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# NEW HORIZONS

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Faculty of  
Social Sciences



*Greenwich University*

Pakistan - Mauritius

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## New Horizons



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## **Editorial Note**

On behalf of the Board of the Journal of **New Horizons** (<http://greenwichjournals.com>) and my co-editors, I am glad to present the Volume 15, Issue 1 of the journal. The journal established in 2007 has now published 14 issues: two issues in a year. The journal is now getting indexed in Directory of Open Access Journals and also by different academic forums. The journal is getting more attraction due to quality research papers. All these are promising signs. We could reach this stage through the constant support of Board Members and intellectual generosity of the readers and contributors (authors and reviewers).

One of the objectives of this journal is to encourage publication from different streams of research in Social Sciences & Humanities that helps to enrich further the discourse on **New Horizons**. We will much appreciate to the readers and encourage them to send Book Reviews which is an important section of this journal.

We are expanding our editorial board for addressing the gaps and further enriching this journal. I am glad that eminent professors and scholars are joining as the Members of Editorial Advisory Board of this journal. I am sure with their efforts the journal will be able to strengthen the links between **New Horizons** and others streams within SS & H studies.

**Dr Annie Ali**

*Editor*

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# SOCIOLOGICAL ANALYSIS OF WOMEN'S EMPOWERMENT IN PAKISTAN

<sup>1</sup>Talat Mahmood, <sup>2</sup>Prof. Dr. Nasreen Aslam Shah, and <sup>3</sup>Muhammad Wasif Nisar

## ABSTRACT

*Gender disparities among third-world nations are frequently seen when women's status is studied for research purposes. Hence, the relationship between jobs and equality is focused in the present study concerning the contemporary era. The accessibility of women to services and the extent of input to the households' cumulative family incomes are also significant for eliminating gender discrimination. The present study comprises five selected aspects to explore the multi-facets of women empowerment. The study discussed that women are more likely to be motivated in mostly limited occupations and that a few of the empowerment measures appear to interrelate with these unique proficient characteristics. The research is intended to encourage discussion on improving women's empowerment by creating more professional markets that offer women new prospects, particularly in rural areas of Pakistan, that are often the most ignored parts in third-world countries.*

**Keywords:** women empowerment, socioeconomic development, employment, occupation, financial contribution, Pakistan

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## **INTRODUCTION**

Gender disparities amongst third-world countries are often seen when examining the status of women for study purposes. Such gender disparities cause multiple types of inequality and financial discrepancies, namely inequity in healthcare, more inadequate accessibility to fundamental requirements, unfair educational prospects, and inadequate authority in all aspects of lifespan (Ashraf et al., 2017; Choudhry et al., 2019a).

This inequality contributes to financial uncertainty too. Women empowerment is vital for a nation's development: to realize viable growth, and it is essential to offer women in society freedom and empowerment contribute to their welfare in the socioeconomic, political, and healthcare fields to shape vital goals amongst them (Musindarwezo, 2018).

It is essential to accord women freedom and empowerment for both genders' stability and development to maintain poise in shared justice and achieve clearly outlined objectives (UN Women, 2017). Therefore, the emphasis must be on gender equality. As said by various analysts, women's financial empowerment is more debated in the political and social sense than in women's economic sense. It should be identified as a unique and most powerful path to eradicate gender disparity (Noureen, 2015).

In economic prosperity, policymaking, and power-sharing, occupations are core aspects of financial empowerment (Noureen, 2015). Control and selection are vital components of empowerment, consistent with past studies, and these components are the resulting features of the continuing empowerment procedures that accompany several fields and scopes (Abrar et al., 2017a).

Therefore, when considering the problems of empowerment, it should be remembered to know from where it originates and the fundamental aspects that it occurs. The milieu must be addressed when devising policymaking, and the power arrangements should be studied. Similarly, the women who are continually participating in this ever-shifting phase must be addressed (Abrar et al., 2017b).

Gender is a dynamic socially built mechanism to manipulate women through gender separation of labor. Also, it is seen by them as a racial component of bigot philosophy. In the male-dominated philosophy of separation of labor, women are accountable for domestic work, whereas men are publicly qualified, which implies more authority, more income, superior position, independence, and new

prospects for progress and self-esteem.

However, due to sexism, marginalization, abuse, and limited movement in public affairs, women discover their knowledge restricted and often find themselves in a time-bind when returning from work to start a second shift back home. This reserved life requirement prevents the capacity of women to succeed in community lifestyle.

Marriage inequalities in Pakistan are one of the fundamental challenges that women experience. Here, the reproductive age lies between 15-49 years, although the average marriage age is 20 years in city areas and about 19 years in countryside regions (Shahzad, 2017). The system of marriage helps equality and sensual control to males, as stated by classical research by Jessie Bernard in 1982. Usually, males considered themselves above home duties consistent with the marriage system. On the other hand, women sometimes feel helpless, reliant in marriage deals, and are responsible for providing men with all the care and services. Customary marriages put women into domestic loneliness. Married individuals have a high level of stress compared to unmarried (Steil, 1997).

Women's status, empowerment, and gender disparity, women's conditions in Pakistan, are worrisome. Their social conditions are meager, and disparities are pervasive about their education, healthcare, financial and political contribution, as stated by World Economic Forum. Pakistan has a general gender disparity of 55%, which is the lowest among the South Asian countries. The country has seen minor changes in women's empowerment in cosmopolitan towns, but in minor municipalities, townships, and countryside regions, the conditions are worse. It should also be noted here that Pakistan's countryside regions are home to 70% of the population. In all walks of life, rural women face a large scale of inequity.

In the lives of rural women in Pakistan, the Pandora box of unfairness has remained open, that included limited movement, poor education and healthcare services, unavailability of financial growth, unpaid employment, pay disparities, abuse in the places of work, spouse violence, severe and protracted job timings, dual working shifts, lack of civil structures, disputes and differences.

The bulk of women's issues in Pakistan are those encountered in the 19th century by western women. Due to the so-called first feminist wave's activism, they have considered themselves liberated and got their civil rights. However, women in Pakistan, particularly in the countryside regions, are still experiencing

various difficulties. In Pakistan, there is a need for further studies to thoroughly comprehend women's subjugation and the need for active research to free them from old male-controlled rules.

The subject of empowerment must be viewed as a holistic process that brings about the development of a whole structure, beginning with recognizing the power hierarchy systems that keep women subjugated (Women's Working Group, 2015). The present research explored how women could be motivated by their jobs to achieve a thorough perception of the association between women and jobs' empowerment. Moreover, this research offers a snapshot of the fundamental contribution of women's work for empowerment. Specifically, for whom they are collaborating and their role concerning their income in the family. Economic empowerment also implies social and political empowerment. Reforms are essential to improve women's status in the social hierarchy.

## **Justification of the Study**

The status of women in Pakistan is in a desperate state, as stated by the World Economic Forum, and gender disparities are pretty widespread in their education, healthcare, financial and political contribution. There is an insignificant change in women's empowerment in cosmopolitan metropolises in Pakistan, but it is worse in small towns and countryside regions. Moreover, it should be noted that 70% of Pakistan's population lives in rural areas, and there they face strong bias in all aspects of their lives.

Hence, the association between jobs and empowerment is typically concentrated in the present research, and particular focus is given to the person's capacity to address professional prospects and the employment milieu. Women's approach to services and the extent of involvement in the household divisions' cumulative family incomes are also remarkably significant.

## **Objectives**

1. To explore the relationship between employment and empowerment in Pakistan.
2. To explore the relationship between employment status and empowerment in Pakistan.
3. To explore the relationship between demographics and empowerment in Pakistan.

4. To explore the relationship between occupation and empowerment in Pakistan.
5. To explore the relationship between financial contribution and empowerment in Pakistan.

## **Literature Review**

Women empowerment includes freedom and authority to manage personal lives alike within and externally their homes and their capacity to affect how social changes generate a more lavish domestic and global socioeconomic system (Sepotokele, 2018). Feminism is not an individual's work; in it, a multifaceted community is generalized. It is thought to be women-focused since its primary goal is to study women's social experiences as an exploited faction and create an improved environment for women. Despite differences in ideas, both feminists agree that women's subordinate role is supported by male-controlled society and conservative thoughts.

Hence, a new social system is needed for gender parity instead of a patriarchal society. The so-called liberal feminism argues that gender modeling in labor division and parity could be created by re-modeling significant institutes such as law, employment, families, and education. Cruelty against women has its origins in personal property institutions (Schmitt, 2018). This system was further strengthened in the colonial era in the Indian subcontinent and reinforced by capitalism through remote control of the creation sources.

This right has established a class structure, and men embraced this practice since it favors a male-dominated society. Though the capitalist system does not prioritize women, it serves as one of the primary sources for gender discrimination. Women comprise 50% of the world's population, and if this percentage gets freedom, then capitalism to an extent could suffer, wherein the sources of creation are deemed collective possessions and women are financially self-governing like men. Socialist feminists believe that the two reasons for women's oppression are the capitalist system and patriarchy, and the elimination of this issue is the only solution to free women.

Scholars are currently endeavoring to outline an instrument to estimate and assess female empowerment's scale or extent in society. Thus, past research employed women's status as an instrument because women with high family status are empowered, and those women with no family status were thought to

be non-empowered. Afterward, to assess empowerment, the analysts, Mason and Smith (2003), applied various variables, viz., women's role in the households, their participation in management, and gender disparity; nevertheless, these were not established.

The word 'independence' does not seem very striking in the societal structure situation, whereas the word 'empowerment' suggests the degree of privileges and ranges for both genders (Kabeer, 2012). Nevertheless, it is inadequate when researching the facts concerning women's empowerment to understand women's economic power as evidence of empowerment (Malhotra et al., 2002).

The women's resources and the power (settings) they have over those resources should be understood. Empowerment is inadequate without control over the resources. As well, society has to play a significant contribution in the empowerment of women. Western countries' empowerment values are entirely dissimilar to those in third-world countries (HHI, 2016). Hence, by evaluating evidence, resource, and setting, women's empowerment could be assessed.

Therefore, women's happiness is less contented and less gratified with their families' outright and virtual economic condition than men's counterparts (Stevenson & Wolfers, 2009). Pakistani women are willing to reach covenants with their partners on various aspects, namely education of girls, social mobility, working status, hobbies, and domestic obligations, though disputes bring about conflicts that minimize the happiness in the lives of women (Yasmeen, 2015).

Furthermore, Yasmeen and Karim (2014) claim that Pakistani feminists were females who experience dissatisfaction or frustration in their jobs and later started their own company, taking into account the ultimate objectives of choosing the form of work, service hours in the workplaces, and the people with which they worked. Nevertheless, in their business startups, most women experienced social, behavioral, and economic obstacles. Thus, one could realize that empowerment might be viewed in different fields, but it also coincides with various aspects.

### ***Indicators of Empowerment***

Family management and freedom to travel are often women's empowerment gauges. The term 'women empowerment' originated from the terms employed in part for them, such as women's autonomy and independence in introducing their rights and justice issues. The remaining aspects of women's lives have become integral to their empowerment with the continuing expansion of the notion of

empowerment to the degree that it could engage authority across several realms and processes, and the management of assets of women has become a particularly challenging aspect of empowerment of women (Wiebesiek & Treffry-Goatley, 2017).

How does access of women to resources, women's empowerment affect the problem being faced? Peinado and Serrano (2018) believe that developing freedom from economic aspects of women or resources reduces gender disparity and enhances empowerment. Also, gender disparity could be reduced by growing leverage over resources in the household, gradually contributing to women's financial strength.

The influence to be heard in households provides women with confidence. They begin to monitor life decisions and could affect public issues significantly (Blumberg, 2005). As for the deliberations of the association between empowerment and jobs, the underlying point is mainly relevant since, mostly, it is inadequate only to do jobs and increase income; instead, it is essential the leverage over their resources (Abrar et al., 2017a; Blumberg, 2005; Kabeer, 2012). However, women may work and earn money; however, they are unlikely to achieve any influence or power in their households if they have no power over their resources.

### ***Employment and empowerment***

The most substantial claim of all the debates of women's empowerment is that their contribution to making money could guide them towards their empowerment, as the capacity to manage their resources would motivate them to negotiate matters (Guinee, 2014). It then allows them to influence the choices and selections they decide to make in their lives. If the women earn, they can deal with themselves, and thus they become less reliant for survival and the remaining household members.

It gives strength to women's negotiating power in the families since it does not merely add to the households' income but acquires a more decisive fallback point (Datta & Gailey, 2012). That improved degree of bargaining power in families is judged a central empowering element since it affirms their authority over themselves and their households (Deere & De Leal, 2014). In contrast, discussions amongst analysts often say that women experience several other barriers that act like a monster managing their lives and gender parity race and

cannot be eliminated with jobs alone.

Thus, it can be concluded that women are pressured to make money by the kind of feeble systemic factor and poor choice and remain unempowered. However, for women in Pakistan and in other third-world countries, work is scarce. Due to the low level of education among women and self-awareness, it could be inferred that women's occupations need less expertise and are often remunerated disproportionately, are unable to gain safety, and are involved in a disastrous occupational environment (Samarakoon & Parinduri, 2015).

Engagement of women in jobs and revenue-generating activities does not remove their family obligations, thereby indicating that most working women have several tasks, namely jobs, family chores, and the duty to protect the households (Rehman et al., 2015). The realism of empowerment is much nuanced and is at the center of the statements made above. Jobs do not necessarily bring about empowerment, jobs though they can improve their power and contribution in households. Thus, consistent with both, the researchers ascertained and included several core factors that included the conditions that affect occupations to occur and the type of empowerment.

### ***Employment status and empowerment***

The researchers discovered discrepancies after they have used the earlier study frameworks. Simultaneously, some analysts have claimed that with the assistance of paying jobs, age-old social values could be changed (Datta & Gailey, 2012). However, some studies have noted that merely an occupation has negligible effects on empowerment without consequences of employment circumstances. As stated by a previous study, Bengali women and poor Indian women recorded that jobs empower women, and those who do jobs seek decision-making power in contrast to those who are without, have control of their resources, own mobility, and accumulate properties to protect their welfare (Klugman et al., 2014).

The power hierarchies that prevent women's involvement and input in society are sufficiently robust and cannot be questioned only by being on the job. The primary reason for the failure of job empowerment is that women have chosen to do jobs and earn mainly due to survival, and that form of occupation does not impact the input of gender (Singh & Raghuvanshi, 2012). Women are under no circumstances permitted to engage in the political domain due to the lower income levels, nor does this work alleviate the households' obligations and do not

obtain similar property civil rights (Cinar & Kose, 2018).

Despite these troubles, jobs in the right circumstances would combine the communal endeavors to empower women to a significant extent (Cinar & Kose, 2018). Nevertheless, the issue is how jobs could be regarded as empowerment? A dire need to thoroughly study this problem and observe this relationship concerning the factors that encourage women to move into the job market, their implications, jobs, family experiences, and salary outcomes.

### ***Demographics and empowerment***

Empowerment of women could be affected directly and indirectly by sociodemographic contexts, 'indirectly' implies its relation to the accessibility of jobs, social status, and projections for gender contributions. Previous research shows the couples' roles at the time of their marriage and community links, as household structures and characteristics of its units are vital for financial procedures, the fundamental direction of leadership, and women's economic empowerment (Choudhry et al., 2019b; Frankenberg & Thomas, 2001).

Some women in society appear less likely to be empowered, for example, younger women, women with lower learning rates, countryside women, poor women, and those women belonging to inferior status or caste (Hunter et al., 2013). For women's occupation and its link to women's empowerment, education could be a striking amongst the stimulating effects since it leads to life opportunities and outcomes. Occupation and learning appear to be critical subjects for domestic financial power; hence women are no more engaged in community and executive issues (Sonowal, 2013). Therefore, the women with more education levels and job rates hold relatively more significant economic policymaking power than other decision-related issues.

In the current literature, most analysts have identified employment and education as vital pointers of women's empowerment (Choudhry et al., 2019a). Nevertheless, Pakistani women do not possess adequate educational and job prerequisites (Sadaquat & Sheikh, 2011), particularly in countryside regions (Noreen, 2011).

Literacy amongst women is lower than that of men. Pakistani women are powerless to begin their private business due to an absence of education and community norms in countryside regions (Khan, 2010). Therefore, it is necessary to study how education allows women to improve empowerment by removing

obstacles that hinder their empowerment.

Pakistani women are beleaguered with conventional patriarchal customs in a nasty life cycle (Awan, 2016). Women are not at liberty to make decisions concerning their lives. It may include marriages, divorces, child-bearing, healthcare, traveling, inheritance possessions, education, and deciding occupation (Adeel et al., 2017; Awan, 2016; Jamal, 2016; Sarfraz et al., 2015). Age-old gender-prejudiced sociocultural traditions are the key reason for women's repression, restricting women's position in society and giving them inferior positions (Awan, 2016).

It is hard to eliminate these sociocultural obstacles (Kirai & Kobia, 2012). As a possible obstacle to women's equality, these sociocultural aspects limit women and contribute to women's subservient and victimized condition (Rafay et al., 2016). Because of social sexism and social standards, Pakistani women consider themselves vulnerable. In Pakistani society, women's violence is also an established practice. Abuse of the danger of cruelty hurts their self-image (Baehr & Amy, 2013).

Marriage institutions and practices, such as dowry payment, adversely affect women's capabilities and cause them psychologically pitiable in South-East Asia (Begum, 2016). In a submissive and subservient course, society affects the traits of women. Patriarchal social standards have driven parents to train their offspring submissively. Likewise, early pitiable family socialization is often the communal strain product (Kirai & Kobia, 2012; Rafay et al., 2016).

Dandona (2015) states that self-image and capability are essential characteristics of a woman's motivation. Dodd (2012) also states that the vital prospective predicament to women's empowerment is the absence of self-confidence, motivational level, and poor socialization. Awan (2016) explained that there is a requirement to change society's mindset for women's empowerment owing to efficient education.

According to Bandyopadhyay (2011), there is an encouraging effect on women's empowerment in education and employment positions. Stevenson and Wolfers (2009) suggested that education has risen over time, and satisfaction is related to advanced education. In Pakistan, male enrollment is motivating, though women are less educated than men (Yasmeen, 2015).

Little traveling is the crucial reason for illiteracy among women due to

increased apprehensions about Pakistan's security (UNICEF, 2018). In Pakistan, many other reasons comprise lower family earnings (poverty), availability, strengthening traditional gender participation and absence of female educators, and political indifference (Jamal, 2016). Education in Pakistani women's empowerment should be more focused on the future study (Ali & ul Haq, 2006).

### ***Occupation and empowerment***

A little study has been carried out to examine the relationship between women empowerment and jobs (Singh, 2013). There is still ample reason to conclude that women's careers contribute significantly to women's empowerment. Due to its link of educational needs, earnings, and power within the community, women's occupation is vital (Gautam, 2018).

It may identify the qualifications and abilities to accomplish that specific career, the economic proceeds associated with the classification, the working environments, and the status of the gender (Raj, 2014). Women work in all professional fields. However, especially in India, where they do menial vocations that are much lower in the revenue and thus are paid less, such as in the agricultural field and household work (Gautam, 2018).

Nevertheless, in a few situations, wherein women are skilled and willing to do some specialized occupations, jobs that are not labor-intensive are typically oriented towards the service sectors when doing 'feminized' vocations, namely, education, social work, and nursing (Singh, 2013). As previously reviewed, occupations are vital for empowerment in their relationships to status and educational fulfillment, easing work environments, salary variations, and influence.

### ***Financial contribution and empowerment***

The effects of women's empowerment in exchange for the salary she receives could be vital for those who have a crucial strong influence and reverence in their households. The monetary help of women to their households tends to increase their capability to control the portion of revenue offers them power in both policymaking and management in homes (Anyanwu et al., 2018).

The analysts in earlier studies conclude that their input to household income and the degree to which they contribute is another significant aspect of women's empowerment and in the relationship between work and empowerment. The scale

to which families rely on women's wages could affect the strength and influence of working-women in their families as it shapes their roles in the family units and improves their fallback position by reducing their dependency on male members (Kato & Kratzer, 2013).

The voice in the households influences the participation degrees of wages of women. Hence, if they contribute primarily to family income, they would be heard more for the household decisions and would have a more decisive say. However, if they contribute less to the family's income, their opinions would not be weighted much on important domestic policies (Meisenbach, 2010). Household earnings and empowerment studies showed a positive relationship between increased empowerment likelihood and more significant revenue input (Grasmuck & Espinal, 2000).

There is also a significant relationship between women's income and household income and the cases and severity of domestic violence (Ahmed & Hyndman-Rizk, 2018). The research showed that those influential women reviewing their contributions and standings in the households appear to be monetarily powerful and effective and increase their incomes. The increase in their empowerment and reduction in home violence against them is the product of the vital input of their family incomes (Demirguc-Kunt et al., 2013). Women's earnings explicitly suggest that they are providers to society and are worthy of being valued in their households. It shows how incomes influence women's empowerment, despite the challenge of patriarchy structure (Kabeer, 2012).

While women did not discuss their earnings and the rights suggest a more significant fallback part in ups and downs, the women were considered valued, respected, and honored (Kabeer, 2012). Generally, due to their monetary inputs to household revenues, their equality and value could be improved with their household contributions.

## **METHODOLOGY**

Descriptive research methodology was used in the study. Descriptive research is more concerned with what it is rather than how or why it aims to define a phenomenon and its properties.

## **CONCLUSION**

Three critical assumptions could be drawn while considering the contribution

of employment for the empowerment of women, kind of work, work proximity to the home gamut if the tasks of women result in freedom from the authority of patriarchal society, and only the significant increase of earnings appear to result in the empowerment of women.

The study reveals that Pakistani women are less empowered in all fields of activities. They face a lack of authority, restraints on traveling, domestic violence, prohibition, and lower resource control. The present research enunciates that women's employment seems essential in the country to boost their empowerment. However, there are many obstacles to relate well to them, and employment is one reason for getting along with them in various circumstances. In families, societies, and countries worldwide, the fundamental barriers to equality of women and privileges must be considered if one wants to see women's vocations, especially in Pakistan and the world in general, as a dominant means for empowerment. Nevertheless, some structural changes are needed to make jobs a relatively strong trend to empower women.

## **RECOMMENDATIONS**

Firstly, considering job opportunities for women is a crucial stage in raising equality for women. The job prospects for them must be dissimilar to traditionally existing jobs, and it is essential to concentrate on the presence of women at all phases of employment. Secondly, the initiatives for empowerment that have been effectively launched to provide small companies with work competencies, training, and monetary assistance are proved unsatisfactory. It is essential to put helpful cohorts wholly in a place, helping women know their self-worth and their fundamental civil rights. The increase in the perception of women could reinforce their bargaining power. Consequently, their rights to make domestic decisions would seem best for themselves and their children.

Thirdly, the present research elucidates that the education standards should never be underestimated. Education not only broadens the financial opportunities for women, but it has also been commonly observed in the delay of marriages, first-birth age intervals and increases women's ability to fix their problems. The guarantee of the rights of women is necessary for their empowerment and equality. Lastly, policies must ensure the fundamental rights and security of women. Therefore, one must not fail to see empowerment as a situation instead of as a process. Hence, women should behave exceptionally to have tremendous

respect for themselves and to have self-esteem. It must take on the burden of women's empowerment, not only related to women but also to the society that seems vital to third-world countries, such as Pakistan.

Moreover, in the past studies, it is claimed that women's empowerment must be observed in all society's echelons. The comprehensive procedures necessitate women to fight for their civil rights, men must have input to the procedure, and governments must actively encourage egalitarianism in all spheres of life. Globally and domestically, women should be empowered in their homes, society, country's economy, and politics.

When seeing the details about women's empowerment, it can be deduced that women's empowerment is essential for society's upheaval. It is the basis after which a positive transformation may start. Rates of empowerment of women in their households should not be underestimated and underrated. To perceive the challenges that create obstacles in the occupational path and explore the methods wherein employment creates a shift in their lives, in-depth studies regarding employment and empowerment must be further conducted.

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# STUDENTS' PERCEPTIONS ABOUT E-LEARNING IN BUSINESS MANAGEMENT CLASSROOMS AT HIGHER EDUCATION IN PAKISTAN

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## ABSTRACT

*The approach of teachers and students in Business Management Classrooms to new innovations (technologies) is the fundamental aspect that will enable them to position themselves quickly and easily on e-Learning. The use of personal computers, networks, computer simulations and portable devices (iPads, tablets and mobile devices) has captivated the enthusiasm of the various students who benefit as an educational tool. Given the growing size and variety of in Business Management at Higher Education zone, specifically in terms of value chains, control, and geographic coverage, it has emerged as essential to develop a strong database on higher education. This study highlights the current state and prospects of e-learning in Business Management Classrooms at Higher Education level. Online learning has an important role to play in complementing traditional classroom learning and students expect that the use of technology will make their learning experience more practical and improve the value of their learning. The*

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*methodology used in this study consisted of a systematic random sampling for students in traditional study mode and a reasoned sampling to identify students in electronic learning mode by using SPSS. The results show that face-to-face education remains the best course for the method of delivery for students. They also showed that in face-to-face practice they had better results in reading. Blended learning and e-learning support face-to-face learning in order to meet students' different needs.*

**Keywords:** Traditional learning, Business Management Classroom, e-Learning, Educational technology, Distance learning, Blended learning, Face-to-Face learning

## INTRODUCTION

This research is intended to explore the potential of e-learning in Business Management Classrooms. It is growing speedily as an important means of education and learning in a flexible online environment. It provides diverse learning opportunities for traditional and nontraditional education, which indicates that the transitional and developmental periods of education. Thus, the number of studies examining the relationships between digital technologies and learning has been growing as well. Online studying plays a vital role in the increase of education in all countries. It additionally offers developing countries the opportunity to enhance their academic development at Business Studies Majors. It may also play an important role in the education of a new era of instructors, as well as in enhancing the capabilities of the teaching profession for the use of tools and pedagogy of the 21<sup>st</sup> century. This is the evolution of the academic trend, current technologies, particularly the internet, have intended that education is no longer restricted to the four walls of the lecture room. electronic learning encompasses all forms of electronically assisted learning and teaching. ICTs and e-learning provide more resources for both students and teachers to adapt learning and teaching to the needs of individuals. At Business Management Classes, the more technology progresses, the more advantages it brings to the academic field, and the greater the value of using it.

