all over the country and expressed in its report that a majority of the youth are suffering from frustration because of either unemployment or under employment. Because of the absence of basic needs to increase with a rapid change bringing a better standard of education and creating job markets for this younger generation which are only the instruments that can bring socio political and economic prosperity in Pakistan.

Statement of Problem

Looking at the present condition of the unemployment situation particularly for the youth in Pakistan it seems important to look into its cause. Unemployment itself is a serious threat in the human mind leading to frustration because it

challenges the question of survival for self and support too in growing youth's family on which Pakistani family culturally depends. To study such issue we come to the following hypothesis to examine the way out for eliminating frustration from the society particularly with reference to young population.

Hypothesis

Presence of unemployment may lead to frustration in youth.

Research Objectives

- To eliminate unemployment from the society
- To make the youth learn identifying the unemployment problems
- To look into the eliminating of methods of frustration

Significance of the Study

Such study will be useful not only for the youth but also the general masses. The study may leave an impact for further research on the subject. The study may become a beginning point in presenting larger scale research for Social Science academia.

Literature Review

Soomro (2011) believed that youth are very important part of the global population. He believes that they are 'most active, diligent, creative, contributive, innovative and energetic people.' However he finds that they are mostly unemployed though they possess expertise for suitable positions such unemployment issues are not only in the developing nations because a large number of cases are found in advance countries also. Pakistan is one of the top countries of the world where challenges and disadvantages ratio are much higher in case of youth and employment which has been largely affecting 'productive work', 'economic risk' and 'social uncertainty'. Because of high effect of unemployment the youth in Pakistan are suffering from negativity in life which creates victimization and adverse issues such as using of drugs, alcohol and smoking even to the extent of committing suicide. Soomro has made a particular study on Sindh and has developed a research with reference to the impact of frustration on society, economy and social uncertainty.

Ismail (2009) found a high level of dissatisfaction and frustration amongst Pakistani youth. His research is based on Quantitative methods using interview of over one thousand youth of the country. He finds that most of the youth are suffering from unemployment mainly because of non-availability of public services and quality education. He puts emphasis on education development which according to him could be the most possible source of seeking

unemployment in youth. His research is data based. He has analyzed his hypothesis from percent to percent. He believes that the frustration in youth is in the higher state. To him this young population can benefit the country if given proper opportunity of quality education. Moreover he also finds that the government is responsible for not creating jobs for the younger generation which has to be done within a decade to prevent massive unemployment.

Arain (2013) noted that in many developing countries the frustration among youth is growing because of less opportunities and information regarding the availability of potential employment. Consequently the youth are suffering from ill health and social, physical and mental disruption. He believes that ultimate responsibility of such requirements lie on the next generation. Being in the center portion of bringing socio economic and political changes in Pakistan the youth are counted as the most significant part of the population mainly because they are considered to be the most productive and energetic. Since the population ratio youth has the largest number they are most important aspect of playing constructive role in the development of Pakistan. Arain believed that although the youth are suffering with a combination of problem such as unemployment, poverty, drugs, guns and social taboos. They have been found always in the fore- front of the movement to bring political change in the society. It means their participation is very significant and if their frustration is being taken away there is a larger possibility that Pakistan will lead to change and progress with takeoff speed.

Nazeer (2011) described that question of unemployment among the youth is a paramount issue in Pakistani society. To him this is a continued problem for the whole country when the youth are suffering from an employment which has created frustration among them and has led to many other problems. The unemployment is increasing in the country rapidly which to him has many causes. The major fault in his mind is with the bad policies of the government because the government policy doesn't practically come out with a plan which could give place to younger generation after completion of their education which ultimately brings frustration amongst them due to unavailability of jobs. He further believed that there is a large degree of ignorance among the government officials related to the increasing issue of unemployment. According to Nazeer that unemployment issue needs a regular planning but government officials are more interested in their personal benefits with their vested interests using their powerful authority. This implies that they are more interested in their personal matters ignoring the intent of the general masses. Another important issue Nazeer finds is the presence of his level of competition among the officials themselves who use bribes for personal benefits at the time of selecting their own favorite candidate ignoring

the merits. Such situation even leads to committing of suicide by the youth due to the high level of frustration or they shift their energy and affectively towards robbery, crime and other life threatening activities for the masses coming out on the street for such purposes. In a nut shell Nazeer's belief that the bleak social situation is because of the presence of injustice and corrupt attitude and behavior of the government officials and employees.

Research Method

This research is mainly based on Qualitative method. For this purpose a descriptive, exploratory, explanatory and correlative methods are used. The descriptive study helps in going into the socio cultural and historical perspective of Pakistani youth. The exploratory and explanatory methods help in finding the causes of frustration related to unemployment and analyzing its impact upon society. The correlation method helps in finding out new relation between two variables of unemployment and frustration amongst the youth.

Analysis / Discussion

Pakistan's population largely consists of Youth (Arian, 2013). The census of 1998 counted 56 million children under the age of 15. There were another 13 million adolescents between the ages of 15 and 19, and 11 million youth aged between 20 to 24 years. In other words, in 1998, children, the very young and the youth accounted for 62 million of the total population (Census Report of Pakistan, 1998). Among the 15 largest countries in the world in terms of population size Pakistan has by far the youngest people. It is unfortunate that a large number of our population that is the youth being plunged into low level education, without career counseling, and suffer from poverty and unemployment. It's discomfoting to perceive that so many young, energetic people are not participating in decision making in our socio political and economic process. This has led to the youth's involvement in hideous and heinous crimes such as political violence, abduction, domestic burglaries, street crimes, illegal trade, extortion, ethical and religious violence and human trafficking. These unfortunate activities are not limited here, in fact the list goes on and on. On top of it there is a concrete negligence on mass level awareness regarding this existing situation (Farooq, 2011).

According to Mason (2012) Pakistan unfortunately is ranked as the country with highest crime rates in the world. He believes that the reason behind this crime rate is indeed an anguished debate. But one can easily predict that this skyrocketing crime rate can be due to multiple reasons and when narrowing it down, the major challenges may be economic downfall, rising poverty, inflation, double standards of the society, social inequality, nepotism, lack of guidance and restless law and

order situation. It won't be wrong to predict that people residing in Pakistan are not safe. Agitation and frustration are seriously prevailing in the country among the youth and if it is not taken seriously, the situation may lead to disastrous results.

This unfortunate prevailing condition in Pakistan is directly affecting the socio-political and economic development of the country. Criminal activities that have emerged, may lead to a height of alarming social chaos due to this frustrating situation. Pakistan is facing a large number of people being laid off by different industries and organizations due to the closure of factories and industries for a significant economic stagnation. There seems to be a correlation between unemployment and frustration that leads to criminal activities in the society. Correlation creates a situation where "unemployment may lead to crime or crime may cause unemployment". People look for a secured life and so they are deeply concerned to seek a safe and a protected life in their socio-political environment. But unfortunately Pakistan is suffering from a continued criminal situation. Such situation of criminal environment in Pakistan needs to be investigated by finding out its causes so that we can look for its remedies.

Rationally speaking, youth of Pakistan are of the prime importance for the country's development and progress being the future asset of the nation. We have seen above that our youth is full of energy, innovation, creativity, high hopes and more promising. They possess real potential to attain their targets and goals.

Today, Pakistani youth of either gender, is brimming with their performance to pursue in achieving their professional goals but unfortunately they have been failing in seeking job placements. When it comes to unemployment, nepotism becomes a stark reality glaring at them though possessing suitable academic qualifications. Pakistani society in general is blended with favoritism and discrimination, for example even the job givers prefer today requires graduates of particular, affluent academic institutions that become a reason of frustration amongst middle class families. Influential references are required for employment in private and public organizations. Generally speaking, a large number of youth during their educational life are dependent on their families and the moment they graduate, they dream with a great hope to seek a reasonable job for themselves. However, the dilemma remains the same. Suitable jobs for them are not available without influential references or approach. They are bypassed by the affluent youth with influential references crossing the meritorious values leaving behind the deserving candidates.

The above analysis shows that the situation is becoming aggravated day by day and frustration and poverty are expanding in society among the youth hitting them with a great magnitude. Consequently, the youth is looking for adopting short cuts

to reach their goal- achievements. Short cuts in one's life may be a perilous act as it may lead to the unfair means of getting the goal achievement. This unfair means takes an individual to criminal activities to eliminate poverty and have enough monetary benefits to support his and his family's lives. Hence, talents are being wasted with such approaches taken into account by the affluent groups of the society bringing frustration for the large number of youth of the country. Its remedy may be found through bringing change in our social value system.

Unemployment leads to poverty and poverty may lead to crimes. Crime is generally committed by a person because of mental stress. However, greed of wealth may also be a greater cause of criminal activities. The stigma to accumulate more wealth may tend to exploit the legal system in a way that people commit it through political parties, law enforcement agencies or administrative power holders. However, considering poverty as one of the major factors may not be avoided. When poverty prevails in a system due to unemployment then it leads to criminal activities which become inevitable. An English proverb states "a hungry man is an angry man" and it is evident in our society today, hunger and poverty creates a low level of tolerance. Needless to say, anxiety, frustration, poverty and hunger are the bare facts of unemployment.

Conclusion

Pakistan is a diversified society and so is its youth. Our youth are divided along ideological, educational, geographical and occupational lines but they do share some common traits. Those common traits are enthusiasm to raise, to shine and to bring a change in the society. Uplift in educational system and economy of the country may bring this change. Change and progress go hand in hand. If unemployment will remain a central problem then boosting up the economy will surely be a major obstacle as not only resources will be wasted but also there will be no income. This economic distress will spill over youth's sentiments and their family life.

For the survival of a country, unemployment may be an alarming tone. The point can be proved with the fact that often in Pakistan we hear a family's head murdering his entire family because of economic pressures or the increased ration in mental and physical illness. Divorce rates go high due to unemployment, reason being unable to solve the financial problems.

The problem of unemployment is getting acute day by day. We may consider the gigantic rise population as one of its factor. However, unless proper steps are not taken for the youth to wriggle out of this problem, our society will keep on witnessing this dreadful increase in crime due to anxiety and frustration.

References

- Arian, G. M. (2013). *Challenges Pakistan Youth Face*. Retrieved from <http://www.theglobaljournal.net/article/view/1133/>
- Bukhari. (2014). *Escalating crime rate in Pakistan*. Retrieved from <http://www.maati.tv/2014/01/21/escalating-crime-rate-pakistan/>
- Cohen, S. (2011). *The Future of Pakistan*. Washington DC: Brooklyn Institution.
- Farooq, H. (2011). *Pakistan, USA*: Abc-Clio.
- Pakistan Today. (2014). *The Shame Of Being Poor In Pakistan*. Retrieved from <http://www.pakistantoday.com.pk/2014/04/21/foreign/the-shame-of-being-poor-in-pakistan/>
- Ismail, A. (2009). *Report Documents Widespread Frustration, Alienation of Pakistan's Youth*. Retrieved from www.wsws.org/en/articles/2009/12/paki-d09.html
- Ismail, A. (2009). *Report Documents Widespread Frustration, Alienation of Pakistan's Youth*. Retrieved from www.wsws.org/en/articles/2009/12/paki-d09.html
- Khan, F. M. (1972). *Pakistani Youth at the Crossroad*. Karachi: OUP.
- Sarhandi, N. (2010). *Increasing crime rate in Pakistan*. Retrieved from <http://nayyab.wordpress.com/2010/01/28/increasing-crime-rate-in-pakistan/>
- Shahzad, F. (2011). *Unemployment & Crime: The Link Within*. Retrieved from <http://www.pakistantoday.com.pk/2011/07/06/business/unemployment-crime-the-link-within/>
- Zaki, A. R. (2013). *Karachi Unemployment in Pakistan*. Retrieved from <http://www.hamariweb.com/articles/userarticles.aspx?id=4189>
- Zaki, A. R. (n.d.). *Unemployment in Pakistan*. Retrieved from <http://www.hamariweb.com/articles/article.aspx?id=4817>

Impact of Mentoring on Teachers' Professional Development: Mentees' Perceptions

Shah Syed Manzar-Abbass*, Nazir Ahmed Malik,
Muhammad Ajmal Khurshid*** and Sajad Ahmad******

Abstract

The study investigated mentees' (primary school teachers) perceptions about impact of mentoring on their professional development. The study further explored differences between male and female mentees' perceptions about impact of mentoring on their professional development. Overall 313 mentees (Male = 139, Female = 174) participated in the survey. The survey was based on mentoring indicators given in the Mentoring Visit Form (MVF) used by the District Teacher Educators for the assessment of mentees. Mentees perceived that mentoring was sufficiently effective in developing their skills of writing diary, assigning homework, planning and presenting lessons, and interacting with students but ineffective in improving skills of using audio-visual aids, applying strategies of activity-based teaching, assessment strategies, and classroom management. Special workshops were recommended to enhance the mentees' skills in the identified areas. Investigation about whether mentors neglect these areas while mentoring or they are themselves weak in above mentioned areas was also recommended.

Keywords: *Mentees, Mentors, Mentoring, Mentoring Visit Form (MVF), Primary School Teacher (PST), Professional Development*

Introduction

Teacher is called the change agent, who plays a fundamental role in nation building. Students' learning and achievements can be enhanced through quality teaching and a very strong challenge for Pakistan is to improve its teaching force. So, it is the dire need of the time that teachers' extension, preparation, and their professional development should be given importance (UNESCO-IIEP,

*Assistant Professor, Lahore Leads University, Lahore

**Assistant Professor, The University of Lahore, Chanab Campus, Gujranwala

***Assistant Professor, University of Engineering and Technology, Lahore

****M.Phil. Scholar, Lahore Leads University, Lahore

2004, p.5). Now-a-days, teachers' professional development is regarded as an essential part of teacher education (Doyle, 1990). It is also known as an important source to enhance teachers' professional competencies (Borko & Putnam, 1995). Ultimate function of teachers' professional development is to enhance students' outcomes (Darling, 1997; Guskey, 2000). Therefore, teachers should be aware of their continuous professional development for keeping their knowledge up to date about the changes emerging in the education system (Aminudin, 2012).

Many stakeholders can play their crucial role to improve teachers' effectiveness, but perhaps the head teacher and their colleagues can best guide for the teachers. Literature refers to this help and guidance to colleagues as 'mentoring' (Hdiggui, 2006). All over the world learning to teach is generally a well-known process that involves preparation of teachers, orientation and mentoring of teachers, on the job learning and continuous professional learning (Darling-Hammond, & Sykes, 1999; Day, 1999; Feiman-Nemser, 2001; Committee for the Review of Teaching and Teacher Education, 2003). Teachers have to face a lot of challenges during their services. Emerging challenges and competitiveness need necessary amendments in the curriculum. To meet these challenges teachers need support and guidance from the government.

Government of Punjab (Pakistan) took an initiative of the Punjab Education Sector Reform Program (PESRP) in 2003 (Mahmood & Azhar, 2013). Quality education was focused by the government with seven key indicators a) Early Childhood Education b) The Child Friendly Schools c) Curriculum Reforms d) English Medium School Initiative e) Continuous Assessment of Students' Learning f) Continuous Professional Development (CPD) Framework g) School Reform Roadmap (DSD, 2014). Continuous Professional development of teachers is one of the key initiatives of quality education taken by government of the Punjab.

The DSD has taken many steps to improve teachers' quality, among them a very important initiative was selection of new cadre of District Teacher Educator (DTE) from already working force of teachers. Their duty is to provide friendly help, guidance, counseling with feedback which is called mentoring. Mentoring became an effective device for the professional development of teachers (Akhlaq, Iqbal, Jumani, & Chishti, 2015). It was focused in the plan that target of quality education can be achieved by enhancing the professional competencies of teachers (DSD, 2007). DSD developed a design of continuous professional development (CPD) for primary school teachers. The design was comprised of

some important elements that were included first time in teachers' professional development i.e. In-service training of teachers with follow-ups, support for teacher in the class, mentoring, accountability, incentives, and teacher lifelong development (Akhlaq, Iqbal, Jumani, & Chishti, 2015).

According to Allen and Day (2002), mentoring is more effective when it is linked to real needs identified through research under the umbrella of professional development programs (Akhlaq, Iqbal, Jumani, & Chishti, 2015). So, to achieve the targets, DSD decided to arrange the CPD activities at district level. For this purpose every district has been divided into subunits called Cluster Training & Support Centre (CTSC) (DSD, 2007). The concept of clustering seeks to bring together a group of 25-30 primary schools located within a radius of 15 kilometers catchments radius has been followed to ensure the mobility of trainers. CTSCs were established within the premises of already existing Higher Secondary Schools or Secondary schools in all the districts of Punjab. If an area is lacking the requisite number of Secondary or Higher Secondary schools, CTSCs can be located in Middle Schools or other suitable premises. All CTSCs are supervised by the Headmasters of the host schools, who are designated as CTSC Head, supported by one or more DTEs responsible for CTSC related activities. This approach aims to build a professional development support system for PSTs designed around their actual needs and experiences. Objective of this approach was to develop a support system for primary school teachers according to their needs.

Objectives of the Study

Objectives of the study were to:

1. Investigate mentees' perceptions about the impact of mentoring on their professional development.
2. Explore the gender-wise differences in mentees' perceptions about impact of mentoring on their professional development.

Null Hypothesis

The following Null Hypothesis was formulated for the study:

There is no significant difference between the perceptions of male and female mentees about the impact of mentoring on their professional development.

The mean scores of male mentees are not equal to the mean scores of female mentees on about the impact of mentoring on their professional development.

Methodology

Participants and Procedure of the Study

All the PSTs working in government primary schools or primary section of elementary and secondary schools in fifty four CTSCs of district Mianwali were the population of the study. All the PSTs have been termed as mentees in this study. For the selection of mentees, the population was divided into three strata based on subdivisions of the district; Tehsil Isakhel, Tehsil Mianwali, and Tehsil Piplan. At the second stage, thirty teachers from each cluster were selected randomly by using equal allocation random sampling technique. Fifty percent male and fifty percent female teachers were included in the sample. The detail of sampled clusters and mentees has been given in Table 1.

Table 1
Frequency distribution of Sampled Clusters and Mentees

Name of Tehsil	Total Clusters	Sampled Clusters	Sampled Mentees @ 30/ Cluster
Isakhel	13	3	90
Mianwali	26	5	150
Piplan	15	3	90
Total	54	11	330

Instrumentation

Five point Likert Scale was used as a research instrument, which was named Mentees Perception Scale (MPS). A questionnaire is a written document containing statements or questions that are used to obtain subjects' perceptions, attitudes, beliefs, value perspectives and other traits (McMillan, 2012, p. 154). The most extensively used type of questionnaire is Likert Scale (p. 154).

The questionnaire was divided into two sections: section A, and section B. Section A comprised of demographic information about the respondents such as gender, age, qualification, experience, etc. Section B consisted of the statements demanding responses over five point Likert Scale. In this section the statements were included regarding nine indicators of MVF provided to mentors for PSTs' evaluation and mentoring by DSD. In this form indicators are categorized in three parts (pre-instructions, during-instructions, and post-instructions). Teacher dairy and assigning & checking of written work are indicators of pre-instruction; Use of academic calendar, activity based learning and teaching, Use of audio-visual aids, and students' assessment are indicators of during-instruction; and post-instructions indicators consisted of lesson planning and presentation, student interaction, and classroom management.

Validity and Reliability

Instrument was validated through three experts' opinion and piloting the instrument in the field. Instrument was piloted on twenty mentees. Internal consistency was determined by calculating Cronbach's Alpha using SPSS 21. The value of Cronbach's Alpha was 0.95 for the MPS which was greater than the benchmark of 0.75 (Field, 2009). After the results of experts' opinion, pilot study, and finding out internal consistency, instrument was finalized to conduct the study.

Data Analysis

Indicator-wise Data Analysis of Mentees' Perceptions

Mentees' perceptions were analyzed by using frequencies, percentage, mean score, and standard deviation. Results are discussed according to pre, during, and post-instruction indicators.

Pre-Instruction Indicators

Pre-instruction indicators consist of two variables, teacher diary and assigning and checking of homework. Results of mentees' perceptions have been shown in Table 2.

Table 2
Mentees' perceptions about Pre-Instruction Indicators

Variables	SA	A	U	DA	SD	M	SD
Maintaining teacher diary regularly	100	94	2	105	12	3.53	1.34
Assigning and checking homework daily	96	99	1	87	30	3.46	1.41
Following parameters of homework assignment	93	99	4	87	30	3.44	1.41

The table reflects that the 32% (100) of mentees were strongly agreed while 30% (94) of mentees agreed that they maintain teachers' diary regularly due to their mentoring with mean score of 3.53 and standard deviation of 1.34. Further table shows that 33% mentees were disagreed with the statement.

