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Editorial Note

The world nations are all queued up and striving hard on the development gradient to attain the status of advanced nation in the global economy. However, it is apparent from the global development trends that the nations which realize the efficient and timely utilization of their resources, flourish; whereas the nations unable to exploit their resources for proper utilization, remain futile. The number of resources in a country does not substantiate the success factor, but it's the level of deployment of those resources which guarantees a nation's fortune.

Pakistan is a rich country with prolific resource bank. With about 60% of its total population of youth, the country has considerable chances to prosper and to thrive in the world development marathon. However due to the negligence towards appropriate education & training integration strategies, the country's valuable resources are being exhausted, even recent investment measures also seems not much fruitful due to this deterrence.

In this regard, there's a dire need to train the new generation about the diverse specializations which the new world offers and thus demand in return. This training on different concentrations should integrate with academic education and should employ on the right time i.e. the primary and secondary education levels. Education and training integration will indeed inculcate the new generation with the core attributes, vital for producing an innovative workforce. This integration would also lead to enhance the innate abilities and would further help nurture these inbuilt qualities to create the required specialized workforce.

The current education approach and the curriculum followed in Pakistan; need to be devised, in order to meet the changing world demands and emerging competencies. The new curriculum should be formulized in accordance to changing world standards and should be able to inculcate the norms, and values, to create disciplined manpower. The curriculum should also observe the

integration of academic education with practical training, especially concentrated towards new world demands.

This latest Edition of New Horizons is a result of extensive work by the team New Horizons. I congratulate my team for the successful outcome of their efforts. I thank our esteemed Editorial Board members, valued Authors & Researchers, distinguished Reviewers and all other members involved in formulation of this Research Journal. I look forward to your continued support and guidance in our journey of research publication, in the future.

Wish you all peace and prosperity.

Sadia Khurram

Editor

New Horizons

July 2017

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GAME OF HOPE AND DOUBT: CRITICAL DISCOURSE ANALYSIS OF PAK-CHINA ECONOMIC CORRIDOR

Ayesha Asghar Gill and Dr. Ghazala Kausar

ABSTRACT

Social relations are defined as power relations. They are present in Media discourse and become an index of social power. They have hidden ideological dimension and have a significant role in making positive public opinion towards them and spreading it around (Schiffrin, 1994). This research aims to expose power and ideological clash among government, provinces, and private business tycoons, on the issue of constructing corridor between China and Pakistan, with the help of grammatical aspect of discourse; which carries ideology and social perspective of different power agencies (Fairclough, 2006). It is carried out with the help of critical discourse, Ideational Grammatical Metaphor, and Rhetoric analysis of six editorials published in Dawn during 2015-2016. Critical discourse analysis has exposed writers' astute use of aforesaid techniques to provide contextual information about the crux of the rift among power agencies on the afore said issue, and their peculiar ideological stances for their personal benefits in social discourse patterns while maintaining a subtle distance to escape him from accountability. This research suggests that the addition of aforesaid techniques may make reading, writing and translation skills pedagogy more effective.

Keywords: *Ideational Grammatical Metaphor, Rhetoric and Discourse analysis, Contextual Information*

INTRODUCTION

Newspapers editorials have been a focus of critical discourse analysis to unravel the ideologies of power agencies (Fairclough, 2006) because newspaper language is not inherently powerful to dictate the opinion among masses. It gets its power from different agencies of powers'

discursive use. They communicate; their stage oriented and targeted objectives through the newspaper (Woods, 2006). This research aims to reveal that the use of grammatical structures such as metaphors, nominalization, passivization and Ideational Grammatical Metaphor in a political discourse has a specific purpose, which is twofold in nature. That is to achieve their personal objectives and convince people to analyze a situation with their desired viewpoint. (Renkema, 2009). Accordingly, this study has analyzed the role of parallelism, antithesis, cohesive devices and expletives out of other rhetoric devices to reveal that power agencies communicate desired meaning by considering the relationship between subject and audience in one hand and text and context on the other hand (Jost & Olmsted, 2004).

CPEC issue has been scrutinized from various angles as assessment of potential threats and constraints (Sial, 2014), state complicity and historic neglect (Sethna, 2014), intra-sectarianism to fragile peace (Muhammed, 2014) but this study aims to focus on grammatical aspect of newspaper editorials discourse to reveal how power agencies maintain their stance and communicate their ideology through newspapers on CPEC topic. It is supported by computing frequencies of aforesaid devices usage to expose the tussle among the Government, provinces and Business tycoons of Pakistan on CPEC in six editorials published in DAWN.

LITERATURE REVIEW & THEORETICAL FRAMEWORK

The analytical framework of this study comprises on ideational grammatical metaphors from SFG (Halliday, 1994, p321), rhetorical strategies and CDA model. It is implied to explore the subtle manipulation of ideologies of different agencies of power in the use of nominalization, parallelism, rhetorical devices and modality in the political discourse of editorials.

Systemic Functional Grammar (SFG)

SFG explains the usage of language to conduct and maintain everyday social life activities, interpersonal relations on one hand and effect of the social world on it on the other hand. This proposition motivates to analyze language structure to achieve socio-cultural meanings. SFG proposes that meaning making is context depended (Halliday & Mattheissen, 2004). It provides a base of Ideational Grammatical Metaphors (IGM) that proclaims meaning is a link between linguistic and extra-linguistic (contextual system) features (Halliday, 1973). Editorialists select words

from rich linguistic system inventory according to their needs to perform various communicative functions in their writings. Halliday proclaims that there are two types of choices available to the user: potential and actual (Egins, 2004; Halliday, 1978). Potential choices are the all possible meaningful choices to express simultaneously three aspects of meaning. Which is referred by Halliday as three Meta functions: ideational (human experience), interpersonal (human relationships) and textual (text & content) meta-functions. As this research is focused on the cognitive representation of reality, so it investigates only grammatical metaphors of the experiential (ideational) type out of SFG framework.

Ideational meaning is explained with experiential and logical meanings. The former defines the world of experience and social reality by a system of transitivity and latter explains taxis and logico-semantic relations. Both sub Meta functions of ideational Meta function help to generate a coherent text by using parataxis and hypo-taxis relations (taxis) (Egins, 2004). A clause complex is a systemic resource (meaning) that controls clause rank from above to build logico-semantic relations. It determines language use according to required register. Newspaper editorials need a lexical economy with dense information. It is achieved by rank shift. It enables the writer to pack dense information in nominal group and semantic density rather than a clause (based on writer's intention). This research aims to explore reduction of clause into nominal groups. Nominalization (IGM) is a compressed grammatical integration in the realization of expansion and projection. It becomes ideational Grammatical Metaphor which has logical relations as embedded constituents (Downing & Lock, 2006). It changes the direct meaning into an indirect expression of meaning by shifting meaning from one grammatical class to another such as from verb (process) to noun (participant). This transformation can be deconstructed by comparing it with its equivalent similar expression (Thomson, 2004). It helps the writer to leave some basic aspect of the process who, what and when. This style of construction entails clause a dominant role in molding the interpretation towards the desired direction.

SFG (Halliday & Matthiessen, 2004) proposes that language, text, and social life are interrelated facts of human life. In this context, SFL, Rhetoric, and Critical discourse analysis have a similar approach towards the functional aspect of language. Rhetoric and CDA are interdisciplinary approaches that aim to show the links between discourse practices, social practices and social structures that might be hidden from a common man.

It exposes the socio-cultural ideologies and common sense, rooted in every form of language (Fairclough, 2006).

It is concluded by different studies of CDA that party-political intentions and the social set up of power pyramid dictate certain “linguistic choices such as nominalization, passive voicing, exclusion, and the inclusion of social actors,”. They are politically and socially significant transformations. In this research, the Fairclough approach is used to exposes the use of nominalizations as an intentional syntactic transformation in Hallidayan grammatical perspective. . It helps to find a correlation between discourse and social ideologies and subjectivity of language use in textual forms and structures under the influence of social commitments (Fairclough, 2006).

In short, this research aims at to expose the ideologies in the six editorials written on the subject, Pak-China Economic Corridor in the Dawn of Pakistan through a grammatical aspect of discourse.

An Introduction to Pakistan-China Economic Corridor (CPEC)

It is assumed that establishing a context will facilitate reader to understand the coherent association of linguistic expression across a given text. This analysis is based on the context of Pakistan-China economic corridor. The CPEC plan dates back to the 1950’s to build a passage extended “from the Chinese border to Pakistan’s deep-water ports on the Arabian sea” and construction of the Karakoram Highway initiation in 1959. The present “project was proposed by Chinese Premier Li Keqiang and Nawaz Sharif on 22nd May 2013” for the establishment of Pak-China Economic Corridor (CPEC). It is “a stimulus for economic growth in Pakistan” due to many projects which are supposed to be initiated. CPEC was labeled as “game changer” for Pakistan for being its curial geographical orientation. But it has invited many internal controversies between the Governments, KPK provincial assembly and Bloch nationalists on miscellaneous issues. This study investigates how different agencies of power along with their ideologies maintain and sustain their images and personal interests through political discourse in newspaper editorials in the social and political culture of the context with the help of six editorials (Javaid & Jahangir, 2015).

These editorials are selected randomly from DAWN published during 2015-2016. It is oldest and widely read newspapers in Pakistan and one of the

dominant media groups in the country (AudienceScape, 2015). Similarly, editorials are preferred due to their astute use of agentless passives, nominalization and persuasive rhetoric strategies, which will help readers to develop an understanding of the discursive use of language and interdependence of language on social context. These editorials, approximately 5500 morphemes, are used as a corpus to find frequency and functions of nominalizations, and rhetorical devices, passivization, and modality. Moreover, IGMs are detected and transformed into their congruent forms to find their process types based on comprehensive models of for a valid analysis.

RESEARCH METHODOLOGY

Fairclough (2006) opines that society and discourse are inseparable entities. Society influences the way people think. Their thoughts and ideologies give shape to discourse. This analysis aims to explore the subjective influence of power agencies on linguistic expression as a vehicle of their covert ideologies in newspaper editorials. It has used ideational grammatical metaphors (IGM), rhetoric strategies, passive voice, Modality of auxiliary verbs present in the corpus comprising six editorials written on the issue of Pakistan and China economic corridor.

Nominalization in Editorials

Nominalization is an augment resource for generating (ideational) grammatical metaphor of language system, which transforms processes (verb) and properties (adjectives) into nouns. (Halliday & Matthiessen, 2004). It is a semogenic power of the paradigmatic pattern of grammar in the language system that empowers the writer to use the fertile “inventory of meaning potentials in making meaningful choices.” It helps to “objectify” processes and attribute by increasing information density with brevity (Jamshid, 2005). Writers have used it to communicate more meanings with added grammatical operations, such as modification, embedding, can be possible with noun than verbs and adjectives such as ‘. thumping desk begins to sound arbitrary change of routeopposing politician invoking Kala Bagh dam and unity of country..... in the wake of prolonged anti-government protests in Islamabad (IGM)’ (Corridor Furore, 2015). In this examples process (to thump) and the attribute (opposite) are expressed as beings. The IGM’s usage facilitates to condense lengthy sentences into a noun and noun phrase increase information density in a clause. The above nominalizations suggest that there is an information gap regarding the specific details of CPEC among Government, opposition and business community. It has become a root cause of conflict among all

power stakeholders and resulted in insecurity, militancy, and radicalization. (Sial, 2014). With the help of IGM, the reason and actors behind the process are kept ambiguous and more meanings are put forward (Halliday, 1994) to facilitate smooth flow of information; where their relative congruent may spoil the symmetry of communication such as 1.“.....As well as signing a raft of energy, trade and investment agreement the Chinese president will inaugurate Baluchistan’s Gwadar port.....”2.“.....Originally expected to come in September last year Xi’s visit was postponed.....” (ibid).The probable congruent version of (2) is: Firstly, Chinese president will sign on a great number of agreements related to energy generating sector, trade assignments and investment in these various projects then Gwadar port will be inaugurated by him. By comparing noncongruent and congruent version that former is more verbose (32 against 20) and has a low literary profile. The latter is spatially effective which is a great stimulation to use nominalization stylistically or ideologically (Fairclough, 2006) in editorial, political speeches, and many other discourses; because information density has become an issue due to day to day rapid increase in human knowledge. (Kazemain, Behnam, & Ghafoor, 2013).

The contemporary political texts have clustering form of information with unique inter-dependent properties of the syntactic structure of the clause. The writer could not efficiently put forth his proposed meaning with familiar grammatical expression and arrest or direct the response of the readers. The above-cited examples (2 & 3) show IGMs as the competent structure of language system which has unique features: “lexical density, objectification, impersonality and deliberate ambiguity” (Halliday & Matthiessen,1999). In example 2 writers, with the help of IGM, has put the CPEC positive image at the onset of sentence because IGMs are basically more discursal in nature than a simple sentential process and they help the writer to directs the interpretation of rest of the information by intentionally putting the desired structure in the first place in a sentence (Downing & Lock, 2006). They are the efficient tool for generating a powerful message. Likewise, in example 3 the writer has implicitly given information about the threat to political instability. Which needs to be addressed on an urgent basis to cash this opportunity, without spoiling the overall positive effect of CPEC. Their impact can be perceived through their textual configuration. As Downing & Lock (2006) say IGM is “one of the more sophisticated operations involved in a writer’s exploitation of the meaning potential of a language” (p.552-554).

Nominalization facilitates to establish an objective expression by avoiding definite participants in each described event and bestow impersonalization and a sense of distance for a writer (Woods, 2006). Basically, it is a syntactic conversion which allows it to help by taking a stance and offer “an abstract or metaphorical sense” (Halliday & Matthiessen, 2004, p.423) to an event or any action. Such as 3. “..... The rhetoric was hurled at the government included allusions to Kala Bagh dam, and a dire warning fromthe usual rhetoric about Sino-Pak friendship” (p. 423). 4. “The CPEC..... The CPEC project..... The CPEC initiative..... The CPEC bodes well..... The CPEC plan..... the CPEC passing..... the CPEC agreement” (p. 423). In these six editorials, the high frequency of occurrence of IGMs, (CPEC, 19 times; the rhetoric, 2 times) directs the attention of readers from process to the product such as: what is being agreed between China and Pakistan? What are the procedures? What is planned? It might be a technique to highlight the effects and put the process in the background. (Woods, 2006). The following randomly selected IGMs from six editorials exhibit the salient features: objectivity, abstractness, encapsulation, impersonality, and remoteness.

Table 2. IGMs in Six Editorials

	Metaphorical wording	Possible congruent wording	Process types
1	A game changer for the region	Region will be changed	Material
2	Carefully packaged truckloads of fruits traversed	Fruits are packaged on trucks which moved across	Material
3	Diverting fruits to China	Fruits are diverted to China	Material
4	Taking country’s national grid	National grid is taken	Material
5	Buying discarded coal powered plant	China has discarded coal powered plant	Material
6	Using imported coal	Pakistan is importing coals for use	Material
7	Doing some quick calculations	Some calculations are done quickly	Material
8	Some senators hailing	Some senators hailed	Material
9	Given secrecy and confusion	Secrecy and confusion is given	relational
10	Opaqueness regarding the share	Share is opaque	relational

In the above Table (2) ten processes are converted into nouns.

Table 3. Processes in the Nominalization Out of six Editorials

Process types	Frequency	Process types	Frequency
Material	26	Existential	5
Mental	21	Behavioral	1
Relational	18		
Verbal	20		
		Total nominalization	91
		Word count of six editorials	5400

In six editorials, out of 91 nominalizations, 26 are material processes, 21 are mental processes, 18 are relational processes, 20 are verbal processes, 1 is a behavioral process and 5 are existential processes. They are expressing concepts rather than actions or actors. Their successful interpretation depends on contextual information, which demands careful cognitive mapping from the reader by keeping an eye on the moment to moment changes in the ideological stances of power agencies. It might be out of reach for an ill-informed reader (Sperber & Wilson, 1995).

Rhetoric Strategies. Newspaper editorials use rhetoric strategies for persuasion, emphasis, effect and to contrast.. They are modes of demonstrating a point. There are certain strategies that belong to a single category as parallelism facilitates “to order, illuminate and adds beauty to the thought and clauses” (Kazemian & Hashemi, 2014).

Parallelism. It is defined as syntactic reoccurrence and lexical similarity employed across and inside a sentence, clause or a phrase (Plett, 2010). A careful examination of six editorials states that there are both syntactic and lexical parallels present. The reiteration of the same word, phrase or syntactic structure calls the attention of a reader, highlight the topic and create harmony and clarity to the subject matter. Above all, it gives unity to the expression such as 1: “.....A renewed commitment to the CPEC implementation of the CPEC..... According to details under the CPEC plan..... With the CPEC passing.....”(Subohi, 2015). “.... The CPEC will benefit.... CPEC has also triggered..... that CPEC will be a game-changer for the region..... The CPEC.... will also boost tourism....” (Subohi, 2015). All these examples of parallelism at word and phrase level are taken from the six editorials which are used intentionally by the editor to signify and to emphasize for persuasion, and focus on their argument. The over emphasis on benefits of CPEC seems to be done deliberately in order to avoid the problems as lack of infrastructure, threats to political stability, security, terrorism, ethnicity, and radicalism. It used for a subtle play of molding opinions in the desired direction. They are used by the writer to employ a sense of passionate, logical and sensual impact on the readers for targeted hidden motives. (Jost & Omlsted, 2004).

Antithesis and expletive. These devices have described abstract thoughts of conflict among political stake holders in a concrete manner with the help of grammatical construction (Halliday & Matthiessen, 2004). They clearly expose disparity among government and other power agencies

such as opposition party and private business tycoons on the issue of giving permission to connect Gwadar port with China. The effect of antithesis in contradictory structures is as follows: 1. “.... CPEC, ... was not a project to benefit a party or a government as was being portrayed by politicians and the media but to the entire country.....”(Ebrahim, 2016). 2. “..... original route was shorter, but it seemed the rulers did not want to see prosperity in the backward areas of KP and Baluchistan...” (Wasim, 2015).

These structures are taken from six editorials to expose conflict in views and comments and to direct the attention of the reader to sift out truth from fabricated truths and opinions . 21 antithesis structures are used to develop a logical link in opinions (Cuddon, 2012). The following examples are pulled out from six to show the role of above mentioned grammatical structures: 3. ... but there is no free lunch in business....” (Subohi, 2015); 4. “There are questions begging answers.....” (Subohi, 2015); 5. “...baseless and myopic propaganda against CPEC” (Hussain, 2017)8. “...fears one hears among our business community....” (Hussain, 2017). These extracts contain parallelism and antithesis as well. It strengthens the rhetorical influence and displays mixed emotional response in general about CPEC. The political stakeholders are anxious to avail this opportunity but are apprehensive about such a matchless Chinese generosity of \$46 bn to initiate this mega project. The above examples highlight the behavior of different power agencies as government, political leaders, and private businessmen. There are 70 expletives applied in the overall text to expose vagueness and rational instability in planning and implementing suitable strategies for CPEC on which solid economic policies could be formulated. This might comfort troubled power stakeholders.