With the emergence of e-Learning technologies, the quality of Business Management Classrooms has increased to a great level. The most effectively used e-Learning mode is in the Higher Education sector (Pham et al, 2018). Today cannot give presentation without using Power-point presentations (PPT) or cannot find research material without the help of computers, laptops, Internet and so on. Virtual classes and smart classes have become the reality of Business Management Classrooms (Hwang et al, 2018). With the facilities of laboratories and the various modes present in the laboratory our knowledge has expanded and the time has also been saved. E-Learning is becoming increasingly prominent in tertiary education, with increasing universities provisions and more students signing up (Mahmodi, 2017). The importance of e-Learning is greatly felt in Business Management Classrooms as e-learning acts as a facilitator for the Business Management Classroom's students, providing the students, scholars with correct information through the help of internet services, Wi-Fi's, and even the dissertation and thesis work cannot be done without the use of e-technologies. It has become impossible for scholars to do their work without using e-technologies, not only the students but teachers as well cannot complete their work without using e-Learning modes. With the help of various e-Learning modes we are able to successfully conduct seminars, workshops (Moghavvemi et al, 2018).

Although e-learning looks exciting for the future of higher education, it still faces immense challenges. There are many obstacles to open learning, and many arise from faculty issues that are manifestations of organizational and financial systems built up at the height of traditional educational paradigms (Arasaratnam et al, 2017). Faculty members, in general, may be reluctant to take e-learning courses if they think that face-to-face communication will replace the Online conversation. In other words, most members of the faculty are reluctant to be able to replace themselves, and this apprehension is an obstacle to e-learning. Second, education in e-learning can be expensive. Although institutions are building technological infrastructure, considerable investment is needed to develop and maintain an effective e-learning education program. (Aristovnik et al, 2017) human resources can be another significant challenge for Business Management Institutions that choose to implement an e-learning program. For the e-learning environment, fair remuneration for qualified professionals is expected. In other words, educational institutions wishing to follow an e-learning model must change their approaches, policies, and regulations. (Ghavifek et al, 2017) this work provides additional insight into technology-enhanced learning

environments for school decision-makers, educational counselors, teachers, and students. Empirical data collected in e-learning environments on student satisfaction expectations can be used to recognize the benefits and disadvantages needed to make informed decisions about e-learning programs and approaches to course design. The greater the probability that e-learning software courses will meet students' needs and demands, thereby increasing the amount and quality of educational experience, the more knowledge administrators, teachers, learners, and technical support staff have on e-learning learning styles and desires.

## **Literature Review**

According to Naveed et al, (2017), the purpose of this study was to analyze the attitudes of teachers towards e-learning at Business Management Classrooms in Saudi Arabia and the factors that affect their attitudes. This work was confined to two universities in the KSA situated at various locations. In this analysis, a survey questionnaire was used to gather the data. The results showed that Online learning rates vary based on different components of identity. The views of gender were the first markers of disparities, with expectations of women being more optimistic than men. There are also variations in age among people under 44 who understand e-learning better than people over 45 years of age. The academic level is also influenced by e-learning's highest expectations relative to university graduates. The results showed that there was a greater view for faculty members with less teaching experience than those who had been teaching for over 10 years. Members of the faculty had a positive overall view of e-learning, convinced it was a tool to enhance learning. Participants revealed in answering questions about e-learning obstacles and barriers that the lack of tools and knowledge poses barriers to teaching e-learning courses. (Thai et al, 2017) the study focused on the challenges facing Kenyan public universities to implement e-learning and recommended possible solutions. Solutions for successful implementations. The research presented the results of a survey of 148 staff members from three public universities in Kenya who currently use Online learning in mixed mode. The study's goal is to study the obstacles that prevent e-learning from being implemented in Kenya's public universities. Using questionnaires, in-depth interviews, and record analysis, information is collected. The study results revealed that Online learning poses problems that need to be addressed by public universities in Kenya before they can be implemented successfully. Nonetheless, e-learning's strengths and prospects greatly outweigh the obstacles. Finally, the paper recommends some of the possible solutions that could be adopted by

public universities to implement e-learning successfully. (Yilmaz, 2017) research called e-learning student expectations was performed. The purpose of this study was to find out what students think about e-learning, an alternative to traditional classroom teaching and learning and find out what students think about the idea of e-learning, as it is the goal and the main beneficiaries of this technology that has enabled learning. The research data was obtained with 80 questionnaires at Ho Polytechnic University, Ghana. The study results revealed that most students assume e-learning is an innovative idea to be promoted. Few problems have been uncovered, however, such as the fear of employers discriminating against those studying online. He also noticed that blended learning is the preferred learning style for respondents, integrating e-learning with face-to-face learning.

According to Naveed et al., (2017) e-Learning, as part of the development of distance learning, has evolved significantly. Its attractive features, such as being self-paced, using rich media, eliminating geographical barriers, and reducing costs, have been globally recognized and adopted by universities to meet student demand. Among its various practical features, the most significant one is that it can be student-centered, meaning that the educational process has been turned into a self-paced, self-directed, and on-demand form of learning accessible by students. Additionally, e-Learning offers the possibility to deliver Business Management Classrooms regardless of geographical barriers. e-Learning is supported by electronic devices and the Internet. It enables self-paced learning, in which learners access pre-designed learning resources any time, from any place. At the stage known as e-Learning, although the teaching and learning have taken place via an internet system, they occur in the same way as some traditional face-to-face classes. Teachers are the core of the process of learning and teaching. Ali et al., (2018) learning materials are directly delivered from the instructor to the learners using a direct transfer computer-based learning system, which is sometimes called web-based training first emerged in business and it gradually moved to higher education. The concept of online learning and e-learning is similar but with a different emphasis on either electronic devices or internet technology. e-Learning is the broader concept of applying digital and internet technology in education. Uppal et al., (2018) Business Management Institutions typically have a systematically designed and developed curriculum system. In a face-to-face class, the students may receive more direct instruction and immediate feedback from the instructor than in asynchronous online learning and face-to-face learning, learners can make synchronous or asynchronous

e-learning components. Samarraie et al., (2018) traditional learning controls the learning processes and combined learning offers dynamic learning opportunities. Educational online learning technology helps traditional classroom instruction. Technological applications enrich the delivery of learning content. Online learning offers learning opportunities that meet the needs of students. Technology is an alternative tool in higher education. Online learning has improved and elevated traditional learning, but cannot be designed to replace it. Online learning can be adapted to the styles and preferences of some students, but others may be involved in the traditional classroom learning environment. Media and engineering are increase education inside and outside the classroom. (Chaka & Govender, 2017) the focus of e-Learning is not on the technology, but to use technology as a medium to create a personalized, customized, and interactive learning environment to help learners learn. Reasonable and appropriate adoption of digital technologies may give impetus to the development of the existing traditional learning method. Moghavvemi et al., (2018) in other words, does the use of an ICT-based e-learning system improve the quality of learning? Quality training initiatives are still unclear and often problematic according to a review of the literature. The lack of clear criteria for evaluating the performance of the training highlights the challenges that the e-learning approach faces. It presents two ways to improve the quality of reading. The first is to achieve higher-level learning goals for more students. The second idea is to allow students in the classroom to learn differently from traditional teaching. (Ghavifekr & Mahmood, 2017) e-Learning teachers should carry out most realistic tasks. Realistic duties include referring students to technical support facilities, resolving technical issues, diagnosing and clarifying existing issues, and providing the student with enough time to learn new programs. The aim of these exercises is to ensure that the participant is acquainted with the curriculum and the technologies they use. If the teacher can encourage the seamless use of technology, the learner can concentrate on the academic challenge. (Salloum & Shaalan, 2018) since the pedagogical aspect was one of e-learning's key drivers, the question facing this study is whether e-learning provides a better learning quality. Most of the studies focused on determining how students perform well in online classes. As a result, comparisons of online and traditional lecture formats show that students perform on average at least as well in online component classes.

## **Problem Statement**

The massive proliferation of computer equipment and the rapid growth of

internet bandwidth has changed the Business Management Classrooms character. Business Management Institutions must address changing expectations related to the quality of learning experience and students expect the surge of technological innovations to provide relevant and engaging learning experience. In order to establish an effective working relationship with students, instructors have to enhance their familiarity with digital teaching methods and try to facilitate teaching by using up-to-date technologies. E-Learning involves hardware technology, a course management system and course delivery methods. Educators implement technologies to assist teachings, such as using D2L (Desire2Learn) to organize course materials, manage quizzes, facilitate discussions, host synchronous online meetings and more.

## **Research Questions**

The question of how to employ new educational technologies to support students' learning in Business Management Classrooms contexts has always required educators' serious attention.

- (i) How will students benefit in Business Management Classrooms through e-learning?
- (ii) What is the current state of e-Learning at the university level from the students' perspective?
- (iii) What are the students' expectations with regard to e-Learning?

## **Research Objectives**

- (i) Exploring the scope for e-learning in Business Management Classrooms in Pakistan.
- (ii) Analysis of the factors affecting Business Management Classrooms' e-Learning.
- (iii) To study the students' perception of e-Learning.

## **METHODOLOGY**

This study used a descriptive design using survey methodology. The researcher reviewed the literature of many scholars on the potential of e-learning in Business Management Classrooms with interest in e-learning and higher education. Based on the literature review, a survey was created with respect to aspects of the topics in this study. To gather data for the analysis, randomly selected university students from Sindh, Pakistan through online google questioner survey form. The

collected data were analyzed in relation to the research questions. Based on the data analysis in SPSS, the research resulted in a descriptive discussion about university students' expectations of e-Learning.

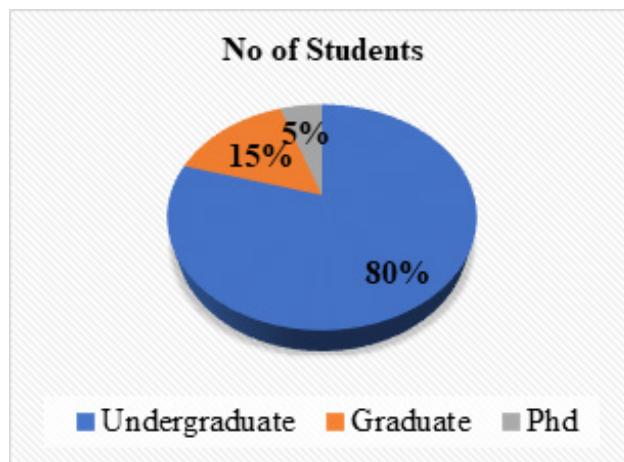
## RESULTS AND DISCUSSION

This study is a single-shot internet survey using a self-report questionnaire. Descriptive statistics, and to present the results to the research questions, frequency tables, and cross-tabulation tables were created.

Table 1: No of respondents (Degree program)

Degree Program	No of Students	Percentage
Undergraduate	210	79.55
Graduate	40	15.15
PhD	14	5.30
Total Students	264	100.00

Figure 1: Type of degree programs



The survey includes seven subgroups of questions, which relate to definitions of terms, background information, e-Learning, the future expectations of e-Learning with traditional learning, digital devices, learning management systems. There were 300 responses to the online survey including 36 responses

with missing data. The first stage was to clean the data. By excluding those 36 responses, 264 the answers were simply used to analyze the data. The majority of participants in this study are undergraduate students (210 students, 79.55% of 264 participants), followed by postgraduate students (40 students, 15.15% of 264 participants) and Ph.D. (14 students, 5.30% of 264 participants).

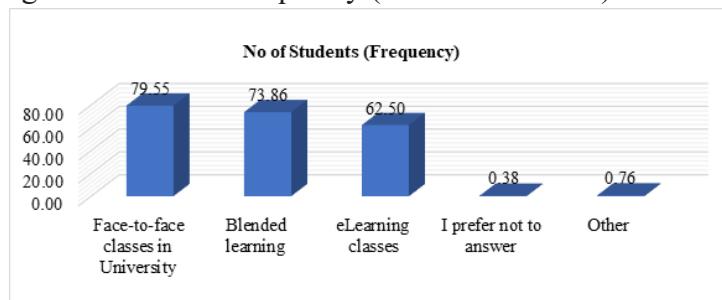
## E-Learning

The responses to the survey questions “Which types of classes have you taken” including overlap responses because of “Check all that apply”. As shown in table 2 frequency, among the 264 responses, 80% (210 responses) received for face-to-face on university classes with no Learning Management System (D2L) usage. 74% (195 responses) received for Blended learning (A mix of e-Learning including D2L usage with onsite classroom education) and 63% (165 responses) received for e-Learning classes (Completely online learning has no required synchronous meetings, or with synchronous components).

Table 2: Level of frequency (Classes taken)

Description	No of Students (Frequency)	Percentage
Face-to-face classes in University	210	79.55
Blended learning	195	73.86
E-Learning classes	165	62.50
I prefer not to answer	1	0.38
Other	2	0.76

Figure 2. Level of frequency (Classes are taken)

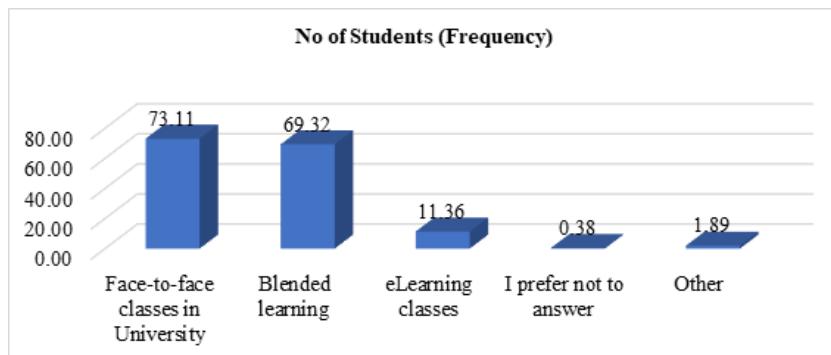


The responses to the survey questions “Which types of courses do you prefer to attend” including overlap responses because of “Check all that apply”. As shown in figure 3 and frequency table 3, among the 264 responses, 73% (193 responses) received for face-to-face on-campus classes 49% (130 responses) received for blended learning; and 31% (83 responses) received for e-Learning classes.

Table 3: Which types of courses do you prefer to attend?

Description	No of Students (Frequency)	Percentage
Face-to-face classes in University	193	73.11
Blended learning	183	69.32
eLearning classes	30	11.36
I prefer not to answer	1	0.38
Other	5	1.89

Figure 3. Types of courses prefer to attend



The responses to the survey questions “From which type, of course, do you feel you have better learning outcomes” including overlap responses because of “Check all that apply”. As shown in figure 4 and frequency table 4, among the 264 responses, 73% (194 responses) received for face-to-face on-campus classes, 36% (94 responses) received for blended learning, 17% (46 responses) received for e-Learning classes, 4.2% (11 people) responded in the other category, such as depending on the learning subjects, instructors, and students’ prior knowledge

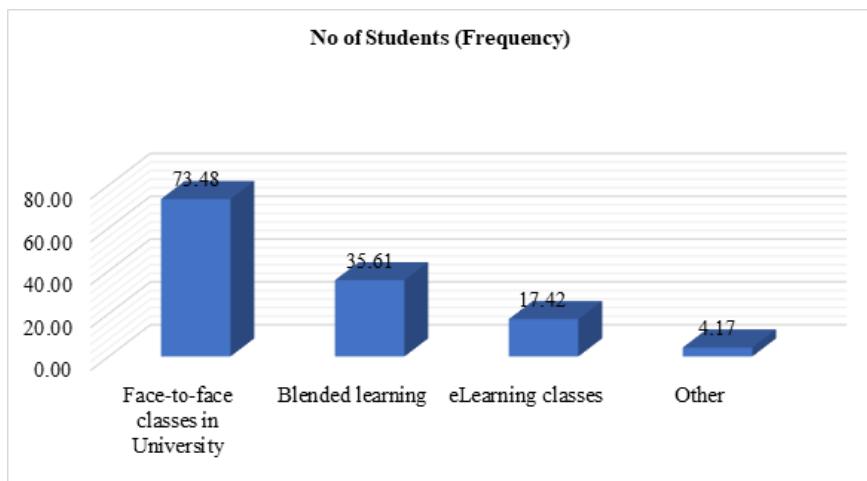
## *Students' Perceptions about e-Learning in Business Management*

for the courses.

Table 4. From which type, of course, do you feel you have better learning outcomes

Description	No of Students (Frequency)	Percentage
Face-to-face classes in University	194	73.48
Blended learning	94	35.61
e-Learning classes	46	17.42
Other	11	4.17

Figure 4. Type, of course, have better learning outcomes

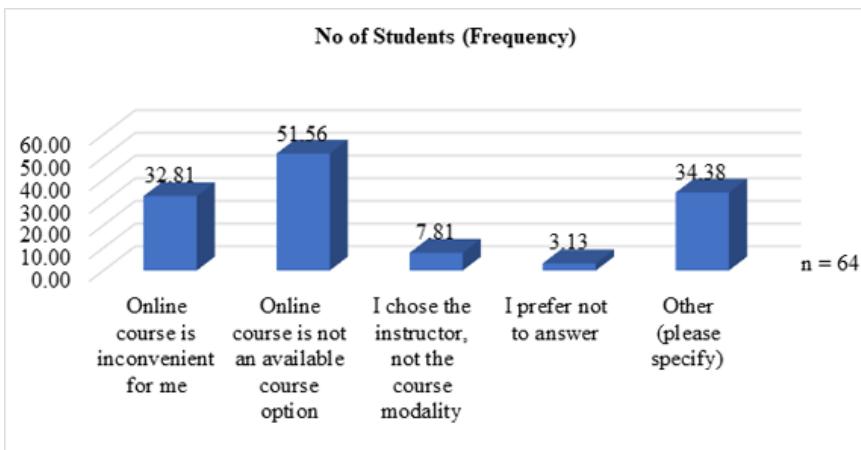


The responses to the survey questions “What is/are your reason(s) for NOT choosing an online course” including overlap responses because of “Check all that apply”. As shown in figure 5 and frequency table 5, among the 64 responses, 33% (21 responses) received for “Online course is inconvenient for me (example: access to the course content / internet, communication with instructor/classmate)” 52% (33 responses) received for “online course is not an available course option” 8% (5 responses) received for “I chose the instructor, not the course modality” 34% (22 people) responded in the “Other” category. The Students’ comments for the “Other” category mostly are “not doing well with an online course, do not like online course, and online course is more expensive”.

Table 5: What is/are your reason(s) for NOT choosing an Online course? (Check all that apply)

Description	No of Students (Frequency)	Percentage
An Online course is inconvenient for me	21	32.81
An Online course is not an available course option	33	51.56
I chose the instructor, not the course modality	5	7.81
I prefer not to answer	2	3.13
Other (please specify)	22	34.38

Figure 5. Reason(s) for NOT choosing an online course



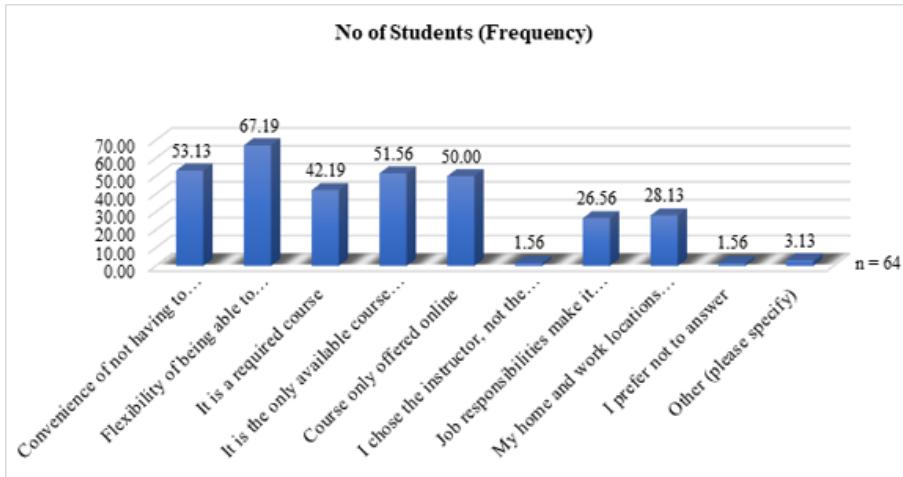
The responses to the survey questions “What will be the reason(s) for you to choose an online course” including overlap responses because of “Check all that apply”. As shown in figure 6 and frequency table 6, among the 64 responses, the top responses received for “Flexibility of being able to complete lessons or assignments anywhere/anytime” (67%, 43 responses) “Convenience of not having to come to campus” (53%, 34 responses). “It is the only available course option that fit into my timetable” (52%, 33 responses) and “Course only offered online” (50%, 32 responses).

Table 6: What will be the reason(s) for you to choose an online course? (Check all that apply)

### Students' Perceptions about e-Learning in Business Management

Description	No of Students (Frequency)	Percentage
The convenience of not having to come to campus	34	53.13
The flexibility of being able to complete lessons or assignments anyplace/anytime	43	67.19
It is a required course	27	42.19
It is the only available course option that fit into my timetable	33	51.56
The course only offered Online	32	50.00
I chose the instructor, not the course modality	1	1.56
Job responsibilities make it difficult for me to attend face-to-face classes	17	26.56
My home and work locations make it difficult for me to attend face-to-face classes	18	28.13
I prefer not to answer	1	1.56
Other (please specify)	2	3.13

Figure 6. Reason(s) for you to choose an online course



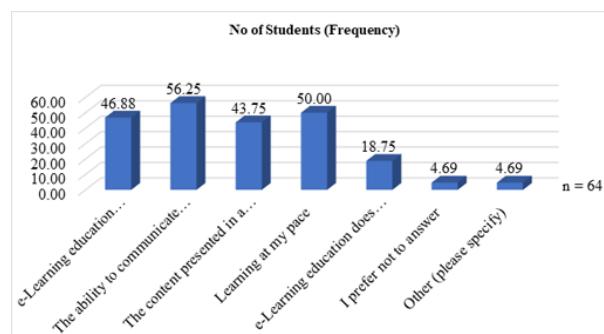
The responses to the survey questions “What is/are the factor(s) that will help improve your e-Learning experience” including overlap responses because of “Check all that apply”. As shown in figure 7 and frequency table 7, among

the 64 responses, the most important factors are: “The ability to communicate and collaborate with instructors and classmates” (56%, 36 responses) “Learning at my pace” (50%, 32 responses). “e-Learning education technology” (47%, 30 responses) and “The content presented in a way that made it easier to learn” (44%, 28 responses). The Students’ comments for the “Other” category include: “learning resources” and “if there were more practice quizzes on the e-Learning sites”.

Table 7. What is/are the factor(s) that will help improve your E-Learning experience? (Check all that apply)

Description	No of Students (Frequency)	Percentage
E-Learning education technology	30	46.88
The ability to communicate and collaborate with instructors	36	56.25
The content presented in a way that made it easier to learn	28	43.75
Learning at my pace	32	50.00
e-Learning education does not help me to learn	12	18.75
I prefer not to answer	3	4.69
Other (please specify)	3	4.69

Figure 7. Factor(s) that will help improve your e-Learning experience

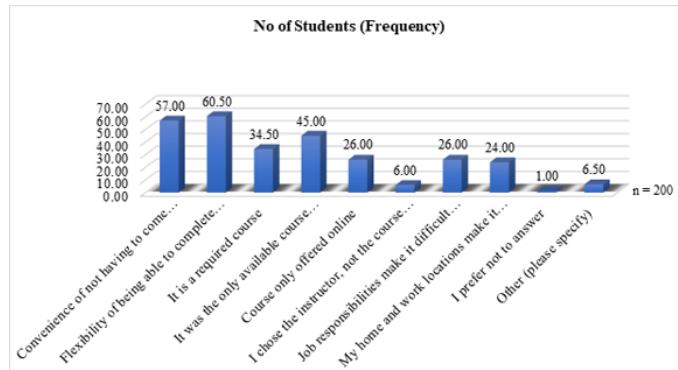


*Students' Perceptions about e-Learning in Business Management*

The responses to the survey questions “What is (are) your reason(s) for choosing an online course” including overlap responses because of “Check all that apply”. As shown in figure 8 and frequency Table 8, among the 200 responses, the reasons with top response rates are: 60.5% (121 responses) received for “Flexibility of being able to complete lessons or assignments anyplace/anytime” 57.0% (114 responses) received for “Convenience of not having to come to campus” 45.0% (90 responses) received for “It is the only available course option that fit into my timetable” and 34.5% (69 responses) received for “It is a required course”.