Table further reveals that 31% mentees ($M = 3.46$, $SD = 1.41$) were strongly agreed and 32% were agreed that they assign and check homework on daily basis and 62% mentees were agreed that they follow parameters of assigning and checking of homework due to mentoring with the mean score of 3.44 and standard deviation of 1.41.

During-Instruction Indicators

During-instruction indicators consist of four variables, SLO, activity based teaching and learning, audio visual aids, and students' assessment.

Table 3
Mentees' perceptions about During-Instruction Indicators

Variables	SA	A	U	DA	SD	<i>M</i>	<i>SD</i>
Use of academic calendar in improved way	98	105	6	63	41	3.50	1.44
Planning lesson according to schedule	91	89	13	90	30	3.39	1.41
Use of instructional strategies	76	100	0	97	40	3.24	1.44
Applying techniques of activity-based teaching	126	45	2	78	62	3.30	1.65
Activity-based teaching a useful technique	120	57	63	44	29	3.62	1.36
Mentors help during activity-based teaching	15	50	10	127	111	2.14	1.20
Teachers' ability to prepare A.V aids	57	50	4	122	80	2.62	1.47
Teachers want to learn prepare A.V aids	105	48	5	101	54	3.16	1.58
Engaging students in A.V aids development	15	50	4	131	113	2.12	1.20
Teachers' willingness about assessment techniques	15	54	3	130	111	2.14	1.21
Administering surprise test in class	122	96	8	48	39	3.68	1.43

Table shows that 31% mentees ($M = 3.50$, $SD = 1.44$) were strongly agreed while 33% were agreed that they have started to use academic calendar in an improved way. Data reveals that 13% and 21% of mentees were strongly disagreed and disagreed respectively with the statement, 29% mentees ($M = 3.39$, $SD = 1.41$) were strongly agreed and 28% were agreed that they plan lesson according to mentioned schedule. Further data reflects that 29% mentees were disagreed with the statement, and 24% mentees were strongly agreed and 32% of mentees were agreed that they use instruction strategies mentioned in academic calendar due to mentoring while 31% of mentees were disagreed with the statement with mean score of 3.24 and standard deviation of 1.44.

Table illustrates that 53% mentees ($M = 3.30$, $SD = 1.65$) were agreed that they apply techniques of activity based learning and teaching, 56% mentees ($M = 3.62$, $SD = 1.36$) were agreed that they have found activity based method more useful due to mentoring, and 76% mentees were disagreed that their mentors help them to overcome difficulties during activity based teaching and learning with the mean score of 2.14 and standard deviation of 1.20. Table reflects that 65% mentees ($M = 2.62$, $SD = 1.47$) were disagreed that they are able to prepare low/no cost audio visual aids due to mentoring, 49% mentees ($M = 3.16$, $SD = 1.58$) agreed that they started to learn developing low/no cost audio visual aids due to mentoring, and 78% mentees were disagreed that they engage students in developing low/no cost audio visual aids due to mentoring with mean score of 2.12 and standard deviation of 1.20.

Table reveals that 77% mentees ($M = 2.14$, $SD = 1.21$) were disagreed that they are motivated to learn assessment techniques due to mentoring, and 70%

mentees were agreed that they surprise tests and quiz in the class due to mentoring with mean score of 3.68 and standard deviation of 1.43.

Post-Instruction Indicators

Post-instruction indicators consist of three variables, adherence to lesson plan, student interaction, and classroom management.

Table 4
Mentees' perceptions about Post-Instruction Indicators

Indicators	SA	A	U	DA	SD	M	SD
Presentation of lesson according to plan	189	45	2	61	16	4.05	1.36
Example of students' interaction by mentor	15	50	6	129	113	2.12	1.20
Motivation about methods of student interaction	15	53	3	131	111	2.14	1.21
Encouraging students while asking questions	186	54	8	48	17	4.10	1.31
Use of daily life experiences during interaction	136	93	9	58	17	3.87	1.30
Students' attention in classroom	165	79	7	47	15	4.06	1.26
Use of better classroom management techniques	34	92	0	97	90	2.63	1.43
Maintaining classroom norms	21	82	0	129	81	2.47	1.30

Table reflects that 60% mentees were strongly agreed that they present lesson according to lesson plan due to mentoring with mean score of 4.05 and standard deviation of 1.36. Table also reveals that 77% mentees ($M = 2.12, SD = 1.20$) were disagreed that mentors give practical examples of students interaction while mentoring teachers, 77% mentees ($M = 2.14, SD = 1.21$) were disagreed that they are motivated to adopt best methods of student interaction due to mentoring, 76% mentees ($M = 4.10, SD = 1.31$) were agreed that they encourage students while asking questions due to mentoring, and 73% mentees were agreed that they use daily life experiences during student interaction due to mentoring with the mean score of 3.87 and standard deviation of 1.30.

More over the table reflects that 78% mentees ($M = 4.06, SD = 1.26$) were agreed that they make it possible that every student is working and attentive due to mentoring, 60% mentees ($M = 2.63, SD = 1.43$) were disagreed that they sue better classroom management techniques due to mentoring, and 67% mentees disagreed that they start to maintain the classroom norms with the mean score of 2.47 and standard deviation of 1.30.

Gender -wise Data Analysis of Mentees' Perceptions

Independent sample t-test was used to compare the mean of male and female mentees' perceptions. In the study there were 45% (139) male and 55% (174) female mentees. Data were analyzed according to pre, during, and post-instruction indicators.

Pre-instruction indicators

Pre-instruction indicators consist of two variables, teacher diary and assigning and checking of homework.

Table 5
Pre-instruction Indicators

Variables	Gender	N	M	SD	df	t	p																				
Maintaining teacher dairy regularly	Male	139	3.21	1.31	311	3.74	0.00																				
	Female	174	3.77	1.30				Assigning and Checking homework daily	Male	139	3.43	1.37	311	0.31	0.75	Female	174	3.48	1.44	Following parameters of assignment	Male	139	3.40	1.36	311	0.42	0.67
Assigning and Checking homework daily	Male	139	3.43	1.37	311	0.31	0.75																				
	Female	174	3.48	1.44				Following parameters of assignment	Male	139	3.40	1.36	311	0.42	0.67	Female	174	3.47	1.44								
Following parameters of assignment	Male	139	3.40	1.36	311	0.42	0.67																				
	Female	174	3.47	1.44																							

The data illustrates that both the female ($M = 3.77$; $SD = 1.30$) and male ($M = 3.21$; $SD = 1.31$) mentees agreed that due to mentoring teachers maintain teacher dairy regularly, but the level of agree of female respondents were significantly higher than that of the male respondents, $t(311) = 3.74$, $p = 0.00$.

The data further reveals that both the female ($M = 3.48$; $SD = 1.44$) and male ($M = 3.43$; $SD = 1.37$) mentees agreed that due to mentoring teachers assign and check homework on daily basis, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 0.31$, $p = 0.75$. The data revealed that both the female ($M = 3.47$; $SD = 1.44$) and male ($M = 3.40$; $SD = 1.36$) mentees agreed that due to mentoring teachers follow parameters of assigning and checking of homework, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 0.42$, $p = 0.67$.

During-instruction indicators

During-instruction indicators consist of four variables, SLO, activity based teaching and learning, audio visual aids, and students' assessment.

Table 6
During-Instruction Indicators

Statement	Gender	N	M	SD	df	t	p																				
Use of academic calendar	Male	139	3.40	1.44	311	1.05	0.29																				
	Female	174	3.57	1.43				Planning lesson according to schedule	Male	139	3.31	1.35	311	0.78	0.43	Female	174	3.44	1.44	Use of instructional strategies	Male	139	3.18	1.39	311	0.57	0.56
Planning lesson according to schedule	Male	139	3.31	1.35	311	0.78	0.43																				
	Female	174	3.44	1.44				Use of instructional strategies	Male	139	3.18	1.39	311	0.57	0.56	Female	174	3.28	1.46								
Use of instructional strategies	Male	139	3.18	1.39	311	0.57	0.56																				
	Female	174	3.28	1.46																							

Applying techniques of activity base teaching	Male	139	3.04	1.60	311	2.53	0.01
	Female	174	3.51	1.65			
Activity base teaching a useful technique	Male	139	3.44	1.29	311	2.08	0.03
	Female	174	3.76	1.39			
Mentors' help during activity base teaching	Male	139	2.17	1.21	311	0.51	0.60
	Female	174	2.10	1.19			
Teachers' ability to prepare A.V aids	Male	139	2.51	1.46	311	1.20	0.22
	Female	174	2.71	1.47			
Teachers want to learn prepare A.V aids	Male	139	2.95	1.55	311	2.01	0.05
	Female	174	3.31	1.57			
Engaging students to develop A.V aids	Male	139	2.13	1.20	311	0.28	0.77
	Female	174	2.09	1.19			
Teachers' willingness about assessment techniques	Male	139	2.17	1.23	311	0.47	0.63
	Female	174	2.11	1.20			
Taking surprise test in class	Male	139	3.66	1.44	311	0.16	0.87
	Female	174	3.69	1.43			

The data revealed that both the female ($M = 3.57$; $SD = 1.43$) and male ($M = 3.40$; $SD = 1.44$) mentees agreed that due to mentoring teachers use academic calendar in an improved way, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 1.05$, $p = 0.29$. The female ($M = 3.44$; $SD = 1.44$) and male ($M = 3.31$; $SD = 1.35$) mentees agreed that due to mentoring teachers plan lesson according to mentioned schedule, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 0.78$, $p = 0.43$. Further the data revealed that both the female ($M = 3.28$; $SD = 1.46$) and male ($M = 3.18$; $SD = 1.39$) mentees agreed that due to mentoring teachers use instructional strategies mentioned in academic calendar, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 0.57$, $p = 0.56$.

The data more illustrates that both the female ($M = 3.51$; $SD = 1.65$) and male ($M = 3.04$; $SD = 1.60$) mentees agreed that due to mentoring teachers apply techniques of activity based learning and teaching, but the level of agree of female respondents were significantly higher than that of the male respondents, $t(311) = 2.53$, $p = 0.01$. The data revealed that both the female ($M = 4.76$; $SD = 1.39$) and male ($M = 3.44$; $SD = 1.29$) mentees agreed that due to mentoring teachers have found activity based method more useful, but the level of agree of female respondents were significantly higher than that of the male respondents, $t(311) = 2.08$, $p = 0.03$. The data revealed that both the female ($M = 2.10$; $SD = 1.19$) and male ($M = 2.17$; $SD = 1.21$) mentees disagreed that mentors help teachers to overcome difficulties during activity based teaching and learning, but the level of agree of male respondents were slightly higher than that of the female respondents, $t(311) = 0.51$, $p = 0.60$.

The data illustrated that both the female ($M = 2.71$; $SD = 1.47$) and male ($M = 2.51$; $SD = 1.46$) mentees disagreed that due to mentoring teachers are able to prepare low/no cost audio visual aids, but the level of disagree of female respondents were slightly higher than that of the male respondents, $t(311) = 1.20$, $p = 0.22$. The data revealed that the female ($M = 3.31$; $SD = 1.57$) mentees agreed that due to mentoring teachers started to develop low/no cost audio visual aids and male ($M = 2.95$; $SD = 1.55$) mentees disagreed that due to mentoring teachers started to develop low/no cost audio visual aids, $t(311) = 2.01$, $p = 0.04$. The data revealed that both the female ($M = 2.09$; $SD = 1.19$) and male ($M = 2.13$; $SD = 1.20$) mentees disagreed that due to mentoring teachers engage students in developing low/no cost audio visual aids, but the level of disagree of male respondents were slightly higher than that of the female respondents, $t(311) = 0.28$, $p = 0.77$.

The data further shows that both the female ($M = 2.11$; $SD = 1.20$) and male ($M = 2.17$; $SD = 1.23$) mentees disagreed that due to mentoring teachers show willingness to learn assessment techniques, but the level of disagree of male respondents were slightly higher than that of the female respondents, $t(311) = 0.47$, $p = 0.63$. The data revealed that both the female ($M = 3.69$; $SD = 1.43$) and male ($M = 3.66$; $SD = 1.44$) mentees agreed that due to mentoring teachers take surprise tests and quiz in the class, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 0.16$, $p = 0.87$.

Post-instruction indicators

Post-instruction indicators consist of three variables, adherence to lesson plan, students’ interaction, and classroom management.

Table 7
Post-Instruction Indicators

Statement	Gender	N	M	SD	df	t	p																																																																																
Presentation of lesson according to plan	Male	139	4.03	1.32	311	0.21	0.83																																																																																
	Female	174	4.06	1.40				Example of students’ interaction by mentor	Male	139	2.16	1.21	311	0.58	0.56	Female	174	2.08	1.19	Motivation about methods of student interaction	Male	139	2.17	1.22	311	0.55	0.57	Female	174	2.10	1.19	Encouraging students while asking questions	Male	139	4.10	1.19	311	0.02	0.98	Female	174	4.09	1.39	Use of daily life experiences during interaction	Male	139	3.71	1.19	311	1.89	0.05	Female	174	3.99	1.36	Students’ attention in classroom	Male	139	4.04	1.16	311	0.22	0.82	Female	174	4.07	1.33	Use of better classroom management techniques	Male	139	2.71	1.45	311	0.94	0.34	Female	174	2.55	1.41	Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09
Example of students’ interaction by mentor	Male	139	2.16	1.21	311	0.58	0.56																																																																																
	Female	174	2.08	1.19				Motivation about methods of student interaction	Male	139	2.17	1.22	311	0.55	0.57	Female	174	2.10	1.19	Encouraging students while asking questions	Male	139	4.10	1.19	311	0.02	0.98	Female	174	4.09	1.39	Use of daily life experiences during interaction	Male	139	3.71	1.19	311	1.89	0.05	Female	174	3.99	1.36	Students’ attention in classroom	Male	139	4.04	1.16	311	0.22	0.82	Female	174	4.07	1.33	Use of better classroom management techniques	Male	139	2.71	1.45	311	0.94	0.34	Female	174	2.55	1.41	Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09	Female	174	2.35	1.26								
Motivation about methods of student interaction	Male	139	2.17	1.22	311	0.55	0.57																																																																																
	Female	174	2.10	1.19				Encouraging students while asking questions	Male	139	4.10	1.19	311	0.02	0.98	Female	174	4.09	1.39	Use of daily life experiences during interaction	Male	139	3.71	1.19	311	1.89	0.05	Female	174	3.99	1.36	Students’ attention in classroom	Male	139	4.04	1.16	311	0.22	0.82	Female	174	4.07	1.33	Use of better classroom management techniques	Male	139	2.71	1.45	311	0.94	0.34	Female	174	2.55	1.41	Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09	Female	174	2.35	1.26																				
Encouraging students while asking questions	Male	139	4.10	1.19	311	0.02	0.98																																																																																
	Female	174	4.09	1.39				Use of daily life experiences during interaction	Male	139	3.71	1.19	311	1.89	0.05	Female	174	3.99	1.36	Students’ attention in classroom	Male	139	4.04	1.16	311	0.22	0.82	Female	174	4.07	1.33	Use of better classroom management techniques	Male	139	2.71	1.45	311	0.94	0.34	Female	174	2.55	1.41	Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09	Female	174	2.35	1.26																																
Use of daily life experiences during interaction	Male	139	3.71	1.19	311	1.89	0.05																																																																																
	Female	174	3.99	1.36				Students’ attention in classroom	Male	139	4.04	1.16	311	0.22	0.82	Female	174	4.07	1.33	Use of better classroom management techniques	Male	139	2.71	1.45	311	0.94	0.34	Female	174	2.55	1.41	Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09	Female	174	2.35	1.26																																												
Students’ attention in classroom	Male	139	4.04	1.16	311	0.22	0.82																																																																																
	Female	174	4.07	1.33				Use of better classroom management techniques	Male	139	2.71	1.45	311	0.94	0.34	Female	174	2.55	1.41	Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09	Female	174	2.35	1.26																																																								
Use of better classroom management techniques	Male	139	2.71	1.45	311	0.94	0.34																																																																																
	Female	174	2.55	1.41				Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09	Female	174	2.35	1.26																																																																				
Maintaining classroom norms	Male	139	2.60	1.34	311	1.67	0.09																																																																																
	Female	174	2.35	1.26																																																																																			

The data revealed that both the female ($M = 4.06$; $SD = 1.40$) and male ($M = 4.03$; $SD = 1.32$) mentees agreed that due to mentoring teachers present lessons according to lesson plan, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 0.21$, $p = 0.83$.

The female ($M = 2.08$; $SD = 1.19$) and male ($M = 2.16$; $SD = 1.21$) mentees disagreed that mentors give practical example of student interaction while mentoring the teachers, but the level of disagree of male respondents were slightly higher than that of the female respondents, $t(311) = 0.58$, $p = 0.56$. Further the data revealed that both the female ($M = 2.10$; $SD = 1.19$) and male ($M = 2.17$; $SD = 1.22$) mentees disagreed that due to mentoring they get motivated to adopt best methods of student interaction, but the level of disagree of male respondents were slightly higher than that of the female respondents, $t(311) = 0.55$, $p = 0.57$. The data illustrated that both the female ($M = 4.09$; $SD = 1.39$) and male ($M = 4.10$; $SD = 1.19$) mentees agreed that due to mentoring teachers encourage students while asking questions, and the level of agree of both respondents were about similar, $t(311) = 0.02$, $p = 0.98$. The data revealed that both the female ($M = 3.99$; $SD = 1.36$) and male ($M = 3.71$; $SD = 1.19$) mentees agreed that due to mentoring teachers use daily life experiences during student interaction, but the level of agree of female respondents were significantly higher than that of the male respondents, $t(311) = 1.89$, $p = 0.05$.

The data showed that both the female ($M = 4.07$; $SD = 1.33$) and male ($M = 4.04$; $SD = 1.16$) mentees agreed that due to mentoring teachers make it possible that every student is working and attentive, but the level of agree of female respondents were slightly higher than that of the male respondents, $t(311) = 0.22$, $p = 0.82$. The data illustrated that both the female ($M = 2.55$; $SD = 1.41$) and male ($M = 2.71$; $SD = 1.45$) mentees disagreed that due to mentoring teachers start to use better classroom management techniques, but the level of disagree of male respondents were slightly higher than that of the female respondents, $t(311) = 0.94$, $p = 0.34$. The data revealed that both the female ($M = 2.35$; $SD = 1.26$) and male ($M = 2.60$; $SD = 1.34$) mentees disagreed that due to mentoring teachers start to maintain the classroom norms, but the level of disagree of male respondents were slightly higher than that of the female respondents, $t(311) = 1.67$, $p = 0.09$.

Discussions

The objectives of the study were about mentees' perceptions regarding impact of mentoring on teachers' professional development. The discussions were categorized according to (pre, during, and post-instruction) indicators. Difference between male and female mentees' perceptions were also discussed in this regard.

Pre-instruction Indicators

Teacher diary, and assigning and checking of homework are pre-instruction indicators.

First variable of pre-instruction indicators was “teacher diary”. The results revealed that majority of mentees, especially female mentees showed high level of agreement that they had started to maintain teacher diary regularly due to mentoring. It indicates that mentoring had positive impact on their professional development regarding maintaining teacher diary regularly.

The second variable of pre-instruction indicators was “assigning and checking of homework”. Mentees perceived that they had started to assign and check homework on daily basis, and following the parameters of assigning and checking of homework due to mentoring. Level of agreement of female mentees’ perceptions about maintaining diary was significantly higher than that of male mentees’ perceptions.

During-instruction Indicators

During-instruction indicators were consisting of four variables: SLO (Academic calendar), activity based teaching and learning, use of audio-visual aids, and student assessment.

First variable of during-instruction indicators was “academic calendar”. Mentees perceived that they started to use academic calendar in an improved way, planning lessons according to mentioned schedule in academic calendar and use of instructions mentioned in academic calendar. A study conducted by Akhlaq and his companions in 2015 also confirmed the results of this study. There was no significant difference between male and female mentees’ perceptions.

