Department of Education,
International Islamic University Islamabad
Pakistan

CONTENTS

INTERNATIONAL JOURNAL OF INNOVATION IN TEACHING & LEARNING (IJITL)

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MESSAGE OF RECTOR

We, in the International Islamic University, Islamabad, consider ourselves privileged to be associated with this unique centre of learning in the Muslim world which strives to combine the essentials of the Islamic faith with the best of modern knowledge. I believe that quality of teaching is the most important factor which promotes academic excellence of any educational institution. I am really excited on the launch of International Journal for Innovation in Teaching and Learning (IJITL). IJITL will provide a forum to the academicians, professionals and researchers to re-shape their knowledge about teaching and learning along with an intellectual and international linkage atmosphere. It is focusing on the latest trends, issues and innovations in teaching and learning. I do hope that the innovations in teaching and learning will be highlighted in the journal for improved practice.

Prof. Dr. Masoom Yasinzai
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MESSAGE OF PRESIDENT

International Islamic University, Islamabad, is in the process of embarking on a new phase in the history of the University. We are busy in making preparations for an expansion plan both in terms of education as well as in terms of physical development. The main task of the educational institutions is to provide quality education (teaching and research). The Department of Education is striving hard to achieve academic excellence. This department is one of the most important departments of the university. This Department has established its credibility in offering regular programs and recently launched a variety of programs through dual mode of learning. Launching an International Journal is a big challenge and I appreciate the efforts made by the Department of Education for it. This journal is expected to address the expectations of the academic community and I am confident that the Department of Education will maintain the quality of International Journal of Innovation in Teaching and Learning (IJITL). I value the insightful contribution made by all in making IJITL a renowned journal of its kind.

Prof. Dr. Ahmad Yousif A. Al-Draiweesh
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- Economics of Education
- Educational Administration
- Philosophy of Education
- Innovation in teaching methodology

AN ANALYSIS OF ENGLISH READING COMPREHENSION PROBLEMS FACED BY STUDENTS OF EDUCATION AT GRADUATE LEVEL

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Abstract

The paper analyses reading comprehension problems of the graduate students from the discipline of Education at the International Islamic university, Islamabad and Allama Iqbal Open University, Islamabad. The researcher has made an attempt to scientifically investigate whether these students can comprehend the text related to their field in English language or not. The researcher has also tried to find out the problems that these students face while reading some text for comprehension. The findings unveil the real picture of the students' level of understanding the text at the graduate level. In this study two universities from Islamabad capital territory were selected based on convenient sampling.60 graduate students' reading performance was investigated. To execute the research a comprehension test based on one topic in conjunction with short answers was administered to the graduate level students in both the universities. A questionnaire was also given to the students asking them questions about the problems they face in comprehending a text and the reasons for these problems. The collected data were analysed through percentage. Data analysis of the test revealed that many of the respondents' comprehension level was weak however, only few respondents were successful in handling the intensive reading tasks. The questionnaires' analysis points out some important issues which are responsible for this lack of comprehension.

Introduction

It is a fact that the ruling language is always of developed countries and as far as Pakistan is concerned we Pakistani belong to a developing country, so we must follow the language i.e. English. We can see around us that someone having no command on English language faces too many problems at every stage of life. We can say that English is the most important language in Pakistan. Since 1947 English has been playing vital role in the field of education. Entire higher education is given in English and if people do not understand then they will not been able to comprehend English language. It is understood that reading and understanding English for education student is momentous in the light of current academic needs and future professional needs. Most of the students of education face problems in reading/understanding the original versions of the texts, because of this reason they try to avoid the original text and take help from the short routes. They are actually required to develop grip over the following skills:

1. Drawing inferences about the meanings of the words from context
2. Finding the answers of questions answered implicitly in the text
3. Drawing inferences of phrases/sentences from the context
4. Identifying writer's thoughts/ideas
5. Following the structure of passage

1.1 Research Objectives

The objective of this research included to find out the extent to which the students can comprehend English language and to find out reasons of the problems faced by them.

1.2 Research Questions

Following research questions were made keeping in view objectives of study;

1. What is the students' comprehension level of English language?
2. What is the reason of the possible low comprehension level?
3. Can students draw inferences about the meanings of the words from context?
4. Can students find the answers of questions answered implicitly in the text?
5. Can graduate level students draw inferences of phrases/sentences from the context?
6. Can students identify writer's thoughts/ideas?