Table 8: What is/are your reason(s) for choosing an online course? (Check all that apply)

Description	No of Students (Frequency)	Percentage
The convenience of not having to come to campus	114	57.00
The flexibility of being able to complete lessons or assignments anyplace/anytime	121	60.50
It is a required course	69	34.50
It was the only available course option that fit into my timetable	90	45.00
The course only offered online	52	26.00
I chose the instructor, not the course modality	12	6.00
Job responsibilities make it difficult for me to attend face-to-face classes	52	26.00
My home and work locations make it difficult for me to attend face-to-face classes	48	24.00
I prefer not to answer	2	1.00
Other (please specify)	13	6.50



2

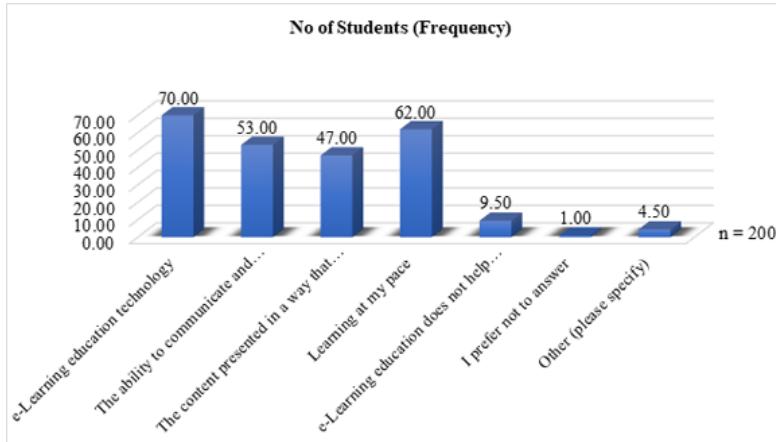
The responses to the survey questions “What is/are the factor(s) that help improve your eLearning experience” including overlap responses because of “Check all that apply”. As shown in figure 9 and frequency table 9, among the 200 responses, the most selected factors are: 70.0% (140 responses) received for “e-Learning education technology” 62.0% (124 responses) received for “Learning at my pace” 53.0% (106 responses) received for “The ability to communicate and collaborate with instructors and classmates”; and 47.0% (94 responses) received for “The content presented in a way that made it easier to learn”. Students’ comments in the “Other” category also include “self-motivation and self-study” and “challenging but organized content”.

Table 9: What is/are the factor(s) that help improve your e-Learning experience? (Check all that apply)

Description	No of Students (Frequency)	Percentage
E-Learning education technology	140	70.00
The ability to communicate and collaborate with instructors and classmates	106	53.00
The content presented in a way that made it easier to learn	94	47.00
Learning at my pace	124	62.00
E-Learning education does not help me to learn	19	9.50

I prefer not to answer	2	1.00
Other (please specify)	9	4.50

Figure 9. Factor(s) that help improve your e-Learning experience?  
(Check all that apply)



### **The Future Expectation of e-Learning with Traditional Learning**

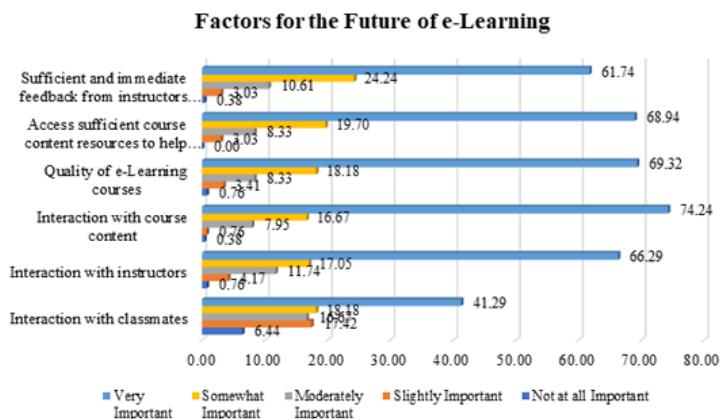
The descriptive statistics in figure 10 and frequency table 10 represents the 264 students' responses to the survey question. Generally speaking, how do you rate the importance of the following factors for the future of e-Learning. As shown in Table 10, significant response rates received for "Very Important", "Interaction with instructors" (66.3%, 175 responses), "Interaction with course content" (74.2%, 196 responses), "Quality of e-Learning courses" (69.3%, 183 responses), "Access sufficient course content resources to help me learn" (68.9%, 182 responses), and "Sufficient and immediate feedback from instructors and classmates" (61.7%, 163 responses).

Table 10 : Generally speaking, how do you rate the importance of the following factors for the future of e-Learning?

Description	Not at all Important		Slightly Important		Moderately Important		Somewhat Important		Very Important	
	F	%	F	%	F	%	F	%	F	%

Interaction with classmates	1	6.44	46	17.42	44	16.67	48	18.18	109	41.29
Interaction with instructors	2	0.76	11	4.17	31	11.74	45	17.05	175	66.29
Interaction with course content	1	0.38	2	0.76	21	7.95	44	16.67	196	74.24
Quality of e-Learning courses	2	0.76	9	3.41	22	8.33	48	18.18	183	69.32
Access sufficient course content resources to help me learn	0	0.00	8	3.03	22	8.33	52	19.70	182	68.94
Sufficient and immediate feedback from instructors and classmates	1	0.38	8	3.03	28	10.61	64	24.24	163	61.74

Figure. 10 Factors for the future of e-Learning



The descriptive statistics in figure 11 and Frequency table 11 represents the 264

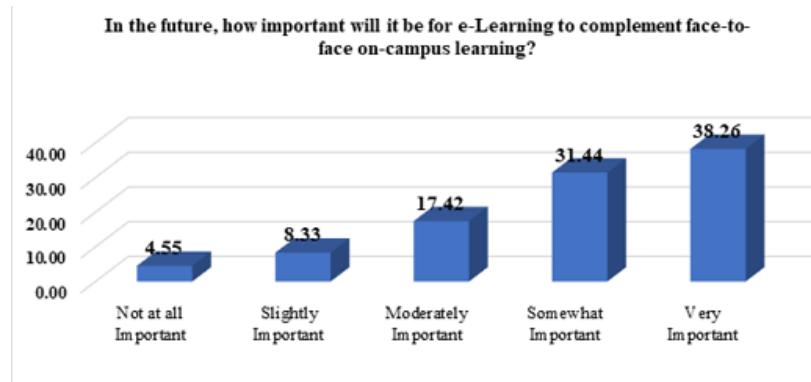
## *Students' Perceptions about e-Learning in Business Management*

students' responses to the survey question "In the future, how important will it be for e-Learning to complement face-to-face on-campus learning", 31.4% (83 responses) received for "Somewhat Important" and 38.3% (101 responses) received for "Very Important". Students' comments in the "Other" category include: "face-to-face learning is always better", "It depends on the content being studied, for example, science courses are always better to be taught in labs, while liberal arts and social science subjects are more suitable for Online learning".

Table 11: In the future, how important will it be for eLearning to complement face-to-face on-campus learning?

Description	Not at all Important		Slightly Important		Moderately Important		Somewhat Important		Very Important	
	F	%	F	%	F	%	F	%	F	%
In the future, how important will it be for e-Learning to complement face-to-face on-campus learning?	12	4.55	22	8.33	46	17.42	83	31.44	101	38.26

Figure 11. E-Learning to complement face-to-face on-campus learning



## Digital Device

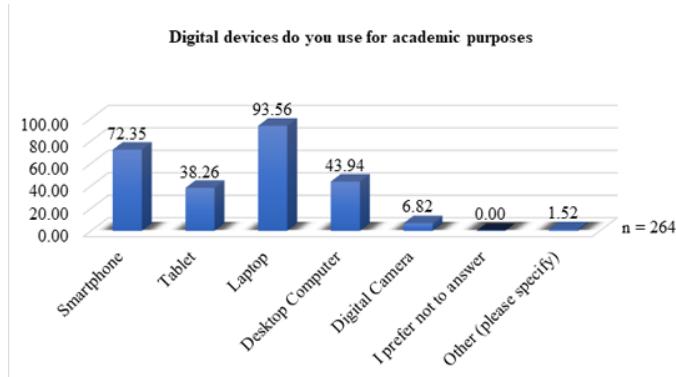
The descriptive statistics in figure 12 and frequency table 12 represent the 264 students' responses to the survey question "What digital devices do you use for academic purposes? (Check all that apply)". The responses to the survey question including overlap responses because of "Check all that apply". As shown in table

12, the top responses received for the current status of using digital devices for academic purposes among the 264 responses are 94% (247 responses) for “Laptop” and 72% (191 responses) for “Smartphone”.

Table 12: What digital devices do you use for academic purposes?

Description	No of Students (Frequency)	Percentage
Smartphone	191	72.35
Tablet	101	38.26
Laptop	247	93.56
Desktop Computer	116	43.94
Digital Camera	18	6.82
I prefer not to answer	0	0.00
Other (please specify)	4	1.52

Figure 12. Digital devices do you use for academic purposes



The descriptive statistics in figure 13 and frequency table 13 represent the 264 students’ responses to the survey question “What are the benefits of using digital devices for academic purposes? (Check all that apply)”. The responses to the survey question including overlap responses because of “Check all that apply”. As shown Table 13, the most responses received from the 264 participants are 92% (243 responses) for “I like the ability to access information anytime, anywhere” 70% (185 responses) for “It allows me to communicate and collaborate more easily” 70% (186 responses) for “It allows me to access and connect to data sources and research”.

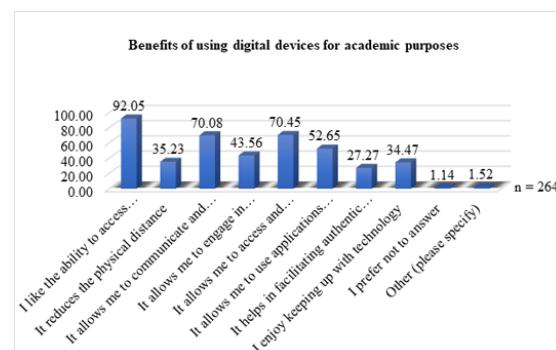
### *Students' Perceptions about e-Learning in Business Management*

Students mentioned that digital devices can help and remind them to keep track of learning and learn comfortably.

Table 13: *What are the benefits of using digital devices for academic purposes?*

Description	No of Students (Frequency)	Percentage
I like the ability to access information anytime, any place	243	92.05
It reduces the physical distance	93	35.23
It allows me to communicate and collaborate more easily	185	70.08
It allows me to engage in learning by using digital devices	115	43.56
It allows me to access and connect to data sources and research	186	70.45
It allows me to use applications and storage	139	52.65
It helps in facilitating authentic learning	72	27.27
I enjoy keeping up with technology	91	34.47
I prefer not to answer	3	1.14
Other (please specify)	4	1.52

Figure 13. Benefits of using digital devices for academic purposes



## **CONCLUSION**

This research found that students in teaching and learning have a positive attitude towards using the Internet. The graphs and tables in the preceding sections represent the survey results, which indicate some valuable findings in this study. Students with different gender, degree levels, age groups, majors, and other background information seem to have very similar responses to the survey questions regarding current states and future expectations of e-Learning. Face-to-face on-campus classes are preferred the most, while blended learning and e-Learning technologies are complements to provide more options and flexible learning opportunities. Since the e-Learning attitude has been found to be very strong for all classes, it is predicted that during their university studies the undergraduate student will support the implementation of the e-learning strategy for learning. Generally speaking, attitude towards technology suggests the potential to follow those habits to a certain degree. Studying in the traditional classroom environment, most of them are willing to study in the future through any of the e-Learning modes and not to continue their studies through full-scale learning as they all do now. The findings in this study provide evidence to confirm some scholars' previous research findings. More efforts need to be made in order to improve the quality of e-Learning courses in this, and perhaps other Business Management Institutions. Educators need to conduct further research on learning behaviors and consider students' learning needs to improve the effectiveness of e-learning, grow in Business Management Institutions.

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# SECONDARY SCHOOL TEACHERS' USE OF CLASSROOM LEVEL ASSESSMENT TECHNIQUES IN MATHEMATICS

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## ABSTRACT

*Assessment is the essential part in the teaching learning process. The study explores the mathematics teachers' assessment techniques at secondary level in the province of Khyber Pakhtoonkhwa, Pakistan. Survey research was conducted in which a five point Likert scale questionnaire was used for data collection from the target population. The questionnaire was validated through research experts and reliability coefficient of the questionnaire was 0.80. After validity and reliability of the questionnaire, 681 mathematics teachers were surveyed through multistage cluster sampling method. In these, 16 teachers were from urban areas and 465 were from rural areas. Findings of the study show that mathematics teachers did not use informal assessment techniques such as observation in the classroom. Projects, peer review and classroom presentation were also not in practice for the assessment of students in teaching of mathematics. Mostly mathematics teachers assessed their students through conventional teacher*

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*made test and review of homework. The lack of using multiple techniques in mathematics classroom is probably referred to insufficient training of teachers regarding use of various techniques for students' assessment, overloaded classrooms and workload of teachers.*

**Keywords:** Classroom Level Assessment, informal assessment, mathematics teaching, teacher training, assessment practices.

## **INTRODUCTION**

Education being the process of developing human being holistically can be undertaken both in formal and in formal ways. The former one consists of teaching learning process in the classroom as the vital part of education (Dhiman, 2007). The teaching learning process is considered effective if the personnel involved in the process are experts in instructions and assessment, as these are the instrumental parts of teaching process. Assessment in educational circumstances is to support and develop teaching learning process (Black & William, 2003; Maki, 2002; Wiliam, 2007, pp.1053 – 1098).

The better teaching learning process of teachers is conditioned with the best assessment techniques they use for students' learning (Reynolds, Livingston, & Willson, 2011) as it is an important element in teaching learning process. Assessment is basically the collection of information, its interpretation and its use about learners' responses to educational tasks (Lambert & Lines, 2000).

Assessment makes major contribution in the raising of school standard regarding teaching, learning and students' achievement. Through the use of quality assessment techniques by the teacher, students increase their own understanding about learning and are able to improve themselves. It is used for multiple purposes like promotion of learners to the next stage, classifying students' position and improves students' learning to report on group or individual achievement (Brown, 2001; Moreland, & Jones, 2000). The quality assessment techniques provide relevant information about learners' learning performance and improvement to all the stake holders i.e. parents, teachers and learners (Cohen, Mannion, & Morrison, 2007) more importantly it provides feedback to teachers and to the students. Assessment has far reaching consequences in learners' future

lives (Morgan & Watson, 2002) and has positive impact on their attitude towards learning (OFSTED, 2003).

Different learners have different learning characteristics, so no single assessment technique is advantageous for all kind of students (Leder, Brew, & Rowley, 1999). Due to different learning characteristics of students, multiple ways of assessment are helpful because for weaknesses in one type of assessment can be balanced by using other type of assessment. In these multiple assessment techniques teachers are supposed to adopt such assessment technique that can meet the future needs of all the students (Birenbaum et al., 2006).

According to Morgan (1996) for the improvement of teaching learning process research studies recommend the use of different assessment methods. Some assessment methods can become fruitful in one situation while others in another situation in the teaching learning process. In these, classroom level assessment of students is one of the methods, whose importance is internationally recognized (Moreland & Jones, 2000). It is highly valued for the advancement of teaching learning process and it needs much attention (Stiggins, 2002).

Classroom level assessment may be done either formally through quizzes, projects, homework, tests prepared by teachers or informally by observing, interviewing interacting and listening to students (Florence, William, & Stenwark, 2003; Guskey, 2003; Rodriguez, 2004; Cohen, Mannion, & Morrison, 2007). Keeping in view the importance of classroom level assessment it should be the essential characteristic of classroom practice that links teaching, learning and curriculum' (Ronis, 2007, p.3).

Using different assessment techniques together with classroom level assessment in all subjects including mathematics can provide a more comprehensive picture to students, teachers and parents (Wilson & Kenney, 2003). In mathematics; assessment is a practice of gathering confirmation about a learner's knowledge of capability to use mathematics and temperament towards mathematics (Wilson & Kenney, 2003, p.53).

Various reports have been published about classroom level assessment. Generally students' assessment in the classroom is criticized by the scholars and viewed as not up to the mark. It promotes shallow and rote learning, focused on remembering of isolated details, usually items of knowledge which students do not remember after some time (Wilson & Kenney, 2003).

Watt (2005) has identified various assessment methods teachers use by investigating the assessment practices of Sydney (Australia) secondary mathematics teachers. The main assessment way, used by teachers was the conventional mathematics test, as 100% teachers used this method for all grade level (grade 7 to 12) learners' assessment. Apart from the conventional test, the other alternative assessment techniques teachers used rarely were practical work, oral task, observation, homework, problem solving and group work assessment. For grade 9 – 10 level students over all 11% teachers used homework for students' assessment, 16% teachers used observation, 4% teachers used problem solving and practical work, 9% teachers used oral task and no one in the whole sample used group work for students' assessment.

McMillan, Myran, & Workman (2002) studied the elementary mathematics teachers' classroom assessment and grading practices in seven urban/ metropolitan school districts in Virginia. The summary results of this study show that essays, projects, presentation, teacher made examinations and objective assessments were methods of assessment frequently used by mathematics teachers. In another study, McMillan & Suzanne (2000) surveyed 700 secondary and elementary English and Mathematics teachers about their grading practices and classroom assessment. According to them varieties of methods have reported by the teachers they used for learners' assessment. The assessments teachers used were in relation to the learning objectives of the teacher concerned, individual teacher's students, and were based on the teachers' own experiences. The types of assessment teachers reported included tests, participation, performance assessments, quizzes and homework.

## **Objectives of the Study**

Following were the objectives of the study:

1. To explore mathematics teachers' practices regarding students' assessment in mathematics.
2. To compare urban and rural teachers' practices about students' assessment in mathematics.

## **Research Questions**

Following research questions were designed to address the issue:

1. What assessment practices do mathematics teachers use in their

*Secondary School Teachers' Use Of Classroom Level Assessment Techniques*  
mathematics classroom?

2. Is there any difference between urban and rural teachers practices about students assessment in their mathematics classroom?

## **METHODOLOGY**

It was a survey research. The objective was to investigate assessment techniques of mathematics teachers of secondary schools. The study followed quantitative approach for data analysis.

### **Population**

There are total 4220 senior school teachers in the province of Khyber Pakhtoon Khwa (KPK) (Annual statistical report Govt. of NWFP, 2008-2009). Usually senior science teachers with more than 15 years teaching experience in science subjects are supposed to teach mathematics to grade 9<sup>th</sup> & 10<sup>th</sup> students. In some cases, other teachers also teach mathematics to grade 9<sup>th</sup> & 10<sup>th</sup> students. The total number of science teachers is 1115. In which 328 teachers are in urban areas and 787 teachers are in rural areas. So, these 1115 mathematics teachers in the province of KPK constituted the population of the study.

### **Sample**

In the study multistage cluster random sampling method was applied. Total sample districts were 8 out of 24 (33%) of the whole population. The schools were selected on proportionate basis randomly, 1/3 proportion each from urban and rural areas. The number of schools participated in this study were 191 out of 569 schools of the sample districts. Total 681 mathematics teachers were surveyed 216 from urban schools, and 465 from rural schools.

### **Instrument**

A five point Likert scale questionnaire was developed for surveying the target sample of the study. For validity of the questionnaire expert review approach (Colton & Covert, 2007, pp.40-71) was adapted. The questionnaire was distributed for review to five prominent education experts who had ten or more than ten years research experience. After reviewing, each item of the questionnaire, it was discussed in detail with the experts. As a result of these discussions, some of the items were included, some were revised, and a few of the items were removed from the questionnaire as suggested by these experts.

## **Pilot Testing of The Questionnaire**

The questionnaire was piloted in nine schools, randomly selected from Tehsil Takht-e-Nasrati of district Karak. A total of 27 teachers in nine schools were surveyed. In each school the questionnaire was given to three mathematics teachers by the researcher. The teachers were asked to complete the questionnaire and asked for suggestions for improving the wording and format, which they considered ambiguous, incomprehensible, or confusing. Again the researcher personally visited these teachers for the collection of questionnaire. The questionnaire was revised in light of the feedback received in pilot testing. Resultantly from the questionnaire, which had initially total 15 items, 4 items were removed, and 11 items were retained.

## **Reliability of The Research Questionnaire**

For reliability of the instrument after revising in light of feedback received in pilot testing the questionnaire was administered to 24 mathematics teachers twice in eight high and higher secondary schools of Tehsil and district Karak. The test retest reliability method was used based on the comments that, in many methods for reliability assessment e.g. parallel forms, eye balling, test-retest, split half method, interclass correlation, inter-rater and intra-rater reliability. (Colton & Covert, 2007, Gliner, Morgan, & Leech, 2009, p.117) most common (Gliner, Morgan, & Leech, 2009) and important way of measuring the reliability of research tools or question is test-retest reliability (David et.al., 2004, pp.88-89). The gap between the administrations of the questionnaire for second time was four weeks. Reliability coefficient of the questionnaire by using correlation between the two sets of scores through test-retest reliability method was 0.80.

## **Data Collection**

The researcher himself collected the data. Total 476 out of 681 respondents returned the questionnaire. From urban areas 172 out of 216 (79%) and from rural areas 304 out of 465 (65%) respondent returned the filled questionnaires. In these returned questionnaires a total 15 questionnaires 3 from urban and 12 from rural areas were not included in the analysis because these were either incomplete or were not properly filled. The remaining total questionnaires 461 out of 681(169 of urban & 292 of rural areas) were used for data analysis. The overall return rate of the questionnaires used for data analysis was 68 %. This 68% response rate was adequate as the respondents and non-respondents were similar and in such case

*Secondary School Teachers' Use Of Classroom Level Assessment Techniques*  
acceptable response rate is 50% (Babbie, 1990; Mertens, 2005).

## DATA ANALYSIS

For the overall analysis of data, Chi Square test was used. For comparing the responses of urban and rural areas an independent sample t-test was used.

Table 1: Item wise Likert Scale responses (in percentage) of sample with their Chi Square ( $\chi^2$ ) values about students' Oral Assessment.

Item #	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Chi Square $\chi^2$
1	Students' assessment through observations and enquiry when they work individually.	9.76	15.62	12.80	31.32	26.90	102.85
2	Students assessment through observation when they work in groups	11.06	12.80	16.05	33.19	26.90	85.02
3	Students' assessment through reviewing their homework	22.12	27.55	17.6	21.04	11.37	27.71
4	Students' assessment through long-term mathematics project	17.2	15.40	15.83	29.07	25.38	41.94
5	Students' assessment through class presentation.	15.62	20.61	13.66	26.90	23.21	27.10

In table 1, the calculated  $\chi^2$  values in all the items are greater than the table value (9.488) at 0.05 significant levels. It shows that teachers do not assess their students when they work in groups or individually. Similarly teachers do not assess their students through long term mathematics project and classroom presentation. The teachers only assess their students through reviewing their home work.

Table 2: Item wise Likert Scale responses (in percentage) of sample with their Chi Square ( $\chi^2$ ) values about students' written assessment.

Item #	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Chi Square
							$\chi^2$
1	Students' assessment through objective type test.	20.17	24.08	10.63	22.34	22.78	<b>27.12</b>
2	Through open-ended response questions	21.48	27.12	12.36	21.69	17.35	<b>27.88</b>
3	Problem solving tasks and its interpretation	11.37	17.14	13.23	29.93	21.13	<b>46.19</b>
4	Through peer review	19.3	20.17	11.4	28.42	22.78	<b>33.02</b>
5	The same questions as given in their textbook	22.99	31.24	11.71	18.22	15.84	51.72
6	the problems in applied situation	15.83	17.79	15.84	30.37	20.17	33.91

The calculated  $\chi^2$  values of all the statements are greater than the tabulated  $\chi^2$  value i.e. 9.488 at significant levels 0.05 as shown in Table 2. It can be concluded that in the written mode of assessment teachers usually assess their students through the same questions as given in their textbook by applying objective type tests and open-ended response questions. Table 2 further shows that teachers do not prefer to assess their students through peer review and the problems setting in applied situation.

Table3: Results of t-test based on locality for students' oral assessment

Item #	Students' assessment through;	Urban			Rural			t	P-value
		N	M	SD	N	M	SD		
1	Observation and enquiry when they work individually	169	2.9	1.356	292	2.2	1.176	-6.25	< 0.0001

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2	Observation and enquiry when they work in groups.	169	2.7	1.365	292	2.1	1.220	- 5.00	< 0.0001
3	Reviewing their homework	169	2.9	1.380	292	3.1	1.391	1.55	0.1228
4	Long-term mathematics projects	169	2.8	1.323	292	2.5	1.407	- 2.00	0.0461
5	Classroom presentation	169	2.9	1.365	292	2.7	1.434	- 1.19	0.2361

In Table 3, the  $p$ -value < 0.0001 at significance level of 0.05 of item no.1 & 2. Hence the null hypotheses that there is no significant difference between urban and rural teachers' practices about students' assessment in their mathematics classroom through observation when they work individually and in group are rejected. Urban teachers do not assess their students through observation when they work individually or in groups while rural teachers assess their students through observations when they work individually or in groups. Similarly, in item number 4 of table 3, the  $p$ -value= 0.0461 is less than the significant level of 0.05. Hence the null hypothesis that there is no significant difference between urban and rural teachers' practices about students' assessment through long-term mathematics project in their mathematics classroom cannot be accepted. Urban teachers neglect the use of students' assessment through long-term mathematics project while rural teachers use it while assessing their students.