Cohesive Strategies. The careful reading of six editorials shows that in every clause, there are certain concealed meanings which need special focus by readers to understand implied meanings. In newspaper language, there is the intentional use of we-groups (we, our, us) to build a strong link between party political leaders and the public. Fairclough (2006) states that there are different associative meanings with the pronouns, the choice between “we” and “you” depends on given concept of association between supremacy and harmony. There are commonly two types of “we” pronoun: inclusive “we” and exclusive “we”. The former includes the reader(s) and the latter refers to the writer and one or more other, but it does not include the reader(s) (Downing, 1989). Editorial writers have used 13 instances of the we-group not only to unite Sayers with the other power agents but also to identify them as one powerful unit of the society

and staunch well-wishers of the country. It is subtle constricting or linking the enviable break between the Sayers and the readers. This division of strategy is basically used to show the logic of commonality and cohesiveness to the readers such as: 1. (a)... we view the announcement positively” (Subohi, 2015); (b)..... “If Bhutan can sell to India, why can’t we sell to China?...” (Ebrahim, 2016) “.....we do not have enough capacity to meet the demand” (Jamal, 2016); 2. (a) “... The government has not engaged us; we do not know exactly how much or...” (Ebrahim, 2016); (b) “.....what Gilgit-Baltistan’s role will be in CPEC or how we will benefit from it” (Ebrahim, 2016). (c)...is also swallowed by rich investors from outside, we will become a minority...” (Ebrahim, 2016).

This is obvious in most of above examples that there is an uncertainty in the plan because sometimes it is not plainly indicated that by “we” what the writer really wants to mean. It is open ended. By “we” the writer incorporates the reader or just a specific power agency. In the example (15.b) we-group might refer to a private business community only or business community both public and private sector. Likewise, in example (2.a) the use of “us” clearly used exclusively for the opposition party. There is excessive use of subjective (we) and possessive case (our) of pronouns. The former one has 11 occurrences and the latter one has 18 occurrences in six editorials.

Modality. It is a schematic category basically used to delineate the range of attitude of speaker/writer. There are two aspects of modality to which it is related to writer authority and orientation: relational modality and expressive modality. Both are used by the writer for an astute reader to read between the lines. The given lines show the socio-political scenario’s latent intentions of political leaders 1. (a) “.....the CPEC may lead to widespread displacement of the locals..” (Ebrahim, 2016); (b) “ ... the country will not remain united if the route is changed” (Corridor Furore, 2015); (c) “... The PML-N must control its temptation to go solo..”(Subohi, 2015); (d) “.... Project has to contend with security issues relating to the passageway through Afghanistan” (Ebrahim, 2016). These examples clearly indicate that how the low conviction in the displacement of Gilgit-Baltistan is described with modal verb may (1.a), medium conviction is presented in angry call from opposition leader (1.b) and strong conviction is employed to warn the improper attitude of government, which is inferred from the strong reaction from opposition group and business community of Pakistan (1.c). The use of “must & has to” (1. c, d) demonstrate obligation, which is basically the despotic attitude

that the media discourse has, obliged them (power stakeholders) to do the given task. This force grows out in a definite cultural context. The following table.5 shows the modality across six editorials:

Table 5. Modality Analysis of the Editorials

	Low value		Medium value		High value		Total
	Positive	Negative	Positive	negative	positive	negative	
	23	0	57	3	4	1	88
Percentage	26.13%		64.77%	3.4%	4.4%	1.1	percentage

The above Table 5 shows the occurrence of different modal verbs used by writers in six editorials. The percentage of the model verbs usage shows writer’s stance and assessment of the situation and its meaning varies according to the statement nature and political status of the speaker.

Passivization. It is concluded by many CDA studies that the use of linguistic choices as passivization and nominalization, has a direct link with hidden motives of the socio-political setup of a society (Downing & Lock, 2006). Fairclough (2006) has specified the ideological effects in discursive construction. They are usually done by masking the act of any agency with the help of passivization because it gives the writer the choice to take out the actor completely and an option to provide information without accountability. (Simpson, 1993). In the passive clause, the actor becomes circumstance, which can be taken out (Halliday & Matthiessen, 2004). There is no risk of getting sentence ungrammatical even without an agent. It backgrounds the actor and foregrounds the theme. In these six editorials, mostly the passive structures go with nominalization. Both structures provide concealment for the actors. There are 27 passive sentences where the actors are intentionally avoided. Consider the given examples: 1. “How the amount will be channelized...”; 2. “what Gilgit-Baltistan’s role will be in CPEC” (Ebrahim, 2016) ... The future is renewable as has been reiterated... which have been sold to the Chinese....” (Ebrahim, 2016). In these examples, the use of passive structures might be due to the reason that the act is more significant than the doer. But according to van Dijk (2000), these structures encode ideologically biased approaches. The responsible agents are concealed or removed from the view of readers in the surface realization of the process.

RESEARCH FINDINGS & CONCLUSION

The implicit ideologies encoded in the grammatical aspect of six editorials, in Dawn, are in accordance with van Dijk approach that analysis

of language use not only explains sentence or text structure but also exposes the cognition process, interaction of the actors and social structure of society. It reveals that discourse is context dependent and it is never innocent. (van Dijk, 1984). The astute use and frequency of occurrence of IGMs in editorials are in accordance with Halliday and Matthiessen (2004)'s proposed usage. They suggest that material processes should be dominant in the analysis of IGM or transitivity. It is observed that IGMs are an efficient structure for compressing and systemizing known information. Nominalization increases semantic load and improves the linguistic expression by transforming sentences into nouns or noun phrases.

The result shows that the most commonly used IGMs in six editorials are basically a conversion from quality to the entity and from being a process to the entity. The most dominant processes in IGMs clauses are material (26/91) then mental (21/91) and relational (18/91). It is in accord with Halliday and Matthiessen (2004) proposition that if an agent needs to maintain power, it is more effective to maintain it through the domain of doing (material process) rather than any other processes. Material processes directly effect on readers thinking by using a physical element of action. Nominalizations have 91 expressions and the ratio of all nominalized processes to the whole word count of six editorials is 1.66%, which is a noticeable feature of editorials to present social discourse patterns, which might be labeled as a game of doubt of hope.

There are significant percentages of processes in all editorials, which portray different perspectives of various power stakeholders related to China-Pakistan economic corridor agreement. They describe tacitly that how writers portray reality through language (Eggins, 2004). The mental processes (24%) express thoughts, affection, and cognition of different participants and their resided ideologies; relational processes concentrate on categorization and explication of reactions, apprehensions, and expectations; verbal processes (17%) symbolizes as opening a window to context and convey different participants' thoughts, objections and favors open for different interpretations by reader (Eggins, 2004); behavioral processes (2.2%) pinpoint involuntary and volitional actions of participants; existential processes (5.5%) tends to quantity or location of physical and abstract entities (Downing & Lock, 2006).

Critical discourse analysis aims at portraying, interpreting and inquiring social context and ideologies reflected in a given text. It

systematically identifies the relationships between discursive practices, linguistic expression and the external social world (Rogers, 2011). The evaluated CDA concepts of this research are the passive voice and modal verbs. The findings show that mostly nominalization and passive voicing are working simultaneously in most clauses. The passive voice omits the actor from the process and remaining expression gets metaphorical stature with the help of passive verbs. It helped the writers to skip blame game and focus on effect and action with an air of impartiality. Likewise, some other rhetorical strategies as expletives (1.4%) and antithesis are used to present the given information in more emphatic manner. Parallelism made the editorials more cohesive. Likewise, modality expresses un/willing attitude of different power agencies towards recommendation, prohibition, and implementation of CPEC plan. They offer shades of meanings, depends on readers' interpretation.

There are some implications drawn from this research that deep insights of the grammatical and functional complexity of language facilitate translation studies. The understanding of the functions of IGMs such as "condensation, lexical density, conceptualization" (Downing & Lock, 2006) might assist ESL and EFL learners' reading and writing skills.

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GENDER STRATIFICATION IN CHINUA ACHEBE'S *THINGS FALL APART*

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ABSTRACT

*It is a common view that since the creation of the universe and life therein, the human community has been functioning as a male oriented society where women have only a subordinate role. Women are generally suppressed, humiliated and often subjected to an inhumane treatment being totally dependent on men. It is imagined that few European countries, first time, empowered women to create a gender balance in the society. Post-colonial writings also suggest that some African and Asian States which happened to be the British colonies had been previously suffering from severe gender crisis whereas the colonization brought them gender harmony. On the contrary African Literature also highlights the existence of a reasonable gender balance in Igbo Society before colonization. The same will be explained through the literary text namely, *Things Fall Apart* by Chinua Achebe that offers a detailed view of gender stratification of the Igbo Society as existed before colonization and reveals astonishing arrangements existed in the apparently illiterate Igbo Society to maintain a gender harmony.*

Keywords: *Gender Stratification, Patriarchy, Post-Colonial Era, Pre-Colonized Society*

INTRODUCTION

This paper highlights the gender stratification that is the male and female status *vis-a-vis* the level of their empowerment in Igbo Society that existed before colonization as has been revealed through the text of Chinua Achebe's novel titled *Things Fall Apart* (2001) and his other writing like *No Longer at Ease* and *Arrow of God* (1989). Further, it will divulge that the general concept guided by the colonizing powers that their colonies, being comprised of purely ignorant inhabitants, had been previously adversely suffering from gender disparity, was not entirely based on facts. The African Igbo Society, as is evident from the text, appeared to be the one that had astonishingly been maintaining a substantial gender harmony even before being embittered by the lurid gift of colonization.

RESEARCH BACKGROUND

Chinua Achebe, an African writer, was born in a Christian family on November 16th, 1930 in Ogidi Easter, Nigeria, roughly after twenty-five years of British occupation that occurred in 1906. He studied in Africa and London and initially wanted to become a medical doctor, however, when he saw that mostly European post-colonial writers did not provide a fair picture of pre-colonized Africa, he felt impelled to represent the historical encounter between Europe and Africa from the African perspective. One of the things that set him to write novel *Mister Johnson* by Cary (1939) in the cultural background of Nigeria which was highly praised but according to Achebe this novel provided the most superficial picture of the African culture. Therefore, Achebe thoroughly learned pre-colonial history, culture and local language of Africa and not only became an African writer but the man who invented African literature.

The text of the book *Things Fall Apart* reveals that empowerment of Igbo women upheld gender balance in the society. The political and social activities were very useful for the female activists, though men, sometimes felt that they were being degraded. In the same book, there are numerous examples which reveal that women folk had certain powers through which they maintained substantial control on men folk. Such arrangement, like being a member of various societies and having powerful religious positions are hardly seen in today's developed world. Therefore, it is an amazing fact that in the late nineteenth century the Igbo society had been practicing certain arrangement that could ensure adequate gender harmony in the society.

PROBLEM STATEMENT

Igbo Society is basically a patriarchal society where men generally happen to be the victim of certain complexes, such as to have a sense of superiority over women resulting in sufferings of the females for being at a weaker position in the apparent men dominated society. There is also a special characteristic of Igbo Society that some women have been assigned to certain lucrative positions where they can exercise their powers over both male and female folk. In that way, the position holder women definitely have an edge over men that need to be investigated.

SIGNIFICANCE OF THE STUDY

The study will make the readers aware of the gender stratification focusing on women empowerment in a pre- colonial African Society. Such arrangement may be considered as a role model for the present day male

hit societies that may have been yearning to achieve a certain level of gender balance and would also help in the future research.

RESEARCH OBJECTIVES

This paper is an effort to explore the role of men and women as practiced in the Igbo Society and to draw a clear picture of women's role, their empowerment through allocation of various positions in the administrative, religious and political set up that ultimately supports in creating a substantial gender harmony in the Igbo Society unlike the prevailing scenario of the present day human society.

THE CONTEXT OF THE STUDY

The research will highlight how the writer of *Things Fall Apart* has used the cultural perspective and factual historical scenario to draw a true picture of gender stratification of Igbo Society and immaculate arrangement of women empowerment in the post-colonial era in Africa.

It is hypothesized that despite the fact that Achebe apparently portrays a male oriented Igbo Society, but within the text of *Things Fall Apart*, he has highlighted some powerful women's positions which are unusual for the rest of the world and help maintain a gender harmony to a significant level.

LITERATURE REVIEW

The novel *Things Fall Apart* is written by a Nigerian writer Chinua Achebe (1930-2013). The setting of the novel is an area outside Nigeria in a small fantasy village namely, Umuofia, about the time which is a little before the colonization of the land. The white people came here in 1906 while the cultural picture that has been portrayed in the novel is about the time period of the late nineteenth century. Achebe was born in a colonized state, brought up in the colonial environment and studied in Nigeria and England. His parents were still emotionally connected with the old culture of the Igbo Society. Achebe had planned a career to become a medical doctor but later he studied literature, history, and religion to furnish him with adequate knowledge to write on African culture. The main purpose of writing was to educate the reader about the values of the actual African culture. Achebe started writing in response to the European writers who did not give a true picture of the African society in their writings, for instance, the novel *Heart of Darkness* by Conrad described Africa as a dark, wild and uncivilized continent. Later, another novel, *Mister Johnson* by Cary (1939) described the novel's protagonist, Mister Johnson as a

childish and semi-educated African man. In that way, Conrad and Cary's writings misrepresented the African people even humiliated them. Therefore, in response to such descriptions about African, Achebe and other African writers emerged and planned to tell the real story of Africa and its people. *Things Fall Apart* was published in the midst of Nigerian renaissance. It tells the story of Igbo village. The superficial study of the novel reveals that Igbo was a male oriented society where women folk were subservient to men. However, the minute study of the text discloses that there was a certain arrangement of women empowerment that resulted in achievement of a certain level of gender harmony .

Sawant in his research highlights and discloses that the picture portrayed by Achebe in his novel *Things Fall Apart* describes that there was gender discrimination in Igbo Society where women had a subordinate role to men. The men in all respects were powerful than women. He further highlights that Igbo culture represents all cultural communities of the world where patriarchy exists as a dominant form of gender differentiation. He explains that with very rare exceptions, gender discrimination is found in all cultures and societies on the globe where men and women are treated in a different manner, not only biologically but they are also different socially, economically and politically. He explains that patriarchy existed in Igbo Society which is such a system that indicates the role of father. In the broader sense, in patriarchy, the male is considered the head of the family who rules the family and sets rules for the family.

Purwarno presents a slightly different concept about gender stratification in Igbo Society. He explains that in a superficial study of the novel, it appears that role of women is very limited in terms of authority and power. He further explains that the above assumption will appear to be incorrect if the readers explore beneath the misleading surface of the text. In that way, the reader can comfortably see that women of the clan hold some very powerful positions that men do not have. Purwarno further highlights that the women's powerful positions demonstrate their strength in different fields like spiritually as a priestess, symbolically as the Earth goddess and literally as the nurturers of the Igbo people; they act as a caretaker of the yam crops and the mothers and the educators of the Igbo children.

Nwoko in his study ponders light on another aspect of women empowerment that, according to him, existed in Igbo land, where some

women had been attaining patriarchal role through the concept of 'female husband'. He claims that such arrangement existed in Igbo Society much before colonization. While distinguishing such arrangement from lesbianism as is practiced elsewhere, he argues that unlike other societies, women to women marriage in Igbo Society was not arranged in response to sexual achievement but simply for the purpose of preservation and extension of patriarchy without a man being head of the family. He further highlights the reasons for such marriages and explains that while some women have considered it as a way out of a barren couple, the others believed that it was a customary way of pre-colonial, single but wealthy women who could not have their own children. One form of such marriages is based on the concept that as per patriarchal traditions, a man's lineage was sustained in the personality of his sons. Therefore when a man was unable to have a male child, he would appoint one of his daughters, generally the first one, to stay back in the family and procreate. The title of the female husband was conferred on such daughter through traditional rites who then would procreate directly by going for a sexual mate known as 'Ikonwanna' or look for a younger female whom she would take in as a wife after a necessary bride prize and other necessary rites are performed. In that way, she would assume the traditional status of the husband and a man before the society and the gods. In any case, the young bride was expected by the female husband to nominate a suitable young man from the family relations of the female husband as a bed mate so that the children so born should carry the family blood to maintain the family lineage. Such arrangement was made to avoid the introduction of any undesirable blood and trait into the family. Since the female husband was accepted by the society as the sociological father of the resulting children, therefore the children belonged to the lineage of her father, and not to the biological father. Therefore, the female husband would play the role of the father, provider, and protector, and fulfill all obligations that were enshrined in the patriarchal concept which included physical protection of the family and territory, the male economic sphere, the spiritual sphere and the social sphere.

RESEARCH METHODOLOGY

The research will be descriptive and the content will be arranged so as to avoid any irrelevant information. The focus will remain on *Things Fall Apart* by Achebe. The work will be scrutinized through the functioning, the method and the manners in which the theme of the gender stratification in Igbo Society is treated. The research methodology will be theoretical,

logical, analytical and proportional keeping in view the primary text. It will be an explanatory study attempting to analyze the language, symbols, structure, tone, and temperament towards the subject.

DATA ANALYSIS

The study will mainly rely on the primary text of *Things Fall Apart*. As a secondary source, literary papers and criticism will be inculcated to explain the theme of the study. The primary text will be analyzed with the help of various literary devices like imagery, irony, diction, and use of maxims to give a better understanding of the writer's description and his approach in the text.

DISCUSSION

Formal Discourse on Gender Stratification in Igbo Society

A formal discussion on gender stratification as has been portrayed in Achebe's novel *Things Fall Apart* reveals that the Igbo Society before colonization was apparently a kind of male oriented society where men had an upper hand. Men were generally in supervisory capacity and women had a subordinate role and were under the total control of men. The men would treat them very harshly and in an inhumane way. However, if the text of the book is studied thoroughly, it provides many pieces of evidence which support the concept that women folk in Igbo Society were not completely subjugated by men rather in certain areas of life, they were availing some special positions in domestic life, town administration, politics, trade and other activities related to income generation that brought them almost at par with men folk. In that way, the overall arrangements of women empowerment were such that had brought a certain level of gender balance in the society. Therefore, through the awareness of this grand arrangement, the concept given by colonizing forces that Igbo people had been adversely suffering from gender disparity prior colonization is completely nullified.

Achebe basically came up with the resolve to provide a true picture of the living arrangements of the Igbo Society which had been marred by the colonizing forces because the white people intentionally gave an incorrect picture of the colonized areas to justify their intrusion in strangers' land. Achebe (2001) truly highlighted that Igbo Society was a patriarchal society. For instance, the family lineage was recognized by the male elder of the family and not a woman or a mother. The men believed in polygamy for the purpose to have as many children as possible to raise an adequate

human force to help in agricultural activities. There were also examples where a husband would severely beat his wife that was not at all justified. On the other hand, the women had a big responsibility to bring up children, look after the domestic chores including kitchen affairs, maintenance of the house and rear goats and hens, meet sexual desires of the husband and help him in cultivation activities on the farm. This was no doubt a sad aspect of women's fate. However, as has been indicated in the aforementioned lines, Achebe has also fairly given hints that the women were also enjoying high status in certain areas of life that provided an ample opportunity to women folk to avail such positions with the purpose to bring gender balance in the society. The main areas where women were empowered were a special status in domestic life, spiritual status in society, some political and administrative positions and their involvement in the trade of commodities. Within the house, the house wife was in-charge of all kind on ration/ food items and members of the family including the husband were totally dependent upon her regarding the needs of any kind of eatables. With the man having more than one wife, the senior wife was given special respect and honor as before her no one could eat or drink during the feast. The economically sound females, who due to certain reasons did not want to have children, could become a female father through a special arrangement and act as head of the family. There are many other areas of life particularly business field in which the women were entitled to play their role to amass wealth for the purpose to successfully run the affairs of the family like any male head. Similarly, mothers had special status for the children even when the children were independent and mother being old is living somewhere else or even she had passed away. In this regard, the concept was that children though known by the father's name and belonged to him in happy times but in the case of any disaster or extreme difficulty, they and their families would take refuge to the mother's land and maternal relatives who would take special care of the incoming suffering children. This special status of the mother created a maxim 'Mother is Supreme' (Achebe, 2001, p.98).