Second variable of during-instruction indicators was “activity based teaching and learning”. Mentees perceived that they started to apply techniques of activity based teaching, also activity based teaching method is considered as best method, further mentees perceived that mentors don’t help them to overcome difficulties during activity based method while mentoring. The level of agreement of female mentees’ perceptions were significantly higher than that of male mentees’ perceptions about applying techniques of activity based teaching and activity based method as a useful method, but no significant difference about male and female mentees’ perceptions was found regarding mentors’ help to overcome difficulties while applying method of activity based teaching and learning.

Third variable of during-instruction indicators was “use of audio-visual aids”. The mentees perceived that they are not able to prepare low/no cost audio visual aids due to mentoring but they have started to prepare such material and they don’t engage students to prepare low/no cost support material. Female mentees perceived that they started to prepare low/no cost support material while others showed disagreement in this regard. It shows that mentoring had no impact on teachers’ professional development regarding use of audio-visual aids, and Audio-

visual aids are used to improve and retain the information; they also enhance the student understanding of strange thing (Thornburry, 2002).

The fourth variable of during-instruction indicators was “student assessment”. According to mentees’ perceptions, they don’t show willingness to learn assessment techniques but they have started to take surprise tests and quiz in class in the result of mentoring. The male and female mentees have positive response in this regards.

Post-instruction indicators

Post-instruction indicators were comprised of three variables: adherence to lesson plan, interaction with students and classroom management.

First variable of post-instruction indicators was “adherence to lesson plan.” The results revealed that teachers started to present lesson according to lesson plan. Gender-wise mentees’ perceptions have no significant difference in this regard.

Second variable of post-instruction indicators was “student interaction”. According to mentees’ perceptions, mentors don’t give practical example of student interaction while mentoring the teachers. Further mentees perceived that they had not got motivated to adopt best methods of student interaction due to mentoring. Mentees agreed that they encourage students while asking questions, and use daily life experiences during student interaction. There was no significant difference found between male and female mentees’ perceptions in this regard. A study conducted by Bresnahan (2011) confirmed the results of present study that mentoring was helpful to enhance the communication skills of mentees. Similarly in their study (Akhlaq et. al., 2015) also found that mentoring had improved the teachers’ skill of communication with students.

The third variable of post-instruction indicators was “classroom management”. According to mentees, they made it possible that every student is attentive and working. There was no significant difference found between male and female mentees’ perceptions in this regard.

Conclusion and Implications

Mentees had the view that mentoring had positive impact on their professional development regarding pre-instruction indicators (teacher diary and homework assignment). They agreed that they had started to maintain teacher diary. But female mentees’ level of agreement was significantly higher than that of males. For homework assignment mentees had the view that they followed parameters of assigning homework while assigning in the result of mentoring.

About during-instruction indicators (use of academic calendar, application of

activity based techniques, use of audio-visual aids, students' assessment), mentees declared that they started using academic calendar and started to apply techniques of activity based teaching but they negate the role of mentors in helping them to overcome difficulties in applying activity based techniques. The mentees further opined that they were not able to use audio visual aids during teaching but they had started to learn using audio visual aids. Moreover, mentees declared that they were not willing to learn assessment techniques.

For the post-instruction indicators (adherence to lesson plan, student interaction, and classroom management), mentees gave opinion that they presented lesson according to plan. Mentors didn't give practical example of student interaction and they were not motivated to adopt best method of student interaction. But mentees encouraged student for asking questions in the class and they use daily life example to engage students in lesson. For third post-instruction indicator (class room management) they had the view that they made it possible that every student is attentive during lesson but they disagreed that they started to use better classroom management techniques and maintaining classroom norms because to mentoring.

Recommendations

According to mentees, they are weak in assessment strategy. It is strongly recommended that DSD may focus to arrange trainings for developing mentees' assessment skills. Mentors' training may be managed according to the mentees' need, i.e. effective use of audio visual aid to support lesson presentation. Mentors may be encouraged to ensure the use of teaching kits and teacher guides in the schools which may increase the students' interest and performance. Head teachers, TEs, CTSC heads may focus on effective utilization of support material provided by DSD.

The mentees may be trained for activity based teaching and learning. Mentors may be encouraged to ensure that teachers should follow and effective utilization of mentioned activities in the text books as well as teacher guides. Further research is required in these areas to confirm findings of this study.

The head teachers, TEs and CTSC heads may also perform their role and give practical example of student interaction to teachers as well as mentors. For better classroom management, head teachers may play their role, on the professional development days CTSC heads may facilitate teachers to learn better classroom management techniques. DSD should arrange the trainings for mentors that help them to develop teachers professionally.

Another study by collecting mentors' perceptions is recommended to find the facts regarding impact of mentoring on teachers' professional development.

References

- AIOU. (2015). *Prospectus for Admission in Ms/M. Phil, M. Sc (Hon.), Ph. D.* Allama Iqbal Open University.
- Akhlaq, M., Iqbal, Z., Jumani, N.B., & Chishti, H., (2015). Mentoring Process a Stimulus for Professional Development of Primary School Teachers in Punjab, Pakistan. *Mediterranean Journal of Social Sciences*. MCSER Publishing, Rome: Italy.
- Allen, G. & Day, J. (2002). Mentorship: A Feminist Critique of Current Research, *Journal of Advanced Nursing Education*, 23(5), 1242-1250.
- Aminudin, N.A. (2012). *Teachers' Perceptions of the Impact of Professional Development on Teaching Practice: The case of one Primary School* (Master Thesis). Unitec Institute of Technology, Auckland, New Zealand.
- Arshad, M. (2002). *Effectiveness Of Teacher Training In Developing Professional Attitude Of Prospective Secondary Teachers* (Master Thesis). University of Arid Agriculture Rawalpindi, Pakistan.
- Bransford, J., Darling-Hammond, L., & LePage, P. (2005). Introduction. In Darling-Hammond, L. & Bransford, J. (Eds.) *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do*. San Francisco, CA: Jossey-Bass.
- Bresnahan, L. (2011). *Mentoring as an Educative Function: Professional Development Experiences Mixed Methods Study*, PhD Dissertation. Florida Atlantic University, Boca Raton, FL.
- Broad, K., & Evans, M., (2006). *A Review of Literature on Professional Development for Experienced Teachers, Initial Teacher Education Program*, Ontario, Ministry of Education.
- Cole, A. & Knowles, G. (2000). *Researching Teaching: Exploring Teacher Development Through Reflexive Inquiry*. Toronto: Allyn and Bacon.
- Collison, J. (1998). Mentoring: releasing the true potential of school-based ITE, in: C. Richards, N. Simco & S. Twiselton (Eds.) *Primary teacher education: High status High standards*. London: The Falmer Press.
- Committee for the Review of Teaching and Teacher Education, (2003). *Australia's teachers: Australia's future*. Advancing Innovation, Science,

Technology and Mathematics Canberra, Commonwealth of Australia.

- Cuttance, P. (2001). The impact of teaching on student learning, in: K. Kennedy (Ed.) *Beyond the Rhetoric: Building a Teaching Profession to Support Quality Teaching*. Canberra, Australian College of Education, 35–55.
- Darling-Hammond, L. & Sykes, G. (1999). *Teaching as the Learning Profession: Handbook of Policy And Practice*. San Francisco CA: Jossey Bass Publishers.
- Darling-Hammond, L. (2000). *Teacher Quality and Student Achievement: A Review of State Policy Evidence*. Seattle, WA, Center for the Study of Teaching and Policy, University of Washington.
- Darling-Hammond, L. (2003). *The Effects of Initial Teacher Education on Teacher Quality*. Paper presented at the Australian Council for Educational Research (ACER) Research Conference 2003, Melbourne.
- Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. London: Falmer Press.
- Dessler, G. (2010). *Human Resource Management (ed. 12th)*. New York: Prentice Hall.
- Doyle, W. (1990). *Themes in Teacher Education Research: Handbook of Research on Teacher Education*. Ed. by W. Robert Houston, New York: Macmillan Publishing Company.
- DSD. (2007). *A Guide for District Teacher Educator, and Heads of Cluster Training and Support Centres*. Directorate of Staff Development. Lahore.
- Feiman-Nemser, S. (2001). *From Preparation To Practice: Designing A Continuum To Strengthen And Sustain Teaching*, Teachers College Record, 103(6), 1013–1055.
- Field, A. (2009). *Discovering statistics using SPSS (3rd Ed.)*. London: Sage Publications.
- Fischer, D. & Aniel, V.L. (2002). *Mentoring in Teacher Education towards Innovative School Development*. Paper presented at the 27th annual conference of ATEE, in Warsaw/ Poland.
- Flaxman, E., Ascher, L. & Harrington, C. (1968). *Mentoring Programs and Practices: An Analysis of the Literature*. New York, Institute for Urban and Minority Education, Columbia University Teachers' College.
- Fullan, M. & Connelly, F. (1987). *Teacher Education in Ontario: Current Practice and Options for the Future*. Position paper. Ontario Ministry of Education.

- Government of Pakistan, (2009). *National Education Policy - 2009*. Islamabad: Ministry of Education.
- Guskey, T. R. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.
- Hammond, L. (1998). *Teachers and Teaching: Testing Hypotheses from a National Commission Report*, Educational Researcher, 27(1), 5-15.
- Haney, A. (1997). The Role of Mentorship in the Workplace, In: M.C. Taylor (Ed.) *Workplace Education*. Toronto; Culture Concepts, 211-228.
- Holmes, J. Hodgson, P. Simari, D. & Nishimura, R. (2010). *Mentoring: Making the Transition from Mentee to Mentor*. Circulation. 19, 121, 2, 336-40.
- Hudson, S. M., & Hudson, P. B. (2012). How can Australia Sustain Middle-Schooling Education? (Unpublished). *19th International Conference on Learning, 14-16 August*. London: University of London.
- Hussain, S. (2004). *Effectiveness of Teacher Training In Developing Professional Attitude of Prospective Secondary Teachers*. A Thesis For Degree of Ph.D. University of Arid Agriculture Rawalpindi, Pakistan.
- Lingard, B., Ladwig, J., Luke, A., Mills, M., Hayes, D., Gore, J. & Warry, M. (2001). *Queensland School Reform Longitudinal Study: final report*. Brisbane, Education Queensland.
- Lovat, T. J. (2003). *The role of the 'teacher': coming of age?* A discussion paper for the Australian Council of Deans of Education. Melbourne, Australian Council of Deans of Education.
- OECD. (2005). *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. Paris: OECD Publishing.
- Rockoff, J.E. (2008). *Does Mentoring Reduce Turnover and Improve Skills of New Employees?* Evidence from Teachers in New York City. Retrieved on 15 May, 2015. from <http://www.nber.org/papers/w13868>.
- Rowe, K. (2003). *The Importance of Teacher Quality as a Key Determinant of Students' Experiences and Outcomes of Schooling*. Paper presented at the *Australian Council for Educational Research (ACER) Research Conference 2003*, Melbourne.

Saha, L.J. & Dworkin A.G. (eds.). *International Handbook of Research on Teachers and Teaching*, 3–11.

Turner-Bisset, R. (2001). *Expert Teaching: Knowledge and Pedagogy to Lead the Profession*. London: David Fulton Publishers.

UNESCO-IIEP. (2004). *Competent Teachers for African Classrooms: Looking Ahead*. IIEP Newsletter, 22(1), 3–4.

Villegas-Reimers, E. (2003). *Teacher Professional Development: An International Review of the Literature*. Paris: IIEP-UNESCO.

Understanding Cyber Bullying in Pakistani Context: Causes and Effects on Young Female University Students in Sindh Province

Habibullah Magsi*, Nadia Agha and Inayatullah Magsi*****

Abstract

This research was carried out to explore how female university students suffer from cyber bullying within their campuses. The data for this study was collected from 120 female students at four universities in Sindh province of Pakistan. The results show that the female students were threatened and blackmailed frequently in the university campuses. While, 45 percent of the students did not disclose such incidents to their families because of the fear of being considered immoral. Therefore, young women prefer to suffer in silence, which not only discourages the students to use cyber spaces freely, but also disturbs their academic life. Furthermore, the findings unveiled that the female students not only lacked trust in the law enforcement agencies, but were also ignorant to the current laws against cyber harassment. Therefore, it is suggested that the universities should organize awareness campaigns as well as introduce a separate body to prevent cyber stalking of young women at the country level.

Keywords: *Cyber bullying, Harassment, Female students, Sindh, Pakistan*

Introduction

Cyber or online bullying is a kind of abuse and stalking through electronic communication in which a person is threatened and intimidated. Online harassment can take several forms such as sending abusive emails, threatening, blackmailing, spamming (Ellison & Akdeniz, 1998). The majority of cybercrime victims are women, suggesting that this phenomenon is uniquely gendered (Olumide, Adams, & Amodu, 2015). It affects them profoundly increasing their chances of further exploitation that may lead them to commit suicide (Citron, 2009).

Technological advances in the cyber world are fast spreading in Pakistan. The use of social media has become necessary nowadays; Facebook, Twitter,

**Associate Professor of Agril. Economics, Sindh Agriculture University Tandojam, Pakistan*

***Assistant Professor of Gender Studies, Shah Abdul Latif University Khairpur, Pakistan*

****Lecturer of Pakistan Studies, IBA-Community College Khairpur, Pakistan*

WhatsApp, Viber and Instagram are popular social media influencing the youth of Pakistan. However, the popularity of social media has also increased the risks that are accompanied with the technological advances – one of them being cyber harassment of women. Cyber harassment of women in Pakistan is a comparatively recent phenomenon that greatly impacts women yet often goes unreported (Memon et al., 2015). Traditionally Pakistani women have been harassed through indirect communication, but the use of prevalent social media has added more pain to their lives (Magsi, Sahito & Magsi, 2016). Cyber harassment, blackmailing and extortions are becoming a pervasive problem in which the worst victims are women (Shahid, 2014).

Of all the internet users in Pakistan, over 65 percent are aged between 18-29 years and women in this figure stand unprotected and vulnerable (Bandial, 2015). Unfortunately, there is no strict check on the popular social media; people often abuse celebrities and leaders openly, access to personal material such as photos and documents is not restricted, and anyone can be humiliated in the name of religion, caste and creed (Shahzad et al., 2015). Pakistan is a deeply patriarchal society (Agarwal, 1994; Dube, 1998; Jejeebhoy & Sather, 2001; Therborn, 2004) and there are several barriers for women to access justice, whether it is rape, domestic violence or cyber harassment (Niaz, 2003; Zaman & Zia, 2012). Women's weak social status in the society may exacerbate the harassment over a longer period of time. Reports suggest that cyber harassment has increased significantly in Pakistan and perpetrators can escape easily; most of the attempts are anonymous, women are unwilling to report the crime and rely on ignoring it (Shahid 2014; Bandial, 2015).

According to Shahid (2014), cyber harassment in Pakistan is usually prevalent among the students in higher education. Therefore, it is important to investigate this issue further on this level in order to explore to what extent young female students suffer the harassment. The present study examines the nature of cyber harassment and the extent to which female students at the universities of Sindh are stalked. The existing studies suggest that much research is needed to investigate why social media is used to harass women and why women fail to report such crimes that ruin their life. We are interested to explore how often women experience cyber harassment at some point in their academic life, what is their reaction to the harassment and how this harassment impacts them.

Methodology

For this qualitative research on cyber bullying in universities of Sindh (Pakistan), we selected four universities of Sindh province, Shah Abdul Latif

Univesity Khairpur, Quaid-e-Awam University of Engineering, Science and Technology Nawabshah, Sindh Agriculture University Tandojam, and Karachi University. In order to have the voice of female university students from the province against the cyber harassment, about 40 female students from each university were randomly selected for the interview. Therefore, in total 120 girls were interviewed during academic year 2015-16. Each interview took approximately 30 minutes, which allowed us to have detailed discussion with the respondents on the issue.

The interviews were taken through a well-structured interview schedule, the questions were about the nature, causes, consequences, and preventive measures of the bullying and harassment at their campuses. A prior consent from the students was sought and only those students were interviewed who were willing to respond to the questions, because most of the questions were related to their personal lives. Since this study has to deal with personal life, we took some time in building rapport with our respondents and ensured them that their personal information will not be revealed, and all information regarding their studies, class or level will remain secret.

Results and Discussion

Cyber stalking is a common phenomenon in the universities. The majority of the students in the sample were cyber harassed by someone, during their university life and 40 percent of them were further victimized followed by the stalking. The results of this study show that on average every girl was cyber harassed about 10 times in all universities. The average age of these girls was 22.8 years. Table 1 and 2 demonstrate how often female students were victimized as a result of cyber harassment followed by the reasons, sources and modes through which the students were harassed. The tables, further reveal the consequences of cyber harassment for these students and how the incidents of the harassment was dealt with by their parents followed by the preventive measure these girls took after the victimization.

Table 1
Dimension of cyber stalking in the universities of Sindh

Description	Statistics
Age of the respondents (years)	22.8
Victimized (percent)	40.0
Share the issue with family (percent)	55.0
Feel secure at campuses (percent)	77.5
Worried for no legal protection for girls at campuses (percent)	57.5

Results show that the female students' bullying was often a result of a broken relationship called off by the female student. The girls were also stalked if they refused to accept the offer to start relationship with the boys who stalked. Those who wanted to meet the girls and spend time with them also harassed them upon refusal. Facebook was a common source of harassment followed by text and Whatsapp messages. The harassment usually begins by telling girls dirty stories, sharing personal and sexual stories with them, pointing out girls' physical appearances, making bold and sexual comments on girls' posts on Facebook and forcing them to meet.

Table 2
Nature, causes and consequences of cyber bullying

Incidents of cyber harassment	Examples
Sources of cyber harassment	1= Facebook (Poke) 2=Mobile (SMS) 3= Whatsup (sexual stuff)
Reason of harassment	1= relationship 2= unusual admire 3= be in relation 4= meet regularly
Mode of harassment	1=telling dirty stories 2=talk about personal or sexual stories 3=talking on girls' body signs 4=Forcing to meet with them 5=making sexual comments on their posts at Facebook
Consequences of harassment	1= Disturbance of studies 2=Became bold
Parents' reaction on their daughters' harassment	1= Supported their girls to ignore 2= Contacted boys' families
Preventive measures taken by the girls	Ignoring

Studies suggest that cyber stalking is more common among young college/university students (Shahid, 2014; Fenaughty & Harré, 2013; Finn, 2004), as in our sample, who live in a closed community and their online IDs are easily accessible, were victimized. In fact, these young women lack courage to deal the situation because a young woman who is cyber harassed is considered to be immoral in the society and many questions are raised on her character (Memon

et al., 2015). In the study area, about 45 percent of the students did not share with their parents regarding what happened with them (harassment) on campus. This happened because they did not expect any positive results of reporting the incidents to their parents or making any formal complaint. Thus, these students suffered immensely in silence and remained disturbed for a long period. For example, the majority of the students in the sample told us that they were distracted from their studies as a result of cyber harassment; they could not perform well in exams, particularly in their first year, and brought poor results. While 55 percent of them told us that they shared the incidents of harassment with their families. Surprisingly, all of these girls received timely support from their parents, which proved to have increased their confidence. These students said that their harassment eventually made them bolder and more courageous; their parents not only helped their daughters to deal the issues strictly but also contacted the male students' families in order to punish the guy.

However, the majority of the students in the sample, who reported their bullying to their families, were told by their parents to ignore such incidents in future. This reflects that these young women and their families lacked trust in government agencies to protect them – the reason why many female students in our sample were reluctant to report cyber harassment. 57.5 percent said that there was no legal protection from the university to protect students against cyber harassment. Nevertheless, these students felt at home within the premises of the campus (outside the cyberspaces) and told us that they or their fellows do not feel at risk while they are within the campus.

Conclusion and Recommendations

The abuse of cyber bullying has become more common on campuses in which female students are threatened and blackmailed more frequently than might be expected. The majority of the internet users at the universities is young; these young people make friendships and on the breakup from the girl's side, the only means to punish her comes out to be through cyber harassment. The young women, who want to keep themselves away from male students due to any future threat of stalking, are also not spared; those who refused to make friends with male students also reported to have suffered harassment. It was observed that the family's role is central in handling cyber stalking of young women; the proper handling of the issue would mean punishment for the guy as well as encourage women to face the issue themselves. However, this is subject to the timely reporting of the harassment; the prevalent norms require women to be submissive and modest, those who report harassment are considered immoral. This discourages female students and they prefer to suffer in silence than reporting the

harassment as it is prescribed to bring shame to their families.