7.   Can students follow the structure of passage correctly?

1.3   Significance of the Study

The current research could be useful for teachers in order to improve the reading, skimming and scanning skills of the students. It will be helpful for the teachers in understanding their students' reading problems and will also guide them regarding teaching in an appropriate way.

Literature Review

Students face a number of problems regarding English reading comprehension. The problems are mostly related to knowledge related to background, culture, text type; where background knowledge is prior knowledge of students and if the prior knowledge of student is weak then he will not been able to understand text easily. Background knowledge helps students in creation of new knowledge. Another obstacle is related to cultural differences which affects reading comprehension of the students. Lacking in vocabulary also creates problem in reading because students cannot understand the text if they have less vocabulary. Moreover, if the students do not know about the type of text then he will not been able to understand it; in other words it can be said that student will understand text if he is familiar with text type (Alderson, 2002).

For helping students in understanding text vocabulary plays vital role. The complex material of text books can be understood easily if the student has a good collection of vocabulary items (Hayes, 1991). In terms of vocabulary, the problem is involved with the bank of difficult words for instance synonyms, antonyms, words having multiple meanings, etc. (Graves & Ryder, 1998). Ashraf and Ahmad (2003) discovered the main obstacle encountered by most students of ESL was word difficulty. So, it can be said that in reading comprehension, word difficulty is major obstacle faced by ESL learners as they could not understand the meaning of the words without understanding the meaning of difficult words. Understanding of long and complex sentences also creates problem for English as a second language learners in understanding of the proper meaning of sentences. Complex sentences are type of difficult sentences which possess many clauses. Complex sentences also contain cohesive words like because, thus, however, although, etc (Aebersold & Field, 1997). Moreover, complex noun groups, conjunctions, prepositional phrases are mainly cause problem for reading comprehension of the students the reason is that they present complex text which makes it difficult to understand (Nuttall, 2000).

Mostly, English language learner faces inconvenience in reading and understanding English text. The main reason is that limited understanding of sentence construction and limited number of vocabulary creates problem (Gunning, 2002). Furthermore, Chuenta (2002) exposed that this

problem is due to inability in grapping main idea and it is because of limited vocabulary items, lack of appropriate reading strategy and inability to write summary.

Eskeys (1986) found that there is a strong relationship between reading comprehension and speed reading. In fact reading comprehension and speed reading are related since a good reader by definition "reads fast (Ghizan, 2012). American students' comprehension levels impact their success in solving mathematical word problems in Arabic or in English (Sarmini, 2009). Another most frequent difficulty that young immigrant's learner face with academic literacy across the classroom is academic reading comprehension. There were several challenges the students faced in developing their reading comprehension. One was lack of familiarity with printed text in both English and their local language (Keengwe, 2013).

Perhaps studies on the reading strategies used by the learners in understanding literary texts can help teachers in finding ways to promote understanding and overcome reading comprehension problems especially amongst the low achievement students (Shafaei & Nejati, 2009). With respect to the less proficient bilingual readers, they continued to demonstrate the ability to monitor comprehension but lack the strategy to use to resolve comprehension problems (Israel & Duffy, 2014).

The problem associated with under-prepared students are faced to some extent by all colleges and universities who offer developmental courses but more often by community colleges because they offer students an open admission policy (Mc Lendon, 2008).

Poor word-level reading is one of the most common reasons because of which students struggle in reading comprehension (Kilpatrick, 2015). According to Lankamp (1988) English reading proficiency is linked to learners' knowledge of the subject matter dealt within the text (Lankamp, 1988). Additionally the students who are taught through traditional reading instructions are not likely to improve their reading strategy since they do not receive any instruction on strategies which, in turn, lead to their unfamiliarity of reading strategies and finally inability to use them in reading comprehension tasks ("International Journal of Applied Linguistics and English Literature (IJALEL: Vol. 3, No.3), 2014 by Editor (Paperback) - Lulu", 2014).

A more interactive way of providing students with the main points of reading text is to answer simple multiple choice or true/false comprehension questions based on the texts (Lockyer, 2008).