The colonized forces, with the aim to justify their intrusion in others' land, generally provides this logic that the people of colonized area before colonization were totally ignorant, uncivilized and savage where the women folk were suffering very badly by the men, due to severe gender imbalance prevailing in the society. Achebe, by giving a true picture of Igbo Society, prior colonization has not only abolished the false

propaganda of white people but also provides a food of thought to the current generation to think about bringing solid reforms in the society, that help create a gender balance and true system of justice in the society.

Status of Men in Igbo Society

Achebe has presented a picture of Igbo Society in such a way which highlights all aspects of local culture and various dimensions of human life, not only the desired aspect of Igbo life. Therefore, one may study the book from various angles. In a cursory look at the novel, it can be easily evaluated that Achebe has tried to portray the Igbo Society as a male oriented society where severe kind of gender discrimination existed and in which the women had a subordinate role. Beyond that, there were trends in men to severely beat their wives on minor issues. Hence, the system that was prevailing there was a kind of patriarchy.

Patriarchy is such an arrangement in which head of the family is always a male who not only makes rules for the family but also rules and controls the whole family. Such arrangement leads to gender discrimination where men and women are treated as different species not only biologically but in all other respects like socially, politically and economically. Their role is restricted to the house chores or assists husband in growing crops. In Igbo Society, the family lineage is reckoned by the name of the eldest male member. Within the society, men are considered to be symbol of power, who, on the basis of their performance in various fields, like growing of extraordinary crops by his hard work, heavy earning in trade, achievement in various healthy competitions like wrestling and wars, are awarded some titles by virtue of which they play a supervisory role related to governance and decision making on various collective issues of the society. Achebe has portrayed this patriarchal system through the protagonist of the novel namely Okonkwo, who, being a man is the supreme figure of the family life. Various aspects of Okonkwo's life till his death highlight all patrons of gender discrimination.

The men believed in polygamy. Following this tradition, the wealthy men could have more than one wife. In his *Things Fall Apart* Achebe says, "There was a man in the Okonkwo's village named Nwakibie who had three huge store houses to preserve grains and had nine wives and thirty children. This was the man for whom Okonkwo initially worked to earn his first yam seeds" (Achebe, 2001, p.15). Even Okonkwo had three wives residing in three different houses. His sound economic position was

also clear from his living facilities (Achebe, 2001, p.11). He was living in a vast compound surrounded by red bricks boundary wall in which three separate huts, one for each wife and a separate sitting place called Obi for his own self-were built. Each wife had an exclusive shed and a small attachment for goats and hens respectively. There was also a big barn adjacent to the outer wall of the compound.

Achebe explained “Okonkwo ruled house hold with a heavy hand. His wives especially the youngest one, lived in perpetual fear of his fiery temper, and so did his little children. Perhaps, down in his heart Okonkwo was not a cruel man. But his whole life was dominated by the fear, the fear of failure and weakness” (Achebe, 2001, p.10). Sawant (2010) also writes that Okonkwo had a typical patriarchal posture towards his family and children. He hardly expressed any love or fondness for them that might have existed in his heart. He always thought that if he reveals any affection for the family it would mean to be of having a womanish characteristic and a sort of humiliation for the manly hood. Basically, Okonkwo developed his fear from the personality of his father, Unoka. Unoka was a man of humble and artistic nature. He was not even a hard worker and therefore, he could not amass enough resources for his family. He often borrowed money from his friends. By virtue of his soft nature and for not making any big achievement in life, Unoka was never given any title or reward that could enable him to play any supervisory role in the society. Therefore, about the fear, Okonkwo possessed in his personality, Achebe expounded that ‘Okonkwo never wanted to be labeled like his father. He often recalled his childhood when he heard people calling his father Agbala which was another name for a woman’ (Achebe, 2001, p.11). Therefore he always feared that if he shows any kind of compassion, people may also refer him as a woman.

Achebe narrates that Okonkwo emerged as a powerful character and was blessed with very healthy figures. He participated in a wrestling competition and threw away the Cat. The Cat was a famous wrestler of the neighboring area whom nobody could defeat for the last seven years. With this achievement, Okonkwo became very popular and admired by all men and women of the society. He had no respect for unsuccessful men and even never liked the weakness of his father. On one side, Okonkwo won fame as the greatest wrestler in the nine villages. He, with his hard work, could manage to become a wealthy farmer too. To crown it, he had achieved two titles and demonstrated extra ordinary bravery and unusual skill in two

inter-tribal wars (Achebe, 2001, p.3). Okonkwo was not scared of any war. He was a genuine man of action, unlike his father. In Umuofia's latest war, he was the first man to bring home a human head that was the fifth head which he brought home till now. On one occasion such as the funeral of a famous village person, he drank his palm wine from his first human head (Achebe, 2001, p.9). This shows his savage nature.

Okonkwo was very harsh with his wives. When he brought a boy, Ikemefuma from the neighboring town, Mbaino in lieu of the murder of Umuofia's daughter, he handed over this boy to his wife and told her to look after the boy as he was going to live there. She just asked whether the boy would stay long with them, Okonkwo thundered and said, "Do what you are told, woman" (Achebe, 2001, p.12). This reveals his uncivilized and wild attitude generally towards people and particularly towards women. Okonkwo particularly mentions here the word 'woman' while bashing his wife that indicates the degrading positions of women in the eyes of men of the Igbo Society.

Regarding women's condition, Achebe writes that 'the duty of women was to produce children and meet sexual urge of men to add as many numbers in the working hands of the family force as possible so that they can work on the farm. Moreover women had to bring up their children, look after all the house hold affairs starting from kitchen, preserving food items, maintenance of house, making all catering arrangements and up keep of house on the occasion of annual festival when guests were expected and join hand with the husband in agricultural activities' (Achebe, 2001, p.28). This highlights that the women were badly overloaded with the domestic responsibilities, unlike men.

As has been earlier indicated, that male heads of the family used to beat their lady wives on minor issues. Such an incident had occurred when Okonkwo's youngest wife had gone to plait her hair at her friend's house and could not return early enough to cook the afternoon meal. Okonkwo was provoked by this to a severe anger, so when she came home, he had beaten her very heavily. On another occasion, Okonkwo beat his second wife on the issue that she had removed some leaves from the banana tree to wrap some food. So, when Okonkwo saw that the banana tree was looking to be trimmed, he inquired the reason and upon knowing about the removal of some leaves by the second wife, he got furious and gave a heavy beating to the second wife and left her and her only daughter

weeping. Other wives did not dare to interfere. On one occasion, during the annual festival, the same wife who was beaten for removing the banana leaves gave some sarcastic remarks about Okonkwo's gun. 'She just murmured in her mouth that this gun was never shot. Unfortunately, Okonkwo heard this remark and became furious. Therefore, he picked up the loaded gun and fired at her wife who was saved by chance' (Achebe, 2001, p.29). This was an indication of the tyrannical situation through which the women of Igbo Society had been passing their days.

All the aforementioned references confirm that their text of the novel generally supports the idea that Igbo was a male oriented society where men had an upper hand and women had a subordinate position and that women had been suffering badly from the inhuman behavior of male heads of the families.

Respect of Women in Within Domestic Life in Igbo Society

It is generally conceived that *Things Fall Apart*, portrays a patriarchal society where women have very submissive and merciful role. It is, however, pertinent to note that Achebe wrote the novel with a complete picture of Igbo Society giving multiple dimensions. Therefore, if we thoroughly read various events described in the novel and other relevant papers, the position of women was not at all merciful in that culture, they were rather equally respected particularly within the familiar setup. It is further learned that they had certain positions and roles in the social setup and town administration that enabled them to exercise their powers to keep the strayed elements of the society on the right path.

Okonkwo's attitude did not portray the behavior of a common man of the society. His case was based on a specific situation in which he was suffering from some complexes in his subconscious that compelled him to behave like a rough and aggressive man. In this regard Purwarno (2009) also describes father of the hero, Unoka was a lazy man with soft nature, artistic mind, and in a habit of taking loans from friends. Because of this he could neither get sufficient assets for his family nor was awarded any achievers' title. He was rather called 'Agbala' or a 'woman'. The protagonist Okonkwo always had the fear of failure and fear of any weakness being highlighted. He, therefore, worked very hard to achieve a brave man's position in the society. He would beat his wives and shirk to show his love for children with the purpose to spread his manly terror to hide his fears of not being known like his father.

In comparison to Okonkwo, there are some other important male characters in the novel like his friend Obierika, the man he initially worked for, Nwakibie and his maternal uncle Uchando living in Mbanta. There is no mention of them about treating their family members, particularly their wives harshly like Okonkwo, rather there is mention of their friendly, kind and respectable treatment to all family members including their wives (Achebe, 2001, p.98). Hence, the story of Okonkwo and his harsh behavior with his wives cannot be considered an adequate proof to support the concept that the Igbo Society was a totally patriarchal society.

There is a mention of a maxim in the novel that has been used in the honor of any mother which is 'Mother is Supreme'. In this connection, the same fact has been further elaborated by Achebe through Okonkwo's maternal uncle who tells that 'a man belongs to his father land when things are good and life is sweet. But when there are sorrow, bitterness, and disaster in life, the man finds refuge in the mother land. Even if the mother has passed away, the refugees are bound to be looked after by the maternal relatives and provided with a suitable shelter to honor the respect of the deceased mother' (Achebe, 2001, p.98). It is also revealed that women also had certain powerful positions in the society that helped create a gender harmony. The woman who wanted to rise and excel had a full opportunity and like men, they could groom themselves from the childhood through achievements in different areas of life and earn titles that could empower them to use their positions to bring gender harmony in the society.

Major Strengths Enjoyed By Women in Igbo Society

Achebe expresses that 'the women used to successfully play a role of primary educator for their children, their caretaker and also assist their husbands in farming like a good companion and not like a hired labor. As an educator, the wives would teach the children through story telling. They tell them moral stories to improve their manners and behavior, educate them, socialize with them, raise their curiosity to the social values and relationships and human conditions and human values. Okonkwo's wives would also do this practice on regular basis' (Achebe, 2001, p.70). In this way, women were playing an important role not only in teaching manners but through various proverbs attached with the stories; they would also improve their language which was vital to their children's ability to effectively function within the Igbo culture.

Women assist their husbands in farming; however, considering them physically weaker and keeping in view their commitment at home, the

women were reserved for some lighter farming work as compared to men. In this way, women were neither full-time house wives nor full-time farmer but playing a significant role in both the arena. So each woman was responsible for performing duties ranging from the educator and the caretaker of their children to agricultural activities and in that way, women would play a significant role to support for the family's income. At home, they would also take care of poultry and goats to cater for the food supply. They would paint and nicely decorate the house on the occasion of various festivals and also go to the market to make the purchase of all house hold in which husband never made any interference. All kind of food stuff at home was under the control of the wives and all members of the family were totally dependent upon the lady wives for the provision of all kinds of eatables.

Like all societies of the world, religion also plays an important role in gender stratification in Igbo Society. The people worshiped god and goddesses represented by Oracles or shrines. People worship them to be flourished in their lives and also to be saved from tragic incidents and calamities. Oracle would discharge judicial and messenger's duty from the spirit of dead elders and pass their messages to living beings. The shrines were represented by the priests or priestesses who were the mouth piece of the Oracle and implement the doctrine of the relevant Oracle to ensure peace and prosperity in the society.

There are numerous examples in the novel that tell that priestesses were very powerful and no one could dare to disobey them as to disobey the priestess meant to disobey the relevant goddess. Hence, through these positions, the women could use their powers to keep the people on the right path.

If we see the political and administrative system, there was a wonderful arrangement of council and associations lead by men as well as women for different purposes. Generally, the women having some titles were selected as member or leader of the councils and associations. Achebe explains that one of the important women's associations was the Omu Society that was a sort of pressure group in political affairs and could also impose fine on men and women who disturbed the peace of the market place. 'No man could dare to provoke the anger of the appointment holder woman. Such women would normally cover their face with a mask because these were confidential councils supported by the Oracles. No one dared to contend their judgment or try to disclose the identity of the individual behind the mask even if someone happened to recognize the voice or the walk of that masked person' (Achebe, 2001, p.66).

Women were economically empowered. They would not only work as husband's supporter to raise the family income through growing crops but many women would also involve in trade activities at the market place. Nwoko (2012) says that Igbo women were known for their economic independence. Aloysius & Ikechukwu also explains that Igbo had progressed so much in developing the economic positions of their towns that every village would have a market place named after any influential woman for the prosperity of the market.

Another aspect of women empowerment is the concept of the female husband. Nwoko (2012) in his study on Igbo culture highlights that in certain areas of Igbo land there were women who were attaining patriarchal role through the concept of the female husband. The major reasons for such arrangements were as follows:

- When a man did not have a male child but had girls only then to continue his lineage he would generally keep the eldest daughter at home. She while remaining at his father's house could have marital relations with the male member from his father's blood relations and had children. Those children were not known after the name of their biological father but known after the name of their mother who would be the female father.
- Those women who could not procreate, they would become a female husband by marrying to any young girl, keep her at home as a wife, arrange a sex mate from own blood relation and have children known after the name of the female father.
- Wealthy women, who were too much involved in their trade and business affairs would not get married to a man but prefer to become female husband by marrying a young girl to produce children like the above-mentioned pattern.

All such female fathers were declared as such in a formal ceremony after passing through religious rituals like any other normal husband. The female fathers would marry with any suitable young girl in a formal cultural way after paying the price of the bride to the bride's parents as per settlement with them. The female husband would play the role of a father, provider, and protector and fulfill all obligations that were enshrined in patriarchal concept which included physical protection of the family and territory, economic needs of the male, the spiritual and the social sphere. Such female

fathers were generally economically sound and looked after the family like any customary male father and also maintained a fatherly status within the society instead of being terrified of the men in the society.

These are the few positions of the women which upheld gender balance and human quality. Their political and social positions were very useful to help maintain a gender harmony in the Igbo Society which gradually diminished with the coming of the whites.

CONCLUSION

The study of gender stratification prevailed in African Igbo land during the pre-colonial era as has been described in Achebe's novel *Things Fall Apart* and other available relevant material on the subject, provides ample evidence that draws a picture of a patriarchal Igbo Society where men had a major influence on the overall functioning of the social affairs. However, the study also provides adequate examples which highlight that women of the society were also given due respect within the domestic arena. Moreover, they had an equal opportunity to excel in the society by empowering themselves spiritually, socially, politically and economically. This status of the women resulted in the form unity and complete cohesion within the Igbo community that consequently provided a kind of gender harmony in the society.

On the basis of this gender harmony, the affairs of the land were being dealt very smoothly. It was the scenario that could have further developed in the form of formal democratic government on the African land. Unfortunately, with the coming of white people, though, a formal form of education was introduced but that education was aimed at creating classes within the people on the basis of educational differences, job opportunities within the setup of English authorities and the introduction of different doctrines on the basis of new religion. This resulted in the disintegration of the culture of unity, brotherhood and gender harmony which were considered specialty of Igbo Society. Consequently, the things were fallen apart.

In short, the gender harmony, maintained within the gender stratification in the pre-colonial African Igbo Society, provides a kind of archetype idea for the nations which are dreaming of developing a true culture based on a system of justice and gender equality in their societies.

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LEADERSHIP STYLES OF ACADEMIC SUPERVISORS AS PREDICTORS OF EFFECTIVENESS, EXTRA EFFORT, AND SATISFACTION: A CASE OF PAKISTAN HIGHER EDUCATION

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ABSTRACT

As Pakistani higher education embarks on a reform agenda today; an inherent assumption dwells deep that the ineffective leadership behaviors at Pakistani universities have predominantly manifested in a cultural dilemma in Pakistani higher education and have contributed to lower employee morale and satisfaction among employees. Ironically despite these implicit assumptions, no serious attempts have been made for empirical validation of these assertions. The current study seeks to empirically explicate these assumptions whereby a survey approach was used wherein MLQ 5x rater form was distributed to 338 full-time faculty members of five public and five private universities of Rawalpindi and Islamabad for evaluation of leadership styles of their supervisors. The objective of the research was to explore dominant leadership styles of academic supervisors. The leadership styles as extrapolated by the questionnaire were correlated with the outcomes of extra effort, satisfaction, and effectiveness through regression analysis. Findings revealed Transformational style as the dominant leadership style of sample universities. In addition findings through regression analysis revealed that dominant transformational leadership style of supervisors correlated positively with outcomes of effectiveness, extra effort and satisfaction in comparison to Transactional and Laissez faire leadership styles.

Keywords: Higher education, Transformational leadership, Satisfaction, extra effort, effectiveness

INTRODUCTION

Leadership had persistently been an important theme of folklore studies across civilizations and various contexts. This is attributed to the fact that

leadership as a social process had always been influential in human relations within a fabric of human society. Leaders in this capacity have consequently been instrumental in influencing the values, beliefs, and assumptions of their subordinates in one way or the other thereby forging unique cultures through their behaviors or styles. That is why some leaders have been venerated and emulated while others admonished by their subordinates within cultural contexts. These outcomes necessitated a realization that effective leadership behaviors are a precursor for enhancing influence and creating effective cultures. The notion remained equally valid in the contemporary world of work whereby a multitude of researches have been conducted for determining definitive leadership styles which can enable a leader in enhancing his/her influence in creating effective cultures characterized by employee satisfaction and their motivation to exert extra effort in improving organizational performance.

Today, as Pakistani higher education embarks on a reform agenda amidst internal and external pressures that necessitate change; a plethora of prevalent issues in higher education pose a big challenge to the change agenda. Despite an appreciable quantitative expansion in universities and tertiary education institutions, the issue of quality still looms large in the context. The quality issues as in the past are still today relevant to leadership, management, institutional culture, teaching and learning process and physical infrastructure (Iqbal, 2004) thereby alluding that the context of public sector universities has seldom altered over the years. These universities are still functioning amidst a bureaucratic culture (Ramay, 2010) that is characterized by rigid hierarchy and sharp functional divisions, conformity to formal rules and regulations, subservience to authority and where “tradition is favored; innovation is viewed with suspicion and embraced with great difficulty” (Idris, 2009, p.12). Cultural values in these universities, in correlation with Hofstede dimensions, reveal a masculine and collectivist orientation with high to moderate power distance and uncertainty avoidance (Islam, 2004; Bashir, Jianqiao, Abrar, & Ghazanfar, 2012). The notion of power and politics remain ingrained in the institutional culture that has given way to group politics, mutual mistrust, professional obsolescence and inefficiency (Jadoon & Jabeen, 2006). Such a culture is well supported by an autocratic leadership style (Bashir et al., 2012).

World Bank (2006) report and an international report by PEP foundation (2006) titled “leaping forward: a report on higher education in Pakistan” also insinuates that the most pressing problems in higher

education are relevant to quality, access, relevance, and governance. These issues were well acknowledged by the Chairman Higher Education Commission of Pakistan, Leghari (2012) who referred to those as “key challenges” confronting the higher education of Pakistan. Researchers and educationists (Siddiqui, 2007; Hoodbhoy, 2009) alike are unanimous in their contention that the urgent focus should shift to the revitalization and standardization of academia rather than the quantitative expansion alone.

Amidst the explicated vulnerabilities in overall higher education institutions, however, there are some laudable exceptions like University of Management Sciences (LUMS), Agha Khan University, IBA Karachi, Ghulam Ishaq Khan Institute of Engineering (GIKI) and National University of Sciences and Technology (NUST). Such universities are characterized by visionary leadership, best management structures and processes and cultures of excellence (Ramay, 2010).

The higher education sector of Pakistan thus exhibits contrasts both in terms of governance and organizational cultures. Amidst these inconsistencies lies an inherent assumption that there exists a proportional relationship between leadership behaviors and organizational cultures and that ineffective leadership behaviors predominantly manifested in a cultural dilemma in higher education (Mustafa, 2012) as documented in the anecdotal records.