The  $p$ -value = 0.1228 and  $p$ -value = 0.2361 of item number 3 and 5 respectively are greater than 0.05. Hence no significant difference exists between urban and rural teachers' while assessing their students through reviewing their homework and classroom presentation.

Table 4: Results of t-test based on locality for students' written assessment

Item #	Students' assessment through;	Urban			Rural			t	$p$ -value
		N	M	SD	N	M	SD		

1	Objective type tests	169	3.0	1.432	292	3.0	1.507	0.20	0.8379
2	Open-ended response questions	169	3.9	1.364	292	3.3	1.435	3.23	0.0013
3	Problem solving tasks and its interpretation	169	2.7	1.395	292	2.6	1.403	- 0.66	0.5069
4	Through peer review	169	2.7	1.348	292	2.7	1.409	- 0.75	0.4523
5	Written test by reproducing the same questions as given in the textbook	169	3.0	1.422	292	3.1	1.399	0.29	0.7736
6	Problems based on the concepts in applied situation	169	2.7	1.323	292	2.8	1.400	0.50	0.6186

Table 4 shows that the  $p$ -value = 0.0013 of item # 2 is less than 0.05. So there is a significant difference between urban and rural teachers' practices about students' assessment open-ended response questions in their mathematics classroom. The urban teachers use open-ended response questions in assessing their students while rural teachers avoid it.

While the  $p$ -values = 0.8379, 0.5069, 0.4523, 0.7736 and 0.6186 of items # 1,3,4,5 and 6 respectively are greater than the significance level of 0.05, hence there is no significant difference between urban and rural teachers' practices about students' assessment through objective type tests, problem solving tasks and explanation of the results, peer review, reproduction of the same questions as given in their textbook and practices through the use of problems based in applied situation.

## FINDINGS

The majority of teachers did not assess their students through observations when they work in groups or they work individually. About half of the teachers assess their students through reviewing their homework. More than one half of

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the teachers avoid assessing their students through classroom presentation and giving them long-term mathematics project.

Almost one half of the teachers didn't assess their students through objective type tests while nearly one half of the teachers use open-ended response questions for students' assessment in mathematics. Students' assessment through problem solving tasks and its interpretation is avoided by more than half of the teachers and in the same way peer review method for assessing students in mathematics' classroom is avoided by more than half of the teachers. The most prevailing method for assessing students is the use of the same questions as given in the textbook. Majority of the students are not assessed through setting problems of mathematics in applied situation.

There was a significant difference in the urban and rural teachers' practices while assessing students through open-ended response questions. Urban teachers used open-ended response questions for students' assessment more often than rural teachers. Further, as compared to rural teachers, urban teachers were more likely to avoid students' assessment through observation individually and in groups and long-term mathematics projects. In the remaining items there was no significant difference between urban and rural teachers' assessment practices.

## **DISCUSSION**

Pakistani mathematics teachers didn't use the informal assessment techniques of observation when the students are working either in groups or individually. The report differs from the research report of Watt (2005) that in Australia some mathematics teachers assess students through observation. Teachers' avoidance of students' assessment through observation is inconsistent with the idea of Florence et al., (2003) that students' successfulness is enlightened through different assessment techniques including observation.

Teachers assessed their students through review of their homework. Teachers' practices are consistent with the research reports of Watt (2005) and McMillan & Suzanne (2000). However, no long-term projects are given to students in mathematics so there is no students' assessment by mathematics teachers through long-term mathematics projects. The report is not consistent with research report of McMillan et al. (2002).

Classroom presentation was not utilized for students' assessment in mathematics classroom, teachers' this practice is inconsistent with the report of

McMillan, Myran & Workman (2002). Students were mostly assessed through tests including open ended and objective response questions and these practices are consistent with Watt's (2005) report.

Despite the importance of problem-solving tasks in mathematics, teachers didn't use it for students' assessment. Furthermore, no peer review techniques were utilized for students' assessment in mathematics classroom. Mostly students were assessed through tests by reproducing the same questions as given in the textbook, no efforts were made by the teachers to prepare tests that focus on conceptual understanding in applied situation from real life situations.

Mathematics teachers used only few assessment techniques in their classroom for instance tests and review of homework assignment. No diverse methods were used for students' assessment in mathematics classrooms. These results support the research report of Wilson & Kenney (2003, pp.53–67) that carrying students' assessment in the classroom promote shallow and rote learning which focus only on memorization of isolated detail and students forget the information after some time.

## **RECOMMENDATIONS**

The use of very limited techniques of students' assessment in teaching of mathematics might be because of their insufficient training in assessment. To enhance teachers' competency regarding students' assessment, it is recommended to arrange special training for teachers of mathematics about students' assessment in the classroom.

There might be some other reasons for instance; overloaded classrooms, time constraints and workload of teachers which compel teachers to use only single method for assessing students in mathematics classroom. It is recommended to lessen the workload of the existing teachers, minimize the number of students in the classroom through the induction of more teachers and increase of sections of the class.

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# ACCEPTANCE OF WIFE-BEATING IN PAKISTAN: A BEHAVIORAL AND DEMOGRAPHIC ANALYSIS

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## ABSTRACT

*The evidence regarding the acceptance of Intimate partner violence among women in different societies is mixed and sometimes scant. The hypothesis that female decision making role is negatively associated with the acceptance of such attitudes is tested by using 2012-2013 Pakistan Demographic and Health Survey. The study results are indicative of the fact that despite large number of women exercising no role in decision making, whatsoever, the acceptance of wife beating in Pakistan is significantly lower than what is reported in other studies of the Muslim countries. In other words, women with less decision making power do not significantly differ in their perception towards wife beating when compared with women who have decision making power. However, the study results show that education and socioeconomic status are the two factors that impact behavior towards wife beating justification significantly. Wife beating justification consistently declines with increased educational and socioeconomic status.*

**Keywords:** *Pakistan, Women, Violence, Behavioral Determinants, wife-Beating.*

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## INTRODUCTION

Gender norms in Pakistan encourage female subjugation and justify violence against women. As a consequence of the patriarchal nature of Pakistani society, where men behaving violently towards women is the status quo – an abused state is the “normal” state for women. The Ansar Burney Trust estimates that around 70 percent of Pakistani women experience some form of domestic violence in their lives (Shaikh, 2000). Some of the most shocking expressions of violence against women include acid attacks, honor killings, immolation and rape. The abuse these women face is both physical and psychological – and they are subjected to it by their own families, husbands and in-laws. Acts of domestic violence largely go unpunished since whatever happens at home is considered a personal matter, free of all legal consequences. According to the Demographic Health Survey of Pakistan (2012-2013), 40% of the women aged 15-49 have experienced intimate partner violence (IPV). Human Rights watch, in one of their more detailed reports, found that up violence against women in Pakistan still remains to be very high (HRW report, 2018). According to a survey cited by Ali and Gavino (2008), which was conducted on 1,000 women in Punjab, 35 percent of the women admitted in hospitals reported being beaten by their husbands. The survey reported that at least two women, on average, were burned every day in domestic violence incidents (Ali & Gavino, 2008). The Ansar Burney Trust estimates that a woman suffers an acid attack, on average, every week in Pakistan. Due to the patriarchal set-up of homes, victims silently accept such behavior. Their passivity exacerbates the problem. The prevalence of domestic violence can also be attributed, in part, to the victims’ unawareness of their rights, their lack of financial means to go for legal action, and even often a lack of confidence in the law enforcement system of the country. However, the most notable cause is the existing socio-cultural norms that use religion as a pretext to subjugate women. The validation from religious groups has led to a widespread belief that man has the right to correct female behavior even if it requires physically punitive measures such as beating. A direct relationship exists between tolerating violence against women and the actual occurrence of violence against women (Khawaja et al., 2008). This paper focuses on the attitude of married women in Pakistan towards wife beating. It investigates the link between female empowerment and their tolerance towards such attitudes.

## **Literature Review**

Intimate partner violence is a serious health concern (Campbell, 2002; Dunkle et al., 2004; Klostermann, 2006). It often results in negative physical and mental health outcomes and exerts a lifelong undesirable impact on not only the victim but also on subsequent generations (Khawaja and Al-Nsour 2010). Wife beating is one of the most prevalent form of intimate partner violence and the ratio and justifications for its acceptances varies among different societies, both developed and developing (Counts & Brown, 1992; Jejeebhoy, 1998; Rao, 1997). The prevalence of ever having been beaten ranges from 15% to 71%, with most countries falling between 29% and 62% (Garcia-Moreno et al., 2006). The perpetuation of this behavior is partially explained by the outlook of women towards wife beating and the presence of structural obstacles that prevent women from gaining access to support (Khawaja & Al-Nsour 2010). Studies have found that acceptance of wife beating in a society, irrespective of gender, is high in many developing countries (Hindin, 2003; Koenig et al., 2003; Rani, Bonu, & Diop-Sidibe, 2004).

Interestingly, few studies report a very high acceptance of wife battery among women compared to those reporting among men (Koenig et al., 2003; Rani et al., 2004). In addition, strong empirical evidence also exists for the fact that women who accept wife beating may be at greater risk for continuous abuse and beating by their husbands than those who reject this behavior (Muehlenhard & MacNaughton, 1988). Furthermore, other researches reveal that acceptance of wife beating is directly proportional to the women herself having been subjected to such abuse. Victims of wife beating are seen to be more likely to accept and justify this phenomenon. However, the evidence of correlation and direction of causality is unclear. Palestinian Central Bureau of Statistics (2006), Daher et al. (2010). Bringing about a change would require greater understanding of the causes and the reasons for its acceptance and changing social norms regarding acceptance of violence to prevent and eventually do away with such behavior.

There is a significant lack of research regarding the acceptance of wife beating and related violent behavior particularly from developing countries. Studies have been conducted in developed countries however with a more mature society, empowered women and commitment to human rights the people there are much less accepting of such behavior. Evidence however exists that this phenomenon is prevalent and accepted to a large extent in developing countries particularly

South East Asia, Africa and Middle East. A research on intimate partner violence (IPV) highlights that in North Africa and Middle East intimate partner violence ranges between 9 percent to 52 percent. The tolerance of such conduct is quite high in countries of this region with 86 percent women in Egypt, 61 percent in Jordan and 40 percent women in Turkey validate this behavior (Boy & Kulczycki, 2008; Khawaja et al., 2008; Khawaja & Al-Nsour, 2010).

The research by Hindin (2003) highlights the prevalence and causes of wife beating in Zimbabwe. Violence against women is common because women have lower status and lack power within the family. They do not have access to legal help and there are no laws to impose penalties for domestic abuse. Furthermore, more than 50 percent of the Zimbabwean women according to this research seem to believe that wife beating is justified depending upon the circumstances. The attitude of the women towards wife beating depends on the level of education, socio demographic characteristics the duration of the marriage are all factors that influence their thinking and attitude. Better educated women in well paid jobs are least likely to justify wife beating but are often unable to change the mentality and social norms that establish the dominance of the man in the marriage (Hindin, 2003). Research by Alam et al. (2018) also highlights that a considerable number of people including both men and women justify wife beating under several circumstances. It is considered the right of the husband to beat the wife to stop her from incorrect behavior according to the husband's standards. The causes include factors like adultery disrespect of husband and lack of reverence for his relatives. This kind of attitude and the resulting phenomenon of wife beating is a result of preconceived notions attitudes and beliefs that define and ingrain gender roles. Women have also internalized and accepted these gender roles to such an extent that they are often seen to justify wife beating more than men. This evil phenomenon can be controlled or reduced by reducing the justification for this practice. The justification can be reduced by encouraging women participation in household decision making (Alam et al., 2018). This research also identifies that apart from female participation in household decision making, the justification for wife beating can be reduced by preventing underage marriages, improving education and socio economic status. Women with higher education and from better socio economic back grounds and increasing the marriage age and introducing laws to implement that age can reduce the justification of wife beating.

Women participation in household decision making refers to aspects such as

children's education, health marriage decisions, use of male/female contraceptive and decisions with regard to visiting of relatives. Research by Dhaher et al. 2010 has found that women who are decision makers in three or more areas of daily family life are less likely to justify wife beating. Dhaher et al. (2010) on wife beating attitudes in Palestine find significant differences in attitudes in different regions of the country. In the Hebron region women were disadvantaged with respect to their education and employment but had significant control over household decision making were not likely to justify wife beating. This reveals the significance of female participation in household decision making and the importance of working on building women empowerment.

Owing to these evidences, assessment of the acceptance of wife beating in a society is an essential part of a women empowerment and gender discrimination policy making. Currently the global debate over these two areas and media highlight of issues related to violence against women by their partners has further reinforced the need for an informed policy making over issues related to IPV. Unfortunately, in Pakistan this area like many other socio cultural hotspots has largely been victim of rhetoric, ill-informed debate, and anecdotal evidence (Shaikh, 2000; Gavino, 2008).

Various studies in Pakistan show that women do not enjoy equal opportunities in making any decision not even in decisions regarding their marriage or any other decision related to them (Shaikh, 2000). Low empowerment and women's reduced autonomy is considered a contributing factor for domestic violence in Pakistan and studies show that lower socioeconomic status, females' low education levels and lack of opportunities are core factors for low empowerment (Sathar, 2007).

Last two decades in Pakistan have seen significant social and political changes that have brought about consequent behavioral changes. With improving literacy rates of women, consistent media highlight of this issue, better social connectivity and increasing socio economic and political role of women in Pakistan in the last two decades, it is understandable that women's attitudes towards acceptance of violence should have been more inclined towards lesser acceptance of such violent acts (Ali et al., 2008). However, the evidence to such a behavioral shift, as far as Pakistani society is concerned, is mixed and scant (Qaisrani, 2016).

Based on the literature review above it is believed wife's role in decision making is considered a positive factor that contributes to women empowerment and better understanding of their domestic rights which may contribute to their

overall non acceptance of domestic violence. The main hypothesis being tested in this paper are 1) women who have no role in decision making at home are likely to justify wife beating more than those having some role, 2) women's acceptance for wife beating is negatively associated with her level of education and 3) women with lower socio economic status are more likely to believe that wife beating is justified.

The findings of this paper are supposed to make significant contributions in informing policy decisions and interventions aimed at empowering women and curbing violence against them.

## **METHODOLOGY**

### **Data and Sampling**

The data for the study comes from Pakistan Demographic and health survey, PDHS 2012 – 2013, which is the third nationally representative demographic and health survey officially, reported so far. The survey “Provides reliable estimates of fertility and family planning, maternal and child health, women’s and children’s nutritional status, women’s empowerment, domestic violence, and knowledge of HIV/AIDS that can be used by program managers and policymakers to evaluate and improve existing programs”.

It is a two stage stratified sampling survey in which around 13464 households from 248 urban and 252 rural clusters were selected for interview. All ever married women of the age between 15 – 49 years and all ever married men of the same age group were interviewed in the selected households thus making the survey nationally representative of the target population. The methodology of sample selection survey design and data collection is explained in the report of demographic and health survey for Pakistan (NIPS [Pakistan] & ICF, 2019)

From the eligible number of women (14,569) for the survey, 13,558 women were interviewed with a response rate of around 93% which makes the actual sample size of our study. The survey questionnaires contains questions about basic biographic and anthropomorphic details as well as questions about reproductive and child health, family planning and disease history and socio-economic status. Explicit questions about women's socioeconomic role in the family and their response towards domestic violence are also part of the survey: This study makes use of the data regarding this behavioural and social response of women towards

domestic violence correlating it with other biographic, social and economic indicators in the data.

## Model & Variables

This paper sets out to explore, in Pakistan's context, the link between women acceptance of wife beating with their role in the household decision making and other demographic factors. This is done by making use of a simple regression model having women's response towards acceptance of wife beating as our dependent variable. The data for the dependent variable comes from the self-reported responses of women in the sample. We regress our dependent variable with women's role in decision making, which is also a self - reported variable. Simply we regress,

$$\text{WBEAT}_{\text{acceptance}} = \beta_1 \text{DECROL} + \beta_2 \text{X} + \epsilon \quad \dots \dots \dots \quad (1)$$

The outcome variable (WBEAT<sub>acceptance</sub>) is self - reported acceptance by the respondent women of wife's beating, reported under five different circumstances. The respondent is asked whether she justify or not wife beating if a) wife goes out without telling her husband b) neglects the children c) argues with husband d)refuses to have intercourse and e) burns the food. All five circumstances are, therefore, combined to generate a binary variable for justification of wife beating with "1" if beating is considered justified in any of the five circumstances and 0 otherwise. The internal consistency among the five variables (i.e., five circumstances) is .77 (Cronbach's  $\alpha = .77$ ). With this level of internal consistency it can be safely assumed that all the five circumstances with a binary response measure the same phenomenon.

Our main predictor variable (DECROL) is the women's role in decision making , a categorical variable in the survey coded for self-reported responses ranging from women's independent role in household decision making to no role at all (for categories description refer questionnaire PDHS 2012-2013). Respondents were questioned about who makes decision in five different circumstances: a) about own health care b) major household purchases c) visit to family or relative and d) child health. The responses "respondent alone" and "husband and respondent together" are considered as respondent women's "role in household decision making" while other responses were considered as respondent having no role in household decision making (Md. Ismael et al, 2018). The predictor

variable is therefore converted into a binary variable with “1” for women’s role in household decision making and “0” for otherwise. All four circumstances are grouped together to generate a single binary predictor variable where a woman’s role in decision making in any of the four circumstances is considered as a role in decision making. The internal consistency among the four variables (i.e., four circumstances) is 0.82 (Cronbach’s  $\alpha = .82$ ).

The explanatory variable X is a vector of all other variables included in the model due to their association and relation either with the subject of the outcome variable or the predictor variable (Ismael et al, 2018; Fariyal, 2005). These variables include demographic features of the respondent women mainly age of the respondent, urban or rural dwelling, education of the respondent and husband, region and socioeconomic status .Pearson chi square test was used for selection of variables in the multivariate model which is finally estimated through logit regression.

### Model Estimation

To estimate the above mentioned model having binary dependent variable through Logit regression we use the following standard definition of a Logit:

Where  $\text{Pr}(Y)$  is the probability of the outcome variable taking values between 0 and 1;  $X$  is the predictor variable while  $Z$  is the vector of confounding variables. Alternatively, the model could have been estimated using a Probit, however we prefer logit over Probit because of the widespread use of Logit in areas of demographic, behavioural and health issues and due to the advantage that coefficients in the Logit can be interpreted easily in terms of odds ratio.

We run two regression models one with the predictor variable only (bivariate) in order to establish the association between justification of wife beating and respondents' self - reported role in decision making and the other including both the predictor and the confounding variables (multivariate) which include demographic factors like age of the respondent, urban or rural dwelling, education of the respondent and region and socioeconomic status.

## RESULTS and DISCUSSION

## *Descriptive Analysis*

Regarding role in decision making 71.57 % of women in the survey reported

having no role in household decision making while 28.43% reported having some role. Regarding different circumstances of decision making highest number of women (48%) reports exercising some role in decision making in health care related matters, 43% reports role in large household purchases and 47% reports having decision making role in visits to family and relatives (Table 1).

Table 1: Women respondents' reported role in decision making

Variable	Descriptive ( Percentages)	
Decision making power	Role	No role
Over all	28.43	71.57
Health care	48	52
Large purchases	43	57
Visits to family and relatives	47	53

Among those having no role in decision making 82.73% do not justify wife beating in any circumstances (whereas response is considered not justifying if the respondent do not justify wife beating in any of the five given circumstances). Among those who reports having some role in decision making (whereas response considered of "having role" if respondent reports some role in decision making in any of the four circumstances) 88.76% do not justify wife beating (Table 2A).

TABLE 2A: Beating Justification distribution among confounding variables

1)Beating justification	Not justified (%)	Justified (%)
No Role in decision	82.73	17.27
Some role in decision	88.76	11.24
Burns food	81.33	18.48
Goes without telling	66.56	33.27
Neglect child	65.88	33.94
Refuses intercourse	66.26	33.54
Argues with husband	62.49	37.34
2) Age groups		
15-19	65.97	34.03
20-24	65.13	34.87

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25-29	79.67	20.33
30-34	82.03	17.97
35-39	83.06	16.94
40-44	80.62	19.38
45-49	78.86	21.14
3) Urban/Rural		
Urban	90.61	9.39
Rural	79.02	20.98
4) Socio Economic Status		
Poorest	69.15	30.8
Poorer	76.8	23.1
Middle	84.9	15
Richer	91.3	8.63
Richest	96.1	3.82
All socio economic groups	84.4	15.33

Among different circumstances of justification of wife's beating, highest percentage of women (80%) do not justify beating on ground that wife burns food, 65.02% not justifying beating in case wife goes out without telling husband followed by 64.44% of those not justifying beating in case wife neglects child ; 63.22% of the respondent women do not justify wife battery in case she refuses intercourse and 61.11% respondents in the survey are not justifying beating on ground of argument with the husband (Table 2A).

Among different five years age groups, majority of the respondent women in all age groups do not justify wife beating with the highest percentage of women (83.06) not justifying wife beating belonging to the age group 35-39 (Table 2A).

Differences are also seen in the urban and rural dwellers where 90.61% of urban women not justifying wife beating in any of the circumstances compared to 79.02% of rural women. However the difference is not very large. Wife beating justification consistently declines with the increasing educational status of the women with 77.6% uneducated while 97% of highly educated women not justifying wife beating. A similar trend is seen in socio economic status where the number of women not justifying beating rose from 69.16% in the poorest group to more than 96% in the richest group (Table B).

Table 2B: Descriptive statistics of justification of wife beating among different Income Groups

Income Groups	Justification of wife beating		
	No	Yes	Total
Poorest	1,711	763	2,474
Poorer	1,976	594	2,570
Middle	2,181	387	2,568
Richer	2,412	228	2,640
Richest	3,092	123	3,215

## Model Estimate

The Logit regression results shows that the coefficient of decision variable with a negative sign indicates with the increasing role in decision making less justification of wife beating is found among respondent with one unit increase in the decision making role justification of wife beating declines by 0.5 (coefficient of decision -0.5 in the bivariate model and -0.3 in the multivariate model). The result is significant at the 95% confidence level (Table 3).

Table3: Logistic Regression; Bivariate Model					
Beating justification	Coef.	St.Err	t-value	p-value	Sig.
Role in decision making	-0.5	0.058	-8.65	0.000*	***
Cons	-1.566	0.027	-58.11	0.000*	***
Pseudo r-squared	0.007	Number of obs	13467		
Chi-square	80.168	Prob > chi2	0		
Akaike crit. (AIC)	11565.86	Bayesian crit. (BIC)	11580.87		
*** p<0.01, ** p<0.05, * p<0.1					

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Table 4 presents the estimates of the full model with main predictor variables (role in decision making) as well as covariates. Including the covariates in our model does not change the estimates of decision making role (the coefficient changes from -0.5 to just -0.3) so the results are robust to the inclusion of other variables having an impact upon justification of wife beating.

TABLE 4: REGRESSION ESTIMATES OF THE FULL MODEL						
Explanatory Variables	(1)	(2)	(3)	(4)	(5)	(6)
<b>Decision role</b>	-0.505***	-0.505***	-0.406***	-0.342***	-0.307***	-0.308***
	-0.059	-0.059	-0.06	-0.061	-0.062	-0.063
<b>Age groups</b>						
20-24	-0.115	-0.115	-0.059	-0.055	-0.018	0.036
	-0.123	-0.123	-0.126	-0.128	-0.13	-0.13
25-29	-0.239**	-0.239**	-0.169	-0.127	-0.143	-0.07
	-0.121	-0.121	-0.124	-0.125	-0.128	-0.128
30-34	-0.129	-0.129	-0.024	0.014	-0.075	0.003
	-0.122	-0.122	-0.125	-0.127	-0.129	-0.129
35-39	-0.240*	-0.240*	-0.185	-0.132	-0.311**	-0.213
	-0.124	-0.124	-0.127	-0.129	-0.131	-0.132
40-44	-0.093	-0.093	-0.028	0.053	-0.217	-0.071
	-0.127	-0.127	-0.13	-0.132	-0.135	-0.136
45-49	0.027	0.027	0.084	0.154	-0.151	0.031
	-0.127	-0.127	-0.13	-0.132	-0.134	-0.136
<b>Provinces</b>						
Sindh			0.304***	0.463***	0.344***	0.184**

			-0.075	-0.076	-0.078	-0.08
Khyber pakht:			0.722***	0.725***	0.584***	0.544***
			-0.071	-0.072	-0.074	-0.074
Balochistan			0.105	0.189**	-0.125	-0.315***
			-0.088	-0.089	-0.091	-0.093
Gilgit Baltistan			1.495***	1.661***	1.624***	1.248***
			-0.08	-0.083	-0.085	-0.091
Islamabad			-0.976***	-0.753***	-0.308*	-0.165
			-0.168	-0.17	-0.173	-0.176
<b>Rural /urban</b>						
Rural				0.965***	0.585***	0.193***
				-0.054	-0.057	-0.066
<b>Educational level</b>						
Primary					-0.685***	-0.474***
					-0.083	-0.085
Secondary					-1.336***	-0.989***
					-0.094	-0.1
Higher					-2.088***	-1.623***
					-0.159	-0.167
<b>Socioeconomic status</b>						
Poor						-0.325***
						-0.068
Middle						-0.596***

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						-0.079
Richer						-0.942***
						-0.098
Richest						-1.295***
						-0.129
Cons	-1.430***	-1.430***	-1.916***	-2.645***	-1.825***	-1.133***
	-0.108	-0.108	-0.121	-0.13	-0.137	-0.15
Obs.	13467	13467	13467	13467	13467	13467
R-squared	.z	.z	.z	.z	.z	.z
Standard errors are in parenthesis *** p<0.01, ** p<0.05, * p<0.1						

The coefficients of age group, except for the age groups 25-29 and 35-39, although showing a lesser justification of wife beating associated with each age group (all coefficients with negative sign), are all insignificant therefore we may predict that age does not matter much in shaping a women's opinion regarding domestic violence at least in the Pakistani society. Same is the case with rural v/s urban women where results are insignificant though estimate predict a higher prevalence of justification of wife beating among rural women than among urban women.