Methodology

It was a quantitative study based on exploratory research which aimed at exploring the cause of any phenomenon. It does not aim at finding out or providing final or certain answer of any phenomena but it simply explores the reason and solution of research questions (Singh, 2007). The purpose of this research was to explore the competence level of graduate level students of education in the light of the following sub-skills:

1. Drawing inferences about the meanings of the words from context.
2. Finding the answers of questions answered implicitly in the text.
3. Drawing inferences of phrases/sentences from the context.
4. Identifying writer's thoughts/ideas.
5. Following the structure of passage.

Research Tools:

Administration of test

When the sub-skills were decided the second step for the researcher was to select the tool for research. The purpose of the tool was to analyse the sub-skills mentioned above of the genre of education from the target sample.

Once this was done, marks were allocated for these questions. Each question was allocated 10 marks which mean that the total marks of the test were 50. As a new step, clear instructions were written and test time was decided. With consultations in the field of ELT and "Subject Specialist" along with consideration of the size of the text, it was decided that the test would be of 40 minutes duration. Text size and level of difficulty were also one of the major considerations in determining the test time. Lastly, formatting and proof reading was done carefully.

Making test scripts

The scores for each question were transformed into four categories which were as follows:

a) Excellent: 80% & above (comprehension level)
b) Good: 60% to 79% (comprehension level)
c) Fair: 50% to 59% (comprehension level)
d) Poor: below 50% (comprehension level)

Administration of Questionnaire

After the test the same sample was given questionnaire to check their interest, difficulties and competence level of the students.

Population

All the graduate level students, studying Education in the universities located in Islamabad.

Sample

In this study students from International Islamic university, Islamabad and Allama Iqbal Open University, Islamabad were selected. Students of 7th semester B.S Education and M.A 4th semester constituted the sample; wherein there were total 60 students, n = 60. Amongst them, 20 were male and 40 female students.

Data Collection

The data were collected by the researcher personally.

Data Analysis

Data were analysed quantitatively. Test scores were converted into the categories: Excellent, Good, Fair, Poor for each question, the score was shifted on a sheet. Against each score, its category was written, i.e Excellent, Good, Fair, Poor. These scores were then shifted into Tables for each question. In the tables, there were columns in which the categories, number of subjects, the specific question and percentages, etc were given.

Findings:

Findings of the study are presented below;

1. **Drawing inferences about the meanings of the words from context.**

Here the question statement was:

Infer the meanings of the underline words with reference to given text.
Domain, Cognitive, Taxonomy, Compilation, Hierarchies

Out of 60 students 85% revealed that their performance was poor. On the other hand those students who revealed that their comprehension was excellent, good or fair were 6%, 4% and 5% respectively. This shows that a vast majority has poor reading comprehension of education text with reference to finding the rule. See the following table 1 along with graph 1.

Table 1: Inferences about the Meanings

Excellent	Good	Fair	Poor

6%	4%	5%	85%

Graph 1
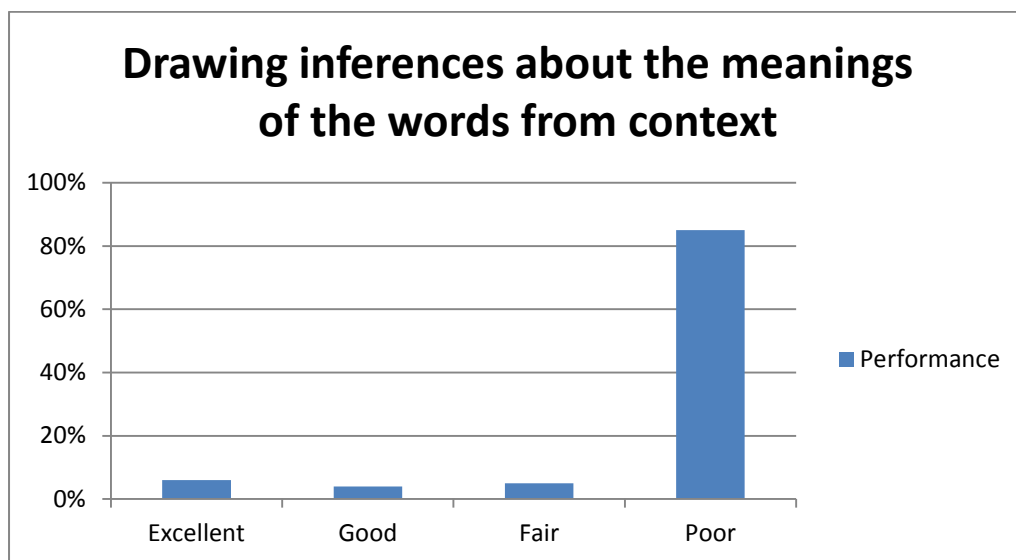
2. Finding the answers of question implicitly in the text.