Ironically despite these implicit assumptions, no serious attempts have been made to empirically explicate the relation between leadership and organizational culture in the context of higher education.

RESEARCH OBJECTIVES

The objective of the study is to explore dominant leadership style of academic supervisors in five public and five private universities of Rawalpindi and Islamabad. The study also sought to extrapolate the correlation between the leadership styles and the outcomes of leadership effectiveness, employee satisfaction, and their drive to exert extra effort.

RESEARCH HYPOTHESIS

From the literature review, and keeping the research intent into consideration, following research hypotheses were formulated:

H1a: Transformational leadership style and leadership effectiveness are positively correlated

H1b: Transactional leadership style and leadership effectiveness are positively correlated

H1c: Laissez-faire leadership style and leadership effectiveness are negatively correlated

H2a: Transformational leadership style and follower satisfaction are positively correlated

H2b: Transactional leadership style and follower satisfaction are positively correlated

H2c: Laissez-faire leadership style and follower satisfaction are negatively correlated

H3a: Transformational leadership style and follower's extra effort are positively correlated

H3b: Transactional leadership style and follower's extra effort are positively correlated

H3c: Laissez-faire leadership style and follower's extra effort are negatively correlated

SIGNIFICANCE OF THE STUDY

The study is deemed significant owing to the fact that apart from empirically extrapolating the dominant leadership style exercised by academic supervisors in both public and private sector universities; the study also provides empirical validation of the effectiveness of these styles in developing employee satisfaction and augmenting their drive to exert extra effort. Findings yielded by the study would, therefore, add substantially to the much scant knowledge base pertaining to the Pakistani higher education leadership. In addition, the findings would be invaluable for the cross cultural studies in the realm of higher education leadership.

LITERATURE REVIEW

The assertion that leadership as a concept is "the most extensively researched social influence process known to the behavioral sciences" (Barrow, 1977, p. 231), arguably rests valid till date. Leadership is deemed as the most sought after topics by researchers, consultants and executives alike across a variety of cultures and organizational contexts (Trice & Beyer, 1993; Vance & Larson, 2002). The importance of leadership emanates from the fact that systems and organizations are cruised under a

leader's flagship and that leaders render a significant influence on the organizational behavior and team performance (Block, 2003; Dionne, Yammarino, Atwater, & Spangler, 2004).

Full range leadership theory (FRLT) also referred to as transformational-transactional theory (Howell & Avolio, 1993), is deemed as the cutting edge leadership theory (Robbins, 2005) that meticulously elucidate the leader follower relationship specifically in organizational settings. The full range of leadership encompasses three divergent leadership styles—transactional, transformational and laissez-faire., with highly transformational leadership styles at one end of the continuum while highly avoidant laissez-fair styles at the other end (Avolio & Bass, 2004). These leadership styles operate across a continuum where an exceedingly avoidant propensity manifested through laissez-fair styles are operational at one end whereas the other end reflects a notable transformational tendency (Avolio & Bass, 2004).

Transactional Leadership style is typically demonstrated in a conventional organizational system where power remains concentrated with leadership (Tucker & Russell, 2004). Transactional leadership, however, seek to motivate followers and ensure their involvement through: a) contingent rewards whereby higher-order needs of the employees are satisfied through rewards that are contingent to the fulfillment of contractual obligations through dissemination of clear directions regarding the objective to be accomplished; b) Management by exception active management involving active corrective transactions characterized by enforcement of rules and simultaneous monitoring for errors and standard deviations for immediate remedial action (Bass, 1985); c) Management by exception passive management whereby intervention occurs in cases of noncompliance or when errors have been committed. (Antonakis, Avolio & Sivasubramaniam, 2003; Bass, 1985).

Transformational leadership transcends the contractual reciprocity manifested in transactional leadership towards long term goals (Howell & Avolio, 1993). Transformational leadership behaviors are proactive that inspire the followers to perform beyond the threshold and work for the collective interests by influencing the followers' values, beliefs, and attitudes (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Bass and Avolio (1994) characterize transformational leaders as those who: a) "Stimulate interest among colleagues and followers to view their work

from new perspectives b) Generate awareness of the mission or vision of the team and organization c) Develop colleagues and followers to higher levels of ability and potential, and d) Motivate colleagues and followers to look beyond their own interests toward those that will benefit the group” (p.2). The motivated followers are consequently more liable to perform their extra-role behaviors (Lowe, Kroeck, & Sivasubramaniam, 1996). Researches (Dumdum, Lowe, & Avolio, 2002; Pillai & Williams, 2004; Bass & Avolio, 1994) allude that transformational leadership behaviors lead to positive work outcomes and higher performance, morale, and satisfaction among employees.

According to the Full range leadership model, transformational leadership is characterized by four attributes: a) Idealized influence whereby transformational leaders exemplify ideal personal values and behaviors that involve respect, empathy, and concern for their followers. These values serve as a conduit for building trust and confidence towards the mission and goals of the organization; b) Inspirational motivation whereby the consistent motivation and optimism generated by transformational leaders not only inspire the followers to accomplish what could be beyond but also enhances the inspirational appeal of the leaders; c) Intellectual stimulation that stimulates logic and analysis, creativity, innovation and problem solving among the followers (Bass, 1985) through an introspection of their present assumptions, values and beliefs; d) Individualized consideration refers to leader behaviors that involve addressing the individual needs of the followers through active mentorship thereby facilitating their development and self- actualization (Antonakis, Avolio, & Sivasubramaniam, 2003).

Laissez-faire or hands off leadership style represent an absence of leadership marked by avoidance of interventions, an absence of clear directions and guidance (Bass, 1985). This component is generally considered the most passive and ineffectual form of leadership. (Antonakis, Avolio, & Sivasubramaniam, 2003). Such leaders avoid making decisions and tend to abdicate their responsibilities (Hater & Bass, 1988).

RESEARCH METHODOLOGY

The current study employs a positivist research paradigm whereby a Quantitative approach is used to identify the dominant leadership style of the academic supervisors. In addition, a descriptive correlational design is used to explicate the relationship between leadership style of academic

supervisors of the sample universities and the outcomes of leadership effectiveness, the satisfaction of employees and their drive to exert extra effort through regression analysis. A survey approach was employed to administer the research instrument to the 338 full-time faculty members of five public and five private universities of Rawalpindi and Islamabad through stratified sampling. Out of 338 distributed questionnaires, 253 questionnaires were returned with a response rate of 74.8%. Of these responses, 6 were eliminated due to response errors, yielding 247 usable surveys. The demographic profile of the respondents is depicted in Table 1.

Table 1. Demographic Characteristics of the Sample

Variable	Percentage%	
	Female(N=101)	Male(N=146)
Universities		
Public	74	78
Private	27	68
Faculty:		
Mathematical, physical and life sciences	12	36
Social sciences	16	18
Humanities	13	5
Position:		
Professor	0	.40
Assoc. Prof	.40	0
Asst. Prof	7	18
Asst. Director	.80	0
Lecturer	33	40
Experience:		
1-5	28	35
6-10	12	18
11-15	2	5
16 onwards	0	1

The research instrument employed for the study consisted of two sections and was accompanied by a cover letter that communicated the purpose of research. Section A of the instrument sought demographic information from the participants pertaining to their gender, current position, years of experience in the current position and the faculty to which the respondent belonged. Section B comprised of 45- item Multifactor Leadership Questionnaire (MLQ 5X rater form) based on 5 points (0-4) Likert scale. MLQ 5X rater form consists of a total of 12

factors; out of these five factors pertain to transformational leadership style, including idealized influence-attributed, idealized influence-behavior, inspirational motivation, individual consideration and intellectual stimulation. Three factors pertain to transactional leadership style including contingent reward, management by exception active, management by exception passive while one factor relates to Laissez – faire behavioral style. The remaining three factors relate to leadership outcomes of extra effort, effectiveness, and satisfaction. MLQ can be completed within 15 minutes. MLQ is deemed as one of the most reliable tools that have been employed in more than 30 countries and translated into 18 different languages for profit and non-profit organizations alike. Cronbach alpha reliability test was employed to establish the reliability of the instrument. The alpha coefficient values ranged from .81 to .744, which is more than the modest benchmark of .70 (Nunnally, 1978).

Principal Component Analysis (PCA) was employed for data reduction among the transformational factors of MLQ 5X short form. Component analysis of five components of transformational leadership yielded a high score of .893 for the Kaiser-Meyer-Olkin measure of sampling adequacy and a significant Bartlett's test of Sphericity, thereby indicating Principal factor analysis method was appropriate. This resulted in the elimination of the item number 34. The resultant factor structure explained 69.46% of the item variance and the Kaiser-Meyer-Olkin measure of sampling adequacy improved from the previous .893 to .898. Alpha reliability coefficient of the overall transformational scale soared to .935. The results implied that the components of transformational leadership are not independent of each other in this study. The results support the findings of a number of studies (Carless, 1998) that MLQ 5X measures Transformational leadership behaviors as a single high order construct.

The data was analyzed using SPSS version 13.0. Descriptive and inferential statistics were employed to test the hypothesis and associations of data sets.

RESEARCH FINDINGS

Dominant Leadership Styles in Pakistani Universities

Data elicited from MLQ 5x rater form was analyzed descriptively through SPSS to yield means which was used as a principal mechanism

for identifying dominant leadership styles within the public and private universities. The results as illustrated in Tables 2 and 3 indicate a prevalence of dominant transformational leadership style in both public ($M=2.49$) and private ($M=2.43$) universities.

Table 2. Means of Leadership Styles of Public Universities

	N	Minimum	Maximum	Mean	Std. Deviation
Transformational	169	.05	3.75	2.4970	.65198
Transactional	169	1.42	3.17	2.1746	.35753
Laissez-faire	169	.00	4.00	1.4630	.86716
Valid N (list wise)	169				

Table 3. Means of Leadership Styles of Private Universities

	N	Minimum	Maximum	Mean	Std. Deviation
Transformational	78	1.10	3.25	2.4378	.42809
Transactional	78	1.50	2.83	2.1442	.27612
Laissez-faire	78	.00	2.50	1.3846	.69283
Valid N (list wise)	78				

Findings of this study are consistent with recent researches (Bodla & Nawaz, 2010) which indicate that transformational leadership style is exercised primarily within the public sector universities. Transformational leadership tends to be a relatively recent trend and depicts a departure from a traditional autocratic trend extrapolated by some of the studies (Bashir, Jianqiao, Abrar, & Ghazanfar, 2012; Awan & Mehmood, 2010) within the public sector. Of particular interest is the fact that the private sector sample universities also depicted a similar trend whereby transformational leadership style appeared as the dominant leadership style of academic supervisors. This trend may be attributed to the leadership training and an increased awareness regarding the efficacy of transformational leadership styles over the traditional autocratic style.

Correlation between Dominant leadership style and Outcomes

Furthermore for ascertaining as to which leadership styles were perceived to be effective and satisfactory and led to extra effort by the followers in both public and private sector universities; regression analysis was performed between predictor variables of transformational, transactional and Laissez-faire as defined by 9- subscales of questionnaire and dependent variables defined as extra effort, satisfaction, and effectiveness. The results are depicted in following tables:

Table 4. Multiple Regression with Effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.084	.241		-.351	.726
Transformational	1.102	.081	.806	13.565	.000
Transactional	.042	.126	.017	.332	.741
LaissezFaire	-.084	.058	-.082	-1.450	.149

By employing multiple regression involving effectiveness as the dependent variable and leadership styles as independent variables through Stepwise method, a significant model emerged ($F_{3, 165} = 155.7, p < 0.05$). The model explains 73.3% of the variance ($Adj. R^2 = .733$). The results depicted in Table 4 indicate a positive correlation between transformational leadership style and leadership effectiveness thereby validating H1a hypothesis and rejecting the H1b and H1c hypotheses.

Table 5. Multiple Regression with Extra Effort

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.356	.242		-1.471	.143
Transformational	1.199	.082	.822	14.691	.000
Transactional	.014	.127	.005	.113	.910
LaissezFaire	-.097	.058	-.089	-1.670	.097

By employing multiple regression involving extra effort as the dependent variable and leadership styles as independent variables through Stepwise method, a significant model emerged ($F_{3, 165} = 181.6, p < 0.05$). The model explains 76.3% of the variance ($Adj. R^2 = .763$). The results depicted in Table 5 indicate a positive correlation between transformational leadership style and Extra effort thereby accepting H3a hypothesis and rejecting H3b and H3c hypotheses.

Table 6. Multiple Regression with Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.590	.263		-2.333	.021
Transformational	1.075	.085	.764	12.582	.000
Transactional	.286	.133	.112	2.157	.032
LaissezFaire	-.083	.061	-.078	-1.356	.177

By employing multiple regression involving Satisfaction as the dependent variable and leadership styles as independent variables through Stepwise method, a significant model emerged ($F_{3, 165} = 146.1, p < 0.05$). The model explains 72.2% of the variance ($\text{Adj. } R^2 = .722$). The results depicted in Table 6 indicate a positive correlation of Transformational and transactional leadership styles with leadership satisfaction thereby accepting H2a and H2b hypotheses and rejecting the H2c hypothesis.

The findings through regression analysis are in conformity with the literature (Bass, Avolio, Jung & Berson, 2003; Antonakis, Avolio, & Sivasubramaniam, 2003; Bass, 1985) whereby transformational leadership was positively correlated with leadership effectiveness, the satisfaction of followers and their drive for the extra effort. Findings of the study also indicated that the employees' satisfaction correlated with transactional leadership in addition to transformational leadership style.

RESEARCH CONCLUSION AND FUTURE RECOMMENDATIONS

Findings of the study suggest that transformational leadership style is predominantly exercised in the public and private sector universities. Owing to the fact that transformational leadership style correlates positively with leadership effectiveness, employee satisfaction and outcome of extra effort; specialized training programs should be imparted to newly inducted academic supervisors and academic leaders in developing transformational skills. Since employee satisfaction also correlates with transactional leadership; training in the art of active management should also remain a consistent feature of such trainings. The present study revealed the negative correlation of Laissez-faire leadership style also referred to as hands off leadership style with outcomes of extra effort, satisfaction, and effectiveness, implying that the respondents showed their discontention with that leadership style. In view of this finding, the importance of imparting specialized leadership training becomes even more pertinent. It is also suggested that the academic supervisors should engage in self- assessment of their leadership styles through 360° MLQ test. The feedback elicited through such tests would be instrumental in refining the leadership style for fostering conducive employee relations and building cultures of excellence.

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PRIMARY SCHOOL TEACHERS' PERCEPTIONS ABOUT MENTORS' ROLE IN THEIR PROFESSIONAL DEVELOPMENT

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ABSTRACT

This research paper addresses the mentoring program of the Directorate of Staff Development (DSD) Lahore, Pakistan for the primary school teachers (after words in this article "PSTs"), focusing on the mentoring indicators determined by the DSD. The objectives of the study were to evaluate the mentor's role during mentoring, and identify the areas of mentoring as well as subjects where the PSTs need more support. The study was conducted on 270 PSTs from district Mianwali (Punjab), Pakistan. The data was collected through two research instruments, a self-developed questionnaire and check list. The results revealed that district teacher educators were effective in terms of upgrading the PSTs' knowledge and skills by improving the areas of lesson planning, and lesson presentation, but relatively less effective for the use of audio-visual aids and activity-based teaching and assessment technique. Science, Mathematics and English were the identified subjects where teachers need more support from their mentors. The use of teaching kits may be helpful in improving teachers' skills for the use of AV aids; activity based teaching as well as assessment technique. The DSD may focus on need base training of teachers as well as the District Teacher Educators (DTEs) which may be more useful in overcoming the problems of teachers in the identified areas.

Keywords: *Mentoring, Directorate of Staff Development (DSD), District Teacher Educator (DTE), Primary School Teacher (PST), Professional Development.*

INTRODUCTION

Punjab is the largest province with respect to population in Pakistan. The population of Punjab is about 60% of total population of the country (Mahmood

& Azhar, 2013). The education system of Punjab is 3-tier: elementary, secondary and higher education (Saeed, Reid, & Hussain, 2010). There are thirty eight thousand and forty seven primary schools in public sector of the province. The detail of these schools is as: Government Primary Schools (thirty four thousand four hundred and thirty nine), Municipal Primary Schools (two thousand three hundred and seventy), and Mosque Schools (one thousand two hundred and thirty eight), (Punjab Education Census, 2013). Forty lac, seventy eight thousand, four hundred and forty eight students are enrolled in these primary schools. One lac, six thousand, nine hundred and six primary school teachers are performing their jobs to provide quality education in these schools (ibid). According to the National Education Policy 2009, five main pillars have the major contribution to enhance quality of education i.e. curriculum, textbooks, assessment, teachers and the learning environment of institution and relevance of education to public market.

The Government of the Punjab is determined to enhance the quality of education and providing all the facilities for the achievement of both national as well as international goals. The Punjab Education Sector Reforms Program (PESRP) was the key initiative taken by the government in this regard. The program has stressed that the goal of quality education and governance cannot be achieved without improving accountability of teachers (Govt. of Pakistan, 2009).

To achieve the objectives of reforms program, the Education Extension Centre (EEC), which was established in 1959 and was renamed as the Directorate of Staff Development (DSD) in 1993, has developed a conceptual framework for the Continuous Professional Development (CPD) of the teachers. The vision of the DSD is developing a well-informed, loyal, provoked, expert and ethically sound cadre of education personnel to ensure the delivery of top quality education to the students in government sector schools of the Punjab (DSD, 2007).

Quality of teachers in public sector is unsatisfactory (Govt. of Pak, 2009). The CPD framework of the DSD provides scheme for teacher development in the Punjab which expanded the scope of teacher development from mere “teacher training” to “continuing professional development” for quality learning of students. It combined the in-service training of teachers (INSET) with follow-ups, in-class teacher support, mentoring, monitoring, accountability, incentives, and teacher career growth. These actions were formerly not included in the teacher development in the Punjab (Government of Punjab, 2013).

The program recognizes that the target of quality education cannot be achieved without improving professional capability, motivation, and liability of teachers. In line with the government's decentralization policy, the DSD also adopted the decentralized approach to effective execution of the CPD framework which means that all CPD activities for teachers started to be organized at the district level. Support networks were created to provide in-service teacher training to primary school teachers close to their places of duty, each district was divided into clusters of schools to be supported by a Cluster Training and Support Centre (DSD, 2007). In terms of supporting the process of teacher change, studies find that teacher professional development is more valuable when it is local, sustained, and involves collective contribution. Professional development is more effective when it is situated where teachers work, so that it can be sensitive to local constraints (Cobb, McClain, Lamberg & Dean, 2003). Professional development is of many types, including consultation, coaching, practice, lesson study, mentoring, reflective supervision, and technical assistance (National Professional Development Centre, 2008). Professional development activity, engaged in by teachers, which enhance their knowledge and skills, and enable them to consider their attitudes and approaches to the education of children, improves the quality of the teaching, and learning process. The variety and range of the opportunities that teachers have for learning make the in-service teacher education difficult. Teachers learn from many activities, formal and informal. They learn from practice itself when stopping to consider a struggling student's response to a homework question, conversations in the hallways and lunchrooms with other teachers, observing in a peer's classroom, results from a supervisor or mentor's visit, reading, attending conferences, district workshops, university courses, and in all sorts of other often unanticipated ways. Each of these activities may refresh a teacher's commitment to teaching and expand their understanding of the work of teaching, or they may not (Wilson & Berne, 1999, p. 174). As a mean of guiding and supporting practitioners to ease them through difficult transitions, teacher mentoring is essential for unblocking impediments to change by building self-confidence and self-esteem as well as directing, managing and instructing (Fletcher, 2012).