On the other hand, we find the estimates of educational level of the women and her socio-economic status to be most consistent with our hypothesis: with the increasing level of female education and socio-economic status and, therefore, independence, we find a sharp decline in her acceptance of violence against women- the coefficient estimate show a drop in acceptance of wife beating from -0.6 to -2 as the educational level increase from primary to higher education ; while the coefficient for socioeconomic status changes from -0.2 to -1.7 as one moves from poorer to richest groups of female respondents. The results are all significant.

The model also includes estimates for province wise differences in response towards justification of wife beating but these estimates are hard to be interpreted.

Estimates of provincial variables alone cannot be considered robust enough until and unless various geographic, ethnic and developmental differences among provinces ,that may have an important bearing upon the shaping of the behaviours towards acceptance of wife battery are controlled (that may require different methodology and model specification) for which requires a separate study that is beyond the scope of this paper

### Odds Ratio

Table 5 combines the results of regression estimates and their corresponding odds ratio percentages. It shows that for unit increase in role in decision making the Odds of justifying beating of wife decreases by more than 26%. The odds ratio increases positively in case of rural areas, therefore, confirming the finding which is common in literature that beating justification is consistently more prevalent in rural areas compared to urban areas. However the odds for the variables of education and socioeconomic status decreases as the percentage of beating acceptance over non acceptance declines consistently and significantly with increase in the educational and socioeconomic status of the respondent women. Although the odds of beating justification for age groups increases, except for the age groups 25-29 , 35-39 and 40-44, the results are insignificant.

**Table 5: Regression Results And Odds Ratio Of Justifying Wife Beating Versus Not Justifying**

Beating justification	Logit Coefficient (model-6)	z	P>z	Percent change of Odds	%Std X	SDofX
Role in decision	-0.30756	-4.899	0.000	-26.5	-13.0	0.4513
Age groups						
20-24	0.03607	0.277	0.782	3.7	1.3	0.3576
25-29	-0.06980	-0.545	0.586	-6.7	-2.8	0.4008
30-34	0.00325	0.025	0.980	0.3	0.1	0.3840
35-39	-0.21326	-1.616	0.106	-19.2	-7.7	0.3752
40-44	-0.07095	-0.523	0.601	-6.8	-2.4	0.3401

45-49	0.03142	0.231	0.817	3.2	1.0	0.3294
Provinces						
Sindh	0.18359	2.281	0.023	20.2	7.9	0.4116
KPK	0.54403	7.310	0.000	72.3	24.3	0.3997
Baluchistan	-0.31489	-3.384	0.001	-27.0	-10.4	0.3499
Gilgit Baltistan	1.24798	13.770	0.000	248.3	42.9	0.2862
Islamabad	-0.16534	-0.942	0.346	-15.2	-4.1	0.2556
Area						
Rural	0.19280	2.921	0.003	21.3	10.1	0.4990
Educational level						
Primary	-0.47433	-5.553	0.000	-37.8	-15.0	0.3421
Secondary	-0.98914	-9.916	0.000	-62.8	-31.5	0.3830
Higher	-1.62328	-9.742	0.000	-80.3	-41.5	0.3301
Socio- economic level						
Poor	-0.32483	-4.750	0.000	-27.7	-12.0	0.3930
Middle	-0.59636	-7.531	0.000	-44.9	-20.9	0.3929
Richer	-0.94241	-9.660	0.000	-61.0	-31.2	0.3970
Richest	-1.29533	-10.066	0.000	-72.6	-42.4	0.4263

## DISCUSSION

Contrary to previous studies regarding Muslim countries (Fikree 2005, Rafael 2010) this study finds that domestic violence against women is not accepted in general in Pakistani society. Different socioeconomic and demographic factors are responsible for shaping the response towards acceptance of wife beating by their husbands (Martin SL, 1999; Ellsberg et al., 1999). It is seen that although role in decision making is strongly associated with lesser justification of wife beating, a considerably large number of Pakistani women, having no role, whatsoever, in household decision making, reportedly do not justify wife battery. More over the results of the bivariate model changes significantly with the inclusion of other predictors of women's response like education and socioeconomic status.

This study, therefore, finds educational and socioeconomic status of women to be highly significant in shaping her response against intimate partner violence and the coefficient on decision making decreases with the inclusion of these variables in the multivariate model. These findings are consistent to earlier studies (Fikree 2005) thus emphasizing the dire need for a social policy impetus aimed at improving the educational and socioeconomic status of women due to strong influence of these variables upon their behavioural response towards acceptance of domestic violence in general.

Two reasons can explicitly explain such a high prevalence of wife beating in Pakistani society despite its predominantly lesser justification among women in general; the patriarchal system where women are still considered to exercise very little influence when it comes to matters of domestic violence (Yahiya 1998; Ellsberg et al., 1999). Other reason may lie in many of the cultural paradoxes prevalent in our society whereby violence against women is perpetrated as a norm despite being publicly less justified. Further research is therefore needed at a macro level to assess the precise impact regional and societal differences, family values and norms have upon shaping the behaviour towards acceptance of violence against married women.

Contrary to many other studies, this study finds an overall larger percentage of Pakistani women *not* justifying wife beating than is the case in other Muslim countries (Rafael 2010, & Dalal 2007). As it is seen that decision making role of a women is ultimately influenced by her education and socioeconomic status (Hindin 2003) women empowerment in household decisions may not be effective until and unless it is backed by her strong educational and economic status. Therefore the findings of this study may be considered as an evidence for a broader social policy blueprint aimed at curbing domestic violence against women in Pakistan.

Although regional (or provincial) differences do result in differences in attitudes towards acceptance of wife beating in the society (Rafael 2010) it is misleading to interpret the impact of regional differences in isolation without controlling for the complete set of factors (both time variant and time invariant) that generate differences among regions. An interaction term may well bring a reliable estimate that can be interpreted more

meaningfully than the coefficients on regional dummies alone. However it is seen that excluding the regional dummy does not change the results, coefficient or the odds ratios, significantly in the multivariate model.

Studies also suggests that husbands' attitude towards violence against wife need to be changed first before the economic, social or educational empowerment of women can bring any meaningful change especially, as pointed out before, when the changes are to be brought about in a patriarchal society (Rafael 2010, Dalal, & Janson 2007). Studying the degree of impact change in husbands' attitude towards wife beating may have upon the attitudes and empowerment of women shaping their behavioural response towards domestic violence is, therefore, a potential area of further research. A randomized control trial (RCT) based study is well suited to highlight these associations, if any, and may better inform public policy decisions.

## **CONCLUSION**

Contrary to the evidence among many Muslim countries and various studies of other countries, acceptance of wife beating is not strongly associated with the decision making role in the Pakistani society, however, we confirm the trend that with the increase in decision making power, acceptance of wife beating among women declines significantly. We find more evidence in favour of factors like women educational level and her socioeconomic standing that seems to influence her behaviour towards acceptance of wife battery more than her role in decision making alone. Surprisingly age is not found to be a significant determinant of women's acceptance of IPV. Public policies aimed at empowering women and shaping their behaviours towards domestic and intimate partner violence should therefore focus on raising the educational and socioeconomic status of women, both rural and urban, through better schooling of females and inclusion of women households into programs of income generation. This strategy, in itself, is powerful enough to bring the desired social and behavioural change that would contribute to a decline in cases of domestic violence still so common in our society.

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# INVESTIGATION OF THE SOCIO-ECONOMIC FACTORS THAT INFLUENCE YOUNG LEARNERS ACADEMIC SUCCESS: A CASE STUDY OF SECONDARY SCHOOLS OF SINDH, PAKISTAN

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## ABSTRACT

*This study is designed to investigate the socio-economic elements which influencing the academic success of the young learners in the secondary school in Ghotki, District, Sindh, Pakistan. The participants of this study included 10th-grade students (i.e., 200 males & 200 females). A survey questionnaire has been used for the collection of data pertaining to the performance of students' academics. It is measured through the 9th-grade annual examination result. ANOVA and Standard t-test have been employed to explore out the impact of the socio-economic factors on the achievement of students. The outcomes of such the research task disclosed that parents' education and socioeconomic status shows a significant influence on students' entire success in Mathematics and English and academic achievement. An average and a high socio-economic level influence academic success more than the lower level. Further, it*

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*has resulted in the factor of performance among girls is stated more outstanding than male students.*

**Keywords:** Demographic status, academic success, quality performance, socioeconomic features, gender and success

## INTRODUCTION

In an advanced technological and global world, education is obligatory to human beings for human activities in all societies of the social world. Thus, the social life of human beings can quickly be developed through education and providing better opportunities for survival strategies. Battle and Lewis (2002). Hence, it imparts knowledge and develops the human skills to the individuals so that they may improve social life and enhance the means of production. Such the enhancement of the output boosts up the economic growth of the country and leads towards new ways of profits (Saxton, 2000). The students' performance quality always remains at a high level for educators. Moreover, this indicates the distinguishable locally, regionally; nationally, and globally. In addition to this, researchers, trainers, and educators remain highly interested in finding out the differences and impacting factors relating to the performance quality of students.

However, these different factors are traced out inside and outside of the school. These also influence the standard of the academic achievement of learners. Therefore, according to Crosnoe, Johnson, and Elder (2004), such factors included peer and family factors, and student factors. Historically perspective, Mann (1985) viewed as the proper exploration related to demographic factors is consistent with the 17th century. The essential factors including age, sex, marital status, social background, religion, ethnicity, affiliations, parents' education level, language and income, socio-economic status, parental profession. Therefore, such the items as explained with support of demography (Mickelson & Ballantine, 1990). From an organizational perspective, organizational learning and innovation significantly predict organizational performance (Soomro et al., 2020). Employee performance is predicted by organizational culture, job satisfaction, and commitment (Soomro & Shah, 2019).

Implicitly and explicitly, demographic status focuses on the overall kinds of factors with the assistance of social and biological perspectives. Irrespective of this, it is quite complex to term out and judge the educational quality, despite the changes in values of quality-related to the various stakeholders' perspectives

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(Parri, 2006; Blevins, 2009). It is parting with this, socio-economic status as debated and discussed among the educational professionals and sharing with students' academic performance. As such, the debate and discussion highlighted that socio-economic factors lead learners to the impacts of academic performance quality. Besides this, other field experts viewed that low socio-economic situation indicate a negative influence on the academic achievement of the students as the preliminary requirements of the students noticed as incomplete and could not suitably carry out the quality of education activities (Adams, 1996). Further, the low socio-economic status reasoned as environmental deficits and resulting in less self-respect of learners. Explicitly, the current research work focuses on recognizing and investigating the socio-economic factors influencing the academic performance of learners.

However, this is explicitly discussed that educational services cannot easily be palpable and become complex to judge them in the milieu of imparting education, behavior modifications, and social potential of the students (Tsinidou, Gerogiannis, & Fitsilis, 2010). Hence, as generally none become contented with the explanation of quality as brought into use for education. Moreover, the quality of education is differently defined from society to society (Michael, 1998). The study of Xuan et al. (2019) found a positive and significant relationship between school SES and students' math achievement through the mediation of the teacher-student relationship. According to Ayodele et al. (2016), students' academic performance is not predicted by teaching methods, parent/family background, and educational assessment. Similarly, there is a mediatory role of students' engagement in developing the association between businesses and engineering schools (Siddiqi, 2018). In the same direction, factors such as nationality, age, and gender have no significant influence on the academic success of undergraduate learners (Yousef, 2019).

The personal backgrounds of the learners show the essential part of their educational achievement. However, the school personnel; the family members and communities render assistance and help to the learners for the quality of their educational achievement. Thus, such societal support presents an essential strategy for goal achievement through the performance of the learners at school (Goddard, 2003). Further, the parents' involvement and the social structure for their children's education enhance the quality of their educational achievement (Furstenberg & Hughes, 1995). Moreover, the associations between the students' academic achievement and gender as discussed for many decades (Eitle, 2005). In this

way, there remains a difference between females and males for academic success. Thus, it is found out that boys show less the quality of academic performance than girls in the specific domains (Chambers and Schreiber, 2004). Further, it is noticed that ethnicity, gender, and parental profession are the necessary catalyst to students' achievement of success (Peng & Hall, 1995; McCoy, 2005). Overall, the background constructs, the impacts of socio-economic are found dominant at one's stage (Capraro, Capraro, & Wiggins, 2000). The socioeconomic status may be termed into the various patterns; hence, this can be counted through glancing over the father's education, income, occupation, and services brought into use by the persons individually and cumulatively. Family socioeconomic level and parental education have a significant association with the quality of achievement of learners (Ma & Klinger, 2000; Mitchell & Collom, 2001; Jeynes, 2002).

However, the learners of a higher level of socioeconomic status can show better performance as compared to middle-class learners, and these middle-class learners also show the performance in a better way than the learners of low-level socioeconomic status (Kahlenberg, 2006; Garzon, 2006; Kirkup, 2008). Besides this, the performance of learners for achievement is negatively associated with the low socio-economic level of the families as it makes the obstacle for the individuals to obtain the admittance to means of knowledge (Lopez, 1995; Duke, 2000; Eamon, 2005). The service quality in terms of the physical environment, core educational quality and administrative quality significantly increase the students' satisfaction (Soomro et al., 2017). Meanwhile, the low socio-economic status level highly impacts the success of the learners that pushing to the bottom level (Sander, 2001). Such an impact is quite apparent at the post-secondary level (Trusty, 2000). As considered that the fiscally deprived families lack the potential to bear the expenditures of education of their children at the enormous stage and as shown the consequence that they do not perform the tasks at the highest level (Rouse & Barrow, 2006).

Well-educated parents can adequately converse with their children relating to school tasks homework activities, and other valuable knowledge that is being imparted in their academic careers (Krashen, 2005). Thus, they can suitably support and help their offspring for such the tasks of school (Trusty, 1999; Fantuzzo & Tighe, 2000). Further, the atmosphere prevailing at the house also influences the students' performance. Meanwhile, the educated parents avail the educational atmosphere to their children properly. Moreover, the parents are provided with guidance and counseling through the school authorities to develop

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a positive home atmosphere for boosting up the value of the work of the learners (Marzano, 2003). Nonetheless, parental involvement indicates an essential role in upgrading the academic performance of the learners and assists to gain a higher level of value in educational achievement (Shumox & Lomax, 2001; Barnard, 2004).

A variety of variables as influenced by the rate of performance of learners (Waters & Marzano, 2006). The number of factors considered for identification of affecting factors relating to the rate of academic achievement. However, an identification of the contributive variables of the academic performance is a complicated and challenging task. Apart from this, the students of the public schools are from different social backgrounds focusing on their demographic status. Such the difference is quite apparent into Pakistani culture. Bearing into mind; the research for such the study focused on investigating the socio-economic factors affecting the pace of academic success of the learners at the secondary school in Ghotki District, Sindh – Pakistan. The specific objectives of the research work developed as:

- Examine out the impacts of parental education and occupation and socio-economic status on the students' academic success
- Investigate the influence of socioeconomic condition on students' accomplishment in Mathematics and English subjects.
- Explore out the variance in the feature of students' achievement in relation to their gender

On the basis of the above objectives, the following hypotheses were suggested:

- H1. The factors including parental education and occupation and socio-economic status have a positive and significant effect on the quality of students' academic performance.
- H2. Socio-economic status has an insignificant impact on students' achievements in English and Mathematics subjects.
- H3. There is no significant variation in the feature of learners' success in relation to their gender.

## **METHODOLOGY**

For such the research task, the descriptive study is covered through a survey technique. The target population focuses on the boy and girl students of the secondary school from Ghotki, district, Sindh, Pakistan. At the initial phase, twelve

female and male students are taken from the government secondary schools (six each) smoothly. Afterward, the only fifty unpaid learners (thirty males and thirty females) from the overall volunteers of one section of the 10th grade were chosen randomly from each of twelve schools. Hence, the sample size for such the work as consisting of 400 students (200 male and 200 female).

Further, this study is only restricted to the background variables, including socioeconomic status, parents' education, parents' occupation, and the students' gender. Moreover, the quality of academic success judged through the available rates of the 9th-grade examination result as confirmed with the support of the Board of Intermediate and Secondary Education, Sukkur. The variables, including the education of parents and parents' occupation, socio-economic status, rural/urban background, and learners' sex, have been covered with the assistance of the survey technique.

## **RESULTS AND DISCUSSIONS**

The data analysis was covered through the inferential and descriptive numerical techniques. A t-test brought into use to explore the comparison of the quality of academic achievement between the boy and girl learners. The significant impact of socio-economic variables on the learners' achievement has been investigated out the multiple comparisons by employing to SPSS 26.0 version for windows ANOVA technique.

With regard to H1, our analysis found that the fathers' education, mothers' education category, and socio-economic class are having a significant impact on the learners' entire academic achievement on English Mathematics subjects and scores in 9th grade at the less than 0.05 level of significance (Table 1). Henceforth, H1 was accepted by the data. Parental occupation lacks a significant impact on academic success. In a simple sense, the study indicated a lack of the considerable impacts of parental education level and socio-economic status level on learners' academic success as unaccepted. Thus, as confirmed that parental education and socio-economic status level influence the success of their offspring, but the guardian occupation does not affect it. These results are accorded with Soomro et al. (2019) who found the socio-cultural and economic factors have a significant role in getting an achievement of students in Pakistan. Without such factors, proper education and academic success are not possible. In addition, the results are supported by Islam and Khan (2017). As there is a positive correlation, exist between socioeconomic status and academic achievement of senior secondary

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school students.

Concerning H2, the findings revealed the lack of significant variation in the students' quality of academic success on their socioeconomic status (Table 2). Therefore, H2 was not supported. Irrespective of this, the learners with more and average socioeconomic status result in a outstanding performance than the learners with less level of socioeconomic status. Further, comparison of the impacts of socioeconomic status (low, average, and high) on the successive numbers of English and Mathematics subjects and collective success as disclosed that learners having the background of high socio-economic status level thoroughly and show better performance in subjects including Mathematics and English and also in the successive accumulative scores. However, average and high socio-economic status levels show more influence than a low socioeconomic status level within the entire sorts of the quality of academic success. These results are in line with scholars like Caro et al. (2009). Accordingly, outstanding score in mathematics explains greater emphasis on reading skills and involves tasks that require higher-order skills. In a particular manner, the correlation between math achievement and school socioeconomic status is strongly correlated with student outcomes. On the other hand, it is acknowledged about how this seems moderately more vigorous for students with higher levels of self-efficacy (McConney & Perry, 2010).

Similarly, we found the vital alteration about the marks of the female and male learners ( $t = -6.507^*$ ;  $-3.722^*$ ;  $-3.998^*$ ; Table 3). As a result, H3 was not supported. This resulted in a lack of a significant variation in the academic success of learners among gender. The girl learners achieve superior than the boy learners (mean values =44.88; 47.33) (Table 3) in English and Mathematics subjects throughout the entire score of achievement. Likewise, these findings are consistent with Musa et al. (2016), who confirmed that males achieved extensively better than females in English Language and overall academic success. Still, there is no gender variation in Mathematics performance. Furthermore, male and female students who taught algebra using PBL did not significantly differ in achievement and retention scores. Thus, male and female students are proficient in competing and collaborating in mathematics, Ajai, J. T. & Imoko, B. I. (2015).

## **CONCLUSION**

The various variables are contributing to the quality of academic success of the students inside and outside school. Thus, the present study concentrated

on some specific variables that impact the score of achievement of the students. Further, educators' role must play a critical aspect to educate their students so as they perform effectively and demonstrate high quality result in their academics. Moreover, to gain such a purpose; this is obligatory that educators can better understand these factors contributing to the academic achievement of the learners. In a sequel, a study focused on the higher level of socio-economic status. It is a proper sign and reasoning to the quality of the success of the learners. However, family characteristics, including the socioeconomic status, counted as the significant analysts for the performance of the students at the school. Further, the other factors of school, such as peer factors and students' elements, are essential in this regard. Henceforth, higher socio-economic status level resorts to be a more exceptional performance of the learners in studies and so forth (Hanes, 2008).

Table 1: Impact Of Socio-Economic Status On Parents' Education And Occupation On Students' Success.

Source of difference	Sum of Squares	Df	Mean Square	F	Sig.
Socio-economic status & scores in 9th Class	220921.302	4	60354.873	13.220	0.000*
Socio-economic status & Marks in Math	8328.783	4	3982182	10.072	0.000*
Socio-economic status & Marks in English	8372.752	4	63822.329	13.773	0.000*
Father education & scores in 9th Class	29062.2323	3	26322.892	9.522	0.000*
Mother education & scores in 9th Class	28793.083	3	28902.378	8.273	0.000*
Father profession & scores in 9th Class	4829.473	3	7139.171	1.021	0.103

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Mother profession & scores in 9th Class	8932.022	3	31892.220	0.873	0.648
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\*Significant at the .05 level.

Further, family education shows the impact on the quality of the academic success of the students. Family profession shows less influence on the learners' performance in their studies than the academic. The gender factor of the student highly influences academic performance as the female gender thoroughly performs better in English and Mathematics subjects. Besides, these females having more vigorous attempts and efforts to acquire high scores at school (Ceballo, McLoyd, & Toyokawa, 2004). Thus, it is plausible to understand the variables that are valuable in achieving an academic performance rather than developing the obstacles in knowledge attainment. Hence, this isn't easy to determine out the influence of the factors in a simple pattern. Further, it needs much more time and resources to recognize the overall factors along with the preparation of strategies and plans of classroom activities and the process of learning. Hence, this also requires the organizational policies, proper training, and social skills to explore out the plausible variables inside and outside of the school. In this way, such documentation regarding the factors leads to understanding the elements fully, and thus; the teacher would be able to develop the instructional strategies to make the familiar the educational opportunities for children and show better performance of children, and they reach the peak of learning. Henceforth, the research study resulted in investigating such the issue through the geographical regions covering like peer and family factors; student and school factors.

**Table 2.** Multiple comparison of impact of socio-economic status on Mathematics, English, and collective success.

Dependent variables	Independent variables		Mean difference (1-2)	Std. Error	Sig.
	(1)	(2)			
Marks obtained in 9th Grade	Low socio-economic status	Average socio-economic status	-29.234(*)	7.422	0.008*
		High socio-economic status	-41.230(*)	9.733	0.000*
	Average socio-economic status	High socio-economic status	-24.872(*)	7.630	0.000*

Marks in Mathematics	Low socio-economic status	Average socio-economic status	-5.540	3.332	0.211
		High socio-economic status	-13.008(*)	3.774	0.000*
	Average socio-economic status	High socio-economic status	-8.540(*)	3.437	0.005*
Marks in English	Low socio-economic status	Average socio-economic status	-6.288(*)	2.882	0.045*
		High socio-economic status	-14.432(*)	3.238	0.000*
	Average socio-economic status	High socio-economic status	-9.352(*)	1.222	0.000*

\*Significant at the 0.05 level.

**Table 3.** Assessment of comparison of success for male and female learners

Variables	Gender	N	Mean	Std. Deviation	T-value
Marks obtained in 9th Class	Male	200	136.44	69.555	-6.507*
	Female	200	140.09	59.548	
Marks in Mathematics	Male	200	39.32	23.083	-3.722*
	Female	200	44.88	22.122	
Marks in English	Male	200	38.59	16.021	-3.998*
	Female	200	47.33	16.239	

\*P<.05 level of significance

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# THE IMPACT OF INTEREST RATE AND EXCHANGE RATE TRANSMISSION CHANNELS ON INFLATION IN PAKISTAN

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## ABSTRACT

*A small open economy, like Pakistan, usually face obstacles in achieving stability in the level of prices because of the nature of the economy's high degree of vulnerability to the external economy shocks and issues related to weak policy. Hence, the present paper is aimed at analyzing the effectiveness or otherwise of the monetary transmission channels of interest rate and the exchange rate in controlling inflation in Pakistan for the period January 1991 to December 2017. The VECM results show that the rate of interest plays a key role in transmitting monetary signals. Long run relationships were observed due to the presence of 3 cointegrating equations. Further the error correction term for interest rate indicates that it corrects 4.1924% of the deviations in disequilibrium per period of time, although VECM results were not significant for the exchange rate. However, both the Impulse Response Functions and Variance Decomposition indicate interest rates and rate of exchange as monetary transmission channels, for inflation. The impact of exchange rate is within a lag whereas the rate of interest takes longer lags to transmit the required policy results.*

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**Keywords:** monetary policy, inflation, rate of interest, exchange rate, monetary aggregates

JEL Classification: E52, E41, E43, F31, E31

## **INTRODUCTION**

One of the major objectives of monetary policy is to control inflationary pressures in the economy. Central Banks' aim at achieving this objective, along with the support of fiscal measures taken by the government. However, for an economy like Pakistan that faces constant budget deficits, much is left at the discretion of monetary authorities alone. We can further elaborate this issue in the sense that our economy faces frequent money demand shocks as there is a constant pressure on SBP due to government borrowing as well as the foreign inflows are unpredictable. In such a situation the best option is to adopt interest rate as the operating target. Pakistan opted to do so in 2009. So much so, in the SBP's strategic plan for 2016-2020, Pakistan envisions to switch over to a flexible inflation targeting by 2020 (SBP, 2016).