Use of cyberspaces such as the internet and smart phones is increasing very fast in Pakistan and young people are the most frequent users. Unfortunately, improved laws against cyber crime have yet to be introduced in the country. In such a situation, the absence of improved and strict legislation would mean an increased risk to women in the society who, as a result would, continue to suffer psychologically. Recently, a new cyber bill has been approved in Pakistan under which rigorous imprisonment and fines have been introduced to handle cyber crime (Dawn, 2016), but the important question here arises, how many women, particularly female university students are likely to benefit from the new legislation? The results of our study suggest that young women are unlikely to report cyber harassment due to their lack of trust in the government agencies, but it was also apparent that these women were also ignorant of the current laws against cyber harassment.

In this context, awareness raising seminars should be held regularly to inform young women about what is available for them to handle cyber stalking and how they can access it. Since many of our respondents were reluctant to report this crime believing that nothing would happen to the perpetrator, the awareness raising seminars would inform such students about the examples in which the perpetrators were brought to justice. Universities should introduce a separate body to prevent cyber bullying of women. If there are strict rules to protect female students and deal with cyber harassment on campus, the chances of reporting are higher that will eventually lead to handle to control cyber stalking.

Acknowledgement

The authors would like to thank the anonymous reviewers for their valuable comments on earlier draft of the article. Errors in interpretation are those of the authors.

References

- Agarwal, B. (1994). *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge: Cambridge University Press.
- Bandial, S. (2015/11/01). The Unregulated Cyber-space. The Express Tribune, 01 September, 2015. Retrieved from <http://tribune.com.pk/story/948259/the-unregulated-cyber-space/>
- Citron, D. K. (2009). Law's Expressive Value in Combating Cyber Gender Harassment. *Michigan Law Review*, 108, 373-415.
- Dawn. (2016). Cyber Crime Bill Passed By NA: 13 Reasons Pakistanis Should Be Worried. Retrieved from <http://www.dawn.com/news/1276662>
- Dube, L. (1998). Trends in Kinship and Gender Relations in South Asia. In Risseuw, C. and Ganesh, K. (Eds.). *Negotiation and Social Space: A Gendered Analysis of Changing Kin and Security Networks in South Asia and Sub-Saharan Africa*. New Dehli: SAGE Publications, pp. 87-112.
- Ellison, L. & Akdeniz, Y. (1998). Cyber-stalking: the Regulation of Harassment on the Internet. *Criminal Law Review, December Special Edition: Crime, Criminal Justice and the Internet*, pp. 29-48.
- Fenaughty, N. & Harré, N. (2013). Factors Associated With Distressing Electronic Harassment And Cyber Bullying. *Computers in Human Behavior*, 29, 803-811.
- Finn, J. (2004). A Survey of Online Harassment at a University Campus. *Journal of Interpersonal Violence*, 19(4), 468-483.
- Jejeebhoy, S. J. & Sathar, Z. A. (2001). Women's Autonomy in India and Pakistan: The Influence of Religion and Region. *Population and Development Review*, 27(4), 687-712.
- Magsi, I., Sahito, I.H. & Magsi, H. (2016). Socioeconomic Conditions of Women in Sindh with special reference to Kamber-Shahdadkot District. *SALU-Commerce and Economics Review*, 2(2), 17-25.
- Memon, S., Mahar, S., Dhomeja, L.D. & Pirzado, F. (2015). Prospects and Challenges for Social Media in Pakistan. *International Conference on In Cyber Situational Awareness, Data Analytics and Assessment (CyberSA)*, June 8-9, 2015. London, UK.

- Niaz, U. (2003). Violence Against Women in South Asian Countries. *Archives in Women's Mental Health*, 6(3), 173-184.
- Olumide, A.O., Adams, P. & Amodu. O.K. (2015). International Note: Awareness and context of cyber-harassment among secondary school students in Oyo state, Nigeria. *Journal of Adolescence*, 39, 10-14.
- Shahid, J. (2014/04/17). Cyberstalking: New Challenges. Dawn, 17 April, 2014. Retrieved from <http://www.dawn.com/news/1078417>
- Therborn, G. (2004). *Between Sex and Power: Family in the World, 1900-2000*. Oxon: Routledge.
- Zaman, S. & Zia, M. (2012). *Women's Access to Justice in Pakistan*. Working Paper, War Against Rape and Aurat Foundation, Pakistan.

A Survey to Understand People Perception of Pedestrian Bridges Usage on Shahrah-e-Faisal Road, Karachi-Pakistan

Irfan Ahmed Malik*, Dr. S Khurram Khan Alwi, and Naiga Gul*****

Abstract

This study has been carried out to understand the dynamics of pedestrian bridges (PBs) usage and its adoption by the people commuting on Shahrah-e-Faisal Road, Karachi. Since this road has many indicators to cover, for this study one indicator Pedestrian Bridges (PB) has been taken to account with various other sub-indicators due to time and resource limitation. Safety, Security and Awareness among people while using the PB was taken as our three key factors. Each factor has six questions derived after a pilot survey that was carried to understand people views. A tool was developed with a closed end questionnaire using a survey based quantitative research methodology. A convenience based data sampling technique was used to gather representative data size of 70 people from 12 bridges built on Shahrah-e-Faisal, Karachi. The analysis was carried out using SPSS. A normality test was conducted to understand the data pattern and skewness. A one sample t-test shows significance outcome of the data collected from respondents that awareness, safety and security are the prime concerns people refrain/avoid or reluctant in using pedestrian's bridges.

Keywords: Pedestrian bridges, Safety, Security, Awareness.

Introduction

There are various dynamics of Shahrah-e-Faisal that connects to different localities of Karachi, Pakistan. During this study we witnessed various aspects of this road that runs from metropole to Airport. However, one aspect was more focused for this purpose of study, is the usage of pedestrian bridges by people commuting on this road.

Shahrah-e-Faisal is one of the main arteries of Karachi city. During peak hours this road has high volume of traffic passing through this road. Lots of colleges, offices and

*M.Phil Scholar, Greenwich University, Pakistan

**Assistant Professor, Greenwich University, Pakistan,

***PhD Scholar, School of Public Administration, Huazhong University of Science and Technology No.1037 Luoyu Road, Wuhan, P.B.430074, P.R. China

public places are built and it touches various residential areas as well. There is a large number of people use this road to cross from one side of the road to other. However, there are lacks of pedestrian bridges on right places that have led lot of causalities on this road and car accident due to people crossing the road avoiding pedestrian bridges. Either they are not aware of the palace where they have been built or they don't feel safe and secure while using PB's. There are around 14 PBs on the Shahrah-e-Faisal starting from Metropole-Airport. Most new overhead pedestrian bridges being built in the city are at places from where people usually don't want to cross the road. Interviews with officials involved in road safety management suggest that the authorities have not bothered to carry out any survey of the roads or the points where the bridges have been proposed.

Around the world cities carry out the detail/comprehensive studies/ assessments before spending money on groundwork and there is a rising realization that cities have to be pedestrian friendly. Actually there is a common move in established countries to offer pedestrians safer spaces to walk. In Karachi, however, several governments have maintained the policy of just laying more asphalt to build a city that only caters to car drivers. As a result plenty of preference is given to roads which vehicles use at high speeds and not enough consideration is given to those who walk.

Shahrah-e-Faisal is one of the largest Business districts in Karachi. It has many pedestrian bridges built by government. This location is selected as it is the busiest and longest route for commuters that connects major hub of business in Karachi.

Literature Review

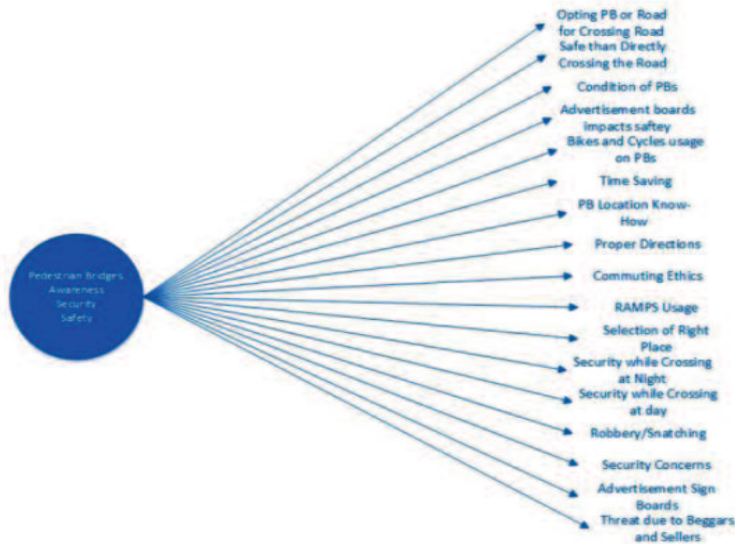
Worldwide, road traffic calamities are on the scale of a widespread. Traffic death toll and fatalities causing from road tragedies are so extraordinary worldwide. As per the latest estimations, road traffic flow causalities kill 1.2 million victims globally and wounded 50 million every year. Somewhat ninety percent of them happen in emerging nations. An estimated, higher than half of all sufferers worldwide are among the ages of 15 and 44. Not only that, human misery traffic calamities source, have they resulted in substantial extra prices to societies. Such universal damage has massive inferences for the security of affected families . In one of the research for safety drive suitable vibration testing are carried out for the security of people overpass the bridges. (Dora, Salvador, & David, 2013) Established a pilot stage to study the comportment of the bridge in forced juddering under the excitation produced by the gist of a static group of pedestrians that runs in conjunction with the boardwalk at several speeds before set and in allowable vibration afterward the group of people has crossed. With this, in every assessment the impact on the comfort/security of the pedestrians were calculated together with the conventional rate of recurrence of juddering, the method forms and the stifling topographies.

Earlier, many studies have been led to inspect the liking of pedestrians' choice of

overpass services. One of the researches studied the usage of overpasses and subways/underpasses in London-UK. For research it was evident that approximately 80% of pedestrians would use the overpasses or subways/ underpasses. However, no pedestrians used the overpass if the travel time was 1.5 times or larger than that at ground crossing. , analyzed the pedestrians' perceptions for dissimilar road intersection facilities which comprised of overpass. Furthermore, has recommended that a self-enforcing feature that can directed the pedestrian to utilize the overpass should be fitted. On the basis of above researches, studied the pedestrian choice behaviors and insights on the way to various pedestrian facilities based on observation and survey data. During that it was established that the factors of convenience, safety, and visibility were the key motives for their usage of the crossing facilities. During the study witnessed five overpasses in the central business district (CBD) of Ankara. It was established that the occurrence of utilizing the overpass was positively constant with time saving and safe performance of overpass. Riisein et al. (2007) examined the contributing reasons of the usage of overpass. A latest study led by advised that the convenience, safety and comfort of the pedestrians' crossing facilities were key factors that impacted the pedestrians' selection.

Theoretical Framework

Considering the previous researches conducted globally, the dynamic in Pakistan of PBs usage is not much difference, Awareness, Safety are some common factors studied in previous studies, however security as factor is added in the study consider law and order situation that impact on people for using pedestrian bridges. Below model that shows the indicators that were studied and used to collect data.



Model - 1

Statement of the Problem

To understand the people perception of being reluctant in using the pedestrian bridges for crossing the road that leads to risking their lives by opting a direct way of crossing. Lack of awareness among people commuting on this road of distance PBs are build and a fear of using the PBs are some of the problems that will be discussed in this study.

Scope of the Study

The aim of the study is to explore three factors of pedestrian's bridges that are Awareness, Safety and Security of people perception using the PB's at Shahrah-e-Faisal, Karachi. The factors involved refer to the road accidents and general know-how of PB's usage. All PB's were identified and the usages were observed by visiting each bridge. A questionnaire survey was managed at these locations to identify the safety, awareness and security perception of pedestrian's bridges commuters. The main reason for this was to understand the people perceptions these three factors using survey methodology.

Research Objectives

The objective of the research is to identify the reasons of people crossing the road directly and to assess population opinion using the pedestrian bridges and the impact of these factors influenced people for taking decision of PBs usage.

Research Questions

1. What are the factors involved in spreading Awareness on the usage of PB among people and how does it link with their perception.
2. What are the Security concerns of people in using PB and what are the key factor involved in their fear factor.
3. What are the dynamic of PB Safety, how it is link with human behavior

Research Hypothesis

- H1: Mostly people are unawareness of PB usage on Shahrah-e-Faisal.
- H2: Mostly people feel insecure while using PB on Shahrah-e-Faisal.
- H3: Mostly people feel less safe while using PB on Shahrah-e-Faisal.

Research Methodology

The research strategy is survey based method and thru survey we covered 12 bridges of Shahrah-e-Faisal using convenience sampling methodology. We have seen 14 bridges been built on this road from Metropole Hotel-to-Airport. Out of which 12 were sampled at 95% confidence level and .01 confidence interval. All 12 PB's were observed for 30 minutes to count the number of people crossing each bridge during day time from 1600

hours to 1900 hours. A total of 155 people were observed crossing the 12 bridges during different span of time. A representative sample size of 60 people on 12 bridges were calculated at 95% of confidence level at .01 of confidence interval with addition of .01 error margin, rounding-off to 70 representative sample of all 12 bridges as a TSU.

Table-1

Pedestrian Bridges	Total Population in 30 minutes crossing the PB	Proportionate of population per bridge in 30 minutes	sample size	Primary Sampling Unit
PB-1	9	6	4	
PB-2	18	12	8	
PB-3	15	10	7	
PB-4	17	11	8	
PB-5	13	8	6	
PB-6	7	5	3	
PB-7	10	6	5	
PB-8	16	10	7	
PB-9	14	9	6	
PB-10	6	4	3	
PB-11	10	6	5	
PB-12	20	13	9	
Total	155	100	70	

The TSU value has been further drilled down based on the number of people crossing per PB observed in 30 minutes. Using a proportionate sample technique we have calculated each PB populations to be surveyed as our PSU mentioned in the above table-1.

Tools of Research and Sampling Technique

We use the questionnaire as tool to conduct this research. Total of seventy observation were gathered using a non-probability - convenience sampling. The questionnaire was filled by the researcher from directly asking the questions.

Data Analysis

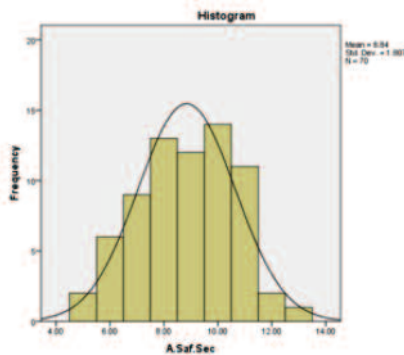


Figure-1

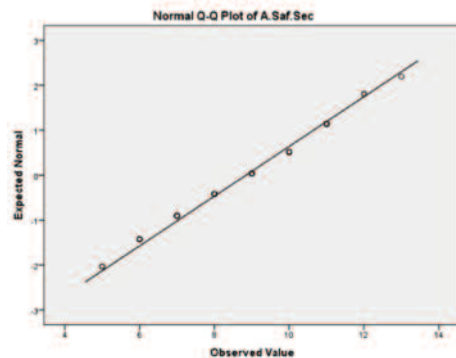


Figure-2

N	Valid	70
	Missing	0
Skewness		-.123
Std. Error of Skewness		.287
Kurtosis		-.615
Std. Error of Kurtosis		.566

In order to understand the initially explanation of data we applied normality tests. The output in Figure-1 shows that skewness is negative, the data are negatively skewed or skewed left, since the skewness is between -1 and $-\frac{1}{2}$, the distribution is moderately skewed.

Results and Findings

Table-2

Factor	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Awareness	24.652	69	.000	3.11429	2.8623	3.3663
Security	16.782	69	.000	3.44286	3.0336	3.8521
Safety	10.378	69	.000	2.28571	1.8463	2.7251
A.Sec.Saf	40.946	69	.000	8.84286	8.4120	9.2737

Above analysis in Table-2 shows that the t-value is of Awareness (24.65), Security (16.78) and Safety (10.37) with + ve mark at significant level of .000.

H1: Mostly people lacks awareness of PB usage on Shahrah-e-Faisal.

Analysis in the above Table-3 shows that the t-value is (24.65) with +ve mark at significant level of .000. Therefore hypothesis i.e. H1: Mostly people lack awareness in PB usage has major effect, is accepted. This study found that the impact of awareness is positively significant.

H2: Mostly people feel insecure while using PB on Shahrah-e-Faisal.

Analysis above shows that the t-value is 16.78 at the significant level .000. Consequently hypothesis i.e. H2: Mostly people feel insecure while using PB on Shahrah-e-Faisal is accepted.

H3: Mostly people feel less safe while using PB on Shahrah-e-Faisal.

The T-test shows that t-value is 10.37 at the significant level .000. Since the result is highly significance, therefore hypothesis i.e. H3: Mostly people feel less safe while using PB on Shahrah-e-Faisal is accepted.

Discussion

Factors involved in spreading Awareness on the usage of PB among people and how does it link with their perception.

This study revealed some important facts of pedestrian bridges which were surveyed on 3 factors Awareness, Security and Safety.

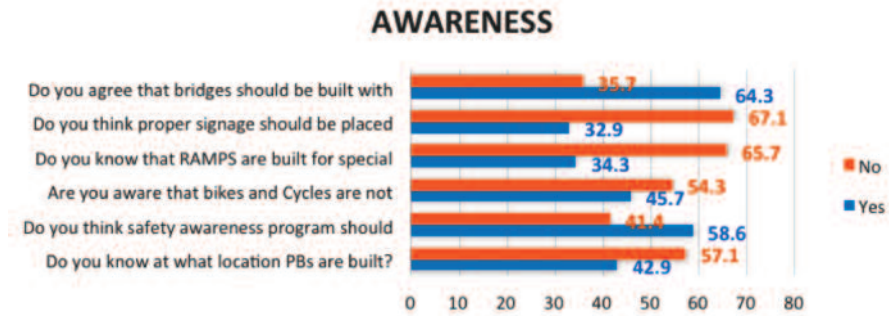


Figure-3

Above figure-3 depict the facts of people using PBs on daily basis. The general perception of people is lack of awareness on PBs usages. 57.1% people are even not aware of which location PBs are built on Shahrah-e-Faisal, people prefer to have the pedestrians bridges built near the bus stations, as walking to get to PB for crossing the road becomes inconvenient for the majority of the people. However, 42.9% are aware of the locations. 58.6% people suggested to have the awareness programs carried out so that majority of the population get to know the effectiveness of PBs usage, it is directly link to avoid any fatality while crossing road directly. However, 41.4% says otherwise. During this, it was also noted that motor bikes and cycles are drove over to PBs using the ramp where they have been built. It was revealed that 54.3% people are not aware the motor bikes and cycles are not allowed on the PBs/Ramp. During interview with one of the person passing over the PB along with his bi-cycle notified the intention that it is convenient for him to commute with cycle and he does that every day to cross over for his job. 45.7% people are aware of this despite that they continuously use ramps over PB to commute using PB with their bikes and cycles. 65.7% people were even not aware that RAMPs are built for special person to crossover using PB on their wheel chairs; however, 34.3% were aware of this ramp.

During our survey it was observed that people do not know how far is the next PB to be used for crossing the road. 67.2% respondents wanted to have a proper instruction/signage on walkways so that people get to know the next PBs, 32.9% are not interested in having such features on the walkways.

Many respondents complained that PBs are not been used as they are built with no relevance and without measurement of population density on Shahrah-e-Faisal. They are built for personal usages taking care of own population by offices/education center on this road. 64.3% want that a survey should be conducted before any PB being built/constructed for facilitate all population rather than the specific ones. 35.7% sees this differently.

The Security concerns of people in using PB and what are the key factors involved in their fear factor.

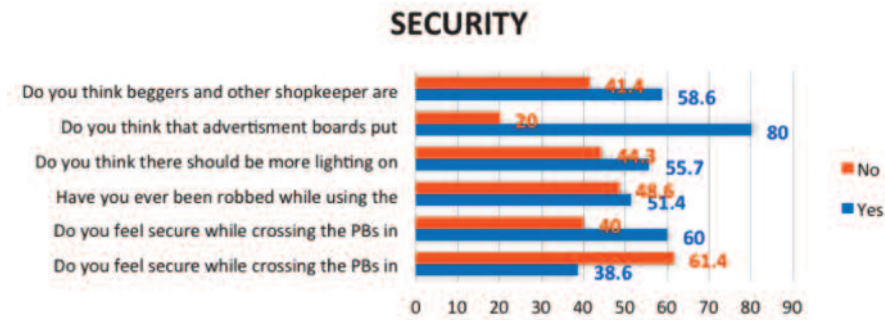


Figure-4

61.4% respondents says that they feel insecure while using the PBs for crossing the roads during the night which includes female mostly however, 38.6 feel less insecure mostly males. However people feel much secure to use PB in the daytime as 60% people opted to use during daytime as 40% still reluctant to use even in the daytime.