Here the research question was:

Is rote learning a better technique for memorizing facts and figures?

The data analysis contained the information that 68% students were poor in reading comprehension with reference to finding the answers of questions answered implicitly in the text. On the other hand those students who revealed that their excellent, good or fair comprehension were 6%, 4% and 5% respectively. Once again majority was poor in their comprehension.

See the following table 2 along with graph 1.

Table 2: Implicit Answers of Questions

Excellent	Good	Fair	Poor
4%	13%	15%	68%

Graph 1

Finding the answers of questions answered implicitly in the text
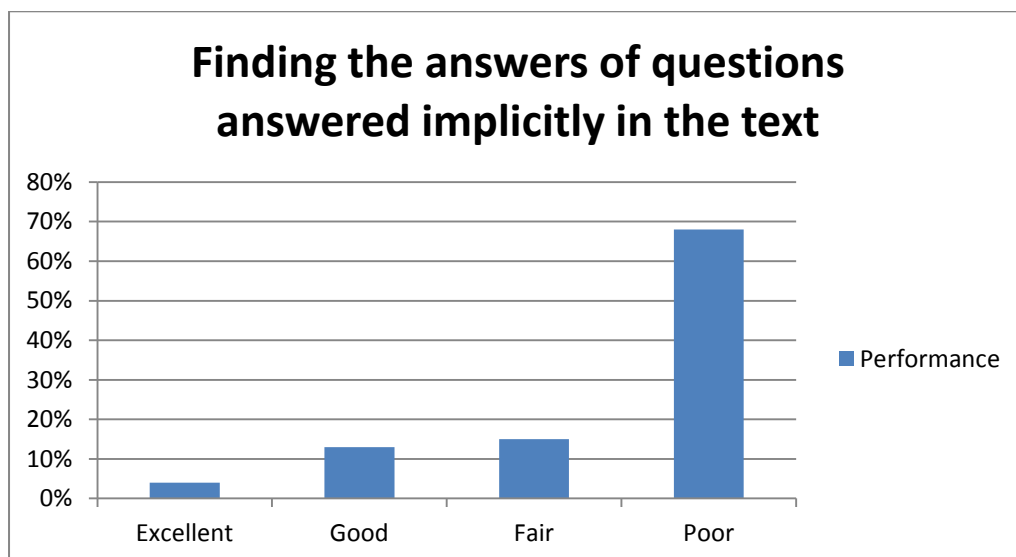
3. Drawing inferences of phrases/sentences from the context.

With this regard the research question was:

Write in one sentence the theme of the text.

Out of 60 students 70% revealed that their performance was poor. On the other hand those students who revealed that their comprehension was excellent, good or fair were 5%, 10% and 15% respectively. This shows that a vast majority has poor reading comprehension of education text with reference to finding the rule.

See the following table 3, alongwith graph 1.