Monetary transmission mechanism helps policy makers in adjusting policy tools to achieve the best possible results. However, in certain developing economies there are no standardized models to measure the effects of monetary policy due to sudden changes in the economic structure which in turn affects the monetary transmission mechanism (Kamin, Turner, & Dack, 1998). If Central banks are able to evaluate the transmission process appropriately, it can assist them in formulating and implementing monetary policies (Mishkin, 2006), to help them in controlling inflation. Hence, in every period of time, it is essential to analyze the various channels of monetary policy and to observe which channel is most effective to control inflation and get the desired results for output. This paper is an attempt in this regard. Our research hypotheses is focused on finding whether the rate of interest and the exchange rate are effective as monetary transmission channels in terms of their impact on inflation.

The reason why inflation is always considered a threat in most developing economies lies in the uncertainty which is associated with it. When the price level is stable, the economic agents are able to make decisions with certainty as they can assess the correct values of the demand and supply of products. In case of inflation, the market gets distorted signals, as firms and households are forced to spend resources on managing inflation risks. This in turn hampers all forms of productive economic activities (Akhtar, 2008).

As Ben Bernanke (2006) states: “*The stability in the price level is a major concern of monetary policy; it is actually useful for achieving other policy objectives*”. This idea is favored by a number of policy makers and economists such as Kenneth Rogoff (1985). He emphasized on inflation stabilization to be the primary goal of monetary authorities for welfare objectives. The State Bank of Pakistan is no exception. It follows a policy of controlling inflationary pressures which is a complementary strategy of promoting economic growth and stability in the economy.

## **Monetary History of Pakistan**

As Pakistan became independent, Monetarism (Friedman, 1956) was extremely popular. Keeping up with the trend, the SBP focused on monetary aggregate targeting for achieving monetary stability.

Initially the prime objective of monetary policy was the achievement of growth, however it shifted to removing imbalances in the BOP and later to inflation targeting (Hanif, 2014). There has always been a debate over whether monetary authorizes should pursue a single objective (Hoskins, 1993) or multiple objectives (White, 2006). However, in the present paper it is not the major concern of the researcher.

So, in the fifties, monetary policy’s objective shifted to correcting imbalances in the BOP. The SBP also tightened monetary policy in the earlier years of the fifties to overcome inflationary pressures. However, as in this period of time there was persistent deficit financing, it lead to increases in the supply of money (Zaidi, 2006).

Monetary expansion phenomenon persisted during the 1960s. (Though rate of growth of money supply decelerated in the later part of the fifties). This was done because of the increase in net private investment, and higher GDP growth of 6.8% in the sixties (Hanif, 2014).

The country went to war in 1965 with India and the economy suffered a crop failure in 1966. Both these events led to an increase in inflation. But, in the wake of the war there were heavy expenditures on the defense of the country and restrictions imposed on aid, again made the government aware about fiscal imbalances that were corrected through deficit financing. However, during this period inflation rates remained low, i.e., an annual average of 3.8%. This mainly was due to the steps taken by the SBP and the initial improved GDP growth rates

(Moinuddin, 2007).

The above mentioned events and external supply shocks due an increase in international oil prices occurred in the earlier part of the seventies. This was further exaggerated by the devaluation of the Pakistani rupee. This stemmed up in slow output growth although there was an anticipated increase in money supply, which led to a rising level of prices during this period. In the same time frame, private and public borrowings also showed an increase which resulted in increasing the supply of money in the economy. The Central Bank adopted a number of measures for tightening money supply but was unable to achieve any desirable success (Hanif, 2014).

In the beginning of the eighties budget deficit was mainly financed through banks and external sources. Because of this policy, there was higher inflationary pressures along with an increase in external debt. So much so that inflation hit an all-time high of 12.5% in 1981 and 1982. Thus, in the time period 1983—1990, the government financed a major portion of the deficit through non-bank borrowings to overcome both the issues. Because of this shift in policy, there was a fall in the inflation. It remained about 6.0% on an average during 1983--1990. (Moinuddin, 2007).

The 1990s saw the introduction of a number of financial reforms by the State Bank. These were achieved through various tools of monetary management such as an increase in reserve ratio or requirements, commercial banks privatization, new private commercial banks to acquire licenses, greater degree of independence to SBP, growth and development of secondary markets that would deal in government securities, higher commercial banks' lending rates, greater control of credit, reforms in the capital markets etc. (Hanif, 2014).

During 1990—1996, majority of the budget deficit was financed through bank borrowings which increased the inflation rate to about 10.6%, which is more when compared to the annual average of about 7.3% of the 1980s (SBP, 1996).

In 1998, in the aftermath of the nuclear test, the country came under a severe crisis when sanctions were imposed that almost crippled the economy of Pakistan. It pushed the economy into one crisis after another. In the year following 9/11, the State Bank followed an expansionary monetary policy by lowering the discount rate from 14% to 7.5% from July 2001. This was supplemented with smaller yields both on T-Bills and PIBs. This helped Pakistan's economy to perform

reasonably well. (SBP, 2001).

The State Bank of Pakistan continued with an accommodative policy until January of 2005. The idea was the pursuance of economic growth. So, there had to be some degree of a tradeoff. Which was naturally between inflation and growth (SBP, 2005).

From April 2005, the SBP pursued a tighter stance on monetary policy. It raised the discount rate to 9% from the previous 7.5%. Also OMOs were conducted to reduce liquidity. Due to these measures it was observed at the beginning of 2006, that inflation CPI as well as core started a downward trend. But, a rise in the international prices of oil and a strong domestic demand both damped monetary policy impact (SBP, 2005).

However, a tight monetary policy in April, 2005 proved fruitful and the CPI inflation was contained to its targeted limit. The policy continued, throughout 2006. The rate of discount continued at 9%. The State Bank was able to reduce the gap between the repurchase rate and the discount rate (SBP, 2006).

The State Bank of Pakistan increased the policy rate to 9.5% in the 2<sup>nd</sup> half of 2006. It was a 50bp increase brought about by the growth in government expenditures that were more than growth in total revenues. This was obvious from the declining tendency in the total tax to Gross Domestic Product ratio. SBP initiated an increase in the yield on treasury bills to indicate a rise in the interest rate (SBP, 2006).

However, most of the issues remained such as food inflation, increase in aggregate demand because of public borrowing, and a deficit on the current account. As a consequence, the SBP raised the discount rate to 10% in the beginning of August 2007, which was again an increase of 50bp, CPI inflation was 7.8% (SBP, 2007).

In 2008, the period July to December saw a further rise in food inflation. Further, government borrowing increased from the Central bank. The SBP further raised the discount rate to 10.5%, defending its policy move as a contractionary measure to combat food inflation. Although a better option would have been to take notice of supply side issues (SBP, 2008).

For Pakistan's economy, the SBP's choice of targets (intermediate), instruments used to control, and the contents of monetary policy have been varying to a certain extent over the course of years. Zaidi (2006), considered it

as discretionary in the beginning of the new millennium. But, structural changes in the financial sector as well as the economy, a higher availability of financial products, advancements in technology have somewhat weakened the inter relation between money and inflation (Moinuddin, 2007; Hanif et al., 2010).

At the onset of 2009, the economy saw a fall in CPI inflation. However, GDP fell to a growth rate of 2% due to extreme power shortages, security issues etc. from the previous year's 4.1%. There was a total decline of 7.9% in inflation from 19.1% in March to 11.2% in July 2009. Effective from August 2009, there was a fall in policy rate by 100 basis points to 13% (SBP, 2009).

Inflation soared to 12.5% in 2010. The policy rate was increased by 50 basis points to 14% on 30<sup>th</sup> November, 2010 (SBP, 2010). 2011 witnessed a continuity in floods that devastated a major portion of the crops. In such a scenario, inflation stayed 15% to 16%. The policy rate had remained 12.5% in 2009, monetary policy was tightened, and in 2010, it was increased to 14% to control the increase in prices. 2011 also witnessed a persistent increase in energy prices and the policy rate was maintained at 14% (SBP, 2011). There was a decline in the rate of interest in 2012. Average inflation remained between 11—12%, which was lower than the previous year's (SBP, 2012).

In the year 2013, although LSM grew by 4.3%, private investors stayed away from investing, (SBP, 2013). All these issues were extremely serious, especially in terms of bringing about a reduction in macro stability. There was a constant decrease in bank loans to the private sector, especially the long term loans. The policy rate was revised to 9.5%.

The year 2014 saw an improvement in the economic environment. There was a decrease in government borrowing from the banking system. Inflation was contained to 8.6%. The policy rate was revised to 10%. This year also saw a deceleration in M2, it decelerated by 12.5% which was the lowest in terms of expansion during the past five years (SBP, 2014). The year 2015 saw an improvement in most macro indicators. In this respect the policy rate was reduced by 300 basis points to 6.5%. Inflation also came in check after the CPI inflation fell to 4.5% in June 2015 from the previous year's 8.6%. In this regard the SBP tried to ensure that the average overnight money market rate remains more or less in the proximity of the policy rate of 6.5%, (SBP, 2015).

The year 2016 saw a major improvement in key macro-economic indicators,

in the first half. Inflation was curtailed at 2.1%. The policy rate was further reduced to 6%, (SBP, 2016), which continued on till 2017.

From the above overview of the various years' monetary policy, it can be observed that the State Bank of Pakistan has slowly and gradually changed its stance from targeting monetary aggregates to a wide-ranging set of targets in the past twenty years. Exchange rate regime has shifted to a flexible system which is market driven. The State Bank is following a policy of ensuring price stability keeping in mind the issues with respect to economic growth (Hanif, 2014). The State Bank of Pakistan have been shuffling the objectives of monetary policy since its inception. Before the year 2000, it mainly focused on exchange rate stabilization. In 2002, growth was the focus of attention. However, since 2005 to date the primary objectives have become balanced growth with a contained inflation.

The above was a brief introduction. The next segment consists of literature review followed by methodology and results, discussion, conclusion and references.

## **Literature Review, Empirical And Theoretical Framework**

There have been a multitude of empirical findings that have come up with various transmission channels of monetary policy that affects output and inflation. Two of the more popular views are the “money view” and the “credit view” (Taylor, 1995).

As per the “money” view, as money supply increases it lowers the real rate of interest. This transmits to an increase in capital investment and an increase in consumer spending, as the capital costs decline, pointing out the interest rate to be a strong medium for transmitting monetary signals (Taylor, 1995).

On the other hand Bernanke and Gertler (1995), strongly criticize this view. They are of the opinion that, it is not just the rate of interest but rather there can be many other channels through which the monetary transmissions may be taking place. So much so, that they referred to the working of monetary policy as something happening inside a “Black Box” (Bernanke & Gertler, 1995).

When these channels are analyzed, their effectiveness or otherwise help in the evaluation of various economic theories in terms of whether monetary policy is consistent with evidence collected empirically (Mazhar, 2013).

Monetary policy for any country plays a significant role for stabilization of the economy as its major goals are price and exchange rate stability, growth and development objectives and controlling inflation. Pakistan is no different, here it has been applied along with fiscal policy for fostering macro stability and economic growth targets. Although there are numerous channels of monetary transmission, the present paper aims at two basic channels i.e., the interest rate and the exchange rate channels.

### ***The Interest rate channel***

This is the traditional Keynesian view (Keynes, 1936). A fall in interest rates trigger investments which via the multiplier effect bring about an increase in the demand for goods and services. Hence, the increase in output (Mishkin, 2006). However, for small open economies it has been observed that a relatively lower rate of interest results in motivating both consumption as well as investment through the expansion of credit as well as issuance of securities (Hanif, 2014). The State Bank of Pakistan has to adjust its policy rate to affect the KIBOR and LIBOR rates which ultimately affect the deposit and lending rates. The SBP decides the rates at which lending is done to large scale state owned enterprises also. Naturally a fall in the lending rates motivates such firms to borrow more for investment.

### ***The Exchange Rate Channel***

With globalization and shifts towards a more flexible exchange rate system, it has been observed that changes in money supply can affect exchange rates which affect net exports and total output. With a devaluation in currency, the exchange rate depreciates which brings about a boom in the export trade (Shehzad et al., 2017). The same idea was floated by Iqbal et al. (2015) making use of the Marshall Lerner condition. It was found that the condition holds for Pakistan for six out of a total of its ten trading partners.

In the above scenario, it is quite clear that all or some of the channels can play a significant role for achieving monetary policy objectives. Hence, which policy/ policies should be adopted to reduce fluctuations caused in the level of prices and output for the coming period of time?

For Pakistan, researchers have been divided on their assessment. Agha et al. (2005) empirically proved that banks are an important channel of policy

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transmission; but Khan and Khan (2012), gave exactly the opposite verdict. They considered bank loans and deposits not to have any significant role to play.

Hussain (2009), found the exchange rate channel to be the only significant one in case of Pakistan, whereas Safia (2012) focused on the net worth channel to be the most noteworthy one.

In comparison to the above studies Baig (2011) concluded that all four channels, i.e., interest rate, credit, asset prices as well as exchange rate were ineffective in transmitting monetary changes. Similarly, Hussain (2014) compared the credit channel to the interest rate channel and found both of them insignificant in transmitting monetary signals. Similarly, Nizamani et al. (2016) made use of quarterly data from January 1996 to December 2012 and came up with the findings that exchange rate is the least important channel for monetary policy transmission.

As can be seen, there have been mixed outcomes for Pakistan; as have been a mixed regime of exchange rates, changes in the banking and financial structure that kept on changing with each regime change. To find solutions to these issues it is necessary for policy makers to know about the impact of their policy on inflation. For this purpose it is necessary that they should know the mechanisms involved in the transmission of monetary policy.

## **METHODOLOGY AND RESULTS**

This paper has made use of a Vector Error Correction model. It is a form of VAR which is restricted. Cointegration in a system of I (1) series can be tested through VECM. Then the VAR model (Sims, 1980) is applied to check for the structure of VAR through: Impulse Response Functions, Variance Decomposition and Granger Causality.

Before applying any of the models variables are checked for stationarity as it is required to run the VAR and VECM models.

### ***Specification of the Model***

The group of endogenous variables Y includes the inflation rate (INFL), the rate of exchange (EX) and 6 monthly T-bill rate (R).

$$Y = \{INFL, EX, R\}$$

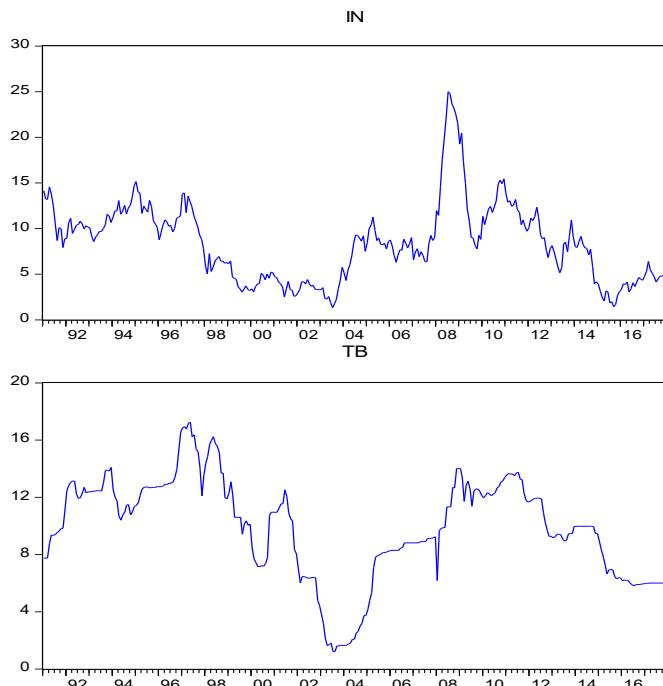
As it is a Time series Analysis, therefore E-Views 8 has been selected as it

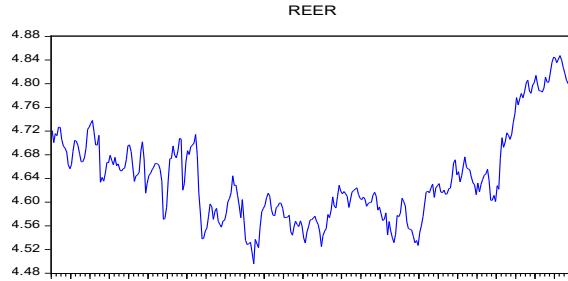
gives the best results in running VAR models, whether restricted or unrestricted, it is also the best option available at the disposal of the researcher along with having a very user friendly interface.

## Variables

Variables selected based on literature review, were: INF is inflation, which is taken to show inflationary pressures in the economy. Log of inflation was taken. As we were interested to see the impact of exchange rate on inflation, therefore we selected the Real Effective Exchange Rate (REER).The log of REER was taken. For the export sector it is considered to be a better variable as compared to the nominal effective rate as it accounts for price differentials (Caballero & Carbo, 1989). For the policy variable, TB6 was selected. Generally speaking a number of papers such as Bernanke and Blinder (1992) for the US economy, Disyatat and Vongsinsirikul (2003) for the economy of Thailand and Agha et al. (2005) for Pakistan have all made use of short term interest rates. The data for the above variables has been retrieved from the website of the State Bank of Pakistan <http://www.sbp.org.pk> on a monthly basis from January 1991 to December 2017.

Fig. 1: Time Series Plots of the Variables





The above time series plots of the variables show increasing and decreasing trends over the time frame from January 1991 till December 2017.

## Unit Root Test Results

As time series data tends to suffer from non-stationarity, therefore the Augmented Dicky Fuller tests were conducted for the 3 series LINF, LREER and TB6 (Dicky & Fuller, 1979).

Table 1: Test Results

Series ( $x_i$ )	t-stat	p-value	Outcome
LINF	-1.449058	0.5582	Presence of a unit root.
D(LINF)	-9.985932	0.0000	Stationary on the 1st difference or I (1).
LREER	-2.194829	0.2087	Presence of a unit root.
D(LREER)	-15.08666	0.0000	Stationary on the 1st difference or I (1).
TB6	-1.387256	0.5888	Presence of a unit root.
D(TB6)	-15.76267	0.0000	Stationary on the 1st difference or I (1).

Notes: (i) The results of Augmented Dicky Fuller (ADF) Test (Dicky and Fuller, 1979) With a null hypothesis that the series is non-stationary. (ii) D() represents the difference of the series.

The natural logs of inflation and exchange rate are taken. From the above results we can see that all the series are integrated of order one that is they are I(1), as VECM does not take first differences for variables that are integrated of order 1, i.e., I(1) if variables are cointegrated therefore the model is able to highlight multiple cointegrating relationships without misspecification (Enders, 2015).

### **Unrestricted Cointegration (Johansen, 1988) and VECM Results**

Before estimating the results for cointegration by the Johansen (1988) procedure for the series DLINF DLREER DTB, it is necessary to select the appropriate lag length. We are following the Akaike criterion and based on it the selected lag length is 4. At lag length 4, the series does not suffer from auto correlation as shown by the LM test. The given table shows the statistics for Cointegration for the series DLINF DLREER DTB:

Table 2: Cointegration Results

Hypothesized No. of CE(s)	Trace Stat.	0.05 Critical Value	Prob.	Max. Eigenvalue	0.05 Critical value	Prob.
None *	185.7992	29.79707	0.0001	87.85773	21.13162	0.0000
At most 1 *	97.94148	15.49471	0.0001	62.88052	14.26460	0.0000
At most 2 *	35.06096	3.841466	0.0000	35.06096	3.841466	0.0000

For the series DLINF DLREER DTB, we can see 3 cointegrating equations at the 5% level (MacKinnon-Haug-Michelis (1999) p-values).

As we saw the existence of 3 cointegrating relationships therefore we concluded that long run relationship exists between the selected variables. Hence, in the next step we ran the VECM. The results of the cointegrating equation and error correction are:

Table 3: VECM Results

#### Vector Error Correction Estimates

Standard errors in ( ) & t-statistics in [ ]

Cointegrating Eq:	CointEq1
LINF(-1)	1.000000
TB(-1)	0.669925
	(0.18331)
	[ 3.65464]
LREER(-1)	-68.55423
	(38.3118)
	[-1.78937]
C	94.15627

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Error Correction:	D(LINF)	D(TB)	D(LREER)
CointEq1	0.000182	-0.041924	0.000129
	(0.00018)	(0.01406)	(9.1E-05)
	[ 1.02506]	[-2.98206]	[ 1.41095]

From the above we can estimate the cointegrating equation 1 as:

$$LINF + 0.669925TB - 68.55423LREER + 94.15627 = 0$$

This can be re-written as:

$$LINF = -0.669925TB + 68.55423LREER - 94.15627 = 0$$

As in the above equation coefficient of cointegration is representing the long run relationship and other than the interest rate we have taken the other variables in natural log form, therefore their coefficients can be interpreted in terms of long run elasticities. From the results it can be seen that interest rate has a negative impact on inflation whereas exchange rate has a positive effect. There is a fall of 0.669925% in inflation due to a one unit increase in interest rates whereas inflation rises by 68.55423% due to a one unit rise in exchange rate.

In terms of economic interpretation when interest rate rises the Central bank is pursuing a contractionary monetary policy, as credit becomes expensive money supply declines hence a fall in inflationary pressures. The second part of the table show error correction results. Error correction term's value should ideally be between (0, -1). The presence of a negative sign shows the convergence and represents the adjustment speed leading to equilibrium. From the given results we can see that the value of the error correction term for interest rate is negative whereas for the other 2 variables it is positive. Hence, interest rate corrects 4.1924% of the deviations in disequilibrium each month, whereas the other 2 variables have insignificant t-values.

Table 4: Granger Causality Tests (Granger, 1969)

Null Hypothesis:	Chi-sq.	Prob.	Decision
INF does not Granger Cause REER	27.65330	0.0000*	Reject
INF does not Granger Cause TB	8.339407	0.0799	Does not reject.
REER does not Granger Cause INF	4.307582	0.3660	Does not reject.
REER does not Granger Cause TB	9.488461	0.0500*	Reject

TB does not Granger Cause INF	12.00549	0.0173*	Reject
TB does not Granger Cause REER	12.48387	0.0141*	Reject

\* At 5% significance level

The above results indicates a one way causality from inflation to the rate of exchange and from the rate of interest to inflation. A two way causality between the rate of interest and the rate of exchange.

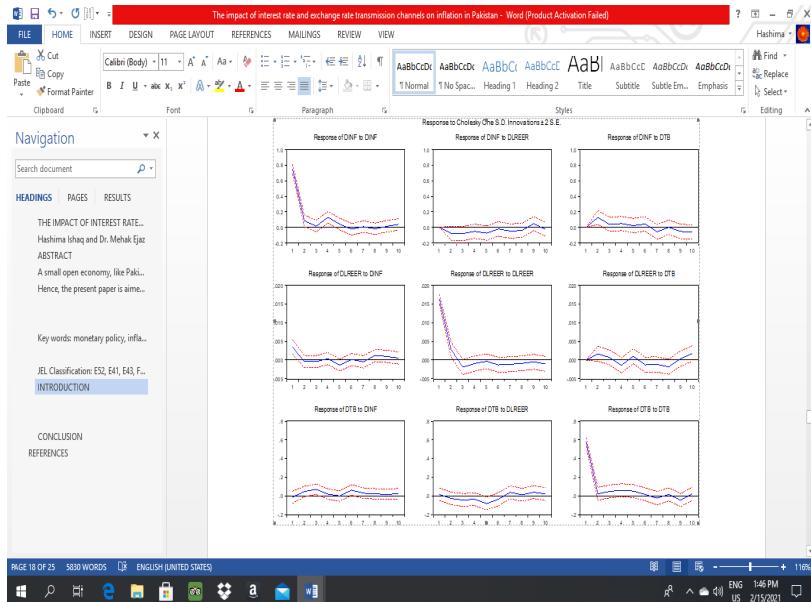
Table 5: Variance Decomposition

Variance Decomposition of DLINF:				
Period	S.E.	DLINF	DTB	DLREER
1	0.007181	100.0000	0.000000	0.000000
2	0.007509	94.14892	0.105424	5.745653
3	0.007604	91.86964	1.249442	6.880916
4	0.007767	91.42577	1.443563	7.130670
5	0.007791	90.86891	2.019210	7.111877
6	0.007829	90.01496	2.705732	7.279304
7	0.007845	89.96165	2.710071	7.328280
8	0.007846	89.93330	2.738094	7.328602
9	0.007851	89.85027	2.769355	7.380377
10	0.007854	89.83860	2.767803	7.393601

Variance decomposition of inflation shows that about 89.83860% of variations in inflation is explained by its own adaptive expectations whereas, the rate of interest contributes 2.767803% and the rate of exchange 7.393601% to overall inflation in the 10<sup>th</sup> period of time.