51.4% respondent says they have been victim of being robbed during the usage of PBs, 48.6% were lucky enough to get away.

During the survey it was witnessed that some of the PBs are ghost during night as they are darker to an extent that no one wishes to use and prefer to risk their lives to cross the road directly. 55.7% respondent says that bridges to be lighten up significantly to create a comfort level for the commuters, 44.3% observations came otherwise.

It was observed that large advertisement boards cover the PBs from 360 degree which raise a security concerns as visibility from the roads get block in case of any incident took place on the PB. 80% respondents are not comfortable with these hoardings pasted on the PBs, 20% are comfortable with it.

Many PBs offer no rental retail business place for many sellers that give some

amount of money to local authorities and sit and sell stuff (fruits, shoes, cloths and other). As well as beggars all over the PBs have been seen more than the people commute. 58.6% respondents says they feel insecure when they see so many beggars and retail business setup on PBs however, 41.4 says that they do shop and comfortable with the setup.

The dynamic of PB Safety, how it is link with human behavior



Figure-5

People feel safer while crossing the road directly, many respondents feel that bridges are not maintained well, stairs are rusted due to which 47.1% respondents feel comfortable in risking their lives and prefer to cross the road directly, avoiding PBs. However, 52.9 says it is the save option and should be utilized, respondents raised concerned in rest of the questionnaire of their reluctances sometime in using PBs.

55.7% respondent feel that huge hoarding on PBs risk the structural life as it was witnessed that due to heavy wind hit the hoarding puts the bridge into vibration mode, many of respondents and even the researcher felt the jolt due to the load of hoardings been welded all over the PBs decrease the condition and life of the PBs and risking the safety of commuters using those bridges. 44.3% population have no concern due to lack of aware. 62.9% respondents have no issue in dragging their motor bikes and cycles on the PBs risking and says it does not risk the life of commuters as the each respondent looks his own convenience, however, 37.1% respondent understand the threat of heavy traffic (cycles and motor bikes) on PBs. 57.1% respondents says using PBs increase the time to reach from one place to another however, 42.9% people have not issue. 41.4% respondents says they don't risking the life while crossing the road directing as it saves time and factors that does suit them to usage, as 58.6% think otherwise.

Although there are PBs on Shahrah-e-Faisal, already provided pedestrians bridges to cross roads/intersections, but even though it's still not enough. However,

people prefer more on crossing the street directly, some of the common reasons are: It takes a lot of effort to climb up the stairs, and go down again. By crossing directly they save efforts and time. People worries about the safety, there are cases of thieves and kidnapping happened on the bridge during night time especially.

Conclusion

Since less people use the bridge, there are no extensive maintenance of the structure and safety of the bridge. Many of them is rusty, and it makes more reason to not use the bridge. In previous study it was analyzed in report that convenience, comfort and safety are the main reasons of not using the PBs. In this study it was concluded that safety, awareness and security is the perception of the people of Karachi-Pakistan that they don't feel comfortable in using PBs sometime.

A campaign to raise awareness of the importance of using the pedestrian bridges should be conducted and an overall review of existing PBs should be conducted following these factors raised output highlighted in this study. Though this study might not be enough, a comprehensive study is mandatory to cover all of Karachi PBs with details needed analysis for the safety and security of human lives.

References

- Charles, Z. V., Sandt, L., & Scully, M. (2009). *How to develop a pedestrian safety action plan*. Federal Highway Administration, Washington D.C. Retrieved from http://safety.fhwa.dot.gov/ped_bike/ped_focus/docs/fhwasa0512.pdf
- Dora, F., Salvador, I., & David, B. (2013). Analysis of a metallic pedestrian bridge under dynamic human loads in pre and post reinforcement phases. *International Journal of Mathematical Models And Methods In Applied Sciences*, 7(5). Retrieved from <http://www.naun.org/main/NAUN/ijmmas/2001-200.pdf>
- Listinen, R., Lajunen, M., Alticafarbay, F., & etal. (2007). Pedestrian self-reports of factors influencing the use of pedestrian bridges. *Accident: Analysis and Prevention*, 39(5), 969-973. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0001457507000127>
- Liu, X., Song, W., Huo, F., & Jiang, Z. (2014). Experimental Study of Pedestrian Flow in a Fire-protection Evacuation Walk. *Procedia Engineering*, 71, 343–349. <http://doi.org/10.1016/j.proeng.2014.04.049>
- Lin, C.-H., Ou, Y.-K., Wu, R.-M., & Liu, Y.-C. (2013). Predictors of road crossing safety in pedestrians with Parkinson's disease. *Accident; Analysis and Prevention*, 51, 202–7. <http://doi.org/10.1016/j.aap.2012.11.018>
- Li, B., & Wang, Y. (2013). Research on Behavior and Psychological Characteristics of Pedestrians in Terminal. *Procedia. Social and Behavioral Sciences*, 96, 961–969. <http://doi.org/10.1016/j.sbspro.2013.08.110>
- Morar, T., Grecu, V., & Costescu, I. (2013). Administration's Role in Managing Urban Pedestrian Accessibility. *Procedia. Social and Behavioral Sciences*, 92, 594–599. <http://doi.org/10.1016/j.sbspro.2013.08.723>
- Moore, R. L. (1953). Pedestrian choice and judgment. *Operational Research Quarterly*. 3-10.
- Peña-garcía, A., De Oña, R., García, P., Peña-garcía, P., & de Oña, J. (2014). Effects of Daytime Running Lamps on Pedestrians Visual Reaction Time: Implications on Vehicles and Human Factors. *Procedia Engineering*, 84, 603–607. <http://doi.org/10.1016/j.proeng.2014.10.473>
- Räsänen, M., Lajunen, T., Alticafarbay, F., & Aydın, C. (2007). Pedestrian self-reports of factors influencing the use of pedestrian bridges. *Accident; Analysis and Prevention*, 39(5), 969–73. <http://doi.org/10.1016/j.aap.2007.01.004>

- Sharples, J., & Fletcher, J. (2000). Pedestrian perceptions of road crossing facilities. The Scottish Executive Central Research Unit: *Tnmsport Reoemch Labonl!m*.
- Sisiopiku, V., & Akin, D. (2003). Pedestrian behaviors at and perceptions towards various pedestrian facilities : an examination based on observation and survey data. 249-274.
- Tribune, E. (2012, October 22). Express Tribune. Retrieved from Express Tribune: <http://tribune.com.pk/story/454876/pedestrian-bridges-to-nowhere-dot-karachi-a-city-where-cars-are-king/>
- Thornton, C. M., Conway, T. L., Cain, K. L., Gavand, K. A., Saelens, B. E., Frank, L. D., ... Sallis, J. F. (2016). Disparities in pedestrian streetscape environments by income and race/ethnicity. *SSM - Population Health*. <http://doi.org/10.1016/j.ssmph.2016.03.004>
- World Health Organization WHO, R. (2007). World Health Organization.
- Wang, S., Yue, H., Zhang, B., & Li, J. (2014). Setting the Width of Emergency Exit in Pedestrian Walking Facilities. *Procedia - Social and Behavioral Sciences*, 138, 233–240. <http://doi.org/10.1016/j.sbspro.2014.07.200>
- Wu, Y., Lu, J., Chen, H., & Wu, L. (2014). Identification of contributing factors to pedestrian overpass selection. *Journal of Traffic and Transportation Engineering*, 415-423.
- Xiong, H., Guo, H., & Lu, J. (n.d.). Disaggregate model for the preference of pedestrian's crossing facilities selection. 37-40.
- Yao, S., & Loo, B. P. Y. (2012). Identification of Hazardous Road Locations for Pedestrians. *Procedia Engineering*, 45, 815–823. <http://doi.org/10.1016/j.proeng.2012.08.244>
- Zhang, Y., Gawade, M., Lin, P. S., & McPherson, T. (2013). Educational Campaign for Improving Pedestrian Safety: A University Campus Study. *Procedia - Social and Behavioral Sciences*, 96, 2756–2766. <http://doi.org/10.1016/j.sbspro.2013.08.309>
- Zhang, J., & Seyfried, A. (2013). Empirical Characteristics of Different Types of Pedestrian Streams. *Procedia Engineering*, 62, 655–662. <http://doi.org/10.1016/j.proeng.2013.08.111>

Induction Program for Novice Teachers: An Initiative Towards Quality

Alia Sadiq*, Muhammad Ramzan** and Mishab Akhtar***

Abstract

From the past few years, induction programs for the novice teachers has been attaining a great interest to guide and support the newly recruited educator for first teaching job. Usually this practice is done by private sector in order to maintain the quality of education. Towards school side, now the quality drive initiative in teaching is being taken by the government of the Punjab. The major objectives of this study were to explore the need, importance and the satisfaction of novice teachers over induction program by the director of staff development. Sample of this study was 200 novice teachers from Lahore city. Interview protocol for fifty teachers and a close ended questionnaire for two hundred teachers were used as a research tool for data collection. It was found that the novice teachers want to have practical and professional training from seniors and in addition to this they wish to see ideal traits among mentor or supervisor. Moreover they desire to observe perfection in system requirements, pedagogical knowledge, modeling and feedback procedure. The novice teachers showed satisfaction over induction program and have certain reservation about infrastructure provided, school culture and the process of managing students.

Keywords: *Novice Teacher, Induction Program, Teaching, School, Quality derive Initiative*

Introduction

Teacher can be considered as interface between manuscripts and learners. Usually, the core responsibilities of an educator is to transfer knowledge, skills and sets examples for students as a part of hidden curriculum. For maintaining quality of education, understanding of subject taught, and teaching skills plays vital role. For the adoptability of novice teachers, organizational support and help form senior teachers may help the incoming faculty to handle unseen problems (Holt, 2011). Brock and Grady (2012) describe that novice teacher may face different problems such as dealing with students,

*Ph.D. Scholar, IER Punjab, Lahore, Pakistan

**Assistant Professor, Department of Educational Training, the Islamia University of Bahawalpur

*** Ph. D Scholar, Department of Education The Islamia University of Bahawalpur, Pakistan

how to cope with individual differences, multiple lesson preparation, effective use of different teaching methods, how to manage excessive paper work, assessing students, dealing with annoyed parents, determining suitable expectations for students, coping stress, anxiety and pressure, working with outstanding students, issues related to class room management, discipline and most important of all that teachers feel inadequate him/herself as a teacher. Immediate after recruitment, authorities expected from the novice teachers to perform duties on the same manner as the experienced teachers execute their responsibility but the situation is vice versa expect those who have in born talent not from the ordinary teacher. It is universal that first job is a challenge for every individual and it is not easy to manage problems and difficulties (Nesbitt & Munndt, 1993). Those who are interested to introduce quality mechanism in teacher education would like to assist novice teachers and provides services in adaptation because professional experience may bridge the gap between experience and inexperience person. It is observed that mismatch exist between academic life and practical life (Allen, 2009). Sometimes this gap may cause unrest and burnouts among newly recruited teacher which ultimately become the cause of depart from this profession. The same has been stated by Maciejewski (2000), according to him the quality of education and students at school can be enhanced by appointing high skilled and trained teachers but the problem with the novice teachers is that they may leave the job because of difference between what they have learnt and what they are practicing due to lower salary, weak socialization and feeble authority (Boe, Cook & Sunderland, 2008). Induction training programs are vital to overcome the difference between theory and practice to produce effectiveness and awareness in novice teachers.

Pre-service teacher education is a step to gain fundamental knowledge, experiences and practices to be a teacher in a true sense. The true experience, information and knowledge can be learnt through interaction with the students in the classroom (Nemser, 2001). That is why; initial year is important because it helps in developing communication skill, teaching methods, norm, courses, educational foundation, philosophy and supervised practices (Cook, 2009). In order to improve professional development, novice teachers need induction training programs (Wiebke & Bardin, 2009) because the novice teachers may face many difficulties and challenges when they join teaching (Boone & Boone, 2007). To bring quality in teachers' education a well designed induction training program has no match in reducing stress, improving lesson planning, class management, imparting administrative skills, and all the other traits that may help in retaining novice teachers, which ultimately improve students' progress (Ingersoll & Smith, 2004, Wong, 2004). The study is concerned with the understanding of induction program for public school teachers, teacher training institution, and policy makers before

joining the responsibilities. It will enable to understand whether novice teachers have actual need of these training programs and how they can get maximum benefit from such programs. It is in consideration that induction programs are imperative to secure the future of novice teachers, career and professional growth (Mackey, 2004).

Literature Review

Induction training provides novice teachers a chance to experience quality in teaching which has an everlasting effect on their ultimate career, self-efficacy and job satisfaction. Induction programs are essential for professional training and betterment. Literature portrays the term induction as the orientation to the job provided to novice teachers (Martinz, 1994). According to another school of thought, induction and mentoring program are used interchangeably, which helps in hiding the unwanted values of the beginner as a process of professional development (Wong, 2004). The training workshop can be described as the initial stage of Continuous Professional Development (CPD) to get progress in career (Carr & Evans, 2006). The purpose of induction program is to gradually transform the armature teachers into a professional one, to adjust themselves in their new roles (Sprinthall et al, 1996). There are four goals of induction program, the first goal is to improve teaching learning of the students, second, to enhance the professional efficacy of a teacher, third, awarding the role of mentor to senior teacher so that S/he may transmit valuable culture, finally to help in teacher retention.

An induction program for novice teachers may serves multiple purposes, for instance, training, socialization, culture transformation, problem solving and many more so that quality of education may develop (Howe, 2006). Teaching require practical skills to be mastered and it is common notion that pre-service teacher training do not serve the said purpose due to excessive theoretical work and the teacher lacks practical skill which is prerequisite for successful career in teaching (Gold,1999). It is necessary to provide practical learning environment where novice teachers gain identity, acceptance, survival and success in teaching profession. The goal of this program is to enhance the ability of novice teachers and the ultimate beneficiary will be students and community.



Figure 1: Theory of Teacher Development

In regional perspective, the Govt. of Punjab is showing interest in improving quality of education by introducing quality derive initiative. To achieve this objective, Directorate of Staff Development (DSD) is showing commitment by

refining teachers' pedagogical skills and launched a program of continuous professional development (CPD) since 2007. Let us discuss the global practices regarding teachers' induction program, in New York novice teachers' induction support program is for one year while in California the duration is of two years (Robert & Bullough, 2012). For retaining of novice teachers in teaching profession, the United States developed teacher induction program with objectives of improving pedagogy, class room discipline, strategies for second language learner and assessment etc. In spite of efforts, burn out exist for instance in United States it was reported that before induction, more than fifty percent brightest teachers left teaching profession (Huling-Austin, 1986).

DSD (2013) has developed the format of training including activity based learning, group work, pair work, penal discussion and study tours. At the completion of training from DSD, the novice teachers got the skills to perform effectively on the themes for instance: Educational Reform Program, Job Description, knowledge about National Professional Standards for Teachers, Motivation, Rule and Regulation related to PEEDA, Use of leave rules, Communication and Presentation skills, Various role of teachers like administrator, counselor and facilitator, Teaching method, Classroom management, Development and use of Academic Calendar, effective use of Bloom's Taxonomy, Establishing the School Council, Communication Skills particularly teaching English as a foreign language, syndicate work and many more similar theme. According to a study conducted by Chatlain & Noonan, (2005), it is vital to mention that from managerial and pedagogical point of view novice teachers feel difficulties in planning lessons, class room management, discipline and comprehension regarding procedures and policies. It will be interesting to mention that some teachers are more confident about managerial dimension of teaching and from the history the evidence can be observed when last Mughal king Bahadar Shah Zafar was incarceration, a desire was asked to him, he said "give me some child to teach". The English ruler interpreted it as, "although it is on small scale but the managerial or ruler wish still exit".

Objective of the Study

The major objectives of this study were to explore the need, importance and the satisfaction of novice teachers over induction program organized by the director of staff development.

Methodology of the Study

This study was descriptive in nature therefore; mix method approach was used to conduct this study. Survey method with close ended questionnaire was used to collect the quantitative data and interview protocol was used for qualitative data.

Questionnaire was designed on five point Likert Scale (Hudson, Skamp & Brooks, 2005). Descriptive statistics (Mean and Standard Deviation) was use to analyze quantitative data and qualitative analysis technique was used to analyze interview. The population of this study comprised the novice teachers from Lahore District only. By using random and purposive sampling technique ten schools were selected because researcher wanted to see the newly recruited teachers. The gender balance was tried to maintain and for this purpose, ten schools each for boys and girls were selected having sufficient number of newly inducted teachers. Then from each school at least ten teachers were selected conveniently. In this way a sample of 200 respondents was selected which comprised one hundred male and similar quantities of female novice teachers. For the qualitative data, 25% interview of novice teachers i.e. 50 teachers were selected randomly and for this convenience sampling technique was used. The reliability was achieved through experts' opinion and the validity was hold using the pilot testing and using reliability coefficient a.

Results and Discussion

The novice teachers were asked to rate the different aspect of the induction program on five point Likert scale from strongly agree, agree, undecided, disagree and strongly disagree. Then responses were recorded according to their understanding about induction program. Table 1 to 5 displayed the descriptive statistics in the form of mean and Standard deviation.

Table 1
Personal Attributes of Supervisor for Novice Teachers

Practices	M	SD
Comfortable talking	4.50	1.27
Supportive	4.20	1.23
Confidence	4.10	1.20
Positive attitude	4.00	1.41
Attentive listening	4.00	1.33

The table-1 shows that respondents were either agree or strongly agree about the nature of induction program. The respondents showed confidence towards the supervisor's support in developing teaching and pedagogical skill, such as confidence, positive attitude and attentive listening. The standard deviation score is indicating that the perspective teachers feel comfortable in talking and receive supportive & positive attitude from the supervisor or the mentor and it is hope that replication in attitude and behaviour may occur if the inductees have seen some good practices during training session.

Table 2
Pedagogical Knowledge for Novice Teachers

Practices	M	SD
Teaching strategies	3.80	1.14
Problem solving discussion	3.80	1.23
Classroom management	3.60	1.65
Implementation process	3.60	1.35
Guideline for preparation	3.50	1.43
Assistance in planning	3.30	1.49
Assessment discussion	3.30	1.34
Content knowledge	3.10	1.29
Questioning techniques	2.80	1.87

Summary of the above table-2 describe that the novice teachers are most of the time agreed and strongly agreed with the notion that they have learnt modern pedagogical skills including teaching strategies, problem solving discussion was given importance. Topic like, classroom management, implementation process, guideline for lecture preparation, assistance in planning and discussion was given due consideration. Table-2 indicates the modest reservation shown by the novice teacher about question handling technique.

Table 3
Modeling for Novice Teachers

Practices	M	SD
Enthusiasm display	4.40	1.27
Student teacher relation	3.90	1.37
Use of syllabus language	3.90	1.20
Modeled effective teaching	3.90	1.45
Modeled classroom management	3.60	1.65
Hands on demonstration	3.50	1.43
Modeled teaching	3.40	1.58
Well design lessons	3.20	1.75

The table-3 shows the responses of the novice teachers over modeling of induction program. They observed the enthusiasm shown by the mentors, found good students teachers relationship; they are also agreed with the usage of syllabus language. The data is in the agreement range on the topic such as effective model teaching, classroom management, hands on demonstration, and well-designed lessons as the part of induction program.

Table 4
Feedback for Novice Teachers

Practices	M	SD
Oral feedback	4.10	1.29
Written feedback	2.10	1.20
Evaluation on teaching	3.10	1.52
Articulation of expectation	3.10	1.52
Teaching observation for feedback	2.90	1.73
Review of teaching plans	2.20	1.55

According to table-4 respondents are agreed with the statement that mentor provides them oral feedback and the mean value is the evidence of their responses. Whereas, the data shows that supervisors are less habitual in providing written feedback. The program objectives are according to their expectation. The mean value about teacher's evaluation and the articulation of expectation about the induction program, by the novice is in the agreement zone.

Table 5
System Requirements for Novice Teachers

Practices	M	SD
Policy discussion	4.10	1.29
Curriculum outline discussion	3.50	1.43
Aims discussion	3.30	1.34

The table-5 shows that most of the teachers had understanding about induction program. Knowledge of system requirement for novice teachers has a strong support regarding policy discussion, curriculum outline and aims of the education and school infrastructure.