Table 3: Inferences of Phrases/Sentences

Excellent	Good	Fair	Poor
5%	10%	15%	70%

Graph 1

Drawing inferences of phrases/sentences from the context
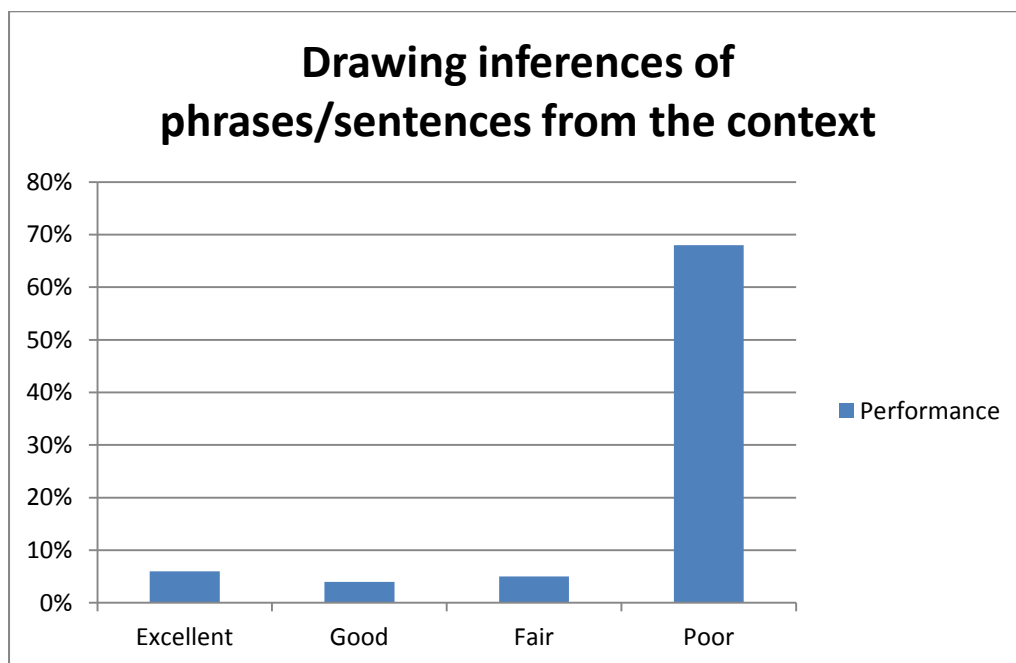
4. **Identifying writer's thoughts/ideas.**

Here the research question was:

Infer this statement: "Domains may be thought of as categories"

The data showed that 60% students were poor in comprehension in the context of identifying writer's thought/ idea. On the other hand 13% were fair, 16% were good and 11% were excellent with reference to this skill.

See the following table 4 and graph 1.

Table 4: Identifying Writer's Thoughts/Ideas

Excellent	Good	Fair	Poor
11%	16%	13%	60%

Graph 1
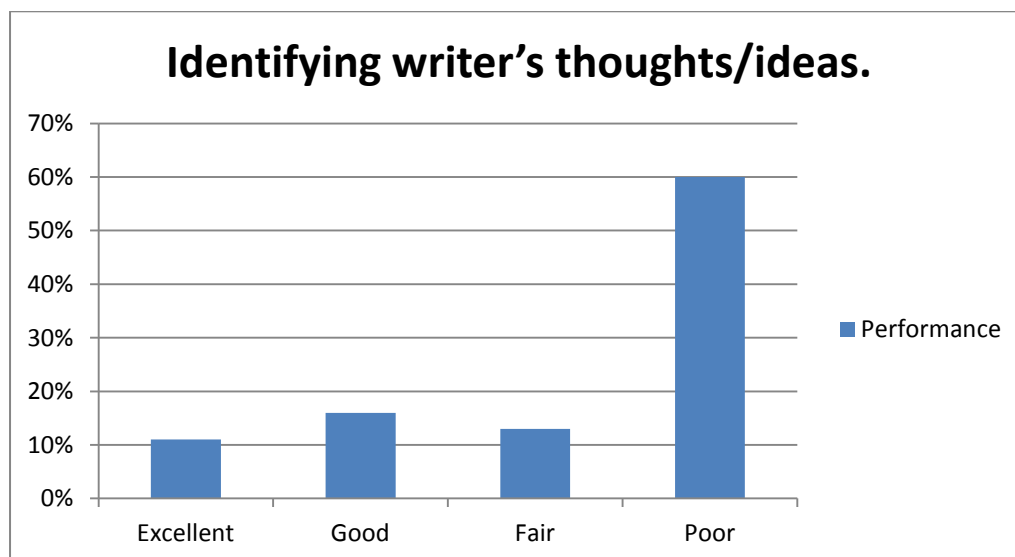
5. Following the structure of passage.

As far as this sub-skill is concerned, the research question was:

Haphazard ideas scatter our mind/concepts. Do you find any haphazard idea/thought in this context? if yes please point it down;

While following the structure of the passage, the students revealed that 55% of them were poor, 17% were fair, 13% were good and 15% were excellent.