Mentoring is the interaction between a novice (the student teacher) and an expert (the teacher), which contributes to the novice's learning (Collison, 1998). He rather gives the concept of active mentoring which he means, responses offered by the mentor to the student teacher's teaching whilst that teaching is on-going (Saeed, Reid, & Hussain, 2009; Collison, 1998).

Mentoring is a proficient method for supporting novice teachers (Saeed, Reid, & Hussain, 2009; Lindgren, 2005). Mentoring is a creative method of promoting professional development that sets in motion the process of self-actualization and growth (Klein & Dickenson-Hazard, 2000). Mentoring for in-service teachers (those requiring additional training on the job) involves veteran teachers who provide support, encouragement, counselling, and guidance to less-experienced teachers, and it has become the primary form of teacher professional growth (Anderson & Shannon, 1988). Mentoring was viewed as either a model of transmission in which the expert mentor transferred his/her knowledge about teaching to the teacher, or as a model of transformation in which mentors assisted teachers in understanding school culture and teaching in order to reform classroom instruction, school development, and community work (Cochran-Smith & Paris, 1995).

The secondary and Higher Secondary schools are working as CTSCs in all districts of Punjab. Every CTSC consists of 25-30 schools situated within the radius of 16 kilometres. CTSCs are supervised by the heads of schools, and are also called as CTSC head. To support the CTSC one or more mentors (DTEs) are appointed. It is a fact that teachers are best supported by qualified peers. It is to benefit from this finding that mentors are being recruited among the existing teachers serving in government schools. The number of mentors deployed at a CTSC can vary in accordance with the number of teachers requiring mentoring and support in the district (DSD, 2007).

With regard to mentioned scenario of teacher education in Punjab, it was important to investigate the quality of in-service teacher training program of DSD. To assess the quality of the program, primary school teachers' perceptions were collected towards DTEs role according to mentoring indicators. It was necessary to analyze the mentors (DTEs) role, so that mentors' training may be made effective to achieve the targets. At the same time it was also important to know that how much effective this program was with regard to teachers' professional competencies. This study may also be noteworthy for DSD to arrange need based training programs for the teachers.

RESEARCH OBJECTIVES

Objectives of the study were to:

- a) Evaluate teachers' perceptions about mentor's role in their professional development
- b) Identify the areas of mentoring where PSTs need extra support
- c) Figure out subjects of study where PSTs need extra support

RESEARCH METHODOLOGY

Research Population and Sample

All the primary school teachers from three tehsils of district Mianwali were included in the population of the study. Sample was selected in two stages. First, 20% (eleven) cluster centres (three from tehsil Isa Khel, five from tehsil Mianwali, and three from tehsil Piplan) from the total number of fifty four clusters were selected randomly. At the second stage, we sampled 30 PSTs from each cluster centre conveniently; resulting 330 participants were selected in total. Among 330, only 270 (82%) respondents participated in the study.

Research Instrument

Two types of research instruments were used for data collection. For seeking PSTs' perceptions about mentors' role, five point Likert Scale was deemed appropriate tool. But for collection of information about areas of mentoring and subjects of study where PSTs need more support, check list was thought appropriate research tool. Indicators of mentoring recommended by DSD in mentoring visit form (MVF) provided the focal guide lines to develop the instruments.

Questionnaire was prepared as it is a cost effective, efficient, and brief way to gather data from a large geographically dispersed population. Questionnaire was comprised of biographical information and five point rating scale comprising two distinctive parts; part-1 and part-2 respectively. Besides biographical information fifteen closed ended items were finalized in the questionnaire. One open-ended question was also included for collecting participants' suggestions about how to improve the program of professional development.

Two main factors, areas of mentoring and subjects of study, provided fundamental guidance in the development of checklist. For the identification of mentoring areas, researchers sought help from the nine indicators suggested by DSD. The names of all the subjects being taught at primary level were also included in the checklist.

To establish the validity of instruments, experts' opinion and pilot testing was conducted, instruments were improved in terms of content, format, language, and style. Ambiguous and unclear items were modified or discarded. After piloting, internal consistency was also found using SPSS data analytical software. The value of Cronbach's Alpha was 0.85, which was quite appropriate to administer the tools.

RESEARCH FINDINGS & DISCUSSION

First part of the questionnaire consisted of biographical information. Tehsil wise distribution of the respondents showed that, 30% teachers belong to Isa Khel tehsil, 47% from tehsil Mianwali and 23% from tehsil Piplan. The information has been given in Table 1.

Table 1. Demographic Information of the Participants

Variable	Category	Frequency	%
Tehsil	Isa Khel	81	30
	Mianwali	128	47
	Piplan	61	23
Locality	Rural	226	84
	Urban	44	16
Gender	Male	149	55
	Female	121	45
Experience	0-5 years	55	20
	6-10 years	25	10
	11-15 years	41	15
	More than15	149	55
Academic qualification	Matric	35	13
	FA/F.Sc	30	11
	B.A/B.Sc	155	57
	M.A/M.Sc	50	19
Professional qualification	PTC	40	15
	C.T	25	09
	B.Ed	160	59
	M.Ed	45	17

The data given in the table reflects that 84% (226) of the total participants belong to urban area, while 16% (44) belong to rural area. In regard to gender, data disclosed that 45% (121) respondents were female and 55% (149) respondents were male in this study. Experience wise data reflected that 20% (55) teachers had the experience of less than five years, which means they were newly recruited. 10% (25) teachers have 6-10 years teaching experience, 15% (41) have 11-15 years experience, and 55% (149) teachers have experience of more than 15 years. This experience wise description of data shows that more experienced persons were included in the study and their perceptions were more valuable for the study.

In regard to academic qualification data showed that 13% (35) teachers have qualification of secondary school certificate, 11% (30) have just intermediate, 57% (155) have bachelor degree while 19% (50) have completed master degree. Data reflected that Government is focusing to enhance the quality of education and in the new recruitment policy minimum qualification for elementary school teacher should be B. Ed, but ground reality according to the data in this study showed that 15% (40) teachers have PTC, 9% (25) have C.T, 59% (160) have B.Ed, and 17% (45) teachers have M.Ed degree. Which reflected that almost one fourth of the teachers in this study have less professional qualification than the recommended criteria according to new recruitment policy 2014.

Teachers' Perceptions about Mentor's Role

The second part of the questionnaire was comprised of PSTs' perceptions about the mentors' role during mentoring the teachers. The results have been shown in Table 2.

Table 2. Teachers' Perceptions toward Mentors' Role

Category	Indicators	Mean	SD
Before Instruction	(i)Teacher dairy	3.28	1.32
	(ii)Assigning and Checking of Written work	3.26	1.33
During Instruction	(i) SLO (Taleemi Calendar)	3.57	1.36
	(ii)Activity based teaching and learning	2.61	1.34
	(iii)Visual aids & Support material	1.25	1.34
	(iv) Students' Assessment	2.42	1.37
After Instruction	(i)Adherence to lesson plan	3.45	1.38
	(ii) Interaction with students	3.58	1.36
	(iii)Classroom management	3.24	1.35

The results showed that over all teachers were satisfied with the role of their mentors. They were asked to give their opinion about the role of their mentors on a five point rating scale according to nine indicators. According to their perceptions about before instructions indicators (teachers' dairy, and assigning & checking of written work), their mentors were playing their role according to set criteria (Mean=3.28, SD=1.32). For the second indicator, they also perceived that their mentors were performing their duties well (Mean=3.26, SD=1.33). According to their perceptions about the indicators during instruction (SLO's or Academic Calendar, activity based teaching and learning, use of a.v. aids & students' assessment), teachers perceived that the mentor was providing them help according to set criteria with regard to academic calendar (Mean=3.57, SD=1.36)

different perceptions were responded by them for rest of the indicators as activity based teaching and learning (Mean=2.61, $SD=1.34$). Results of their perceptions about visual aids showed negative response (Mean=1.25, $SD=1.34$). Similarly they showed that mentors were not performing their role positively while mentoring of primary school teachers regarding students assessment (Mean=2.42, $SD=1.37$). Responses about the indicators after instructions (Adherence to lesson plan, Interaction with students & Class room management), they were in the favour of their mentors. As for adherence to lesson plan (Mean=3.45, $SD=1.38$), for interaction with students (Mean=3.58, $SD=1.36$), and for class room management (Mean=3.24, $SD=1.35$). The results revealed that teachers were satisfied with the role of their mentor. A study conducted in Rawalpindi also supported the results of this study.

Teachers' Need Regarding Areas of Mentoring

Mentors have to provide help in nine areas while mentoring on monthly basis, which consisted of teacher diary, home work allocation and its checking, use of academic calendar, activity based learning and teaching, use of audio visual aids, students assessment, lesson planning, students interaction, and class room management. Results about teachers' needs regarding areas of mentoring have been reflected in Table 3.

Table 3. Teachers' Need with Regard to Areas of Mentoring

Area of mentoring	Frequency of Yes when N=270	%
Teacher dairy	53	20
Assigning homework & checking	30	11
SLO (Taleemi Calendar)	48	18
Activity based teaching and learning	188	70
visual aids & support material	162	60
Students' assessment	48	18
Adherence to lesson plan	40	15
Interaction with students	48	18
Class room management	95	35

First area was “to maintain teacher diary”, according to respondents 20% (53) perceived that they required support from their mentor to maintain teacher diary while 80% (217) pointed out that they didn't require any support to maintain teacher diary. Second area was “allocation of home work and its checking”; in this regard just 11% (30) teachers were of the view that they required help from their mentor. Third area according to mentoring criteria was “use of academic calendar, 18% (48) respondents

perceived that they needed help while large number of teachers 82% (222) said that they didn't need help in this regard. Fourth area was "activity based learning and teaching", teachers showed different responses than first three areas, 70% (188) teachers perceived that they required help from their mentor for activity based learning and teaching. It showed that mentors may be trained to provide support to teachers in regard to activity based learning and teaching. In Pakistan, curriculum for elementary level is activity based, so it is a dire need to provide professional support to teachers in this regard for better results. "Use of audio-visual aids" was another area of mentoring. 60% (162) of teachers perceived that they required help from their mentor in the said area. So, mentors should be well aware of use of audio-visual aids according to need of the subjects and lessons. In this regards teaching kits which were provided by the government, may be utilized effectively. Mentors may make it possible that teachers use these teaching kits to make their teaching more effective and productive. Students' assessment was another indicator of mentoring; According to teachers' perceptions, only 18% (48) teachers needed support from their mentor in this regard. Seventh area was "lesson planning", 15% (40) teachers perceived that they needed help from their mentor in this regard. The second last area was "students' interaction", 18% (48) participants told that they required support from their mentor in this regard. The final indicator was "class room management". In this regard 35% (95) teachers perceived that they required support from their mentor.

Subjects Wise Teachers' Need

Second part was related to identification of support teachers required from their mentor in the teaching subjects. Six subjects included in the course, English, Mathematics, Urdu, Science, Social Studied, and Islamic studies. Results have been reflected in Table 4.

Table 4. Subjects Wise Teachers' Need

Name of subject	Frequency of Yes when N=270	%
English	118	44
Mathematics	153	57
Urdu	16	6
Science	188	70
Social studies	93	34
Islamic studies	07	03

With regard to English, 44% (118) teachers showed positive response

that they required help from the mentor. Similarly, in regard to Mathematics, 57% (153) teachers told that they need help, in Science 70% (188) teachers showed their need of support, in Social studies 34% (93) teachers needed support, and with regard to Urdu and Islamic studies, 6% (16) and 3% (07) teachers respectively perceived that they needed support from their mentor.

Suggestions for Improvement of the Program

In the last part of the questionnaire respondents were asked to give their views so that the program may be improved. Some respondents criticize the mentors' selection criteria; some told that ranking areas are not publicized. So, diagnostic training became useless and wastage of time and resources in the past. Another important issue was raised that monthly base professional development days conducted by mentors are useless and no activities are done on these days at cluster centers. Mentors are not properly trained for activity based teaching, multi-grade teaching, and use of audio visual aids.

CONCLUSION

The results of the study revealed that the PSTs perceptions remained positive about the role of their mentors. It showed that program of the DSD is beneficial because positive relationship between mentor and mentee is essential for raising the quality of a mentoring program. Main findings of the study reflected that the PSTs are not clear about their evaluation criteria on the basis of which they are ranked and trainings are recommended. It is so because most teachers are not aware of areas of mentoring. Professional development days are not effectively utilized. With regard to areas of mentoring, teachers perceived that they required more support in two areas which were activity based teaching and learning, and use of audio-visual aids. It is recommended in this study that teaching kits which are provided by the government should be made functional through the DTEs.

RECOMMENDATIONS

Some important recommendations are made after this study. i) It may be ensured that every teacher should know the indicators on which mentors evaluate. ii) Selection criteria for mentor should be changed; mentor should be selected who has science background to improve the quality of the program. iii) Mentors should be increased in numbers because one visit per month for mentoring is not enough for a mentor to achieve the targets.

iv) The mentors' training should be according to need and they should be trained to meet the needs of the teachers as activity based teaching and learning, giving help to make supporting material by available resources and applying low cost no cost method. v) Mentors should be forced to make teaching kits functional as well as teaching guides provided by the government in the schools to increase the students' performance. vi) Mentors should be trained properly to conduct the professional development days and heads of clusters training and support centers should play their role effectively. A sustained effort of professional development is also more effective than one-day workshops (Cohen& Hill, 2000). Further studies may be conducted in other districts of the province to confirm the results of this study. Another study is recommended to examine the effects of mentoring program on enhancing the teachers' professional competencies.

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IDENTIFICATION OF KEY ISSUES FOR TECHNICAL EDUCATION DOWNFALL IN SINDH

**Ashique Ali, Dr. M. Moinuddin Qazi Abro and
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ABSTRACT

This research investigates the status of technical education in Sindh by identifying the key issues responsible for its downfall. The study is based on the interviews and survey questionnaire conducted from principals, teachers, and students of technical education institutions mainly located in the vicinity of Hyderabad, Matiari, Hala, and Nawabshah. At first, the research identified the key sectors responsible for technical education downfall and then categorized them into three categories of government policies, academic and administrative facilities. Various statistical tests such as regression were then performed to identify the most important factors responsible for technical education downfall. Finally, the recommendations are provided at the end to overcome issues responsible for technical education downfall.

Keywords: *Technical Education, TVET, downfall, Policies, Sindh.*

INTRODUCTION

The basic framework of science education is embedded in nurturing conceptual thinking, comprehension, concept application ability, scientific literacy (Khan & Naseer, 2014). Whereas, the technical education is concerned with the utilization of this knowledge in an applied manner. It includes teaching for trade, handicraft, and industry. It aims to groom an individual for a better, happier and creative life. Advanced countries achieved development through the efficient utilization of both fields of science & technical education. Usually, technical education is associated with vocational education and training termed as Technical and Vocational Education & Training (TVET). Mainly, technical education in corporate post-secondary courses and practical training focused on developing technicians to perform as supervisory staff. Whereas, Vocational Training emphasis on lower-level education and training for the development of skilled or semi-skilled workforce in various trades, however, it does not

improve the level of their general educational qualification (Ali, 2006).

This is an era of industrialization and industries require trained man power for its proper functioning. Education is an investment in the development of human resources and more so the technical education. It plays a pivotal role concerning human development through skilled human resources, better industrial productivity and improved quality of life. In recent time, a lot of debate being made about the quality and downfall of the technical education system, but less attention has been given to improve the technical education system. Although, technical institutes produce a high volume of associate engineers and B-tech degree holders every year, however, most of them do not possess required skills demanded by the industry to perform their job efficiently. Currently, the Government of Pakistan is keen towards providing the better physical infrastructure to implement its strategy of expansion and improvement of technical education. Multiple initiatives have been undertaken to improve the status of the technical education system, but still, multiple issues are hindering the growth of proper technical education system (UNESCO, 2009).

Rasool (2007) identifies that the technical education is facing downfall due to no proper planning, lesser efficiency & Quality and its relevance of education with no industry linkages. It is the prime duty of technical institutions to equip their students with required skills as per the demand of the industry. This necessitates the regular up-gradation of the curriculum in line with the latest developments in the field of science and technology. Regarding improving the status of technical education, it is mandatory to encourage the institute–industry linkage by creating awareness, through arranging seminars and conferences, to build resourceful workforce fully well versed with the latest technology (Iftikhar, 2004).

Masroor (1999) asserted that technical education suffers from different issues like competencies, skill standards, update curriculum, faculty development, and absence of training need analysis. However, Abassah (2011) identifies lacking in quality assurance, lack of guidelines for technical education in the context of globalization and unavailability of scholarships for teachers and students as key reasons for its downfall. One of the major findings identified by the researchers for technical education downfall in Pakistan context is the lack of interaction among technical institutions and industry. This gap should be filled through

industry oriented curriculum design, staff training, which motivates students to search for opportunities in industrial sector while ending their course work (Iftikhar, 2004). The findings of comparative research concerning technical education, conducted by the UNESCO, with the assistance of NISTE, identified outdated curriculum design and improper utilization of needed resources as the key barriers being faced by the technical education.

The standard of technical education must not represent, that how much students are passed out every year, but it should represent through the skills quality of each student. Similarly, the inputs in the technical education, regarding resources such as buildings, equipment, and cost of instructional material, which are provided by the government should be quantified. But the other factors such as the scope of technical education, the interest of the students and political interferences, teachers capability and motivation are other factors to be measured for its improvement (Abassah, 2011).

Technical Education in Pakistan

Constitution of Pakistan provides the mandate for free and mandatory education. However, the 18th constitutional amendment abolished the concurrent list comprising of 47 subjects. It subjects, including education, moved to provinces to enhance their effectiveness (UNESCO, 2009). Various governments have shown their commitment by introducing policies of education to boost education and literacy. These policies consist visions and strategies, which can enhance national literacy rates required for capacity building. Good quality technical education needed to be provided to individuals, aiming to achieve success in practical life. It will promote Pakistan's positive image at international level as a significant chunk of technical workforce serves in neighboring international markets such as UAE and Saudi Arabia etc. (Ali, 2006).

Technical education in Pakistan is developed in steps by steps. At independence, it faced numerous issues in the field of Technical Education. To overcome these challenges, a council of Technical Education was established in 1948. The primary purpose of this council is to develop various levels and categories of the technical & vocational workforce. Currently, National Vocational and Technical Training Commission (NAVTTTC), Islamabad is the top governing unit to look after the regulatory and policy matters of vocational and technical training at

the national level. Whereas, National Institute of Science & Technical Education (NISTE) established to provide TVET education guidelines at the federal level. Developing countries and the international community, now a day pay considerable attention to TVET for its role in national development. Since Pakistan is home to large population of young citizens, which are not being enrolled in any formal schooling system, the merger of non-formal learning project with national education programs is required to engage this youth. TVET programs and institutions are the key factors, which can make this possible. Many policies in this regard were formulated, but few were implemented. This resulted in lesser importance on the technical education in Pakistan. Meanwhile, various steps were taken for technical education rise in Pakistan including the educational plans at different levels. Currently, National Skill Strategy (2009-2013) is the primary policy document through which federal government is aligning its action to enhance the role of TVET in Pakistan. It is based on three objectives, which are identified to overcome TVET downfall in Pakistan i.e. (I) to offer required skills needed for industrial and economic growth (ii) enhancing access, and employability and (iii) sustaining quality. The undertaken research is unique in nature as it tries to investigate the impact of above strategy by identifying the present issues hampering the technical education downfall by conducting a case study of Sindh's TVET institutions. The details of TVET institutions established in Pakistan are given in Table 1.