Qualitative data Analysis

This study investigated how the novice teachers understand induction program as an initiative towards quality mechanism. For convenience and easy understanding the respondents' answers were divided into following four themes emerged from interviews.

1. School infrastructure
2. School culture
3. Networking and managing people
4. Satisfaction over the existing model

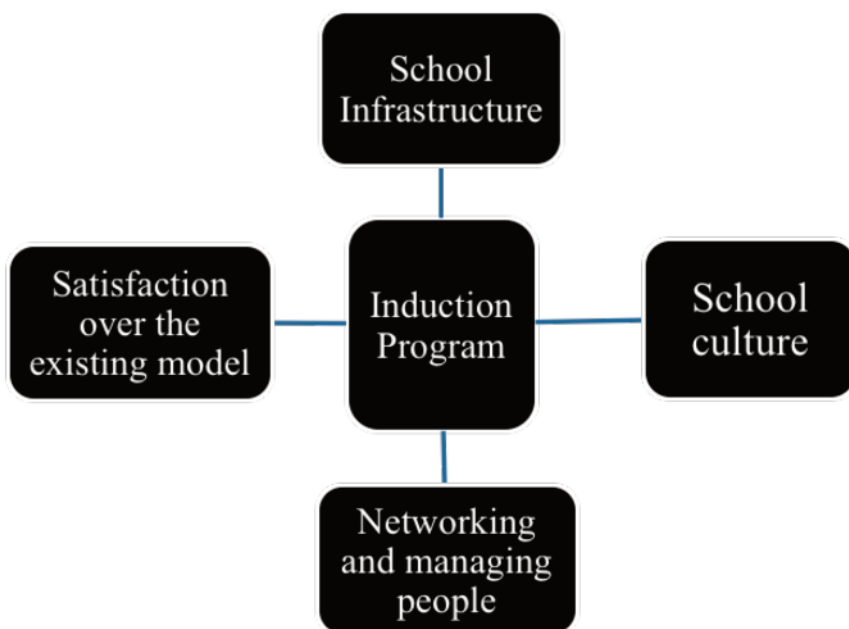


Figure 2: Need of understanding induction program

The respondents have better understanding regarding induction program and consider it as an investment of future. Although majority of them have relation with the public school in one way or the other but they need to know about school culture, school's infrastructure and they want to know how people manage professional networking with peers and colleagues. Participant's response was greatly representing certain ideas such as, "Induction program motivate novice teacher to improve school infrastructure, students assessment and how to set students' learning outcomes". According to another theme, "the mentor of induction program should clarify and specify the things according to school culture and should holistically assess the performance of the novice teachers about teaching and learning process". It is worth noting that mentor describe the ideal condition which can normally be seen in the urban school and the rural schools have lot of missing facilities like boundary wall, lavatory, classroom, white or black board etc. Powerful induction program encourage novice teachers to flourish and increases the desire of happiness in work. Induction program enable teachers to stay in professional environment and helps in improving their skills to find a comfortable place in school. As far as the level of satisfaction is concerned, the respondents were happy to find the congenial environment at the directorate of staff development but they have the reservation about the authoritative nature of the head and they were worried about the deeming future

of education due to increasing influence of the private sector. They also showed certain reluctance about the fluctuating policies of recruitment and teacher retention by the government of the Punjab. The concern has increased since the education became the responsibility of the province. The respondents were satisfied with the induction program because of meager employment opportunities, that is why one can observe the increasing number of agriculture and engineering graduate in the field of education particularly towards school education as a science teacher and the recruitment of such graduates is the main cause of motivation for induction program.

The government of Punjab remains capricious about improving the quality of education. Currently government think that science education is important for future generation that is why importance and preference is given to induct the science teachers and to overcome the shortage, graduates from agriculture and the engineering give equal opportunity to join teaching as a profession. The question arises whether these students have some professional education or they have subject knowledge only. The policy makers thought that before induction, training will be given to them and within a certain time frame they have to acquire a professional degree of teaching. It was observed that novice teachers have a genuine need of induction program because what they will learn in the beginning days will be practiced throughout the service and this will create their attitude towards teaching. Novice teachers wish to have familiarity with school culture, because certain population of the newly inducted teachers got their education from the private sector and ultimately their experience at school level will be different from others. If the school culture is different from the perception of novice teacher's or from the school culture which s/he attended during school days, the teachers need to have induction training program (Weiner, 2000).

According to Odell et al (2000), an ideal induction program has eight characteristics in order to help novice teachers, first to guide them according to the professional standards, second provision of responsive to the need of novice teachers, third, information related to developmental process, fourth, availability of mentoring as a professional development fifth, a careful selection and preparation for new mentor sixth, selection of experienced teachers as mentor and mentor's involvement in induction program design seventh, proper planning and evaluation, and finally, improving school culture for teaching learning process. So, the importance of induction program lies in these characteristics. Carefully selected mentors for induction are the essential part to provide positive support about school infrastructure, culture and classroom management in a new school (Kardos & Johnson, 2010). In addition to mentors, there are certain other wishes

and whim that the trainees have, such as how to deal with individual differences, lessons preparation, use of different teaching methods, theoretical management, evaluation techniques, dealing with parents, determining suitable expectations for students, coping stress and pressure, working with outstanding students, class room management, discipline and most important of all, trainees have a sense of feel as a teacher (Brock & Grady, 1998).

In Private sector, it is common practice to have a pool of teachers in order to maintain quality. The fresh recruited teachers are hardly allowed to enter the class on earliest day. The first two or three weeks they come to school mainly for two reason first, to observe environment, culture, the working of senior teacher and second they serve to recheck the note books. By sitting together with the senior they absorb the culture of the organization. The administrator says nothing and everything was transmitted by the senior faculty either verbally or by action. It is general observation that hiring and firing is common in big schools but they do not have penury of teachers and ultimately new inductee fills the gap. Students and teacher have a familiarity with the faces and they feel no problem in adoption and in this way they maintain the quality of education.

Conclusion

The study explored the need, importance and the satisfaction of novice teachers on induction program. The findings of the study showed that the novice teachers are satisfied about the necessary components of induction program which provide them help to stay in the new environment of school in the beginning years of job. The novice teachers have need of induction program to comprehend the school infrastructure, culture, the process of classroom management and other similar issues. It was found that the novice teachers wanted to have practical and professional training from seniors and they wish to see ideal traits among mentor or supervisor. Moreover they want to observe perfection in system requirements, pedagogical knowledge, modeling and feedback procedure. The novice teachers showed satisfaction over induction program and have certain reservation about infrastructure provided, school culture and the process of managing students. One can say that such steps will bring quality in Education.

References

- Allen, J. M. (2009). Valuing practice over theory: How beginning teachers reorient their Practice in the transition from the university to the workplace. *Teaching and Teacher Education*, 25(5), 647-654.
- Boone, H. & Boone, D. (2007). Problems faced by high school agricultural education teachers *Journal of Agricultural Education*, 48(2), 36-45.
- Brock, B. L., & Grady, M. L. (1998). Beginning teacher induction: The role of the principal. *The Clearing House*, 71(3), 179-183.
- Carr, S.C. & Evans, E.D. (2006). Helping Beginning Teachers Remain in the Profession: A Successful Induction Program. *Teacher education and Special Education*, 29(2), 113-115.
- Chatlain, G., & Noonan, B. (2005). Teacher Induction in Catholic Schools. *Journal of Catholic Education*, 8 (4). Retrieved from <http://digitalcommons.lmu.edu/ce/vol8/iss4/>
- Cook, J. (2009). Coming into my own as a teacher: Identity, disequilibrium, and the first year of Teaching. *New Educator*, 5(4), 274-292.
- Directorate of Staff Development (2003). Induction Training of Newly Recruited SSS Sept. /Oct, 2013. Lahore: DSD.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.
- Gold, Y. (1999). Beginning teacher support. In J. Sikula, T. Buttery, & E. Guyton (Eds.), *Handbook of research in teacher education* (2nd ed.) (pp. 548-594). New York, NY: Macmillan.
- Holt, J. H. (2011). The relationship between beginning teachers 'engagement with induction Program components and student achievement. UN published thesis, Western Carolina University.
- Huling-Austin, L. (1992). Research on learning to teach: Implications for teacher induction and mentoring programs. *Journal of Teacher Education*, 43 (3), 173-180.
- Hudson, P., Skamp, K., & Brooks, L. (2005). Development of an instrument: Mentoring for effective primary science teaching. *Science Education*, 89(4), 657-674.
- Howe, E.R. (2006). Exemplary Teacher Induction: An International Review. *Educational Philosophy and Theory*, 38(3), 287-297.

- Ingersoll, R. & Smith, T. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28–40.
- Kardos, S. M., & Johnson, S. M. (2010). New teachers' experiences of mentoring: the good, the bad and the inequity. *Journal of Educational Change*, 11(1), 23-44.
- Martinez, K. (1994). Teacher Induction Revisited. *Australian Journal of Education*, 38(2), 174-188.
- Mackey, G. (2004). AEU Numbers Crunch. Accessed 10/07/15: <http://www.aeufederal.org.au/Publications>
- Maciejewski, J. (2007). Supporting new teachers: Are induction programs worth the cost? *District Administration*, 43(9), 48-52.
- Nesbitt, D. L., & Mundt, J.P. (1993). An evaluation of the university of Idaho beginning teacher induction program. *Journal of Agricultural Education*, 34(2), 11-17.
- Odell, S. J. & Ferraro, D. P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education*, (43), 3, 200-204.
- Odell, S. J., Huling, L. & Sweeny, B. W. (2000). Conceptualizing quality mentoring: background information. In S. J. Odell & L. Huling (Eds.), *Quality mentoring for novice teachers*. Indianapolis: Kappa Delta Pi.
- Sprinthall, N. A., Reiman, A. J., & Thies-Sprinthall. (1996). Teacher professional development. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed.) (pp. 666-703). New York: Simon & Schuster Macmillan.
- Ramsey, G. (2000). *Quality Matters: Revitalising teaching: Critical Times, critical choices*, Report of the review of teacher education in New South Wales. Sydney: NSW
- Robbert, V. (2012). Mentoring and New Teachers Induction in the United States: A Review and Analysis of Current Practices. *Mentoring & Tutoring: Partnership in Learning*, 20(1), 57-74.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54 (2), 143-178.
- Weiner, L. (2000). Research in the 90's: Implications for urban teacher preparation. *Review of Educational Research* 70. 369-406.
- Wong, H.K. (2004). Induction Programs That Keep New Teachers Teaching and Improving. *NASSP Bulletin*, 88(638), 41-58.

Effects of Television Viewing on Social Behavior of Elementary School Students: A Qualitative Study

Prof. Dr. Shahida Sajjad*, Dr. Irshad Hussain,
Dr. Haroon-ur-Rashid Rana*** and
Dr. Muhammad Ramzan******

Abstract

It was a qualitative study conducted to evaluate the effects of television viewing on social behavior of elementary school students. This study addressed the current situation in an explanatory way. Therefore, it was of descriptive nature and adopted the survey approach to collect qualitative data. Elementary school teachers (who were teaching in Grade-VI to Grade-VIII) of government boy's elementary and secondary schools of Bahawalpur division comprised the population of the study. Sampling consisted of two stages i.e. firstly 70 schools were selected randomly, and secondly, 140 teachers (two teachers from each of the sampled school) were selected purposively. The data were collected through an interview protocol which was prepared after literature review, piloted and finalized. Five data collectors who were trained for the purpose during pilot testing of the tool also facilitated in data collection. Interview sessions were organized with prior consent of the respondents. The data collectors took notes of the responses of respondents during interview. After data collection, the notes of the interviews were categorized thematically by means of qualitative content analysis in a report writing style. The study demonstrates that television viewing has both the positive and negative effects on social behavior of elementary school students. The positive effects include adopting pro-social behaviors and social values, awareness creation and making them informed citizens, communicating and living with others, learning ethics and etiquettes, knowing gender roles and relationships, becoming aware of the health and physique for positive body image of self and so on. Whereas, the negative effects consist of aggression

*Dean, Faculty of Social Sciences & Humanities, Greenwich University Karachi

**Associate Professor, Department of Educational Training, The Islamia University of Bahawalpur

***Senior Program Officer, JICA Pakistan Office Islamabad

****Assistant Professor, Department of Educational Training, The Islamia University of Bahawalpur

and violence, antisocial behaviors and negative body images when idealizing models on the screen. However, learning and learning performance is affected positively and as well as negatively; and therefore, it that is television viewing should be controlled and selected programs should be allowed for viewing.

Keywords: *Television Viewing, Social Behavior, Interaction, Behaviorism, Mentalism*

Introduction

Social behavior nurtures through interactions of individuals in the society which social-psychology describes through behaviorism and mentalism. The former studies social behavior of individuals and their contexts whereas the latter facilitates them cognitively. Therefore, environment and mental capacity both are necessary for learning a social behavior. Social behaviors are developed informally in the environment of children and cognition makes them exhibit a proper behavior in situations. The study conducted by Hussain (2016) examined different factors effecting social development of elementary school students. The study determined media and technology, habits of using the technologies and their contents and/ or presentations like movies, dramas, and advertisements of brands to have effects on social development and behavior formation of elementary school students – the adolescents.

Television which is a broadcast technology adds visuals to the voice. It depicts situation in a fascinating way. It seems having greater potential to attract young students (Hussain, 2005) to transform their behaviors. It is generally observed that television viewing shapes attitudes of viewers particularly, the adolescents and youth through novelty of presentation. It transforms their perception of and about different social phenomena which works for behavior formation and change. Often perceptions seem to become stronger than realities and work as agents of social transformation by changing behaviors of individuals. Hence television viewing flourishes such behaviors and attitudes through nourishing presentations for different groups of people without any restriction to others (Strasburger, 2004; Strasburger & Wilson, 2002).

According to Brown and Witherspoon (2002), media portrays fascinating situations to the youth which creates thrill and excitement among them. Television contents attract adolescents and have impact on their cognitive development, scholastic achievement, and social behaviors (Reeves, 1998). It (television viewing) instils curiosity and creativeness, and enhances imagination (Leonard, 1997) among children, adolescents and youth. Similar views were endorsed by Gardner (1993) by asserting that television viewing encourages “creativity and imagination” among

youth and children. However, Seels, Berry, Fullerton, & Horn (1996) regarded such assertions to be “modest at best”. Mares (1996) found children exposed to pro-social content on television to have more positive social interactions, showing more noble behavior and self-control, and having less stereotyped views of others. However, the effects were somewhat stronger for girls than for boys and strongest for pre-school children, and less in adolescence. Educational significance of television viewing was acknowledged by Bar-on (2000) by asserting that television programs promote pro-social behaviors with positive educational effects on children. Whereas, Sharif, Willis, and Sargent, (2010) found the fascinating nature of visual media to affecting school performance by increasing sensation-seeking, substance use and school problem behavior among students.

Like other media, television also has its merits and demerits which are reflected by behaviors of viewers. However, unhealthy behaviors like aggression and violence have more attraction for adolescents. Friedrich-Cofer and Huston (1986) found an association between violence in television contents and viewers’ probability of being fearful or insensitive to violence in their direct environment(s) and being violent. Similarly, Comstock and Strasberger (1990) found such association among 15% of television viewers in United States. Brown and Witherspoon (2002) supported it persuasively by arguing that, “.....*television and movies that increasingly are shown on television, as well as participation in video games, continue to teach our young children and teens that violence is an appropriate and relatively risk-free way of resolving conflict in a scary and dangerous world*” (p.156).

Violent presentation through movies and drama serials on screen increases violence among children and adolescents (Centerwall, 1992; Winn, 1985). Similarly, Huesmann and Eron (1986) found more violence among children who watched more violence on television than their counterparts. Ergün (2012) found relationship between cartoon viewing and behavior of primary grader children and observed male students more inclined towards violent cartoons whereas their counterparts loved educational emotional and didactic cartoons; and both exhibited such behaviors. Similarly, Lor, (2008) found an association between television viewing hours and physical bullying among the youth and adolescents. The viewers who watched television for longer times were reported to be more victimized of bullying.

Focus of the Study

It was a qualitative study which was conducted to evaluate the effects of television viewing on social behavior of elementary school students. The study focused to find the answer to the questions, “What are the effects of television

viewing on social behavior of elementary school students”, “How television viewing shapes social behavior of elementary school students.”

Research Methodology

This study was qualitative and concentrated on social behavior of elementary school students under effects of television viewing. It addressed the current situation in an explanatory way. Therefore, it was of descriptive nature and adopted the survey approach to collect qualitative data. Elementary school teachers (who were teaching in Grade-VI to Grade-VIII) of government boy’s elementary and secondary schools of Bahawalpur division comprised the population of the study. Sampling consisted of two stages i.e. firstly 70 schools were selected randomly, and secondly, 140 teachers (two teachers from each of the sampled school) were selected purposively. The data were collected through an interview protocol which was prepared after literature review, piloted and finalized. Five data collectors who were trained for the purpose during pilot testing of the tool also facilitated in data collection. Interview sessions were organized with prior consent of the respondents. The data collectors took notes of the responses of respondents during interview.

Analysis of responses and Findings of the study

After data collection, the notes of the interviews were categorized thematically by means of qualitative content analysis and elaborated in an academic style. The analysis is given below.

Adopting pro-social behaviors

Pro-social behaviors are accepted and appreciated in the society. Such behaviors are usually referred to as voluntary behaviors and intended to benefit others or the society as a whole. These consist of volunteering, helping others, sharing things with fellows, donating and contributing for a good cause, co-operating with others in social activities and alike. Pro-social behaviors start shaping since early stages of life. The respondents were of the view that *“television viewing helps elementary school students to play different roles in their lives. They learn volunteering, helping others in the hour of need, being courteous, building and managing relationships, how to earn good reputation in society to meet moral aspirations through recreation. It equips them with empathy and responsiveness to others.”*

Development of social values

Social values play an important role in shaping behaviors of individuals. Each and every society has its own value system but some values like; honesty,

appreciation, and dignity of work seem to be universal. Therefore, these are needed to be learnt by all individuals. The elementary school teachers asserted that, *“It [television viewing] inculcates social values among [elementary level] students in an amusement way. They learn benefits and significance of honesty, love and affection, appreciating and valuing others, working with and for others, living peacefully with tolerance and patience through such representation in movies or dramas.”* It helps them live a peaceful productive life in futures.

Awareness creation

Awareness is a great blessing particularly in 21st century which is regarded as the century of knowledge. Knowledge comes having information which disseminates through Information and Communication Technologies (ICTs). Television, as one of the ICT, imparts right information at the right time to its viewers. In this backdrop the respondents were of the opinion that, *“Television viewing creates awareness among elementary school students by equipping them with latest information in different aspects of life. They can get information about education and its significance, educational institutions, socialization, innovations and inventions, languages and cultures, people and places of their own country as well as other countries. They become well informed and feel confident in their studies and life”.*

Communication with different people

Communication has always been regarded as a tool of success in different aspects of life including professional and social life of individuals. It is an active phenomenon which takes place through selection of appropriate words to convey an appropriate message in appropriate situations and to appropriate people. Therefore, it is usually regarded as an art as well as a science. In this perspective the respondents apprised the role of television in developing and promoting communication skills among its viewers –the elementary school students. They explained that, *“Through it [television viewing] students know how to communicate with different people in a respectful way. They learn how to communicate with parents, siblings, teachers, friends and other family members and so on. They also learn new words and body language in different situations while communication”.* It brings softness and politeness in their conversation which develops their personalities.

Ethics and etiquettes

Ethics and etiquettes represent the personality of an individual and the values of society the individual belongs to. Television viewing inculcates socially accepted ethics and etiquettes among its viewers. They also become aware of the

same in other societies and cultures. The respondents said, *“Television viewing polishes the ethics and etiquettes of its viewers [the elementary school students]. They can know how to greet an older, an elder and an age fellow; how to eat in public places and what should be the public appearance –dress and dressing style; how to welcome and see off gusts, friends and others; how to behave in certain situations even the odd ones”*. Therefore, it can be said that television viewing promotes ethics and etiquettes among elementary school students.

Learning about gender roles and relationships

Historically, gender, gender role and relationship had been present everywhere and in all societies of the world. However, nature of gender role and relationship might had been and is different in different societies. Gender roles and relationships are usually based on some social norms and values which in 21st century appears to crossed the geographical boundaries of a country and /or a nation and becoming transnational. The elementary school students are at that stage of life where they take interest in opposite gender and start understanding gender roles to develop their relationship with their counterparts. The respondents endorsed that *television viewing makes their students learn their respective gender roles and how to perform it properly. They also learn how to develop socially accepted relationships with their counterparts; what should be the nature of such relationships and so on”*.