See the following table 1 along with graph 1.

Table 5: The Structure of Passage

Excellent	Good	Fair	Poor
15%	13%	17%	55%

Graph 1

Following the structure of passage
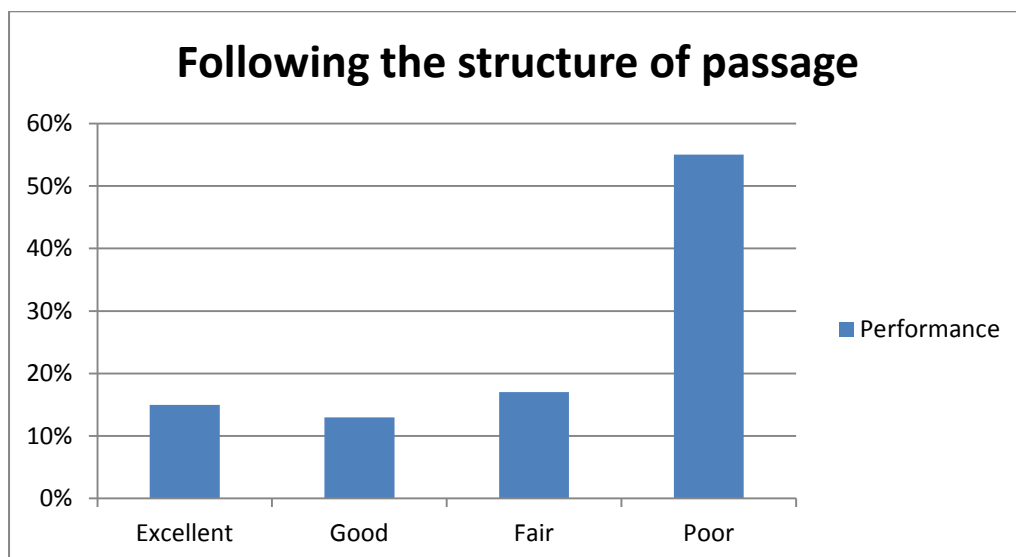
Questionnaire Analysis

Question	I feel fine	I feel that I could have done better	I feel that I needed more time	I don't think about the test when I finish it
What happens after a reading comprehension test (unseen)?	5	5	35	15

The results for this question show that the students are weak in understanding English as 35 students wanted more time for understanding the text. 15 students didn't even bother for the correct results while 15 said that they could do better than what they have done. Only 5 students feel fine.

Question	Because English is very important subject	Because my parents expect me to do well	Because it shows my knowledge of English	I don't think it shows my knowledge of English
It's important to do well on reading comprehension	22	18	15	5

(unseen) tests in English				

Through this question we came to know that only 22 students agree that it's important to do well on reading comprehension (unseen) tests in English because it's an important subject while 18 agree with the reason that their parents expect them to do well, 15 students agree on the reason that it shows their knowledge of English and 5 agree with the reason that it don't show my knowledge of English.

Question	I just give up	I usually give up but occasionally try strategies	I feel I usually use strategies but occasionally have to give up	I always use strategies and rarely have to give up
When you find any written information difficult to understand, do you just give up or do you use strategies to help you understand?	14	33	10	3

When students were asked to response on what they do when they find any difficult written information 14 students replied that they just give up because they either don't know the strategies to apply for the ease or they or they don't know when and how to apply the strategies, 33 said that they usually give up but occasionally try strategies, 10 said that they usually try strategies but occasionally give up and only 3 said that they always use strategies and rarely they have to give up.

Question	Agree	Neutral	Not sure	Disagree
Reading strategies like stress management/relaxing exercise would improve reading comprehension in English?	24	15	18	3
Proper guidance was not given to me on how to tackle the reading comprehension?	29	11	16	4

My brain does not see anything that is in front of my eyes immediately.	18	22	14	6

Then the students were asked to scale the questions accordingly, firstly they were asked a question on which 24 agreed that reading strategies like stress management/ relaxing exercises would improve their reading comprehension in English, 15 gave neutral response, 18 were not sure about it and 3 disagreed. In the reply of second question 29 agreed that proper guidance was not given to them on how to handle the reading comprehension, 11 reasoned as neutral, 18 were not sure and 4 disagreed. Then in third question 18 agreed that they cannot immediately see anything that is in front of their eyes, 22 were neutral, 14 were not sure and 6 disagreed.