Table 1. TVET Institutions in Pakistan

Area	Public Sector	Private Sector	Total
Punjab Province	620	1197	1817
Sindh Province	307	278	585
Khyber Pakhtun khwa	70	529	599
Baluchistan Province	36	89	125
Gilgit –Baltistan	26	149	175
Azad Jammu Kashmir	48	66	114
FATA	33	28	61
ICT	37	66	103
Total	1177	2404	3581

(Source: PLFS 2012-13)

Technical Education in Sindh

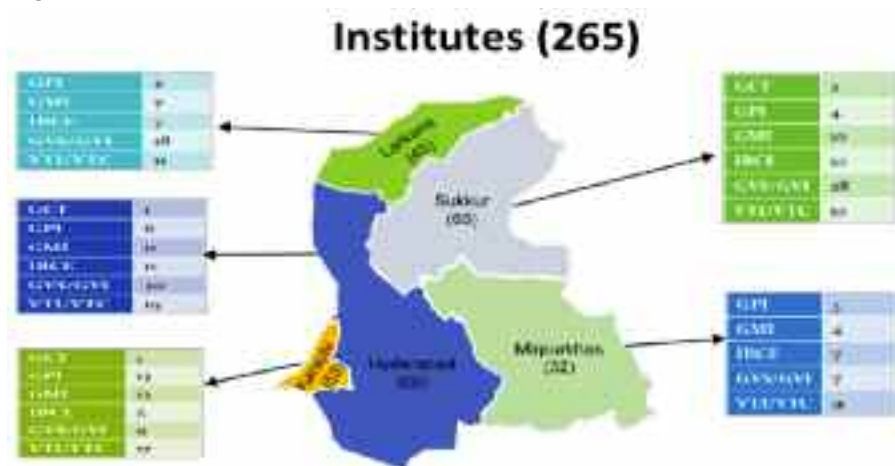
From the government of India Act of 1935 up to constitution of 1962,

the policy of education always remained a provincial subject. 1973 constitution first time puts education policy on the concurrent legislative list. In the early seventies, Agro-tech scheme was introduced in the country and workshops and labs were established in various selected secondary schools. On failure of this scheme, the Sindh Province had introduced a new scheme known as Technical School Certificate-TSC (UNESCO, 2009). Later through 18th amendment education became the responsibility of provincial government. But, still, a trust deficit between the federal & provincial governments and lack of preparation of provincial governments is hampering the progress of technical education.

In the past, TVET in Sindh was functioning in fragments under various authorities such as Education, Labor, and Social Welfare Department. This resulted in its weaker progress towards achieving its national and international demands of the labor market. To address this issue, Government of Sindh has undertaken multiple initiatives to improve technical education, addressing the issues of inadequate infrastructure in the major one. Assistance is also being availed from the various international organizations for improving the technical education system. In this regard, despite taking various efforts yet desired performance of technical education has not achieved.

For TVET, different courses are being offered in Sindh. The most common are three-year Diploma of Associate Engineer (DAE). DAE are running in different technologies which include Chemical Technology, Civil Technology, Mechanical Technology, Electronics Technology, Electrical Technology, Computer, and Information Technology, Petroleum Technology. Whereas, another stream i.e. Bachelor of Technology (B-TECH) a four years degree program is also offered in Civil Technology, Mechanical and Electrical Technology. There are different types of TVET institutes working in Sindh (figure 1). These include GCT (Government Colleges of Technology), GPI (Government Polytechnic Institutes), GMI (Government Mono Technical Institutes), etc. But most of the technologies are lacking admission. Although regarding improving the status of the technical and vocational education system, the government of Sindh, in 2009 has launched autonomous body i.e. Sindh Technical Education & Vocational Training Authority (STEVTA). However, much work needed to be done on a priority basis to eliminate the fundamental causes of technical education downfall.

Figure 1. Technical Institutes of Sindh



Source: www.stevta.gos.pk

RESEARCH OBJECTIVES

There are multiple problems which embrace Technical Education in Sindh. For instance, reduced admission and lower employability of the diploma holders and graduates of technical institutes of Sindh in domestic and International markets are some of the indicators for its downfall. Drawn from the above issues, the main research question of this study is “what are the key issues concerning the downfall of the Technical Education in Sindh?”

Therefore, the research objectives of this study are:

- To identify the key factors concerning the downfall of technical education in Sindh.
- To examine the student’s issues concerning the downfall of technical education in Sindh.
- To propose policy measure to improve the technical education in Sindh.

RESEARCH METHODOLOGY

To address the proposed research question and to achieve the research objectives both qualitative and quantitative approaches were adopted. Initially, main factors of the downfall of technical education in Sindh were drawn from the relevant literature and later interviews were taken from experts of technical education to pinpoint main issues responsible

for technical education downfall. Thus, three main categories were developed pertinent to government policies, regulatory elements along with educational facilities. Furthermore, a survey questionnaire designed based upon identified three sections (Table.2). The first part of the study questionnaire contained statements for government policies. The second section consists of questions related to administrative facilities and the third contained questions for academic facilities. All are measured on five-point Liker-scale items. The following liker-scale ranges were constructed: 5=Strongly Agree; 4=Agree; 3= Undecided; 2=Disagree; and 1=Strongly Disagree.

Table 2. Survey Questionnaire

Q.#	Issues
Government Policies	
01	Is the scope of technical education is properly elaborated
02	Are adequate number of Industries being available for gainful employment
Administrative Facilities	
03	Career and counseling advisers available in institutes, in terms of selecting best possible career at the end of degree completion.
04	Admission System is satisfactory for getting admission
05	The conduct of Seminars, conferences, and workshops at your institute
Academic Facilities	
06	Physical infrastructure (such as class room facilities, equipment, and building) is adequate at your institute
07	Well trained human resource (such as Instructor, Principals, and office staff) is present, who have expertise in their field
08	Adequate learning resources (such as Text books, Guides, manuals, and the Internet) are present in your Institute

To identify students' viewpoint regarding the hurdles in technical education, a random sample of 135 students was drawn from various institutes (See Table 3). The survey questionnaire was administered to 135 students, and 100 completed questionnaires were received back, generating the response rate of 74% (See Table 3). The collated data were analyzed through SPSS version 20.0, to conduct Linear Logistic Regression method.

Table 3. The Distribution of Survey Participants

S#	Institute Name	Questionnaire Administered	Questionnaire Returned
1	Govt. College of Technology Hyd.	50	44
2	Govt. Monotechnic Institute Pretabad, Hyd.	24	21
3	Govt. Monotechnic Institute Latifabad, Hyd.	16	9
4	Govt. Monotechnic Institute Hala	15	10
5	Govt. Polytechnic Institute Matiari	11	6
6	Govt. Habib College of Technology, Nawabshah	19	10
	Total	135	100

RESEARCH FINDINGS

Drawn from the literature and interviews taken from the relevant expertise i.e. principals, teachers working in TVET institutes, following factors were highlighted concerning the downfall of technical education in Sindh.

- Less awareness regarding the Technical Education's Scope
- Thinness of Industrial Sector
- Lack of Seminars, Conferences, etc.
- Unavailability of career counseling
- Admission System
- Physical infrastructure
- Learning facilities
- Human Resource

The Above issues, identified are further categorized into various classifications in the light of literature.

1 Government Policy Framework

Less awareness regarding the Technical Education's Scope
Thinness of Industrial Sector

2 Administrative Activities

Lack of Seminars, Conferences, etc.
Unavailability of career counseling
Admission System

3 Academic Environments

Physical infrastructure
Learning facilities
Human resource

1. Government Policy Framework

Technical education plays a pivotal role in developing the nation (Abassah, 2011). As per data collected most of the students are agreed with the fact that the technical education scope is well defined. But, still, the country is facing serious problems regarding the shortage of industries in Sindh. A larger population (74%) has not shown agreement with the statement “Are sufficient amount of Industries are present for employment opportunities. “The findings indicate that students perceive that the shortage of industrial exposure is one of the leading causes concerning the downfall of technical education in Sindh. Moreover, students showed grave concern pertinent to limited relevant industries, in which they can get gainful employment in their appropriate technologies

2. Administrative Activities

Career counseling is a mechanism that facilitates an individual for self-assessment and assessment of multiple opportunities to build the career by making personal and professional decisions. Primarily, career development does not only relate to the choice of the main subjects, but it also provides guidelines concerning future employment. Once again, the majority of the respondent (69%) strongly disagrees with the fact that career advice is present in technical educational institutes of Sindh. Since career counseling incorporates multiple professional activities pertinent to provide needed support to people towards their career-related challenges. This study found that due to lack of career counseling activities at technical educational institutes, students perceive that they are unable to select particular technology regarding gaining decent employment. Similarly, for the question “admission system is satisfactory for getting admission” highest numbers of stakeholders also disagree with the admission system (46%) due to which less admission intake took place. Whereas, (57%) of stakeholders are disagreeing with the question that “seminars, conferences, and workshop are organized at your Institute Seminars, conferences and workshops are being held at Institute of technical education. “The issue of dearth of arranging interactive activities such as seminars, workshops and conference appeared as one of core problems pertinent to the downfall of technical education in Sindh. In this regard, students of TVET institutes perceive that they hardly get any chance to attend important seminar or conference to enhance awareness pertinent to significance technical education. Thus, they fail in getting any orientation concerning with modern technologies.

3. Academic Environment

Most stakeholders (57%) disagree with “Physical infrastructure (such as class room facilities, equipment, and building) is adequate at TVET institutes. Highest numbers of stakeholders i.e. 62% disagree with the statement of “well trained human resource (such as Instructor, Principals, and office staff) is present, which have expertise in their field”. Primarily, students perceived that the government expressed less interest concerning the appointment of the skilled labor force. Students seemed dissatisfied concerning the status of demand for the human resource. Most of the staff in technical institutes appeared indifferent towards the adoption of latest technology. Students perceive that small volume of skilled labor force causes a serious threat to technical education in Sindh. 43% of stakeholders are disagreeing pertinent to the availability of learning facilities in their institutes regarding text books, study guides, and internet availability. Whereas, some studies pointed out that the available infrastructure of technical education if utilized efficiently and intelligently can play a significant role in sustainable development. Technical education infrastructure can be used to promote the concept of sustainable development through the introduction of courses dealing with renewable energy technologies (Shah, et al., 2011).

Identification of the Most Critical Issues

To know the likeliness of model fit, all study variables were analyzed through regression test. The relevant findings are summed up in Table 4. Each variable was analyzed separately by running individual tests for all values of Wald, as its greatest benefits. Overall, the value of a dependent variable in the model (defined as 1 for Down fall and 0 for no downfall of technical education), reported statistically significant values.

Table 4. Detailed Influential Variables

Variable	B	S.E	Wald	Sig
Narrow Industrial Sector	1.500	.476	9.925	.002
Career counseling	1.169	.392	8.883	.003
Seminars, workshop & Conferences	1.710	.527	6.376	.012
Human Resources	1.710	.709	5.815	.016
Admission System	1.353	.740	3.343	.067
Awareness regarding scope of Technical Education	1.131	.540	4.387	.036
Learning facilities	1.286	.728	3.116	.078
Physical infrastructure	-.122	.359	0.116	.734
Constant	-4.624	2.018	5.252	.022

As per above table findings, it is visible that the topmost important parameter, which students considered for the technical education downfall is lack of industries, followed by absence of career counseling services, awareness creation regarding updated information in technology through seminars and conferences, unavailability of qualified manpower, process of getting admission, scope of technical education, availability of learning and Physical Resources. To improve the TVET in Sindh, following recommendations are made.

DISCUSSION AND CONCLUSION

Based on the results drawn above, following conclusions are emerged after through discussion on findings:

1. The study findings demonstrate that Government should encourage expansion of multiple industries in each District. Different incentives should be offered to small scale industries to generate more opportunities for potential future graduates.
2. More emphasis should be placed on the provision of career counseling services at Technical Institutes through opening relevant centers, at least one in each district.
3. The study findings revealed that the low volume of conducting interactive activities such as seminars, conferences, and workshops appeared one of the main problems concerning the downfall of technical education in Sindh. This refers that Government should take concrete efforts to arrange seminars, conferences, and workshop in each institute, that could enable the student to be familiar with the latest technology through upgrading their skills to cope up with future challenges.
4. The dearth of skilled labor force appeared one of the key reasons concerning the downfall of technical education. This reflects that Government should put reasonable efforts to appoint professionally qualified personnel in technical educational Institutes. To enhance the professional development of employees, there is a need to provide them in-service training to polish their skills and competencies.
5. More funds needed to upgrade and expand vocational programs. Quality assurance must remain the core objective in its implementation.

6. The government should take more efforts to enhance employers and private sector's participation in funding and extension of vocational education and training. The quality standards adoption needs to be addressed on priority basis. This study revealed that employers emphasized on ensuring higher quality standards for vocational programs.
7. Both educators, as well as employers, perceive that that feedback from the public and private sector advisory committees is of utmost importance pertinent to improving vocational education and training systems. Similarly, educators and employers were in support of technical exchanges between vocational institutions and business/industry. This reflects that a paradigm shift can enhance collaboration and partnerships between institutes and business/industry to achieve the advancement in industrial performance.

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SOCIAL MEDIA USAGE AND STUDENT'S ACADEMIC PERFORMANCE: MODERATING ROLE OF PERSONALITY?

Dr. Nazar Hussain Phulpoto

ABSTRACT

The popularity of Social Media among higher education students is ever on the rise and is frequently associated with deteriorated academic performance. This study assessed the relationship between Social Media usage and Cumulative Grade Point Average (CGPA) after controlling for some known predictors. In addition, the moderating role of personality traits was also Assessed. 178 University students from 4 public sector universities of Punjab region were sampled for research data survey. Correlation analysis showed a significant negative relationship between Social Media usage and academic performance. Hierarchical multiple regressions demonstrated that personality traits moderated the relationship between Social Media usage and academic performance. Specifically, extraversion, conscientiousness, and openness were significant moderators in the relationship. Therefore it was concluded that increased Social Media usage was associated with decreased academic performance, but personality traits such as conscientiousness and openness may render helpful in neutralizing the negative effects. As an effort to highlight the underlying mechanisms of the relationship, findings suggest a need to sensitize students and educators about the potential academic risks associated with high-frequency Social Media use.

Keywords: *Social Media, Academic performance, personality traits, extraversion, conscientiousness, openness.*

INTRODUCTION

Social Media (SM), is defined as a set of internet websites and practices that help in collaboration, community building, participation and sharing information' (Junco, Heiberger & Loken, 2010), continues to magnetize more and more users around the globe. The popularity of Social Media,

such as Facebook, LinkedIn, Twitter, MySpace, Instagram, WhatsApp etc. keep on growing, offering the public with wonderful opportunities by using Social networks (Hinz, Skiera, Barrot, & Becker, 2011; Junco, 2013; Nadkarni & Hofmann, 2012; Haridakis & Hanson, 2009).

Social Media usage affects the lives of many in developed, developing and under-developed nations alike including Pakistan. In Pakistan, most of these Social Media websites are available and have gained tremendous popularity in short span of time, especially amongst the youth. Each of these has their own unique something to share with various citizens (Hudson Horizons, 2011). According to Yusufzai (2016), in Pakistan amongst the most admired Social platforms, Facebook is the trendiest, ahead of the rest with more than 3 billion connections in a single day. It is estimated that Facebook has over 17.2 million user accounts in Pakistan, making it the most preferred Social Media platform. Twitter too is gaining rapid popularity as a well-known and liked Social Media portal with more than 280 million connections per day (Yusufzai, 2016).

Because of such ever increasing popularity of Social Media, Social networks have become an integral part of young pupil's lives (Junco, 2012). Lately, it is feared in higher educational institutions that there may be adverse effects of Social Media usage on student's academic performance as they keep on showing excessive interest in all forms of Social Media (Negussie & Ketema, 2015).

This widespread trend of increased Social Media usage around the world has motivated the researchers in this domain to fuel up the research process. The Social experts have already started examining the various demographic information of users and their motivations for use, self-presentation and the Social interactions (e.g. Wilson, Gosling & Graham, 2012). Other studies have focused on the link between personality attributes and Facebook use (Moore & McElroy, 2012; Amichai-Hamburger & Vinitzky, 2010; Ross, Orr, Siscic, Arseneault, Simmering, & Orr, 2009). There are other researches that have examined the relationship between personality and academic performance as well (Poropat, 2009; Nye, Orel & Kochergina, 2013).

Though the research on antecedents, outcomes, and mechanisms of Social Media usage are being studied for some years now in developed nations, it has only recently attracted research attention in developing and

underdeveloped countries (Negussie & Ketema, 2015; Tariq, Mehboob, Khan & Ullah, 2012; Ahmed & Qazi, 2011).

It is suggested in the literature to study cross-cultural differences in educational environment that may explain why some traits seem more or less obviously important in various studies (Nye, Orel & Kochergina, 2013). The current research, therefore, focuses on the cultural context of Pakistan and tries to examine how personality influences the relationship between the variables of Social Media adoption in Pakistan and their academic performance.

RESEARCH OBJECTIVES

To examine the relationship between personality, Social Media websites usage and academic performance of students.

To find out which Social Media websites are most popular among higher education students in Pakistan?

PROBLEM STATEMENT

The excessive focus of students on Social Media (Junco, 2012) has alarmed the fear among high education institutes that students' academic performance might be adversely affected because of the over usage of Social Media (Negussie & Ketema, 2015).

While having a look at literature, mixed results were found regarding the consequences of the stated variables. Some studies suggest that no significant relationship is empirically found between times spent on Social Media usage and students marks (Ahmed & Qazi, 2011; Alwagait, Shahzad & Alim, 2015). Others argue that Social Media usage may ruin the academic future of children and as it has a bad impact on education and health (Tariq et al, 2012). According to (Junco, 2012) Facebook usage time and GPA of students are negatively related.

From the perspective of a developing nation like Pakistan, though there are not too many studies, those that are available do not show any consensus in results either (Ahmad & Qazi, 2011; Tariq et. al 2012).

Furthermore, the researchers were not able to find any literature that studies the role of personality as moderator for the Social Media usage and academic personality relationship. Therefore, it would be interesting to see what personality types are more or less likely to be affected by

Social Media usage in terms of academic performance, especially in the cultural context of Pakistan. Because of its novel approach, the study would likely be a useful contribution to existing literature and provide useful insights for higher education institutes and policy makers as to what measures might be taken for improving student's academic performance while looking at their personalities.

RESEARCH HYPOTHESES

Based on the discussion, findings from the literature show that personality traits and Social Media usage have relation with academic outcomes but with mixed results, including traditional predictors for outcomes. Therefore the following hypotheses are generated to be tested in the present study

H1: There is a significant negative relationship between academic performance and Social Media usage such that increased Social Media usage results in decreased academic performance.

H2: There is a significant positive relationship between academic performances and Introversion.

H3: There is a significant positive relationship between conscientiousness and academic performance.

H4: There is a significant negative relationship between academic performances and Neuroticism.

H5: There is a significant positive relationship between academic performance and openness.

H6: There is no relationship between the agreeableness and the academic performance.

H7: TheIntroversion will moderate the negative relationship between academic performance and Social Media usage such that the relationship between the two constructs will be weaker for more introvert students.

H8: TheConscientiousness will moderate the negative relationship between academic performance and Social Media usage. Such that the relationship between the two constructs will be weaker for more conscientious students as compared to less conscientious.

H9: The Openness will moderate the negative relationship between

academic performance and Social Media usage. Such that the relationship between the two constructs will be weaker under high rather than low openness to experience.

H10: The Neuroticism will moderate the negative relationship between academic performance and Social Media usage. Such that the relationship between the two constructs will be stronger under high rather than low neuroticism.

LITERATURE REVIEW

Social Media and Academic Performance

Academic performance and Social Media usage have become constructs of great interest in literature but with the limited consensus in results. For the purpose of this study by Social Media, we mean any site, software or Media used on the internet for Social networking and communication reasons.