Fig. 2: Impulse Response Functions

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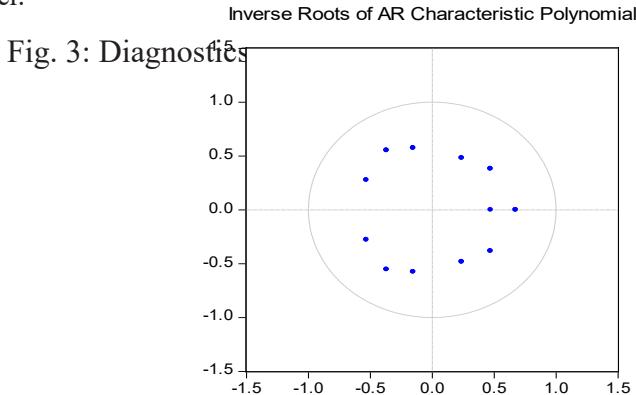
The impulse response function of inflation to itself shows that mostly any external shock results in ultimately driving adaptive expectations, it ultimately ends with a slightly higher inflation rate in the 10<sup>th</sup> month. However, a shock to both the interest and exchange rates bring a significant change initially in inflation. The impact of a positive shock to interest rate results in driving inflationary pressures positively till the 6<sup>th</sup> period, after which inflation responds negatively and ends on a negative note. For a positive shock to REER, inflation responds negatively from the 1<sup>st</sup> till the 8<sup>th</sup> period. However, after the 8<sup>th</sup> period inflation responds positively slightly oscillating ending on a negative note in the 10<sup>th</sup> month.

## DISCUSSION

Although the VECM results do not indicate a strong influence of the exchange rate on inflation, yet both the Impulse Response Functions and the Variance Decomposition indicate a strong impact of REER on Inflation. As the real effective exchange rate appreciates there is a decline in inflationary pressures. This is because our economy is heavily dependent on imports. An appreciation of currency indicates a fall in the price of most import commodities. Naturally as for example crude oil or imported machinery becomes cheaper for Pakistan's economy, costs decline pushing down inflation. Similarly, a depreciation of the Pakistani rupee would result in building inflationary pressures as imports become expensive. This impact is almost immediate, i.e., within the first lag.

The behavior of interest rate influence for a desired contractionary monetary policy takes longer lags to become effective as the impact of an increase in interest rate to control inflation occurs after the 6<sup>th</sup> lag or month. Initially, with a rise in the rate of interest, inflation also rises. This phenomenon is referred to as the “Price Puzzle” (Javid & Munir, 2010), in economic literature. This is because when interest rate rises, borrowing becomes expensive leading to higher costs and supply shocks.

The Granger Causality results indicate a two way causality between the interest and exchange rates. Meaning a change in either one would impact the other.



The AR roots graph plotted here shows that all the inverse roots lie within the unit circle. This verifies the stability of our VAR model. We also tested for serial auto correlation with the help of the LM test and fail to reject the null of no Serial auto correlation.

## CONCLUSION

The scope of the study falls in the macro economy of Pakistan. It looks at the potential of how a change in a policy tool can bring about a change in inflation through the transmission channels of interest rate and the exchange rate. From the above results we can conclude that the transmission channel of interest rate has a negative impact on inflation as shown in the VECM results. The selected variables are cointegrated in the long run. The error correction term indicates a correction of 4.1924% in the rate of interest to correct disequilibrium per period of time. The Granger causality result also support the above conclusion as the rate of interest is seen to granger cause inflation but not vice versa. Impulse Responses

indicate policy effectiveness after the 6<sup>th</sup> lag. Hence, we reject the null hypothesis of the rate of interest not affecting inflation.

Although the rate of exchange doesn't have a significant explanatory power in the VECM model, however, variance decomposition of inflation shows that about 7.393601% changes in inflation are explained by the changes in the exchange rate in the 10<sup>th</sup> lag. Impulse Response Functions also indicate a strong negative influence of an appreciation in REER on Inflation. The impact is almost immediate within the first lag. Here, we can also reject the null hypothesis of the rate of exchange not affecting inflation.

Inflation is observed as Granger causing the rate of exchange which can be easily interpreted as when inflation rises the value of the domestic currency in terms of the foreign currency will fall due to instability in domestic prices. The impulse response functions and the variance decomposition shows that both the rate of interest as well as the exchange rate do explain the fluctuations in inflation. There is a two way causality observed between the rate of interest and the rate of exchange which is also as per economic theory.

The above results are in line with the monetary policy adopted by the State Bank of Pakistan in the past years. The State Bank has shifted its focus from monetary aggregates to the rate of interest to help control inflation in the country.

This paper is aimed at an in depth analysis of the interest rate and the exchange rate as transmission tools of monetary policy especially in their impact on inflation, and would hopefully turn out to be a valuable addition to the existing literature. *The findings of the paper are interesting in terms of supporting the decision of the State Bank of Pakistan towards adopting flexible inflation targeting by the year 2020, rather than relying on monetary aggregates.*

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# NECROPOLITICS AND BIOPOLITICS OF DRONE WARFARE: A CRITICAL POSTHUMAN ANALYSIS OF CONTEMPORARY PAKISTANI ANGLOPHONE FICTION

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## Abstract

*Humans have entered posthuman era where human activities, productions and cultures are being transformed by increasing enmeshment of technology. Accordingly, one of the most defining factors of contemporary Politics and Literature is the overwhelming presence of machines in their narratives. This research is an inter-disciplinary study which demonstrates that contemporary Pakistani Anglophone fiction is a political statement against the necropolitical and biopolitical usage of drone technology in underprivileged countries like Pakistan and Afghanistan. There are not many notable researched available on the interrelation between drone technology, politics and Pakistani literature. This paper is, therefore, unique and innovative in its approach towards drone warfare and its political and literary implications. By conducting a hermeneutic textual analysis of three novels by Nadeem Aslam, Uzma Aslam Khan and Mohsin Hamid from a posthuman theoretical framework, this article illustrates that technology has*

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*transformed the characteristics of international politics  
in the twenty-first century Pakistan.*

**Key Words:** Drone, Necropolitics, Biopolitics, Posthuman, Discourse.

## INTRODUCTION

Technology has deeply affected the social, political, and cultural dimensions of human existence. Global politics and creative works have also got affected by the overwhelming presence of scientific gadgets around us. Some of these scientific inventions are a boon for humanity while others are disastrous for all or certain communities. Drone technology is one such dangerous technology which kills people as well as keeps an eye on their lives. In this sense, it is a necropolitical and biopolitical tool by its users. In order to critically analyze the implications of such a war machine, critical posthuman theoretical framework is the most suitable discipline because it provides tools and terminologies for critically evaluating the impact of machines on human societies. In order to study the impact of drone ware on contemporary politics, this paper conducts a hermeneutic textual analysis of three Pakistani novels *The Wasted Vigil* (2008) by Nadeem Aslam, *Thinner than Skin* (2012) by Uzma Aslam Khan, and *Exit West* (2017) by Mohsin Hamid. This study demonstrates that one way to evaluate the necropolitical and biopolitical implications of drone warfare in any society is to study fictional accounts from that location which provide ample scope for evaluating the repercussions of drone usage for contemporary politics and literary stylistics.

Literary works are never written in vacuum and they have larger bearing on the society, cultural, history and traditions of that era in which they are written. It is also true in case of Pakistani literature as renowned Pakistani literary critic Muneeza Shamsie writes in her seminal work *Hybrid Tapestries* (2017) that the younger Pakistani fiction writers are “strongly political writers and capture the changing face of Pakistan in the twenty-first century” (p.384). Similarly, eminent Pakistani literary critics Dr. Aroosa Kanwal and Saiyama Aslam contend in *The Routledge Companion to Pakistani Anglophone Writing* (2018) that Pakistani Anglophone literary works are not only “aesthetic objects” (p.1) but are:

...cultural products tremendously influenced and constrained by national and international religious and political grievances and the socio-political circumstances of their times, as well as by geographical factors (Kanwal & Aslam, 2018, p. 1).

Pakistani literature has a rich history of political engagement and literary activism. Before the Partition of Pakistan, poets like Allama Iqbal (1877-1938) gave the message of fighting for independence from the British colonial powers and self-realization. In post-partition era, majority of literary activism happened against the dictatorship of Zia regime led by Faiz Ahmed Faiz (1911-1984), Habib Jalib (1928-1993), and Kishwar Naheed (1940- ) along with many other artists. Some of Pakistani novels written in post-partition era like *Udaas Naslein/The Weary Generations* (1963) raised voices against the exploitation of Indian manpower in the two World Wars by the colonial power. *Khuda ki Basti/God's own Land* (1957) by Shaukat Siddiqui initiated a literary activism for the rights of the marginalized groups of Pakistan. So, Pakistan has a history of literary activism. The real political turn in Pakistani Anglophone literature occurred in the aftermath of 9/11. Novels written by Mohsin Hamid, Uzma Aslam Khan, and Nadeem Aslam depicted the atrocities and repercussions of 9/11 wars for Pakistan. The mentioning of drone also started appearing in Pakistani novels when Pakistani society started experiencing the legitimate and illegitimate drone strikes and instances of drone surveillance on its territory.

Pakistani fiction is replete with references to drone politics. Drones are used as motifs and tropes in Nadeem Aslam's novel *The Wasted Vigil* (2008). Uzma Aslam Khan's novel, *Thinner than Skin* (2012), also portrays drones in an intriguing way. In contemporary Pakistani fiction, there are multiple references to drones. These novels "have a poetological component" (Motyl & Arghavan, 2018, p. 137) which reflect upon "the role of art in the face of large-scale death" and human suffering (Motyl & Arghavan, 2018, p.137). Waqar Azeem, in his article, *Drones, State of Exception and Truck Art* (2019) argues that drones are being used for "cultural genocide" (p. 105) and a mean to inflict "transnational violence" (p.101). By using a drone, "empire controls, adapts and domesticates the people's lives to suit its whims" (Azeem, 2019, p. 108). Cara Cilano, in her book *Post-9/11 Espionage Fiction in the US and Pakistan: Spies and "Terrorists"* (2014), argues that drone is one of the many tropes of invisible spy in Pakistani espionage fiction (p. 111). Therefore, drones are, in a sense, both spies and weapons in the hands of imperial powers. But what makes Hamid's fiction more suitable for the study of Pakistani cultural node of drone is its recurrence in his fiction and his deep insight into proliferation of drones in contemporary society. Clair Chambers (2019) studies drones in his novel *Exit West* and Angelia Poon (2017) analyzes the trope of drone in *How to Get Filthy Rich in Rising Asia*. So,

there is already a general consensus among literary critiques about the presence of drones in Pakistani fiction but a full-fledge study is missing on the possible role of drones in the creative works written by novelists.

## Literature Review

Before initiating a posthuman critical discourse analysis of the literary texts, it is crucial to understand the meanings and significance of the terms ‘necropolitics’, ‘biopolitics’, ‘posthumanism’ and significance of drones in contemporary politics. Therefore, a brief overview of the existing literature on all these aforementioned notions will be discussed now.

‘Posthumanism’ is a newly emerging field of study which has become really popular in the last two decades. According to Cary Wolfe (2010), a major posthuman theorist, ‘posthumanism’:

comes both before and after humanism: before in the sense that it names the embodiment and embeddedness of the human being in not just its biological but also its technological world, the prosthetic co-evolution of the human animal with the technicity of tools and external archival mechanisms.... it comes after in the sense that posthumanism names a historical moment in which the decentering of the human by its imbrication in technical, medical, informatic, and economic networks is increasingly impossible to ignore, a historical development that points toward the necessity of new theoretical paradigms. (pp. XV-XVI).

For Wolfe, ‘posthumanism’ is not a pessimistic approach neither does it announce the doom of everything related to the notion of being human. He claims that posthumanism compels us to reconsider conventional forms of human experience, “including the normal perceptual modes and affective states of Homo sapiens itself, by re-contextualizing them in terms of the entire sensorium of other living beings” (Wolfe, 2010, p. xxv). This notion does not surpass or reject the concept of human, rather it provides with the opportunity to reflect on the notion of ‘human’ and its distinctive methods of interaction, communication, social significations and sentimental investments with his fellow species.

A drone can be called posthuman because by definition it is “an aircraft without a pilot, controlled from the ground” (*OALD*, 2015, p. 459). A drone or an Unmanned Aerial Vehicle (UAV) is the latest form of weapon which has become popular topic of study in international politics. Since 2011, the use of drones in wars has been” explosive” (Rogers and Hill, 2014, p. 1) and “accelerated

exponentially” (Ahmed, 2013, p. 1) that has made it “a symbol of America’s war on terror” (Ahmed, 2013, p. 1). Drone warfare is “robotised warfare...nexus of access–persistence–accuracy is the core of drone warfare” (Roger and Hill, 2014, p. 2). A drone is the most “appropriate metaphor for the current age of globalization” (Ahmed, 2013, p. 4). In this sense, drone stands as a metonym for contemporary military quests.

Pakistani Anglophone fiction is replete with the references to drone attacks in both Pakistan and Afghanistan by American. These novels do not only further the discourses of posthuman forms of impunity, unreliability, evasion of sovereignty, intrusion of private lives, panoptic surveillance, neocolonialism and necropolitics associated with the use of a drone but they also collectively construct a discursive discourse against the use of drone use in any war or peace situation. The works selected for analysis portray drones being used against, migrants, Muslims, people of colour and innocent civilians which highlight the violation of human rights of countries from countries outside Euro-American vicinity. They draw a trajectory of literary activism against the inhuman use of drones on social, moral, political, democratic, and humanitarian reasons.

Eminent posthuman theorist, Rosi Braidotti (2013), calls drone technology as “tele-thenatological devices” (p.126). Akbar Ahmed (2013) calls drone as “the weaponry of globalization...mysterious, distant, deadly, and notoriously devoid of human presence” whose “destruction resounded in its names: Predator and Reaper” (p. 2). She hypothesizes that the “posthuman predicament entails specific forms of inhuman(e) practices that call for new frames of analysis and new normative values” (Braidotti, 2013, p. 138), in addition, the “bio-political and the necro-political combine to re- locate embodied subjectivity in a posthuman continuum that calls for new ethical coding” (Braidotti, 2013, p. 141). Therefore, it is imperative to study this new political and ethical coding of drone warfare and its implications on human societies.

One very significant mode of know more about any human society is to study its literature. Therefore, literary texts from Pakistan have been taken in this study for analyzing the political implications of “automated weaponry capable of human-free decision making” (Braidotti, 2013, p. 138) like drone warfare- a posthuman military tactic which is ravaging the developing nations’ ecology.

Many contemporary researchers in the field of Social Sciences have used the concept of necropolitics to study the use of drone technology in the under-

developing conflict-hit areas like Afghanistan, Sudan, Syria but this research analyzes literary texts to trace a qualitative and humanistic aspect of drone use as a neocolonial strategy. The concept of ‘necropolitics’ was proposed by Achille Mbembe in his 2003 research article. He developed this concept by taking inspiration from Michel Foucault’s concept of biopolitics and Georgio Agamben’s concept of *Homo Sacer* and state of exception. He constructs his argument by quoting examples from the historical instances of slavery and Israeli occupation of Palestine. According to him, the contemporary world is more immersed in political gains by killing enemies and putting the fear of death in the heart of the enemy. Related to the Foucault’s ideology of bio-politics is Mbembe’s concept of necro-politics that refers to the power to inflict death:

This deployment of technologically mediated violence cannot be adequately described in terms of disciplining the body, fighting the enemy or even as the techniques of a society of control. We have rather entered the era of orchestrated and instrumental massacres, a new ‘semiosis of killing’, leading to the creation of multiple and parallel ‘death-worlds’. (p.37).

In addition to the necropolitical aspect of drone warfare, Jamie Allinson (2015) contends that drone use against certain communities is an “apparatus of racial distinction” (p. 117). He further elaborates upon the concept of ‘necropolitics’ in the following words:

Necropolitics refers to the arrogation of, in Foucauldian terms, the sovereign’s command of death, but within the apparatuses of surveillance, auditing, and management which characterize “biopower.” It is this dual character, defining a population through the methods of biopolitics yet rendering it as the potential object of the sovereign power of death, which distinguishes necropolitics from a broader logic of racism. (Allinson, 2015, p. 114).

Hence, necropolitics is different from the concept of ‘racism’ in its implications as an unfair use of power to manage lives and distribute death in underprivileged communities. Hence, drone warfare have implications for both necropolitical and biopolitical modes of study.

A drone is a significant posthuman motif and there is a need to discuss the impact of this technology on human societies in order to critically analyze its posthuman implications for its victims which has not yet been studied in Pakistani academia. This research paper will initiate debate into this domain for future

research.

## METHODOLOGY

This critical posthuman strand of the ‘posthuman’ is integral for conducting the hermeneutic textual analysis of literary texts and provides a framework for the literary critiques. A critical posthuman reading of a text strategically exploits the ambiguity of the term posthumanism and critically the discourse and representations of the non-human at work. It critically examines both of illustrations of the posthuman and the ‘human’. This kind of textual analysis is a materialist and deconstructive evaluation of the:

cultural politics that underlie the actual representations of the posthuman and the processes of ongoing posthumanisation, it helps to envisage alternative conceptualisations of both the human and the posthuman, and of their mutually informing relationship. (Herbrechter & Callus, 2008, p. 97).

Hence, a critical posthuman analysis of a literary text focuses on many emerging forms of human and posthuman technologies which are drastically changing human societies and cultures.

## DISCUSSION

The selected Pakistani Anglophone texts reflect upon this inhuman use of drones on the global scale. Two major themes emerge under the praxis of inhuman use of weapons in the posthuman era. First concern of the narratives is to illustrate realistic depiction of the unethical use of weapons by imperial powers to mercilessly kill underprivileged communities – ‘necropolitics’ (Mbembe 2003) and the second is the biopolitics. This paper will now elaborate upon these two types of posthuman discourses related to drones.

### ***Posthuman Necropolitics***

Death of innocent civilians in a targeted drone strike is a recurrent theme in Pakistani fiction. *The Wasted Vigil* by Nadeem Aslam and Uzma Aslam Khan’s novel *Thinner than Skin* (2012) describe the death of innocent civilians and children. Khan, in her novel TTS narrates a “missile strike in Waziristan” (p.200) that has:

...not been launched by Pakistan but by an American drone armed with missiles that were MALE, with Pakistan’s consent, from one of its airfields....

The thirty civilians dead, included three children” (p. 201).

This excerpt hints at the violation of Pakistan’s sovereignty, children rights, human rights and civilian rights in a war situation. The narrative magnifies the human security threats to Pakistani nationals and the willingness of Pakistan to tolerate such offensives. As noted by Grégoire Chamayou, drone warfare not only raises questions about the use of killing technologies against extraneous subjects, but it also demands the radical re-evaluation of ‘the relations between the state and its own subjects’ (2015, p.18). Drone warfare also faces criticism because of deaths of civilians and legal issues (Peron, 2014, p. 81). Here, Pakistani fiction takes an aesthetic turn to participate in the international drone politics and explicitly depict the unfair human cost of drone warfare. In these texts, “Racial distinction” (Allinson 2015) and “oriental gaze” (Espinoza 2018) of the drone are responsible for these inadvertent killing.

Pakistan’s Anglophone fiction also raises the issue of violation of Pakistan’s sovereignty by drone strikes which is also a heated debate related to drone studies by social scientists on the ethical (Ahmed 2014), Christian morality stance (Vorster 2015), and legal ( Zwickle, Farber and Hamm 2019) implications. Ian, Shaw and Majed Akhter in their article *The Unbearable Humanness of Drone Warfare in FATA, Pakistan* (2011) argue that:

...the drone is a political actor with a fetishized existence, and this enables it to violate sovereign Pakistani territory. In this sense, the continued violence waged by robots in Pakistan’s tribal areas is a result of the deadly interaction between law and technology. (p.1490).

There is a clear reference to drone strikes’ collateral damage and failure to deliver the precise results while harming the innocent civilians without any legal, moral or ethical implications. It is an effort to educate and raise a community against the injustice and unjustified violence and impunity of drone strikes and preparing them to stand against inequality, violence and promote globally more active and responsible communities (King, 2015). Khan (2012) is giving voice to the underprivileged innocent civilian communities who are being killed in target drone strikes meant for terrorists and insurgents.

There were total 430 minimum confirmed drone strikes in Pakistan between 2004-2020 which killed between 424-969 civilians and 172-207 children (The Bureau of Investigative Journalism, 2020). But there might be more number of

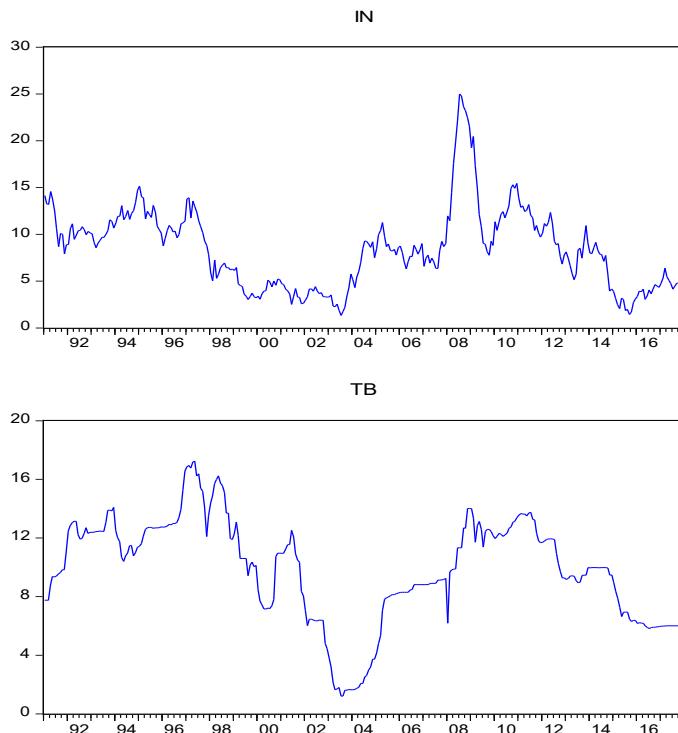
civilians and children affected because of these strikes because these statistics are usually tempered with to hide truth (Plaw, Fricker & Williams, 2011, p. 51; Walzer, 2016, p. 16; Delori, 2017, p. 16). The critics of drones have mostly studied the use of drones according to the theoretical frameworks of necropolitics (Allinson, 2015; Braidotti, 2013), bare life by Agamben (Azeem, 2019; Cilano, 2014), illegitimate life by Judith Butler (2004) and orientalist discourse (Espinoza 2018). Theorists also believed that discourse and programming of a drone is a continuation of racist, orientalist and colonial myopic vision which considers it justified to kill people who are less civilized than the superpowers. Drone warfare is a continuation of colonial quests of 19<sup>th</sup> and 20<sup>th</sup> centuries where dominated are suppressed by dominant nations. There is historical evidence that colonizers have almost always associated themselves with science, progress, civilization, rationality objectivity, and modernity (Said, 2003; Quijano, 2007; Dunford, 2017).

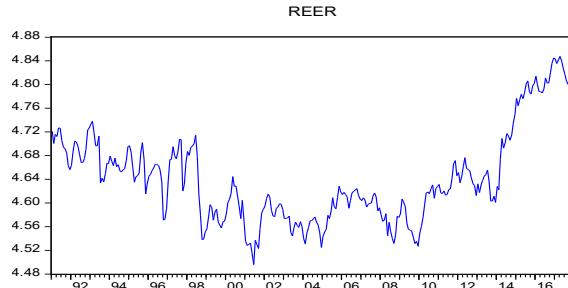
This hints at the necropolitics and biopolitical of the neo-imperial powers like US already discussed by Allinson (2015), Wilcox (2015 & 2017), and Kordela (2016). Necropolitics highlight the sovereign power of the empire to kill- a new “semiosis of killing” (Mbembe,, 2003, p.37) and “command death” (Allinson, 2015, p.215) biopolitical suggests the management of life (Espinoza, 2018, p.377). Marina Espinoza, in her paper, *State terrorism: orientalism and the drone programme* (2018), also argues that these matter-of-fact discourses propagated by the imperial powers to defend drone use are neither neutral nor novel (p.379). Pakistani Anglophone fiction implies drone strikes are guided by oriental gaze and therefore the use of these weapons to fight terrorism is not reliable because they are necropolitical tools to unleash a politics of unnecessary death. Since the drone use inherits “racism, inherited from colonialism, is what informs the gaze of surveillance as to who is targetable” (Espinoza, 2018, p.379), its inability to distinguish between a target and non-target is fallible. This inaccurate information collected by the machines causes the death of hundreds and millions of innocent people and no one is answerable for such a horrible crime against humanity. This incident in the novel does not only foreground the fallibility, orientalist ideology, posthuman inhumanity and inaccuracy of a drone’s performance but it also highlights the impunity with which a drone strikes masses without any legal, moral and ethical implications.

Theorists also believe that drones are “the militarised prosthetics of empire” (Pugliese, 2013, p.214) and are run by “an algorithm of racial distinction”

(Allinson, 2015, p.114). There are multiple concerns related to the use of drone assassinations in Pakistan, Somalia and Yemen related to the violation of international war laws (Aslam, 2011; Allinson, 2015) and the questions related to their ethical use (Allinson, 2015, pp. 114-115). So far, researchers in the area of drone studies have highlighted the terror which drone surveillance causes among the masses (Cavallero, Sonnenberg, & Knuckey, 2012; Salama, 2013; Saif, 2014; Salama, 2014) and drone's biopolitical and necropolitical power (Allinson, 2015; Wilcox, 2015, 2017). Drone's bird eye view is a continuation of a long history of imperialist frame of mind that bifurcate the world into the rightful subjects and puny objects under the colonizer's gaze (Stahl, 2013). Contemporary drone warfare draws its legitimacy "from an ideological offensive against Muslims and Arabs in particular" (Espinoza, 2018, p. 380). It is a "neocolonial necropolitics" (Motyl & Arghavan, 2018, p.128). Drones:

...are synonymous with terrorism and absolute impunity—they kill without the invading nation having to risk its own soldiers. It is a one-sided war; a video game for one side, the horror of destroyed villages, murdered individuals and mutilated bodies for the other. (Chomsky & Vltchek, 2013, p.172).