Body image, health and physique

Every individual has a perception of his/her physical-self and expressing it through thoughts and feelings. Ones’ feelings associated with body image and physique can be positive, negative or both. Ones’ physique and physical health shapes body image and such feelings. Television broadcasts different programs for youth and adolescents to become physically good looking while maintaining their physical health and fitness. The respondents asserted that, *“Elementary school students become aware of tips necessary for maintaining their physique and physical health and proper shape of body. They know daily need of calories and significance of balanced diet leading towards proper eating habits. Television also presents different programs on exercise and body fitness which are useful for students according to their age”*. Besides, beauty tips other tips for making one’s personality attractive are also shared on screen through different programs and barding advertisements. It promotes positive body image among students.

Aggression and violence

Aggression and violence among youth and adolescents is becoming a common

fashion which is alarming for parents, teachers, educationists, policy makers and social reformers. Of course it is a matter of great concern for all of the stakeholders but teachers feel their responsibility is much more than others as they are role model for their students. The respondents were of the view that, *“It [television viewing] promotes aggression and violence among elementary school students. They feel attraction in televised violent content and same is developed among them by repeating in real life. It puts negative effects on their social development through movies, drama serials, violent games, crime scenes and such enactments represented on television screen. It is bringing about a social change, particularly, among the boys”*.

Learning and learning performance

Television viewing has effects on learning and learning performance of elementary school students along with effecting social behavior. The opinion of the respondents about this phenomena was distributed as some viewed it positively while others hold the opposite standpoint.

Some respondents advocated for positive effect of television programs on social development and learning of elementary school students and said, *“Television viewing is helping elementary school students in finding information quickly and enabling them for multitasking in different situations effectively. Their academic awareness flourishes and they become more informed in terms of contextualized learning”*. They learn about others and how to work together in school environment –the classroom, playground and the laboratories. Some of the respondents said that, *“It [television viewing] helps students in getting knowledge, gaining information, learning how to collaborate and cooperate with their fellows, and how to communicate with their peers and teachers”*. However, some of the respondents saw the other side of the coin and they blamed television viewing for negative/ or antisocial behavior of students. According to them, *“Entertainment through television viewing badly effects on social behavior of elementary school students and hinders their academic performance. It is wastage of their time which they can use for study. Moreover, the quality of work of the students who view television programs is less than those who don't view or view under control for selected programs.*

Conclusion

The study demonstrates that television viewing has both positive and negative effects on social behavior of elementary school students. The positive effects include adopting pro-social behaviors and social values, awareness creation and making them informed citizens, communicating and living with others, learning

ethics and etiquettes, knowing gender roles and relationships, becoming aware of the health and physique for positive body image of self and so on. Whereas, the negative effects consist of aggression and violence, antisocial behaviors and negative body images when idealizing models on the screen. However, learning and learning performance is affected positively as well as negatively; and therefore, it that is television viewing should be controlled and selected programs should be allowed for viewing.

References

- Bar-on, M. E. (2000). The Effects of Television on Child Health: Implications and Recommendations. *Arch Dis Child*, 83, 289-292.
- Brown, J.D, & Witherspoon, E. M. (2002). The Mass Media and American Adolescents' Health. *J. Adolesc Health*; 31:153–170.
- Comstock, G., & Strasberger, V.C. (1990). Deceptive appearances: Television violence and aggressive behavior—an introduction. *J. Adolesc Health Care*; 11:31–44.
- Centerwall, B. S. (1992). The scale of the problem and where to go from here. *JAMA*; 267: 3059–63.
- Ergün, S. (2012). The Influence of Violent TV Cartoons Watched by School Children in Turkey. *Acta Paul Enferm.*, 25(Special Issue 2), 134-9.
- Friedrich-Cofer, L., & Huston, A. C. (1986). Television Violence and Aggression: The Debate Continues. *Psychol Bull*, 100,364–71.
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- Huesmann, L. R, & Eron, L. D. (1986). *Television and the Aggressive Child: A Cross-National Comparison*. Hillsdale, NJ: Lawrence Erlbaum.
- Hussain, I. (2016). Factors Contributing towards Social Development of Elementary School Students. *New Horizons*, 10(2), 7-18.
- Hussain, I. (2005). *A Study of Emerging Technologies and Their Impact on Teaching Learning Process*. An unpublished PhD thesis. Islamabad, Allama Iqbal Open University.
- Leonard, J. (1997). *Smoke and Mirrors: Violence, Television, and other American Cultures*. New York: New Press.
- Lor, K. (2008). Association between Screen Television and Bullying Behavior an Analysis of Oregon School Health Behavior Survey, 2004-05. *Scholar Archive*. Paper 407.
- Mares, M. L. (1996). *Positive Effects of Television on Social Behavior: A Meta-Analysis*. University of Pennsylvania. Pennsylvania, The Annenberg Public Policy Center.

- Murray, John P. (1994). The Impact of Televised Violence. *Hofstra Law Review*, 22(4), 809-825. [Available at: <http://scholarlycommons.law.hofstra.edu/hlr/vol22/iss4/7> Retrieved on July 25, 2016]
- Reeves, T. C. (1998). *The Impact of Media and Technology in Schools*. Georgia, The University of Georgia.
- Strasburger, V. C, Wilson, B.J. (2002). *Children, Adolescents, and the Media*. Thousand Oaks (CA): Sage.
- Sharif, I., Willis, T.A., & Sargent, J. D. (2010). Effect of Visual Media Use on School Performance: A Prospective Study. *J Adolesc Health*, 46(1), 1-18.
- Seels, B., Berry, L. H., Fullerton, K., & Horn, L. J. (1996). Research on Learning from Television. In D. H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology* (pp. 299-377). New York: Macmillan.
- Strasburger, V. C. (2004). Children, Adolescents, and the Media. *Curr Probl Pediatr Adolesc Health Care*, February, 54-113.
- Winn, M. (1985). *The Plug-in drug/ Television, Children, and the Family*. New York: Viking Press.

Getting Closer Being Apart: Living in The Age of Information and Communication Technologies

Dr. Irshad Hussain*, Dr. Ozlem Cakir**, Dr. Burhanettin Ozdemir*** and Shaheen Ashraf Tahirkheli****

Abstract

This study was conducted to search answer to the question, “Is the use of ICTs particularly, mobile phones and social media distracting relationships? It was a descriptive study, therefore, a survey approach was adopted to elicit the opinions of the respondents. It was a small scale study and qualitative data was collected from students and academia of the Islamia University of Bahawalpur, Pakistan and Ankara University, Turkey. Purposive sampling technique was used for data collection. The students and university teachers using an android phone and social media for more than three years were invited to participate in the survey. However, their participation was volunteer. From Pakistan, 37 respondents (9 teachers and 28 students) and from Turkey 32 respondents (25 students and 7 teachers) participated in the survey. Gender balance was ensured for both of the countries. A semi-structured interview protocol was administered personally by the researchers to get the viewpoints of participants from their respective universities. The qualitative data analysis of both of the universities demonstrated that use of ICTs has reduced the physical and real-life face-to-face human interactions. It is causing mistrust by rusting the feelings –affection of parents and regard of their children, love among spouses, and trust of/on friends and friendship. It was also evident from the discussion that ICTs have connected people on social cost ignoring their dearer and nearer ones causing a wedge in their real relationships and disintegration in their families. Besides, cheating and cyberbullying appeared to be associated with the use of ICTs. Apparently, people seem to be connected technologically but they are being isolated physically and psychologically.

Keywords: Social Media, Human Relationships, Cell Phones, Communication and Interaction, Real Life Communication, Information and Communication Technologies

*Associate Professor, Department of Educational Training, The Islamia University of Bahawalpur, Pakistan

**Associate Professor, Department of Computer Education and Instructional Technology, Faculty of Educational Science Ankara University, Turkey

***Assistant Professor Department of Educational Measurement and Statistics, Siirt University Turkey

****Research Associate, Department of Distance, Non Formal & Continuing Education, Allama Iqbal Open University Islamabad, Pakistan.

Introduction

The 21st century dawned with innovations and inventions termed as ‘technologies’ to facilitate humans and to bring about a change in their lives (Hussain, 2005). There appeared human friendly technologies which have facilitated people in all aspects of their lives including health, education & training, communication & interaction, transportation, aviation and so on (Hussain & Durrani, 2012). Moreover, developments in the area of Communication and Information Technologies (ICTs) have an undeniable impact on all aspect of life and especially the education. One of the main reason behind it is that policy makers of different countries, including Pakistan and Turkey, make a huge amount of investment, since they consider ICT as an important tool for development and innovation in education (Eurydice, 2001; Papanastasiou & Angeli, 2008; Tezci, 2009). However, those who support investment in ICT should also consider possible positive and negative impact of its usage. For instance, there are some researchers who state that technology usage in the classroom environment causes pressure on both students and teacher (Kozma, 2003), while some of them claims that this pressure is mainly because of negative attitude of teachers towards ICT and lack of knowledge about technology (Pelgrum, 2001; Garland & Noyes, 2004; Torkzadeh, Chang & Demirhan, 2006; Zhang, 2007; Paraskeva, Bouta & Papagianni, 2008; Tezci, 2009). Besides, Hussain (2005) viewed ICTs appearing with their greater impact on human life and styles of living by transforming the patterns of interactions and styles of communication.

He further stated that ICTs include all kinds of technologies which facilitate the process of communication and interaction among people, and organizations. Communication satellites, computer technology, internet and its related technologies including all forms of social media, and cell phones are examples of the modern ICTs. Computer technology works as core to support rest of the technologies and therefore, may be called as the mother of ICTs. The field of ICTs is wider and dynamic as new technologies are emerging and innovations are being made to enhance the capabilities of the existing ones.

The advent of the ICTs seems to have changed the entire scenario of communication and interactions in human life. Traditionally, much importance has been adhered to the face-to-face real-life communication and interactions because of the reason that it helps individuals to understand the body language of their conversant(s). They can get meaning of some unuttered messages through the tone of voice, and observing facial expressions, postures and movements of extremities. They can even know the answers of some unasked questions like if one can trust by looking into someone’s eyes. Nonetheless, ICTs enabled communication and interactions seem to make them scarce.

The conventional face-to-face communication and interactions seemingly are being replaced by the use of social media and cell phones –conversations, texting, instant messaging and emailing. Seemingly, the real-life communication is becoming second chance and lesser among people and they are being apart even living together. People seem to be connected technologically but in fact they are [being] isolated physically. Usually, one can observe people holding a cell phone, an iPad or a notebook even when they are travelling or walking. Even so they use a mobile phone when they are driving a car or riding a motorbike being too careless to save their own lives and that of others.

Apparently, people have become dependent on ICTs for initiating and maintaining communication and interactions. Particularly, the youth fondly appears to use modern technologies for communication purpose. One can observe people using modern technologies to communicate with their friends and/ or relatives at a distance but ignoring those around them even in homes. Some individuals use smart phones for listening music or viewing videos while others use social media. The practice is so common that parents and siblings are usually observed chatting by text messages even in the same house, and some play games on mobile phones or computers. It reflects their divesting attitude towards friends and family members around them and level of ethical considerations.

Connecting people technologically and isolating them physically

Conventionally, families and individuals living apart used to get together on some special event like Eids, Christmas, marriages etc. In past they had to visit to see each other and sometimes, they would had been waiting for years. They always seemed more concerned and felt being closer to each other. However, the advent of ICTs particularly mobile phones and internet including social media has connected individuals living anywhere in the world. They can stay connected being physically away.

The internet technology is the basic one of which social media has spurred out and seemingly it has connected families and friends living far away geographically. It is cheaper and easier way of communication instead of visiting personally, calling telephonically or writing letters to someone. It has promoted opportunities for individuals to extend their social networks by reaching out to people they would otherwise never meet. The Internet facilitates people from remote areas to connect with each other and share mutual interests, thus bringing them closer to each other.

Before the advent of internet and other ICTs people used to sit together and exchanged their pleasures and pains; and successes and loss with each other. It

kept them connected and they were feeling a sense of belongingness, relationship and wholeness. Now people prefer to spend more time in using technology and they are using mobile phones and social media even living in the same house for conversation instead of sitting together. It is also observed that courtesy, social norms and moral values are diminishing. No doubt the use of ICTs is enhancing connectivity of people throughout the world but the natural relationships and personal associations are being weakened.

Review of Related Literature

It is an undeniable fact that ICTs have connected people all over the world. Now they can communicate and interact freely with each other without time and space restrictions. Currently, social media and modern cell phones have become popular tools of communication, interaction and connectivity even in rural areas of developing countries like Pakistan. However, it does not necessarily mean that these individuals are connected under some kinship or alike relationship. Using mobile phones and other modern devices of communication can disengage one from his/her immediate environment. It shows one's passive attitude towards individual(s) next to him/her (Wajcman, Bittman & Brown, 2008) while connecting to a fellow from a faraway place. Similarly, discussing changes in interpersonal relationships due to mobile technology Palackal et al. (2011) asserted, "*mobile technology tends towards closure rather than opening of networks*". One can infer that it [mobile technology] isolates users from their physical environment. It insulates them from their immediate environment under their preferences.

Time is all about and nourishing relationships with time flourishes them to be stronger and trustworthy. The time which one spends in using technology costs relationships. Deloitte which is one of Australia's leading professional services firms affirmed it in its report (2013) by asserting, "*the more time we devote to the phone or the computer, the less time we have available for anything else, especially for nurturing personal relationships*". It means that the use of mobile phones or computer weakens relationships. Tully (2003) also viewed negative effects of cell phones on social relationships with increased social anxiety among users.

Throughout the history of mankind family relationships have been considered stronger and everlasting than any of the social relationships. Family life is more important than anything else in the life of an individual; but the use of social media disturbs family life of the users. It was affirmed by the findings of the study of Jacobs (2014) which was conducted on 1160 married people. A correlation between marital dissatisfaction and use of social media was found leading to the inference that the excessive use of social media too absorbs the users to regard

their spouses. Naturally, it develops agonizing feelings leading to their separation. Similarly, the results of the study of Valenzuela, Halpern and Katz (2014) indicated negative correlation of social networking sites with quality of marriage and happiness of users; and found it to be positively correlated with feeling a disturbed relationship and thinking about divorce. The state-wide analysis of the study affirmed that diffusion of Facebook among couples between 2008 and 2010 was positively correlated with increasing divorce rates during the same duration.

Facebook is the popular social networking site throughout the world. Facebook penetration and divorce rates are significantly correlated and former is predictor of the later (Valenzuela, Halpern & Katz, 2014). The study of Valenzuela, Halpern and Katz (2014) further demonstrated that a 20% increase in Facebook users appeared to be associated with a 4% increase in the divorce rate. Just updating the Facebook page, postings and clicks easily become talk of the town scandalizing and *'letting others know about a relationship'* (Ericsson, 2012). According to Fottrell (2012) a prominent majority (80%) of the US divorce attorneys realized an increase in number of [divorce] cases who were using social networking sites.

Relationship problems arise by excessive and inappropriate use of modern communication technologies. Sometimes, people seem to be more concerned about gadgets and devices than their mates. Yorston (2012) asserted it in a survey of Relationships Australia Victoria (RAV) as 50% of the relationship counsellors have had to deal with concerns of their clients about mobile and internet devices. The survey further revealed negative effects of social media and mobile devices on ones' relationships. Body language and nonverbal cues play an important role in understanding one's feelings and interpreting the situations. But these are scarcely found when one interacts through technology and it was affirmed by ABC Radio (2012). Apparently, the use of ICTs have affected teenagers too. According to Frost (2014), a parenting expert, social media develop vanity and egotism among teenagers making them addictive and dependent on their phones, *"which has the effect of breaking strong communication and relationships with friends and family"*.

It is evident from the above discussion that ICTs particularly, mobiles and social media have become popular tools of communication but leaving negative effects of social life of users particularly, the relationships.

Focus of the study

The study focused on social aspect of the use of ICTs. Therefore, it concentrated on finding out the distracting effects of ICTs on real relationships.

It aimed at finding answer to the question, “Is the use of ICTs particularly, mobile phones and social media distracting relationships or lessening the sense of belongingness with real relatives? In addition, the study aimed to compare the results obtained from Pakistan to the results obtained from Turkey in order to see common points and differences between these two countries.

Methodology

It was a descriptive study in nature and adopted qualitative research method. It mainly focused on finding the answer of the question, “How the use of ICTs particularly, mobile phones and social media is deteriorating or upsetting the relationships”? Therefore, a survey approach was considered appropriate and adopted to elicit the opinions of the respondents.

Context and Participants of the study

It was a small scale qualitative study conducted on students and academia of the Islamia University of Bahawalpur (IUB), Pakistan and Ankara University (AU), Turkey. The participation in the study was volunteer. However, participants were students and teachers of the two aforementioned universities who had been using social media for more than three years about 3-4 hours daily and having an android phone for the same period. They were contacted and briefed about the study in both of the universities by the respective researchers. Time frame for interview was mutually decided with those who agreed to participate.

Collection of responses of the participants

As the participation in the survey was volunteer, purposive sampling technique was used for data collection from students and academia. The study consisted of university students and academia of the departments of social sciences from the IUB, Pakistan and AU, Turkey as population(s). A sample of 60 respondents (45 students and 15 teachers) from the IUB; and 45 respondents (30 students and 15 teachers) from AU were contacted and invited by the researchers in their respective universities to participate in the survey. However, in response 37 (28 students and 9 teachers) from the IUB and 32 respondents (25 students and 7 teachers) from AU agreed to participate in the survey. Gender balance was ensured for both of the universities. A semi-structured interview protocol was administered to get viewpoints of the participants. It was administered personally by the researchers in their respective universities. Each of the participants was briefed about the purpose of the study and assured to observe the confidentiality of their provided information. The researchers conducted interviews in a friendly way and took down the notes of responses of the participants. The body language of the respondents was also observed during interview.

Analysis of responses

After data collection, the notes of the interviews were categorized thematically by means of qualitative content analysis and elaborated in an academic style for both of the universities by the respective researchers. The analysis document was shared through email, discussed by using Skype and WhatsApp and finalized. The analysis is given in the next section of the study.

Findings of the study

The data analysis and findings of the study are given below:

Ignoring the dear ones – A wedge in relationships

Apparently, the use of mobile phones is changing the entire societal set-up and social practices of people. They seem to be bypassing the social norms and values of the society. Usually, they are seen to ignore their nearer and dearer ones and connect to those at distance. Sometimes, one is too busy in communication to give due time to those who are nearer. One of the teachers from IUB described such an incident in this way. “Once my mother came to see me from our native village to the city where I was working. She told me about her visit in advance. On the day of her visit I had to attend a meeting called in emergency by our boss. I became late to arrive at home than usual. When I arrived at home I came to know that my mother was waiting for me since afternoon. I sat beside her and apologized for coming late. She kissed on my forehead and smiled in a cheerful way. We were talking and during the conversation I received a phone call from one of my colleagues. He was asking about the proceedings of the meeting. It took 5-7 minutes. Again as we started conversation; I received a call from a friend who called after a year. He started discussing about education of his son. I told him, “I am with my mother and she has visited me after a long time” in a courteous way. He did not take the hint and continued talking. He wanted getting advice about admission of his son in a university. It also took 8-10 minutes. My mother was observing all this. When the call ended I noticed that my mother was not happy”.

At night as there was a family dinner and no sooner did we start taking food I received a call from my boss. He directed to organize a meeting of a research group next day. He discussed agenda of the meeting and its arrangements. It took more time than previous calls. At the end of the call rest of the members were also ending up the dinner. My mother noticed it seriously and scolded in a loving way and said, “Phone calls are too important to have a dinner with mother”. The next day she told, “*I came to see my son but I am going back to my home in village. Here in city phone calls are preferred over me (mother). Natural relationships are sacrificed and materialistic norms are adopted. I can't live in this situation. Hence I must leave*” and she left.

Use of ICTs is rusting the relationships even affection of parents

The use of modern technologies seems to affect the real relationships –parents and siblings. Now people seem to be tele-relatives, net relatives and/ or mobile phone-relatives. One of the IUB student described her experience in this way. She said, “After getting admission in my BS program I started living in university hostel. Usually, I visited my home fortnightly. All at home welcomed lovingly showing their concern and caring attitude. All used to ask about my days at hostel even my food and sleep. Initially, I did not have mobile phone but on better performance in first semester my mother gifted me a cell phone. I got hourly package and talked to my parents, brothers and sisters in the evening for about an hour. Now when I go to my home, *“I feel less excitement, emotions and concern of my parents, brothers and sisters than before. It makes me gloomy. I think it is due to daily conversation with them on mobile phone. Although it (mobile phone conversation) keeps me connected but creating psychological distance among us –me and my parents, brothers and sisters”*.