Ahmad and Qazi (2011) observed that though the students splurge considerable amount of time on Facebook (2.31 hours per day) yet no significant relationship was found between time spent on Social networking sites and student's GPA (Negussie & Ketema, 2015). A study conducted in Saudi Arabia also concluded the relationship between Social Media and GPA that there is no linear relationship (Alwagait, Shahzad & Alim, 2015).

Yet on the other side of the story, Tariq et al. (2012) state that Social Media usage could ruin the future of teenagers and children and it has a very bad impact on education. Junco (2013) also shows similar results in their empirical study. They argue that time spent on Facebook was strongly and significantly negatively related to student's overall GPA and that an increase in 1 standard deviation (SD) in the time spent on the Facebook, decreased overall GPA by .189 SD. They assert that time spent on Facebook is like half as a predictor of the overall GPA.

Personality

Personality attributes may be utilized to explain variations in behavioral patterns that differ from person to person. They also offer an appropriate way of examining daily behavior and performance across a broad array of domains (Feyter, Caers, Vigna, & Berings, 2012; Poropat, 2009).

Many researchers of the field have consensus that Five Factor Model can be applied to best explain personality (Seidman, 2013; McCrae & Costa, 1997). This model has been tested across different cultures; therefore it can be applied universally (John & Srivastava, 1999).

Personality traits included in the five-factor model are extraversion, agreeableness, openness, conscientiousness, and neuroticism. According to Fosse, Buch, Säfvenbom, and Martinussen (2015) extraversion are portrayed by friendliness, vigor, and chattiness. Agreeableness includes tenderness, cooperativeness, goodwill, and concern. Openness is made up of creativeness, vision, intellectualism, and inclination towards originality. Conscientiousness is indicated by orderliness, discipline, accountability, and dependability. Neuroticism is distinguished by nervousness, sulkiness, and emotional instability (Fosse et al, 2015).

Personality, Social Media, and Academic Performance

Personality and Social Media. Although there are some studies in the current literature that studied the connection between the personality and the Facebook (e.g. Amichai-Hamburger & Vinitzky, 2010; Ryan & Xenos, 2011), there are not many which relate the overall Social Media usage (Facebook and other Social Media platforms) to personality.

Extraversion. Extraversion is associated with numerous belongingness-related constructs. Extrovert people tend to have a lot of friends, good quality of friendships (Asendorpf & Wilpers, 1998) and more pleasing romantic relations as compared to introverted individuals (White, Hendrick & Hendrick, 2004). The people high in extraversion are especially represented to relate with the use of the instant messaging and the Social Media usage (Correa, Hinsley & Zuniga, 2010). Therefore it is not surprising that extroverts are linked with increased use of the Facebook (Wilson, Fornasier & White, 2010, Gosling, Augustine, Vazire, Holtzman & Gaddis, 2011) and hence Social Media usage. Gender also plays some role in Social Media usage and extraversion, for instance, according to Amichai-Hamburger & Ben-Artzi, (2000) for females there is a significant correlation between Social Media usage and extraversion.

Agreeableness. According to Asendorpf and Wilpers (1998), agreeable people have flourishing friendships and romances (White et al., 2004). It was proposed by Ross et al. (2009) that people low in agreeableness trait will have a number of online friends and contacts because the internet

offers a way to build friendships which might be hard in initiating and sustaining offline (Ross et al., 2009). Similarly, recently Moore and McElroy (2012), despite suggesting an association between the agreeableness and the Facebook use they failed to provide evidence for this connection. Additionally more studies linking agreeableness and Social Media usage have usually found both to be unconnected (Correa, Hinsley & Zuniga, 2010; Amichai-Hamburger & Vinitzky, 2010).

Openness. According to Correa et al., 2010, Openness trait of personality is generally associated with higher usage of Social Media. Studies analyzing Face book is one tool to maintain Social communication, where people post more for the others wall (Ross et al., 2009; Moore & McElroy, 2012) this supplements the real-life events by means of using Facebook to know about other's plan and activities (Carpenter, Green & LaFlam, 2011). Instant messaging and use of Social networking sites have also been shown to be connected with Openness (Correa, Hinsley & Zuniga, 2010). Moreover, openness is related to knowledge seeking.

Neuroticism. The Neuroticism is a measure of the effect and the emotional control that suggests good control over the emotions and stability. Here people with high levels are more sensitive than others and nervous (Costa & McCrae, 1992). Some Early views proposed the high neuroticism may lead to internet avoidance (Tuten & Bosnjak, 2001) but another empirical investigation has not supported this view. Lately, it is established that high neuroticism leads to regular internet usage, generally to evade loneliness (Butt & Phillips, 2008). Without a doubt, a significant relationship is found for the time spent on the Facebook (Ryan & Xenos, 2011). Neuroticism is linked with numerous outcomes associated with belongingness needs. Such individuals are more assumed for rejection (Malone, Pillow & Osman, 2012); therefore may look for acceptance and the Social connection by means of Social Media usage. Gender also plays role in such associations. According to Amichai-Hamburger and BenArtzi (2003), some even high levels of Neuroticism is also suggested among the female users of the Social Media.

Conscientiousness. According to Costa & McCrae, (1992) Conscientiousness is a person's work ethic, thoroughness, and orderliness. Conscientiousness is found to be positively associated with theboth the quantity and the quality of interpersonal relations. Asendorpf and Wilpers

(1998), suggest that people with high conscientious are using Facebook to look for Social connections and sustain Social networks. However, Ross et al., (2009) did not succeed in empirically proving support for the relation and concluded that there is no significant relationship between conscientiousness and Facebook activities. On the other hand, Ryan and Xenos (2011) have found a significant negative relationship between conscientiousness and the time passed on the Facebook.

Regarding the Social Media usage, it has also been proposed that people high in conscientious are inclined to let alone Social Media as it can encourage both the procrastination and contribute as a distraction (Butt & Phillips, 2008) for more vital works. High conscientiousness is negatively related to Social Media usage (Ryan & Xenos, 2011), this shows that conscientious individuals are careful online and might prefer to fulfill belonging needs through offline. Consequently, that is much predictable; Conscientiousness may have a negative correlation with Social Media usage.

Personality and Academic Performance

According to McCrae & Costa, 1997, Openness is the disposition to engage in the intellectual experiences. The individuals high in openness are shown to be positively associated with willingness to learn and experience (Tempelaar, Gijsselaers, van der Loeff & Nijhuis, 2007). Meta-analyses conducted by Poropat (2009) have confirmed, in various age groups the positive connection between the both Openness and the academic.

A meta-analysis conducted by Proporat (2009) has also confirmed a constant positive correlation between the variables conscientiousness and the academic performance. It may have happened independently of intelligence (Proporat, 2009; Nofle & Robins, 2007).

Nye, Orel, and Kochergina (2013) have shown that Introversion, Agreeableness, Neuroticism, and Openness have a noticeable link with academic performance. Though their results partially confirm international studies, but their findings are distinguished in which they show conscientiousness to be a relatively less significant predictor of success in Russian sample.

On the other hand, between the big five meta-analyses of the correlations traits and academic performance, conducted by Poropat

(2009), conscientiousness was found to be the strongest estimator for academic performance among five dimensions. There was not much correlation confirmed by the other Big Five traits with academic and work performance (Poropat, 2009).

The relationship between big fives was examined by Nofle and Robins (2007) for traits and academic outcomes, where openness appeared to be the strongest predictor between SAT scores and the conscientiousness for high school and college (Nofle & Robins, 2007).

THEORETICAL MODEL



RESEARCH METHODOLOGY

Research Participants

Data was collected from the student studying at bachelors' levels or higher, from various Universities of Pakistan in Punjab region. Universities included in the study are The Islamia University of Bahawalpur, Bahauddin Zakariya University Multan, COMSATS Lahore, and The Virtual University of Pakistan. The students participated by filling online questionnaires prepared on Google forms. The forms were floated and made available to be filled for three months from March 2016 to May 2016.

Research Instrument

Big five inventory's short version containing ten items (Rammstedt & John, 2007) was used to determine personality traits of students. There is 1 as strongly disagree to 5 as strongly agree. While Simple self-reported GPA was used to measure academic performance. Actual GPA was not obtained from the university as earlier studies like that by Nofle and Robins (2007) reported a high correlation between GPA and the self-reported GPA ($r=.89$). Further, according to Gray & Watson, 2002 there are close associations between self-reported GPA and GPA obtained from

university records. The frequency of the Social Media usage by students was measured by asking the students the various questions about how much time per day do you spend on the following activities with a prompt for Social Media usage among others. This item has been previously used in a number of studies (Junco, 2012; 2013; 2015) for finding Facebook usage frequency. Rests of the questions were related to the demographic characteristics of students like age, gender, and marital status.

Methods of Analysis

Hypotheses of this study are analyzed with both correlational analyses and the multiple hierarchical regression analysis. In order to check the hypothesis related to the effect of personality traits and academic performance correlation analysis was used, the results of which are shown in Table 1. The main and the interactive effects of the personality on academic performance of students and SM usage are tested here using hierarchical multiple regression analysis as are used in various other studies (Heaven & Ciarrochi, 2012; Orvis, Brusso, Wasserman & Fisher, 2010; Näswall, Sverke & Hellgren, 2005; Hystad, Eid, Laberg, Johnsen & Bartone, 2009). This procedure was recommended by Baron and Kenny (1986). Predictors were centered for eliminating non-essential multicollinearity, subtracting the mean score for each variable, while keeping means of variables to zero and standard deviations were kept intact (Aiken & West, 1991). The Demographic characteristics are entered in the first step with SM usage frequency. Age, Gender, and Marital Status were also kept as the control variables as these variables have a role on the academic performance of students (Thomas, Raynor, & Al-Marzooqi, 2012; Lepp, Barkley & Karpinsk, 2015). For big five personalities, variables are also included, for investigating their impact. In order to test hypothesized moderating effect of personality on the relationship between the Social Media usage and the student's academic performance. The results are presented in Table 2.

RESULTS

Descriptive Statistics

The sample consisted of 51% females. 88% of the students were single/unmarried and mean age of the sample students was 24 years. 31% of students were job holders and 3% were entrepreneurs. 70% of the students used laptops as a means of assisting studies during classes. All the sampled students had Facebook accounts. 93% used Gmail for emails whereas 62% had an account on Yahoo email services. 88% used What Sapp and 82%

had Skype accounts. Twitter users were 53% and LinkedIn was utilized by 48 % of the sampled students. Other Social Media used by students included Viber, Hotmail, Instagram, Pinterest, Line and IMO. Most of the students mentioned information seeking, news updates, fun and staying connecting with friends as the main reasons behind using Social Media. More than 60% of the students said that using Social Media affected their timings, duration, and quality of sleep negatively. 88% of the students mentioned that they use Social Media while doing school work including assignments, projects, and studies. The Means and the correlations for the variables used in the hypothesized model and the standard deviations are presented in Table 1.

Hypotheses Testing

As hypothesized, increased Social Media usage was the negatively associated with reported academic performance for students (CGPA; $r = -.12$, $p < .05$).Introversion was also positively associated with reported CGPA ($r = .22$, $p < .01$). Student'sCGPA was significantly positively correlated with conscientious ($r = .13$, $p < .05$). Neuroticism was negatively related to student's reported academic performance ($r = -.26$, $p < .0001$). Hypothesis 5 was rejected as no significant relation was found between openness and academic performance ($p > .05$). Similarly Hypothesis 6 was also rejected as, surprisingly, agreeableness was found to be significantly correlated to student's CGPA ($r = .24$, $p < .01$).

Table 1. Descriptive Statistics and Inter-Correlation Matrix for Study Variables

	Mean	SD	1	2	3	4	5	6	7
1. Current CGPA	3.33	1.65	1						
2. Time Spent on SM	180	122	-.112*	1					
3. Introversion	2.46	1.13	.212**	.017	1				
4. Agreeableness	2.08	1.16	.239**	-.096	-.011	1			
5. Conscientiousness	2.49	1.20	.132*	.035	.204**	.126*	1		
6. Neuroticism	2.96	1.28	-.26***	-.088	-.172*	.132*	-.059	1	
7. Openness	1.84	.89	-.061	-.072	.173*	.078	.285***	.033	1

N= 178, * $p < .05$. ** $p < .01$. *** $p < .001$.

The results of hierarchical multiple regression analysis are given in

table 2 that shows the moderating effect of the Big Five personality factors on the relationship between Social Media usage and the student's academic performance. The control variables and SM usage in first step had significant relationship with the academic performance as $R^2 = .17$, ($p < .001$). Whereas, the joint main effects of academic performance predictors accounted for only 3% as $R^2 = .03$, ($p > .05$). The amounts of the explained variance have increased to 20% yet were not significant. Here it is important to note the consistency with the prediction including first-order interaction effects between SM usage and the Big Five personality factors are entered into the Step 3. It caused an additional 12% of the variance in academic performance as $R^2 = .12$, ($p < .001$). Combining the model variables accounted for 32% of the variance in academic performance.

The analysis (see Table 2) presents a significant moderating effect of the introversion on the relationship between the academic performance and SM usage as $B = 0.14$, ($p < .01$), Confirming the hypothesis 7. Hypothesis 8 prediction, the regression analysis showed a significant moderating effect of conscientiousness on the relationship between Social Media usage and academic performance as $B = 0.06$, ($p < .05$). Hypothesis 9, the regression analysis showed a significant moderating effect of openness on the relationship between Social Media usage and the academic performance as $B = .15$, ($p < .05$).

RESEARCH CONCLUSION AND DISCUSSION

The study examined the relationship between personality, the Social Media usage and the academic performance of Students from Pakistan, specifically Punjab. It was found that more frequent Social Media usage results in deteriorated academic performance. The main reasons behind such results might be due to the lack and disturbance in sleep due to Social Media, which hinders the students to study with a fresh mind. Whereas for less sleep, people may seek out activities requiring less intentional resources such as Social Media use (Mark, Wang, Niiya & Reich, 2016) which may contribute to decreased performance. The results of the study conducted by Jacobsen and Foreste (2011) have discussed that students always use electronic Media to multitask and there is a negative relationship between the use of various types of electronic Media and the semester grades. Our study also confirmed these results with more than 80% of the students reporting to multitask while doing school work may be a reason of deteriorated academic performance.

Table 2. Hierarchical Regression Analyses Testing the Moderator Effect of Personality on the SM Usage-Academic Performance Relationship

	R²	R²	F	B	SE
Step 1					
Constant	.17	.17***	5.93	1.02	.70
Age				.07*	.04
Gender				1.20***	.24
Marital Status				.26	.60
SM Usage				.03	.09
Step 2					
Constant	.20	.03	1.23		
Age				-.37	.11
Gender				.06*	.04
Marital Status				1.16***	.24
SM Usage				.30	.60
SM Usage				.03	.08
Extroversion					
Extroversion				.17	.15
Agreeableness				.06	.15
Openness				-.17	.19
Neuroticism				.34*	.15
Conscientiousness				.09	.16
Step 3					
Constant	.32	.12***	5.60		
Age				-.12	.20
Gender				.07*	.03
Marital Status				.90***	.24
SM Usage (SMU)				.14	.57
SM Usage (SMU)				-.25*	.11
Extroversion					
Extroversion				.86**	.27
Agreeableness				-.77**	.29
Openness				.48	.41
Neuroticism				.18	.25
Conscientiousness				-.13	.28
Extroversion x SMU					
Extroversion x SMU				.14**	.05
Agreeableness x SMU					
Agreeableness x SMU				.16	.05
Openness x SMU					
Openness x SMU				-.15*	.08
Neuroticism x SMU					
Neuroticism x SMU				.03	.04
Conscientiousness x SMU					
Conscientiousness x SMU				-.06*	.05

N= 178, *p< .05. **p<.01. ***p<.001.

Personality traits of introversion, conscientiousness, and agreeableness were found to be significantly positively related to academic performance while neuroticism was negatively related. Some of these results are in accordance with findings of Nye, Orel and Kochergina (2013), which showed that Introversion, Agreeableness, Neuroticism, and Openness have a noticeable link with academic performance. Our results are distinct from their Russian sample in that we did not find any significant relationship between openness and academic performance whereas we got a significant positive result for conscientiousness. The results of the positive contribution of conscientiousness in our study are in line with Meta-analysis conducted by Proporat (2009) who confirmed a constant positive relationship between conscientiousness and academic performance which was independent of the intelligence (Proporat, 2009, Nofle & Robins, 2007;).

There is a moderating role of personality on the relationship between Social Media usage and academic performance was a novel concept. Lepp et. al, (2015) called for future research to identify the underlying mechanisms in the negative relationship between cell phone use and academic performance. We tried to explore how personality might serve as a mechanism in the relationship between Social Media usage and CGPA. The hierarchical regression results showed that personality traits moderate the relationship between Social Media usage and academic performance. Specifically, the results showed that traits of introversion, openness, and conscientiousness can help neutralize the negative effects of Social Media usage on student's academic performance. More research can be conducted for further investigating the relationship between the stated variables. There is need of devising policies for Social Media use in classes rooms and institutions; as technology to connect and entertain peoples will continue to grow. Social Media popularity and use will continuously increase. Further, there is need to better understand technology and its academics use for genuine contribution to students learning.

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COMMUNITY BASED PEACE BUILDING IN A FRAGILE CONTEXT

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ABSTRACT

Peace without community participation will remain a vision. This study presents the contribution and efforts made by the community-based organizations in view of local conflict affected population, in the Pakhtun Society. Four conflict affected villages of Malakand Division were selected and a sample size of 278 household respondents, out of total 982 household population in the selected research area, was determined through online survey system software. Chi-square test was applied to ascertain the association between various community-based organizations' factors with the state of peace in the area. It was found that provision of humanitarian aid, rehabilitation of displaced population, rebuilding of trust in the government and peace festivals by communication organizations had a significant association with the state of peace in the area. In contrast provision of training, peace education monitoring and reporting of human rights violation in the war zone by the local organization was non-significantly related to the state of peace in the area. Community-based organization plays an active role in building peace in the area but lack capacity, linkages with external actors and external support. National and International organizational actors working in the area of peace and conflict resolution, need to focus on the capacity building, networking and undertaking peace initiatives of local organizations working in a fragile context.

Key Words: *Community-Based Organizations (CBOs), Community-Based Peace Building, Conflict Resolution, Terrorism, Violence, Capacity Building, Peace Initiatives.*

INTRODUCTION

Fierce conflict and instability have a devastating impact on a society's economy and administrative ruling, Such as war and armed conflicts have always fractured the social fabric of society. But in a situation of extreme

and obstinate poverty; native conflicts are likely to turn fiercer and aggravate into wider conflict (Waldman, 2008). Its effects can be tangible in shape of killing and destruction of society's physical structure and can also be immaterial, such as causing the public organizations failure, lack of trust in government, damaging of social relations, creating emotional trauma and inescapable fear among masses (Haider, 2009). Conflicts, latent or manifest tend to escalate if not dealt within time (Schweitzer, 2001). Conflicts of today's era are of hybrid nature; therefore, their transformations also need to be of hybrid nature, combining mechanism based on legal ways, civil society and customs, and traditions. Moreover, special focus should be given to traditional informal systems, community-based organizations and customary practices (Boege, 2006).