Unchecked drone use imply that certain races are considered as *homo sacer*, a “life exposed to death” as “less than life, or as dangerous life whose extinguishing must be managed in order for valuable life to flourish” (Allison, 2015, p. 117), and “a population understood as, by definition, illegitimate, if not dubiously human” (Butler, 2004, p. 91). *Thinner than Skin* by Uzma Aslam Khan illustrates that during a drone attack, a “target became a non-target, a non-target became a target. Before the camera could tell them apart, the world could be saved...” (Khan, 2012, p. 103). This excerpt hints at the real life death and destruction which drone use has wrought upon human societies without any impunity. In the real world, drone warfare has caused a huge bloodshed in the underdeveloped counties. Along with the targeted terrorists, drones have killed multitude of innocent civilians. Drone studies experts Roger and Hill (2014) argue: “Like earlier examples of air power, drone warfare has failed in its attempts to produce peace through targeting civilians” (p. 92). They further argue that the “human cost of this alliance between man and machine is high as around 2,500 -3,500 people were murdered by US drones between 2004 and 2013, and most probably 20 to 30 per cent of them were civilians” (Roger & Hill, 2014, p. 92). Since 2005 till 2018, 328 drone attacks were executed on Pakistan by US army (SATP, 2017, n.p.). In 2011, the US killed twice as many wanted terrorists than wanted in what they called as their “signature strikes” conducted in order to find and kill terrorist group leaders (UNAMA, 2013, p. iii).

Similarly, in Nadeem Aslam’s novel *The Wasted Vigil* (2008), drone strike implies the fallibility of drones’ decision making which is guided by both necropolitical oriental gaze and racial distinction. *The Wasted Vigil* is “a poetic mediation on the destructive urges that bind us together, and a literary quest to find humanity in the most unlikely of places” (Hanif, 2008). The narrative “contemplates civilization, history, art, and the scars of war and violence” (Shamsie, 2017, p. 367). Aslam’s novel *The Wasted Vigil* is also one o those novels which mentions drone strikes once but that one drone strike incident adds upto

the overall devastation, destruction and loss of lives in Afghanistan led by USA. The novel's title has been taken from a painting of the same name which signifies the wasted watch of a woman who is waiting for her beloved uselessly because he is not going to turn up. The novel also signifies the wasted wait of Afghani nation to find peace and happiness among intermittent attacks by imperial powers like Russia and America. The one target drone strike that novel mentions goes wasted because it could not kill the targeted person but ruins everything else in the vicinity. This drone surveillance can also be called as wasted vigil in this scenario because one possible connotation of the word vigil is also surveillance. The drone's surveillance of the area could not identify the exact location of the targeted person and missed him. Therefore, this drone vigil kept by the empire in Afghanistan is wasted just like the Afghani war proved as a waste of resources, human lives and environments. Therefore, drone in this scenario is a posthuman wasted vigil whose wasted surveillance resulted in the loss of many innocent lives and dilapidation of their environment which goes against the human and environment rights.

Walzer (2016) also questions the reliability of targeted drone strike by highlighting the safety of the people "who happened to be in the vicinity of the actual target were never themselves targeted; they were not the specific object of the attack; we had no knowledge of what they had done, or were doing, or were planning to do (Walzer, 2016, p. 17). WV raises the same issues of civilians' rights in the times of war thus raising a voice against the violation of human rights. It promotes an "activism based on reading and empathy" (Cosgrove, 2009, p. 233). It urges its readers implicitly to think about the fallibility and lack of accountability of a drone strike in which the target was not actually present on the site but everyone else was burnt. In all the examples quoted above by Aslam and Khan, the inhuman killing of drones signify total "loss of dignity" (Sadaf 2018, 119) for human beings under drone strikes and reiterate the injustice and human atrocities (Sadaf 2018, 119). These instances from the novels illustrate "dehumanizing effects of injustice" (Braidotti & Hlavajova, 2018). It is also an eye opening account for the Western audience to read and empathize with these subaltern who could not even voice their protest and were innocent but burnt to ashes because of a technological device set lose on the underprivileged human communities.

### **Posthuman Biopolitics**

Drones are often appraised for their counter-terrorism capabilities to restore

order in the terrorist locations. However, the communities under surveillance are changing as “this omnipresent threat is leading to changes in how lives are lived under drones ....People who live under drones behave like people under air attack” (Roger & Hill, 2014, p.83). The combined project called *Living Under Drones* (2012) which was conducted by the researchers of Stanford and NYU law school documented the experiences of the inhabitants and identified that the kind of harm which is beyond death and injury is being inflicted on ordinary people. The report claimed that the social fabric of the communities living under the gaze of drones has been damaged by the 24-hours-a-day presence of a threat that is unseen but can be heard over their homes. These drones strike people without any prior warning while they are doing their daily life chores like sleeping, eating, praying, talking, and attending the funerals of drone victims. The threat of a drone strike “anywhere at any time led to constant and severe fear, anxiety, and stress” (p.55). Hence, drone warfare has mortal as well as biopolitical surveillance of the communities under surveillance.

This omnipresent intrusive power of drones has also been reflected upon in *The Wasted Vigil* (WV) by Nadeem Aslam and *Thinner than Skin* (TTS) by Uzma Aslam Khan. These two novels hint at the psycho-social implications and biopolitical management of life which Afghani and Pakistani civilians have faced in the aftermath of drone strikes. Both writers imply the disturbance of natural course of lives of the people living under drones.

Aslam depicts in his novel *The Wasted Vigil* (2008) that in Afghanistan, “a faint continuous rumble from the sky above the street” (p. 68) can be heard from an “unmanned Predator drone collecting intelligence on behalf of the CIA” (p. 68). The passage hints at the continuity of the drone surveillance which has become rampant in Afghanistan’s geography and has affected the civilian population and their daily lives, they are under constant surveillance and threat. This causes a psychological state of continuous anxiety for the masses under surveillance. They are never at peace and never feel secure and at home. The drone use is a very strong violation of the environmental justice rights of the populations under control whose daily life, homes, work paces and recreational places are not safe and under a constant threat.

Khan’s TTS (2012) also implies the same environmental injustice when she writes that a “target became a non-target, a non-target became a target. Before the camera could tell them apart, the world could be saved...” (p. 103). None of the

innocent human civilians are safe who are living under the constant surveillance of drones because they are always exposed to the risk of death and destruction from the drones hovering above their heads. Similarly, Nadir, the main protagonist of TTS, wonders that a drone “*camera shows us images of daily life in an area most of us never think about*” (Khan, 2012, p.103). Furthermore, the text also describes the evasive power of a drone camera that is violating the privacy of the human lives being observed. The drone camera can capture “entire villages, where dark figures slid quickly into labyrinths, their shadows shifting, crisscrossing, into walls, into rooms, into each other” (Khan, 2012, p. 103). The language used for the surveillance images of the human activity clearly indicates that the status of human beings is reduced to reptiles or insects who are slithering through one street into another. The report *Living under Drones* (2012) also hints at the same moral and ethical issue of being under surveillance and within reach during the sexual activities is a huge question mark on the moral and ethical considerations of warfare (pp. 80-82). The presence of drone surveillance technology deprives these communities from the “privileges of being considered fully human” (Braidotti & Hlavajova, 2018, p. 2). These Pakistani texts highlight the psychological trauma caused by panopticon surveillance of machines. These texts reiterate the “giant panopticon” (Smethurst & Craps, 2018, p. 8) image of Gaza created in Saif’s drone fiction *Drone Eats with Me* (2013). These environments portrayed in Pakistani Anglophone fiction do not treat human beings as eligible lives. These societies living under surveillance is a big environmental injustice to all the human beings who are hearing constant rumbling of drones and have an ongoing fear of a drone strike which can kill them anywhere any time. These societies under surveillance are giant panopticons where people are being hunted and a watch is being kept on them they feel like rodents before snakes who can snatch and kill them any time. This is environmentally unjust to keep human societies under constant fear and surveillance.

*Exit West* (2017) by Mohsin Hamid gives another angle of drone related human rights violation. This novel is about global refugee crisis in which refugees from different places of the world are trying to enter the West where they are under constant surveillance of drones. *Exit West* is “not just ‘about’ refugees but also constitutes a reflection on how they and their journeys are represented and mediated by actually-existing technologies” (Perfect, 2019, p. 187) because drones “loom large” (Chambers, 2019, p. 218) in this novel. Hamid invites us to envision a world where drones are keeping watch on entire human populations. He wants

his audience to sympathize with his refugee characters Nadia and Saeed. Both of them are living under London's "drone-crossed sky" (Hamid, 2017, p. 188). They are constantly under the surveillance of "flying robots"—drones "high above in the darkening sky" (Hamid, 2017, p. 88). These frightening drones overhead suggest "an unstoppable efficiency, an inhuman power, and evoked the kind of dread that a small mammal feels before a predator of an altogether different order, like a rodent before a snake" (Hamid, 2017, p. 151). This depiction by Hamid amplifies the horrible biopolitics which drone victims face every day.

## **CONCLUSION**

Contemporary Pakistani Anglophone fiction constructs an anti-drone discourse which implies the fallibility, inhumanity, illegality, immorality, and unethical use of drones in human communities on both political and moral basis. These drones are necropolitical tools of neocolonial states on the one hand and are imperfect spies of these powers on the other hand. They are mechanical birds in the air who hunt, destroy, collect information, and have negative impact on human psycho-social environments. Additionally, drones are used to keep an eye on the masses, during their daily and communal lives, have far-reaching impacts on the psyches of communities under surveillance. In this sense, drones are both biopolitical and necropolitical tools of posthuman neo-colonization for the communities like Pakistan and Afghanistan who are living under drones.

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# USES OF ICT ON ADMINISTRATORS FOR COMMUNICATION PRACTICES IN PUBLIC SECTOR SECONDARY SCHOOLS OF LAHORE

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## ABSTRACT

*This research paper was designed to study the Uses of ICT on administrators for communication practices in public sector secondary schools of Lahore. The purpose of the study was to investigate the types of ICT practiced by administrators for communication practices in secondary schools and to compare the results of male and female heads. The study was descriptive in nature. The population of this study was consisted of all 163 administrators of all public sector secondary schools of Lahore. The whole population was considered as a sample. A checklist and questionnaire were developed by researcher in order to collect data from the heads of institutions based on five-point Likert scale. Data was analyzed by using Frequencies, Percentage, t-test and ANOVA. The finding of the study indicated that male and female heads use most of the ICT applications and software for the better performance in the field of education. The study revealed that male heads use ICT more as compared to female heads. However, it is recommended that there is need to train administrative staff of secondary schools of Lahore regarding ICT so*

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*that they can enhance their professional practices in more effective and progressive way.*

**Keywords:** ICT, Communication Practices, Administrators, Secondary Schools

## **INTRODUCTION**

Information and communication technology (ICT) plays a vital role in supporting powerful and well-organized administration in education sector (Amesi & Yellowe, 2018). Similarly, ICT has played a vital role in enhancing the quality of education and provides services and opportunities for educational administrators to do their tasks (Jaleel, 2014). Liu and Yuan (2015) stated that ICT is new trend of the modern world which is rapidly increased now a days, it is used in upkeep of student records for communication. Agbo (2015) mentioned that ICTs have changed the very nature of education, allowing information to be transferred, stored, retrieved, and processed by almost all who work, study or interact with a given institution. Hawkridge et al. (2016) reported that computers are at the central part of the ICT transformation on the grounds that they are quick data preparing machines, arranged to get enter as data, logically transform the information and give composed data that serves the needs of the client. As indicated by Prokopiadou (2012) technology is the utilization of learning to the accomplishment of specific objectives and to the arrangement of specific issues. Thus, this certainly includes utilization of ICT in helping and settled administrative practices in secondary schools.

In the line of previous studies, Krishnaveni and Meenakumari (2010); Ogiegbaen and Iyamu (2005) and Shah (2013) indicated the requirement for ICT arrangement into administrative activities in education institutes that heads used technology in planning, and to a large extent in the management and assessment of department, financial and administrative affairs. Furthermore, uses of ICT on administrators for communication practices are recognized as one of the important useful area in education institutions at secondary level (Ward & Parr, 2010). Thus, ICTs may improve the general environment of all education institutions. Hence, this study may be beneficial for administrators to find out the uses of ICT on the overall performance of communication practices in public schools of Lahore city.

### **Literature Review**

The utilization of computers and technology today has become essential to the development of administrations (Weng & Tang, 2014). Today, information

is conveyed at wonderful velocities inside and crosswise over different correspondence systems known as ICTs (Ghareb, 2018). Thannimalai and Raman (2018) perceived that ICT is an electronic based arrangement of information transmission, gathering, processing and retrieval, which has definitely changed the way we think, the way we live and the environment. Similarly, ICT encourages the dispersal of information and disseminating so as to learn content from its physical part (Engkizar et al., 2018).

In recent years, there has been an essential consideration for how computers and the internet can best be contained to enhance the productivity and acceptability of education at all levels and in both formal and non-formal settings (Maruping et al., 2017). However, ICTs are vital expansion into modern technology and incorporate internet, TV, radio, mobile, network, and so forth which are assuming key part in different fields of education (Arooj, 2012). Agrawal and Mittal (2018) observed that ICT is computer based devices utilized by organization faculty as a part of the preparing of their information and communication needs. According to Keyton (2011) communication can be chatagorized as the process of transmitting information and normal comprehension starting with one individual then onto the next. Ibieta et al. (2017) expressed that Internet as a medium for communication, the internet gives new channels to individuals to communicate with one another, new channels for experts to communicate with members, and new situations to produce search. As indicated by Ikegbusi (2016) Email is the most widely recognized type of electronic communication. Radio and Television are not new advances; both have been utilized for quite a long time to convey courses and instruction. Subair and Bada (2014) found that, communication, the backbone of each school organization is the process that connects the individual, the groups and the organization. Ornstein (2011) expressed that the administrator of today's school organization has a multifaceted profession, which incorporates setting goals, organization tasks, motivating employees, checking on results, and deciding. Egooze et al. (2018) defined that ICT hardware is utilized broadly for planning and upkeep of payrolls system of school. Therefore, the present advancement of ICT has changed human culture from the information technology age to the knowledge age (Mao et al., 2016).

Chika and Wale (2020) stated that ICT has the possible regarding of time saving, accuracy, data storage, and record check. In the same way, Taiwo (2016) mentioned that the accessibility of ICT and their adaptation in budgetary division makes it feasible and simple for accountants and

financial administration. Furthermore, Unachukwu and Nwankwo (2012) expressed that schools administrators need to concentrate in allocation that they utilize and accomplish ICT, enhancing administrative procedures, empowering schooling and supporting in use information administration. In the line of previous study, Agbo (2015) examined that ICT is used as a part of support of academic and staff records and for communication and report administration. In addition, Husam et al. (2018) investigated the use of computer and technologies in educational administrations were for the most part to store understudy and staff information. Chidinmachinenye and Anachuna (2019) indicated that ICT contribution when all is said in done administrator has brought expanded proficiency and ideal asset use. Rendulic (2011) has reported that use of ICT was esteemed by senior administration in developing school systems for organization and facilitating administration activities.

In the line of previous studies, Subair and Bada (2014) and Okon et al. (2015) have reported the role of ICT in the administration of secondary schools is enhancing effective financial management, records keeping and enhancing effective communication in secondary schools. A study by Krishnaveni and Meenakumari (2010) investigated that ICT helps to reduce the difficulty and improve the wide-ranging administration of education. Therefore, ICT has developed an essential tool for achieving the administrative undertakings easily. Furthermore, the study conducted by Prokopiadou (2012) suggested that an administrator focus on ICT in their particular administrations to encourage frame building of human resources, material resources and financial resources.

## **Statement of the Problem**

Uses of ICT on administrators for communication practices are recognized as one of the essential useful area in education institutes at secondary level. In addition, ICT facilitates in contact and information exchange and also promotes access in education. Moreover, Information technologies improve the general environment and operational productivity of all training foundations. Therefore the researcher has intended to investigate the Uses of ICT by Administrators for Communication Practices in Public Sector Schools of Lahore City.

## **Objectives of the Study**

The following were the objectives of the study:

1. To investigate the types of ICT practiced by administrators for communication practices in public sector secondary schools of Lahore city.
2. To identify the uses of ICT by administrators for communication practices in public sector secondary schools of Lahore city.

## **Research Questions**

The following were the research questions of the study:

1. What types of ICT are practiced for communication by administrators in public sector secondary schools of Lahore city?
2. What are the uses of ICT on administrators for communication practices in public sector secondary schools of Lahore city?

## **METHODOLOGY**

The present research was descriptive in nature and survey quantitative research study was designed. The population of the study comprised of all 163 administrators of all public sector secondary schools (72 Male and 91 Female) of Lahore. The whole population was considered as a sample. Therefore, the sample consisted of all 163 administrators of all public sector secondary schools (72 Male, 91 Female) of Lahore. From each school, one head teacher was selected. A checklist and questionnaire were developed by researcher to collect data from the heads of institutions based on Five-point Likert scale. A questionnaire comprised of 65 items was developed by researcher and 05 items were excluded after discussion with the supervisor. 05 items were deleted on the basis of the opinion of expert administrators. This instrument was pilot tested on 14 male and 18 female heads of public schools of Lahore .The application of SPSS excluded 03 items; therefore, an instrument consisting of 47 items was finalized. Cronbach s' Alpha reliability was measured ( $r = .96$ ).

Data were collected personally by the researcher. While administering five point scale to the male and female heads of school at secondary level, ethical principles were also kept in mind, the heads were explained the purpose of research and they were assured that the data will be kept confidential and not be used for any other purpose than this study. After collecting the data, it was analyzed by using Frequencies, Percentage, independent sample t-test and one way ANOVA.

## DATA ANALYSIS AND RESULTS

Table 1: Types of ICT Practices were explored by applying checklist related to available technologies.

Usage	Yes		No	
	f	%	f	%
Computers systems / Laptop	156	100%	0	0%
CD-ROM	149	96%	7	4%
Smart Board	80	51%	76	49%
Printers	130	83%	26	17%
Speakers	25	16%	131	84%
Projectors	25	16%	131	84%
Scanner	64	41%	92	59%
Intercom	7	4%	149	96%
Fax-machine	15	10%	141	90%
Telephone	151	97%	5	3%
Mobile phones Internet	149 145	96% 93%	7 11	4% 7%
Email	144	92%	12	8%
Biometric Devices	78	50%	78	50%
N=156				

Table 1 shows that percentage of responses as 100% head teachers used PCs and laptop and 96% head teachers used CD-ROM and surprisingly, it was found to 10% head teachers used fax machine and 4 % head teachers used intercom. The results of the study indicated that male and female head teachers use most of the ICT applications for the better performance in the field of education.

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Table 2: Descriptive Statistics for the Uses of ICT on Administration for communication practices.

Variables	Mean	Std. Deviation
Opinion about ICT	4.06	.0007
Communication practices	3.92	.000
Uses of ICT	3.92	.000
Improvement Due to ICT	3.97	.000

N=156

Table 2 indicates that Mean (4.06) and Std. Deviation (.0007) of factor option about ICT is higher as compared to other factors. Hence, it concluded that perception of regarding ICT of head teachers emphasized more on opinion about ICT as compare to other factors.

Table 3 Summary of t-test to know difference between perceived use of ICT by male and female head teachers on the basis of gender.

Variable	Respondent	N	Mean	t	Significant
Perceived use of ICT	Male	69	4.01	3.55	.001
	Female	87	3.85		

P\*<0.05

Findings revealed that there was a statistically significant ( $p=.001$ ) difference between perceived use of ICT by male and female head teachers. Mean values (male, 4.01 & females, 3.85) for perceived use indicate male head teachers use ICT more as compared to female.

Table 4: Perceived use of ICT on the basis of length of service1-10, 11-20 and more than 20 years.

		Sum of Squares	df	Mean Square	F	Sig.
Use of ICT	Between Groups	2.746	2	1.373	22.488	.000
	Within Groups	9.340	153	.061		
	Total	12.086	155			

P\*<0.05

The results of the study reveals that ANOVA was used in SPSS and that there is a significant difference between mean scores of length of service of male and female head

teachers at the 0.05 level of significance,  $F(2,153) = 22.488$ ,  $p < 0.001$ . If the significance value is less than alpha  $p < .05$  then there was need to further move towards the post hoc test. LSD Post-Hoc was applied on length of service ranging from 1-10, 11-20 and more than 20 years of male and female head teachers. Mean score of the range year 11-20 year is significantly better than mean score of the range 1-10 year at 0.001 level of significance. Mean scores of the range more than 20 year is significantly better than that of mean scores of range 11-20 year as well as range 1-10 year at 0.001 level of significance. It concluded that range of experiences 1-10, 11-20 and more than 20 years were found significantly different with regard to their mean scores.

Table 5: Perceived Use of ICT by male and female heads on the basis of professional qualification

		Sum of Squares	df	Mean Square	F	Sig.
Use of ICT	Between Groups	1.366	3	.455	6.454	.000
	Within Groups	10.720	152	.071		
	Total	12.086	155			

The findings of the study shows that ANOVA was applied in SPSS and that there is a significant difference between mean scores of professional qualification of male and female head teachers at 0.05 level of significance,  $F(3,152) = 6.454$ ,  $p < 0.001$ . If the significance value is less than alpha  $p < .05$  then further post hoc test was applied.

LSD Post-Hoc was applied on B.Ed., M.Ed., M.A Education and any other post qualification of male and female head teachers. Mean scores of B.Ed. is significantly better than that of mean scores of any other post qualification at 0.075 level of significance. M.Ed. is significantly better than of mean scores of B.Ed. at 0.002 level of significance. M.A Education is significantly better than of mean scores of B.Ed. at 0.001 level of significance. Any other post qualification is significantly better than of mean scores of B.Ed. at 0.075 level of significance. It is concluded that professional qualification B.Ed., M.Ed., M.A Education and any other were found significantly different with regard to their mean scores.

## **DISCUSSION**

The educational system is undergoing changes occasioned by socio-economic,

political and technological changes in the external environment. This makes the administrative work very challenging. The administrators play a very important role in the educational system. Consequently, uses of ICT services can deal with successfully storing and recovery of records regardless of the volume (Chika & Wale, 2020). This study found that majority of head teachers use PCs and Laptops, mobile internet, telephone, mobile phones, internet and E-mail. These finding supported to the notion of Ikegbusi (2016), ICT inclusion all in all administration has brought expanded proficiency and ideal asset usage. The findings further supported to the idea of Rendulic (2011), ICT is included information technology, telephony, electronic media, and a wide range of procedure and transfer of audio and video signs, and all control and managing functions in view of network technologies.

Computers are seen to have the possible to create a main influence on education and administration in schools (Shah, 2013). This study found that majority of head teachers considered that Mean (4.06) and Std. Deviation (.007) of factor option about ICT is higher as compared to other factors. The findings revealed that ICT as a powerful tool to summarized informatics agreed to preserve financial records and agreed that ICT was helpful to gather information. These were in support of Asiabaka (2010) who expressed that use of ICT and its adaptation has started a new age in educational strategies. However, the findings of the current study supported the previous research, the present and fast advancement of ICT has changed human culture from the information technology age to the knowledge age (Ratheeswari, 2018). The current study found that majority of head teachers considered that ICT was useful to collect reliable information and ICT was storage their school record. These findings were in support of ICT is used as a part of support of academic and staff records and for communication and report administration (Ghareb, 2018).

The present study found that male heads use ICT more as compared to female heads. This might be due to more professional attitude of males as compare to females. This finding supported to the idea of Krishnaveni and Meenakumari (2010), in Pakistani perspective use of ICT and its adaptation has started a new age in educational strategies. It was also found that there was a significant difference between mean scores of length of service of male and female head teachers for the use of ICT by head teachers. It might be due to the experience of heads they got by their services. These findings supported to Rendulic (2011) ICT use was esteemed by senior administration in developing school systems for organization and facilitating

administration activities. This study found that there was a significant difference between mean scores of professional qualification of male and female head teachers for the use of ICT. Mean scores of B.Ed. was significantly better than that of mean scores of any other post qualification. M.Ed. was significantly better than of mean scores of B.Ed. M.A education was significantly better than of mean scores of B.Ed. Any other post qualification was significantly better than of mean scores of B.Ed. this can be explained in term that more the education enhances the knowledge and practices.

## **CONCLUSIONS AND IMPLICATIONS**

It concluded that majority of head teachers considered that ICT as a powerful tool to summarized informatics, agreed to preserve financial records and agreed that ICT was helpful to gather information. Findings of the study concluded majority of head teachers considered that ICT was useful to collect reliable information and ICT was storage their school record. It concluded that there was a statistically significant difference between perceived use of ICT by male and female heads. Male head teachers use ICT more as compared to female.

In the light of findings and conclusions, implications for head teachers of secondary schools of Lahore who use ICT for communication practices, they may be facilitated about ICT so that they can enhance their professional practices in more effective and progressive way. Implication for Female head teachers who use ICT at secondary level in Lahore, they may be trained about the use of ICT in their profession. New technology can be introduced for the male and female head teachers of secondary schools for ICT practices who spend more time in their services.

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