Although there are some advantages of social media and mobile phone usages such as communicating with friends and relatives living abroad or different cities, Turkish students and academia mostly believe in that the social media and mobile phones destroys the relationships between family members and relatives. One of the participants said that even during the electric outage he could not find a common topic to discuss with his family member and they tended to be more caring about the problems appeared on social media rather than problems of family member.

ICTs connect people on social cost

The usage of Internet has promoted opportunity of getting together and one can make friends easily the world over. An IUB student of Bachelor of Education (Hons.) said while describing his experience of using internet, “I have been using internet when I was studying in a high school and because of it I became able to make new friends. I usually stay in contact with my friends who are living and/ or have moved far away for their education or job. Now I have friends throughout the world. I kill my leisure time in chatting with my friends on social media and enjoy. I think it has brought me closer to different people and I can talk to them more often and sometimes at a deeper level”. But at the same time, *“I am spending less time with parents, siblings and those with whom I used to play during my childhood & boyhood. Sometimes I feel loneliness and being ignored at home”*. It creates distance among family members and sometimes may lead to dissociation.

Social media is being used extensively for advertising and promotional campaigns to boost up the business and trade, and introducing the new brands. A

group of IUB teachers and students appreciated the use of social media by acclaiming, *“Social media has helped the business community in developing and managing their relationships with their customers or clientage. They are approaching to their beneficiaries quickly and effectively. They can check their business representatives; know their locations and monitor them. They are being promoted globally round the clock by cutting the costs on traditional advertisements. However, at the same time their family and social life seems to be transformed mechanically by loosening real-life interaction”*.

Likewise, Turkish students and academia suffer from the same problem. Both academicians and students claim that, although, number of friends from social media increases, the number of friends from real life tend to decrease since students started to use social media actively. Thus, using ICT weakens the interaction between the people in Turkey. One of the AU students stated that even the kids preferred playing with tablets and mobile phones rather than playing with their peers and toys which may severely affect both their physical and mental growth and developments.

When it comes to advertisement issue, Turkish people generally complain about overwhelming burden of advertisement received from different companies. Another issue about advertisements is that content of advertisements might be inappropriate for those who are under the age of 18 since the teenagers start to use mobile phones and social media at their early ages. Thus, people suggest the idea of restricting either usage of ICT to a certain degree or restricting advertisements in order to deal with these issues.

Human factor is lost in technology enabled communication

An IUB teacher favored technology enabled communication but she did not forget to appreciate the real-life physical interactions. She said, *“We can perceive and understand a lot of [information] through body language and facial expressions in real-life face-to-face interactions and it is lost when we use social media or mobile phones”* for online communication. *“I have been using internet particularly, the social media for a long time for communication purpose, but, “I always missed human factor”* which enhances the effectiveness of the message. Now-a-days social media seems all pervasive but it cannot be alternative to the real-life interactions. She further said, *“I think social media enhances our connectivity without bringing us closer to each other and dehumanizing our real-life communication by eliminating face-to-face interactions”*.

She reminded one of her conversations with her brother and said sighing, *“Once through internet messaging I requested my brother to help me in finding a*

bachelor hostel in a city of UK who was living there for more than ten years. He simply advised me to log onto the internet and search. I think if it were real-life face-to-face communication he would have searched one for me". The use of text messages and e-mail is eliminating conversations between colleagues, friends and family members. There is lack of face time in conversation on the net leaving too substance to substantiate the lasting connection between individuals. *"I have a lot of my Facebook friends but I cannot trust on them as conversations tend to be not genuine. In this way although internet is connecting people yet I feel it is making people isolated and unconcerned towards their fellow human beings"*.

Information and Communication Technologies not only hinders people's face-to-face interaction but also interaction of people with physical world surrounding them. One of the AU teacher complained about it and continued "For instance, people used to go to bookstores and examine the books, have conversation about the books. However, one can easily buy e-books via internet paying less money which appears to be more convenient in today's world. But, it cannot give the joy and pleasure of buying books from bookstores."

Another issue about technology enabled communication is chat-rooms which gives opportunity to chat with people that they haven't come across with before. Since these chats take place between opposite genders, in general, and partners do not know each other, they may cross the moral borders, utter or write insulting messages which may sparsely appear during a real-life face-to-face conversations. Thus these chat-rooms also have negative effect on moral values of society and cause losing human factor in communications.

Mobile phones and social media are disintegrating family unit

Family is a basic unit of society which is composed of individuals and interactions among them. Interactions and communication makes a family stronger and its individuals/ members committed. Commitment and loyalty develop a sense of wholeness and belongingness among family members. The use of ICTs particularly, mobile phones and social media has intervened into family life of people. One of the IUB students described that *"a woman added a person on her Facebook page and she got divorce"*. Similarly, one of the female participants told that *"she received a message from an unknown number and her engagement was ended up"*. Another was girl physically punished by her brother on account of a missed call from an unknown number. Besides, internet-café scandals are appearing as common cybercrimes which are ruining lives of female users. One may say it conservatism or rigidity but the reality is that all it happened because of the ICTs –internet and mobile phone technology.

On the other hand, along with participant from Pakistan, Turkish participants also asserted that social media and mobile phones prevent the family members' interaction and communication. They mostly complained about the unwanted or inappropriate comments made by family members or relatives about their sharing, political and religious views which caused disintegration within their family members. Because of that some of the students tended to reject friendship offers of their family members and relatives from social networks such as Facebook.

About all of the teachers asserted that modern communication technologies are disintegrating our family system by reducing conversation among members. They said, *"In evenings all of the family members are at home but NOT sitting together –children are viewing cartoons or playing games on cell phones and laptops, ladies watching their favorite serial(s) and male members are used to view talks shows and current affairs on television"*. Likewise, all of the students were of the voice, *"Our parents have less time to spend with us. During daytime they are busy in work and in evenings either they are with guests or television ignoring us"*. Majority of the teachers pointed out that they [family members] have less time even to have lunch and dinner together. It creates a distance between parents and children which may result in distress, detachment and tendency of being isolated.

Technology enabled communication creates mistrust

Being caring, considerate and courteous makes human relationships stronger. But when one communicates through technology these tend to be reduced. Usually, people are supportive to each other and extend help in the hour of need. However, there seems a tendency of excusing and regretting when one uses technology. It creates mistrust and misunderstanding among individuals. One of the participants described such an incident, *"Once I was in hospital in emergency ward for treatment of my brother. The doctor advised blood transfusion. I was the only male to attend my brother. I called a relative who lived near hospital and told him the whole situation. After listening to me he tenderly consoled me and said, "I am out of city" but actually he was at home"*.

Cheating through fake IDs on social media is a common fashion

One of the IUB students appeared to be shaky about social media and put forward his serious concerns. He was cursing its misuses like bullying. He said, *"Although the use of information and communication technologies makes our connectivity possible, in many ways but it drives us apart. By using social media and cell phones, I am feeling isolation and being torn off by my family. Besides, cyberbullying has created a fearing and threatening environments"*. The availability of social media via mobile phones and other portable technologies has made youth crazy as they are clinging to it all the time. It seems to be infused into their lives making them addicted without taking any substance.

He further said, *“Cheating through fake IDs on social media is a common fashion. People don’t know each other personally but through their IDs which often tend to be fake. Posting false emotional materials for excitement results in fraud and cheating”*. Similarly, almost all of the participants criticized the receiving of good news to becoming millionaires through their e-mail and mobile phone lotteries and some were looted.

On the other hand, Turkish participants suffer from cyberbullying and disclosure of their private lives in general. Similar to the aforementioned situation, people faced with fake IDs and fake accounts that ended up with their web pages being hacked or bank account being looted. Some of the participants complained of being blackmailed even by their close friends with disclosing their private lives. Therefore, they complained about feeling unsecured while using social media and were afraid of online shopping.

Another thing that make Turkish academia and students feeling unsecure is some cell phone applications that ask for the users to share their location. Because of mistrust caused by fake accounts and possibility of having friends with bad intentions, they prefer not to share their locations via social media for security reasons. One of the student said *“Nowadays, smart phones enable us to access our bank account, webpages social media accounts by means of a simple application. Therefore, just losing your cell phone or sharing your password with someone else can easily cause problems that you cannot imagine and you have to be ready for the unwilling consequences.”*

Social networking sites and modern cell phones as tools of isolation and anti-socialization

According to a senior university academician, one becomes closer to others by spending time with them in real life situations. It is matter of concern and care which develops association. The use of social media and cell phones promotes virtual connectivity among people. The use of technology only connects individuals and may compromise their association and relationships. He sighed and said, *“The only thing which social media and cell phones are destroying now-a-days is the human relationships. Social networking sites and modern cell phones seem to be tools of isolation and anti-socialization agents which hinder real-life communication and interactions and overlook social skills”* necessary for living a successful life. *“We are forgetting mannerism and social skills even how to communicate with our concerned (youngers, elders and/or older ones) living in the same house and / or locality”*. Now-a-days people particularly, the younger generation seem to be less social because of the reason that they just sit at home and type on their computer or iPad instead of coming across with people and interacting with them. The use of ICTs enhances connectivity but on the cost of their socialization in real world.

Another issue that has to be mentioned about ICT is that it allows people to work from home which is considered to be an advantage of ICT at first glance. In fact, it hinders interaction and communication with others and cause to isolation of people from the society. As the time goes by, they get used to spend more time at home. Moreover, working from home might cause reduced physical activity which leads to health problems such as diabetes and obesity.

Conclusion(s)

The main focus of the study was on social impact of Information and Communication Technologies (ICTs) on relationships. Obviously, there are many uses, advantages and benefits of ICTs in different areas of life and work settings such as providing and sharing information, entertainment and creating/ promoting better learning environments (Lepicnik-Vodopivec & Samec, 2012), personal development (Markovac & Rogulja, 2009) of individuals, developing competences among children (McPake, Stephen, Plowman, Sime & Downey, 2005) and enhancing performance (Hussain, 2005) of professionals. However, perceived the social impacts of technology and said, *“the real danger is not that computers will begin to think like men, but that men will begin to think like computers”*. Now it has become reality as humans are behaving like machines even in social affairs.

This study through its qualitative data analysis of both of the countries i.e. Pakistan and Turkey; substantiated that the use of ICTs has reduced physical and real-life face-to-face human interactions. It has taken over the human emotions and sentiments rusting the feelings –affection of parents and regard of their children, and trust of/on friends and friendship. It is also evident from the above discussion that ICTs connect people on social cost ignoring their dearer and nearer ones. It causes a wedge in real and long-term relationships and disintegration in family unit(s). ICTs particularly, social media and smart phones are acknowledged as communication tools but these are appearing to dehumanizing communication process and becoming tools of isolation and anti-socialization among people. They are causing cyberbullying, smart phone addiction, nomophobia and the alike conditions. Cheating through fake IDs on social media is a common fashion now-a-days. Apparently, people seem to be connected technologically but they are being isolated physically and psychologically.

Recommendations

It was a small scale study therefore, its results may not be generalized. However, a similar study is recommended on larger scale.

References

- ABC Radio. (2012). *Does Facebook Make Us Lonely?* Retrieved <http://www.abc.net.au/radionational/programs/breakfast/does-facebook-make-us-lonely/4014010>;
- Deloitte Access Economics. (2013). *The Economic and Social Contribution of Mobile Telecommunications*. Australia, Deloitte Access Economics Pty Ltd.
- Ericsson. (2012). *Traffic and Market Report: on the Pulse of the Networked Society*. Retrieved from http://www.ericsson.com/res/docs/2012/traffic_and_market_report_june_2012.pdf.
- Eurydice. (2001). *ICT@Europe.edu: Information and Communication Technology in European Education Systems*. Eurydice: The Information Network on Education in Europe. Retrieved from <http://www.mszs.si/eurydice/pub/eurydice/ICT.pdf>.
- Fottrell, Q. (2012). *Does Facebook Wreck Marriages?* Retrieved from <http://blogs.marketwatch.com/realtimeadvice/2012/05/21/does-facebook-wreck-marriages/>.
- Frost, J. (2014). Supernanny: Families are being torn apart by social media. *The Telegraph*; September 11, 2014. Retrieved from <http://www.telegraph.co.uk/technology/social-media/11089797/Supernanny-Families-are-being-torn-apart-by-social-media.html>.
- Garland, K. J. and Noyes, J. M. (2004). Computer Experience: a Poor Predictor of Computer Attitude. *Computers in Human Behavior*, 20, 823-840.
- Hussain, I. (2005). *A Study of Emerging Technologies and Their Impact on Teaching Learning Process*. A PhD unpublished thesis. Islamabad; Allama Iqbal Open University.
- Hussain, I. & Durrani, M. I. (2012). A Study on the Role of Web Technology in Enhancing Research Pursuance among University Academia. *Journal of Educational Technology*; 9(3), 32-40.
- Jacobs, T. (2014). *Facebook, Twitter Usage Linked to Higher Divorce Rates*. Retrieved from <http://www.psmag.com/navigation/nature-and-technology/facebook-twitter-usage-linked-higher-divorce-rates-8057/>.
- Kozma, R. B. (ed.) (2003). *Technology, innovation, and educational change: A global perspective*. Eugene, OR: International Society for Technology

in Education.

- Lepicnik-Vodopivec, J. & Samec, P. (2012). Advantages and Disadvantages of Information-Communication Technology Usage for Four-Year-Old Children, and the Consequences of its Usage for the Childrens' Development. *International Journal of Humanities and Social Science* 2 (3), 54.
- Markovac, V. & Rogulja, N. (2009). *Key ICT Competences of Kindergarten Teachers*. In 8th Special Focus Symposium on ICESKS: *Information, Communication and Economic Sciences in the knowledge society* (p.72-77). Zadar: University of Zagreb in ENCSI database.
- McPake, J., Stephen, C., Plowman, L., Sime, D., & Downey, S. (2005). *Already at a disadvantage? ICT in the Home and Children's Preparation for Primary School*. University of Sterling Retrieved from http://www.ioe.stir.ac.uk/research/projects/interplay/docs/already_at_a_disadvantage.pdf.
- Papanastasiou, E. C., & Angeli, C. (2008). Evaluating the Use of ICT in Education: Psychometric Properties of the Survey of factors affecting teachers teaching with technology (SFA-T3). *Educational Technology & Society*, 11(1), 69-86.
- Paraskeva, F., Bouta, H., & Papagianni, A. (2008). Individual Characteristics and Computer Self-efficacy in Secondary Education Teachers to Integrate Technology in Educational Practice. *Computers & Education*, 50, 1084–1091.
- Palackal, A., Mbatia, P. N., Dzorgbo, D., Duque, R. B., Ynalvez, M. A., and Shrum, W. M. (2011). Are Mobile Phones Changing Social Networks? A Longitudinal Study of Core Networks in Kerala. *New media & society*; 2011, 1-20.
- Pelgrum, W.J. (2001). Obstacles to the Integration of ICT in Education: Results from a Worldwide Educational Assessment. *Computers and Education*, 37(3), 163–178.
- Sydney, J.H. (2016). *BrainyQuote.com*. Retrieved from BrainyQuote.com Web site: <http://www.brainyquote.com/quotes/quotes/s/ sydneyjha104631.html> .
- Tezci, E. (2009). Teachers' Effect on ICT Use in Education: the Turkey Sample. *Procedia Social and Behavioral Sciences* 1 (2009) 1285–1294

- Torkzadeh, G., Chang, J. C., & Demirhan, D. (2006). A Contingency Model of Computer and Internet Self-efficacy. *Information and Management*, 43, 541-550.
- Tully, C, J. (2003). Growing Up in Technological Worlds: How Modern Technologies Shape the Everyday Lives of Young People. *Bulletin of Science, Technology and Society*, 23(6),444-456.
- Valenzuela, S., Halpern, D., & Katz, J. E. (2014). Social Network Sites, Marriage Well-being and Divorce: Survey and state-level evidence from the United States. *Computers in Human Behavior*, 36, 94-101.
- Wajcman, J., Bittman, M., & Brown, J., (2008). Families Without Borders: Mobile Phones, Connectedness and Work-Home Divisions. *Sociology*, 42 (4), 635-652.
- Yorston, S, (2012). *Social Media Use Has Its Downside*. Retrieved from <http://www.relationshipsvictoria.com.au/media-and-resources/blog/article/social-media-use-has-itsdownside>.
- Zhang, J. (2007). A Cultural Look at Information and Communication Technologies in Eastern Education. *Educational Technology Research and Development*, 55, 301-314.



Greenwich University

Karachi – Pakistan

Call for Papers

New Horizons (NH) Journal of Social Sciences & Humanities is an international peer-reviewed, open-access journal published bi-annually by Greenwich University (GU) Karachi.

The journal focuses on following topics: Education, Psychology, Sociology, Social Work, Languages, Public Administration, Political Science, International Relations, Mass Communication and Media Studies and inter-related subjects.

New Horizons provides an academic platform for professionals and researchers to contribute original, unpublished researches in fields stated above. New Horizons carries original, full-length research papers that reflect latest researches and developments in both theoretical and practical aspects of National and International Social Sciences & Humanities studies.

This is a “Call for Papers” for forthcoming issue of NH to be published in July 2017. Text may kindly be limited to 3000-8000 words. All manuscripts should be prepared in APA-6 format; font size 12point New Times roman of MS-Word. Kindly see the journal’s profile at <http://www.greenwichuniversity.edu.pk> and submit your manuscripts accordingly online.

In event of any queries kindly contact the Assistant Editor at: drdev@greenwich.edu.pk.

It will be appreciated if you kindly share this information with your colleagues and associates. Thanks.

- *Note:-
1. Call for manuscript is open and submission of same closes on May 15, 2017.
 2. Contributors of manuscripts MUST state their email/postal address for contact in respect of manuscripts submitted.

Editor
New Horizons

Space for Advertisement

“New Horizons” Research Journal Faculty of Social Sciences offers a range of services to non-profit public and private organizations and research-based institutions/firms and NGOs to promote their products for the academic and research activities. Flourish your products by reaching the targeted market through our bi-annual research journal.

Advertisement Policy: All advertising for Inside Back Cover, Full Page (end of Journal), Half Page (end of Journal) etc, is subject to acceptance by the Editor as being consistent with the aims and directions of the Journal.

R A T E S

Type	Cost Per Issue- Pak Rupee
Inside Back Cover (8",5")	Rs. 100,000.00
Full Page (8"x 5")	Rs. 100,000.00
Half Page (4"x 5")	Rs. 50,000.00
Quarter Page (2"x 5")	Rs. 25,000.00
By Line	Rs. 6000.00 for heading plus up to six lines of text (40 characters per line) Rs. 3000.00 for each additional three lines, or part thereof

All prices in Pak Rupees, should be paid through Demand Draft in the name of “Greenwich University, Karachi”, addressed to the Editor of the Journal. Inside Back Cover, Full, Half and Quarter pages adverts need to be supplied in camera-ready format. By line, advertising will be typeset in two-column format with one or two line heading.

Advertising enquiries and copy should be addressed to:

Editor, “New Horizons”
Research Journal, Faculty of Social Sciences
Greenwich University
DK-10, 38th Street, Darakshan
Phase-VI, D.H.A.,
Karachi

Electronic submission of text is acceptable for by-line advertising as the text is reformatted. Details should be e-mailed to the Editor only.

Publication Dates: July & January. **Advertising closes:** July 5 & January 5

FOR INFORMATION

- * The Faculty of Social Sciences, Greenwich University in the month of January and July, publishes New Horizons the bi-annual journal.
- * The subscriber must give change of address notice to the editor, at least one month before the issue of journal, on email: journal_nh@greenwich.edu.pk. Please furnish old address label along with new address to ensure proper identification.

Area	Annual Subscription	Per copy of Journal
Inland:	Rs 500/-	Rs. 300/-
Overseas:	US \$ 25.0 Postage included	US \$ 13.0 Postage included



Greenwich University

DK-10, 38th Street, Darakshan, Phase VI, D.H.A., Karachi-75500.
Tel.# +9221-3584-0397/98, 3584-7664, UAN: 111-202-303,
Fax.# +9221-3585-1910, E-mail: gu@greenwich.edu.pk