Experts in the field of conflict transformation and Peace Building have widely advocated the utilization of local peace actors and institutions for peace; their capacity building has been emphasized instead of weakening them to avoid any harm. Indigenous peace promoters are making the true difference in the world's most harmful and troublesome conflicts. Daily they endanger their existence for the sake of peace and to prevent conflict in the areas where they operate locally. Local First is a novel approach advocated by Peace Direct that looks for local capacities within the country before bringing in external expertise (Local First, 2012). The top down process must be linked with bottom up strategy along as Oxfam research study in Afghanistan revealed that most of the problems have local causes and people need to inline the local institutions and personalities to settle them down (Waldman, 2008). A shift from a short term management approaches toward developing local capacities is needed towards the building of a more animated, holistic approach that generates the place for collective engagement and ownership in building peace (Lederach, 1997, p.53).

Community-Based Approach towards Peace Building

Focus on the adoption of community-based approach has been increased to address the community needs in conflict witnessed communities (Haider, 2009). Since conflict involves most of the masses (grassroots people) as either active contributors or sufferers, it is rational to include this huge section of the society in the process of Peace Building (Morgan, 2005). In fragile and conflict settings, the public institutions are usually weak thus, local capacities through community-based approach can be utilized to reconnect government with its inhabitants, to establish a healthy relationship, to help create avenues of interaction and for participatory decision making (Haider, 2009). International actors needs enable

native mediators by recognizing their applicability, developing a strategy to involve local conflict resolver, build their capacities, providing support to local NGOs, giving attention to customary approaches (Tool Category B, n.d). A similar practice can help to build trust and set an example for the nonviolent and productive transformation of disputes in the community (Haider, 2009).

LITERATURE REVIEW

Civil society is broadly supposed to be a vital player for Peace Building. Nowadays significant attention has been paid to the capacity building of civil society for peace work specifically in war torn societies (Paffenholz, 2009). The absence of active civil society actors is a distinct indication of a repressive regime that is characterized by prevalent insecurity, and in which serious exploitation of ethnic and cultural variances is also expected to generate an environment of cynicism and distrust (Bachler, 2004). The activeness of Community-Based Organizations in conflict mitigation, peace-making and in peace building has been increased (Fischer, 2006). Anderson (1999) developed “Do No Harm” approach, which aimed at avoiding doing harm through involvement and strengthening of local capacities. The local capacities for peace approach (Anderson 1999; Heinrich 1999) hunt for possible actors for Peace Building through the provision of developmental aid and emphasize on supporting local capacities by external donor agencies. This approach means that peace cannot be enforced upon people but must be built within society (Bigdon & Korf, 2004). A majority of the academics and NGOs search to capacitate the local unifiers, rather than the dividers on the philosophy that solid resilient communities are primary necessities for people security and existence (Clements, 2004).

For sustainable prevention, mitigation and management of conflict, there is the need of strong local level leadership, political authorities and civil society groups. Colvin (2007) reported the enormous number of administrative processes, both local and national, which involved the communal members (especially victims, ex-combatants, and perpetrators) in negotiation, in increasing shared understanding, in building confidence, in images modification of the enemies, in building or realizing communal values, and in assisting social reintegration. NGOs function as both ‘pressure groups’ and ‘service providers’ for reconciliation work. Bruton (2002) reported the Civil Society work in Nigeria that, the establishment of the community-based organization needs to be sensitized to intervene in conflict occurring within their communities, and to be equipped with the conflict resolution techniques. Ndiku (2013) reported about the role of civil society organizations as actors of lobbying and advocacy for rights. A leading civil society can build a strong social fabric which can resist civil conflicts (Bachler, 2004).

Conflict Abatement through Local Mediation (CALM) in Jos-Nigeria, has helped to create peace zones and provided training in conflict resolution, that was used by participants, to persuade some youths not to engage in fighting during the January 2010 violence in Jos (Steele, n.d). The Mozambican Force for Crime Investigation & Social Reintegration (FOMICRES) is an NGO established by ex-child combatants to handle the huge number of weapons sprinkled all over Mozambique at the exit of war. In partnership, the Christian Council of Mozambique and FOMICRES together collected weapons and worked for the promotion of peace culture (Local First, 2012).

The Peace Building and Conflict Resolution sector of NGOs are expanding, procuring professionalism and acquiring more resources to engage local people in conflict transformation process (Clements, 2004). In Cambodia, the result is mixed; civil society was highly embedded in Peace Building but the government now curtails its role in a number of ways. Even so, civil society is able to wield the “power to expose” injustices and surface conflict non-violently (Iglesias, 2013). Drawing from a diagram in *Making Peace* by Adam Curle, Lederach recommends that activism and lobbying are the means to balance the powers to aware the people of the adoption of peace values (Peavey, 2012). Civil society activities in Mindanao include inter-faith dialogue, coalition building, community organizing and media advocacy (Iglesias, 2013)

Local NGOs build confidence between state actors and local Communities, control rumors, involve in interactive monitoring, and have an early warning/early response mechanism (Easthom, 2012). The analytical framework established from the discipline of democracy and development, seven core roles of the civil society can be drawn such as (i) protection; (ii) monitoring and accountability; (iii) advocacy and public communication; (iv) socialization and a culture of peace; (v) conflict sensitive social cohesion; (vi) intermediation and facilitation; and (vii) service delivery (Paffenholz & Spurk, 2006: Paffenholz, 2009). Steele, (n.d) wrote in his manual that the main tasks for NGOs (religious and secular) are to develop a network of interfaith (Peace Building), create NGOs (including women’s groups), create inter-ethnic or inter-religious centers, develop specific justice projects, help in mobilization of affected business community to join Peace Building process, develop an early warning early response mechanism for timely information to security agencies, and to counteract false rumors and reform media.

Transforming the causes and consequences of conflict – CSOs play a role in (1) promoting structural transformation to address root causes of armed conflict; (2) demilitarizing minds, healing psyches and fostering reconciliation e.g. through truth-telling processes and cultural traditions of conflict resolution; (3) Disarmament, Demobilization and Reintegration (DDR) by involving local civil society actors and framing DDR as part of community needs (thereby increasing its chance of success); (4) transforming values and cultures – particularly through education for peace (Iglesias, 2013). The activities of NGOs have been increased in conflict resolution and Peace Building process such as they are involved in early warning activities, preventive diplomacy through third party intervention, facilitation of debating workshops and negotiation, reconciliation and initiatives for relationships building for cross-cultural groups (Fischer, 2006).

RESEARCH METHODOLOGY

The rationale behind this study is to document the role of the community-based organizations in preventing violence and building peace in conflict affected fragile context. For this purpose, four villages were selected from two conflict affected Districts in Khyber Pakhtunkhwa i.e. Dir Lower and Dir Upper. These areas have witnessed violence and conflict in the shape of Taliban presence and army operation towards combating militancy. Local people also had played a vital role in the prevention of militancy through Local Jirga System, Armed Lashkar (militia) and local peace committees. This study only takes into account, the role of Local Community Based organizations during and after the conflict for building peace in the area.

A sample size of the 278 households was drawn from a total of 982 households of the selected villages via online survey system software. The proportionate sampling method was used for sample allocation to each village and a systematic sampling procedure was adopted in selecting target respondents from the given population. Detail of the selected villages and sample respondents are as follows:

Table 1. Selected Villages and Sample Size

S. No	Name of the Selected Village	Household Statistics	Sample Size
1	Gedaro (Dir Lower)	202	57
2	Brekanai (Dir Lower)	304	86
3	Samkot (Dir Upper)	259	73
4	Dog Payen (Dir Upper)	217	62
	Total	982	278

Data was collected from one adult member of each household through a structured interview schedule based on Likert scale. Data was analyzed with the help of SPSS 20 version using Chi Square test for measuring association between the Independent variable i.e. community-based organizations role with the dependent variable i.e. the state of peace in the area.

RESULTS AND DISCUSSION

Respondents' Political Affiliation

Political affiliation is a factor which can give us a clear picture of people's participation in the democratic process and Peace Building activities. The table indicates that majority of the subjects (77.7%) having political affiliation while a small portion (22.3%) had no affiliation with any political party. The table further describes names of the parties to which respondents have an affiliation, where 42.6 percent respondents were affiliated with Jumati Islami, 42.6 with Jamiat UlAma Islam, 7.4 with Awami National Party, 17.6 with Pakistan People's Party, 25.5 with Pakistan Tehreek Insaf and 4.6 were affiliated with Pakistan Muslim League-N. It was found that majority of the respondents were affiliated with Jumati Islami, Tehreek Insaf, and Pakistan People's Party.

Table 2. Sample Distribution of Respondents' Political Affiliation in Society

Political Affiliation	Frequency	Percentage
Yes	216	77.7
No	62	22.3
Total	278	100.0
Name of Political Party	Frequency	Percentage
JI	92	42.6
JUI	5	2.3
ANP	16	7.4
PPP	38	17.6
PTI	55	25.5
PML-N	10	4.6
Total	216	100.0

Respondent's level of support to Non-State Local Peace Actors

Support of local people for any institution working in an area is important and determines its chances of success and acceptability. The table indicates that local NGO or CBOs were fully supported by 18.3

percent of total respondents, 30.6 only favored them, 18.1 percent were undecided and 23 percent were not in support of their role in Peace Building. It can be concluded from the table that the level of support is less as the CBOs are very low in the area. It shows people attitude is still unfavorable in respect of NGOs and their work in the area.

Table 3. Support of Local People to Non-State Actors

S.No	Local Peace Actors	Full support	Only favor	Undecided	No support	Total
5	Local NGOs/ CBO	51(18.3)	85(30.6)	78(18.1)	64(23)	278(100)

Community Based Organizations Role in Peace Building

The formal non-state Peace Building approaches are mostly advocated by international actors and donor agencies through the local community or civil society organizations and are mostly in the context of fragility and weak responsive public Institutions. The community-based approach is used to reconnect the citizens with the state and to strengthen local governance (Haider, 2009). It was found that the provision of humanitarian relief to affected population ($P=.008$) supported the rehabilitation of displaced people ($P=.011$) thus, contribute to the peace of the area. It acknowledges the activities Mentioned in the June 2009 UN Secretary General’s Report on Peace Building which accounted the provision of basic life needs and a safe & sustainable return of internally displaced persons and refugees. CBOs rebuilding trust and confidence of people in government ($P=.000$) through raising awareness and providing support were significantly associated with the state of peace in the area. It supports the UNICEF (2011) reported views of restoring government functions in basic public administration by NGOs in fragility while Waldman (2008) also accounted that Peace Building is both social and structural and aims at developing trust, safety, and social cohesion. Further, a significant association was noted between CBOs arranged peace festivals, using traditional songs ($P=.042$), with the state of peace, which is in consonance with the findings of Colvin (2007), who reported the engagement of local and national organizations in the process of dialogue, improvement of mutual understanding, building trust, modification of enemy images and realization of common values through different activities. A significant relationship was recorded between CBOs bringing people of different ideologies together for a positive behavioral change ($P=.000$) with the state of peace. It confirms the conclusion of Haider (2009) that Community Based approaches to create safe space for interaction for the divided societies and to bind them together. It also supports Waldman (2008), who accounted the promotion of inter-ethnic

and inter-group dialogue and seek attitudinal and behavioral change through promotion of peace values and tolerance.

Mentioned in the June 2009 UN Secretary General's Report on Peace Building, In the Immediate Aftermath of Conflict, protection of civilians; disarmament, demobilization are important Peace Building activities (UNICEF, 2011). However, this study recorded a non-significant association between CBOs demobilized miscreants ($P= .445$) with the state of peace. It could be the reason that local traditional institutions are stronger than CBOs and these tasks are performed by traditional actors. Further, CBOs linkages with the state and the International actors ($P= .056$) is not significantly related to the state of peace, although it is very important for getting support and donation from International Actors and Government agencies for strengthening local level structures (Tool Category B, n.d). The inclusive partnership of people, institutions (national and international) and civil society is important in Peace Building process (Waldman, 2004). Howard, Schweitzer and Stieren (2001) also argued that the donor agencies identify the local capacity and strengthen them through combined conflict transformation approaches, with aid and provision of conflict resolution skills. It could be said that local CBOs have no or weak linkages with outside organization and donor agencies, which are a must for their efficient work in the peace process. Furthermore, a non-significant association was found between CBOs provision of peace education to youth ($P= .254$) with the state of peace in the area which is in contrast with the findings of Iglesias (2013), who reported about CBO's role as demilitarizing minds and transforming culture through education for peace.

CBOs provided training on conflict resolution to other Local Peace Actors ($P= .876$) in the area has a non-significant association with the state of peace. CBOs of the area may not have their own capacity to build the capacity of other LPCs, as Ndiku (2013) also concluded from his study in Nigerian conflict situation that, civil society itself needs training in conflict resolutions and reconciliation. Likely the state of peace was also found having a non-significant association with CBOs support of government strategies through awareness training ($P= .276$), the capacity of CBOs for peace work has a non-significant value ($p= .424$) in the area. It can be meant that the local CBOs lack the required capacity for peace work. Civil Society is an important factor in Peace Building and a substantive focus needs to be given towards strengthening and building their capacities in places emerging from armed conflict (Paffenholz, 2009).

CBOs promotion of human rights, justice, and non-violence ($P= .060$) has a non-significant relationship with peace in the area, while in conflict situation NGOs act as both “service providers” and “pressure groups” (Colvin, 2007) and doing lobby and advocacy for human rights (Ndiku, 2013). So it could be said that in this conflict context local CBOs are frail in the promotion of human right and justice. Similarly, no role of CBOs in monitoring and reporting of the peace process ($P= .278$) and CBOs monitoring and reporting of human rights violation in the situation of conflict ($P= .197$) was found in the area. In contrast, Iglesias (2013) wrote that civil society has the power to expose injustice and surface the violation. Paffenholz (2009) also talked about CBOs effectiveness in monitoring and advocacy while our study in this area found no evidence of CBOs in monitoring, reporting, and advocacy of injustice and human rights violations.

Table 4. Role of Community Based Organizations in Peace Building

Statement		State of Peace in the area			Chi Square P Value
		Yes	No	Don't Know	
CBOs Provided Humanitarian relief to affected population	Yes	141(50.7%)	49(17.6%)	16(5.8%)	13.894 ^a P= .008
	No	27(9.7%)	14(5.0%)	4(1.4%)	
	Don't Know	14(5.0%)	5(1.8%)	8(2.9%)	
CBOs helped in rehabilitation of displaced people	Yes	135(48.6%)	46(16.5%)	15(5.4%)	12.963 ^a P= .011
	No	34(12.2%)	15(5.4%)	5(1.8%)	
	Don't Know	13(4.7%)	7(2.5%)	8(2.9%)	
CBOs Demobilized soldiers or miscreants	Yes	82(29.5%)	26(9.4%)	11(4.0%)	3.722 ^a P= .445
	No	62(22.3%)	21(7.6%)	8(2.9%)	
	Don't Know	38(13.7%)	21(7.6%)	9(3.2%)	
CBOs Have linkages or relation with state and international actors	Yes	94(33.8%)	25(9.0%)	8(2.9%)	9.216 ^a P= .056
	No	36(12.9%)	21(7.6%)	10(3.6%)	
	Don't Know	52(18.7%)	22(7.9%)	10(3.6%)	
CBOs Rebuild the trust and confidence of people in Govt.	Yes	119(42.8%)	30(10.8%)	10(3.6%)	21.539 ^a P= .000
	No	38(13.7%)	16(5.8%)	6(2.2%)	
	Don't Know	25(9.0%)	22(7.9%)	12(4.3%)	
CBOs Arranged peace festivals, using traditional songs that depict peace	Yes	75(27.0%)	29(10.4%)	12(4.3%)	9.885 ^a P= .042
	No	85(30.6%)	26(9.4%)	7(2.5%)	
	Don't Know	22(7.9%)	13(4.7%)	9(3.2%)	
CBOs Provide peace education to youth	Yes	85(30.6%)	24(8.6%)	15(5.4%)	5.344 ^a (P= .254)
	No	77(27.7%)	31(11.2%)	9(3.2%)	
	Don't Know	20(7.2%)	13(4.7%)	4(1.4%)	

CBOs bring people of different ideologies to work together for a positive change in their behavior	Yes	99(35.6%)	26(9.4%)	5(1.8%)	30.764 ^a P= .000
	No	60(21.6%)	23(8.3%)	8(2.9%)	
	Don't Know	23(8.3%)	19(6.8%)	15(5.4%)	
CBOs Provide training to other LCPs in conflict resolution	Yes	80(28.8%)	27(9.7%)	10(3.6%)	1.211 ^a P= .876
	No	69(24.8%)	27(9.7%)	11(4.0%)	
	Don't Know	33(11.9%)	14(5.0%)	7(2.5%)	
CBOs support the Govt. peace strategies through raising awareness	Yes	100(36.0%)	43(15.5%)	12(4.3%)	5.113 ^a P= .276
	No	54(19.4%)	13(4.7%)	11(4.0%)	
	Don't Know	28(10.1%)	12(4.3%)	5(1.8%)	
CBOs of the area have the adequate capacity for peace work	Yes	89(32.0%)	28(10.1%)	12(4.3%)	3.871 ^a P= .424
	No	51(18.3%)	24(8.6%)	6(2.2%)	
	Don't Know	42(15.1%)	16(5.8%)	10(3.6%)	
CBOs Promoted human rights, justice, and non-violence	Yes	100(36.0%)	34(12.2%)	15(5.4%)	9.056 ^a P= .060
	No	42(15.1%)	26(9.4%)	5(1.8%)	
	Don't Know	40(14.4%)	8(2.9%)	8(2.9%)	
CBOs did monitor and report the peace process	Yes	66(23.7%)	20(7.2%)	10(3.6%)	5.096 ^a P= .278
	No	50(18.0%)	26(9.4%)	5(1.8%)	
	Don't Know	66(23.7%)	22(7.9%)	13(4.7%)	
CBOs monitor and report the violation of human rights in conflict situation	Yes	59(21.2%)	23(8.3%)	6(2.2%)	6.029 ^a P= .197
	No	52(18.7%)	24(8.6%)	6(2.2%)	
	Don't Know	71(25.5%)	21(7.6%)	16(5.8%)	

Source: Survey

CONCLUSION AND RECOMMENDATIONS

Community participation through the local organization is no doubt a vital factor in conflict resolution and post conflict Peace Building. This paper is set out to assess the Peace Building role of the community-based organization in terrorism prone areas of Khyber Pakhtunkhwa. On one hand, community-based organizations played a significant contribution in the areas of provision of humanitarian aid and rehabilitation of affected population. It played an active part in building the trust of people in government, arranging peace festivals through traditional songs and poems, and bringing people of different backgrounds together for a positive behavioral change. But on the other hand, the community-based organization in the area were weak in demobilizing miscreants, providing peace education, training of other Peace Building actors, promotion of

social justice and creating awareness regarding support to government strategies for peace. Local CBOs also lack the capacity for peace work with no or limited linkage with national and International organizations working for peace. Although monitoring and reporting of peace process and human rights violation is an important task of civil society organizations, in our study area, local CBOs could not monitor and report the peace process and human rights violation in a conflict situation.

Based on the above conclusion this study put forward the following recommendations for the effectiveness of community-based organizations' work in a conflict situation. These recommendations are of utmost importance to international and national actors working for a sustainable peace in fragile context to build local capacity rather than wasting aid on finding short cut solutions to the problem.

- Capacity building of community-based organization in conflict resolution skills is the need of the day.
- There is the need of an active Networking of local organizations in the area to share information and support each other's work.
- Linkages with International organizations and donor agencies need to be established.
- Community-based organizations need to monitor and report the peace process and human rights violation in the area.
- For everlasting peace, community-based organizations should inculcate peace values and establish a culture of peace through awareness raising and peace education programs.
- Donor agencies need to support local organizations through peace education projects.
- Local Peace Building organizations need to provide training for monitoring and reporting of the peace process and human right violation in the conflict situation.
- Community-based organizations also need to have linkages with human rights organizations in order to monitor human rights violation and social injustice in the area.

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