Questions	Always	Usually	Rarely	Never
When you read do you try to see the pictures in your head?	3	9	36	12
When you read do you relate/ make a link to similar things you have read before?	2	11	32	15
Do you ask yourself questions during the reading?	6	17	24	13
I face spelling and pronunciation problems in reading	19	29	9	3
I can understand the thought of the writer easily	3	11	31	10
I can scan the general idea of the text easily	2	11	32	10
We can improve the vocabulary by additional reading?	11	35	13	1
Are you able to express yourself in written language?	2	11	32	10
Do you write answers grammatically correct?	3	13	29	10

Can you guess/ predict the meanings of unknown words with reference to the context?	8	24	21	7
Do you find many difficult words while doing a comprehension exercise?	31	19	7	3

In the response of different questions students replied like 3 agreed that they try to imagine the picture of the text they study, 9 said they usually, 36 said rarely and 12 said they never imagine. Then in the response of second question 2 students said that they always relate/make a link to similar things they read before, 11 said they usually do so, 32 said they rarely do and 15 said that they never do. In the response of next question 6 students said that they always ask questions from themselves during the reading, 17 said they usually ask questions, 24 said that they rarely ask questions and 13 said that they never ask. Next 19 students said that they always face spelling and pronunciation problems in reading while 29 said that they usually face, 9 said that they rarely face while 3 said that they never face such problems. Next 3 said that they always understand the thought of the writer easily, 11 said that they usually understand, 31 said that they rarely understand while 10 said that they never understand the thought of the writer. In the response of next question 2 agreed that they can scan the general idea of the text easily, 11 students usually, 32 rarely and 10 said they can never scan the idea of the text easily. Next, 7 said that we can improve our vocabulary by additional reading, 35 said we can usually, 13 said they rarely while 1 said never. For next question 2 said that they can always express themselves in written language, 11 said that they usually, 32 said that they can rarely express and 10 said that they can never express themselves. And 3 students said that they can always write answers grammatically correct. 13 said they usually do so, 29 said they rarely do so and 10 said they can never do it so. Next 8 students said that they can guess/predict the meaning of the unknown words with reference to the context, 24 said that can usually guess/predict, 21 students said that they can rarely do so and 7 said that they can never do it. In the response of last question 31 students said that they always find difficult words while doing comprehension exercise, 19 said that they can usually do so, 7 said that they can rarely do while 3 said that they can never find.

Conclusions

By conducting tests in different universities the researcher discovered that the competency level of students at graduate level for both the universities were not satisfactory as far as the overall result of the students is concerned. Majority of the students were not been able to meet the objectives of

the research i.e. Drawing inferences about the meanings of the words from context, Finding the answers of questions answered implicitly in the text, Drawing inferences of phrases/sentences from the context, Identifying writer's thoughts/ideas and to following the structure of passage. When the same students were given questionnaire they admitted that they face difficulty in reading comprehension and they also accepted that their competency level is low which can be increased through different ways like by conducting different activities, etc.

Discussion & Recommendation

Mostly English language learner faces inconvenience in reading and understanding English text. The main reason is that limited understanding of sentence construction and limited number of vocabulary creates problem (Gunning, 2002). Poor word-level reading is one of the most common reasons because of which students struggle in understanding reading comprehension (Kilpatrick, 2015). In the view of Lankamp (1988) English reading proficiency is linked to their knowledge of the subject matter dealt within the text. The findings of the current study also support previous studies and reveal that the competency level of reading comprehension for students is not adequate. These issue could be solved by teaching the students modern techniques of skimming, scanning, predicting the meanings of the words/phrase in the light of context, make them able to adjust reading speed according to what they are reading, reducing the difficulty level of what they read, etc. The following recommendation will prove to be useful for the improvement of reading comprehension;

- For the development of reading comprehension of students teachers may apply a combination of methods according to the previous knowledge of the pupils.
- The interest of the students may be developed by motivating them towards vocabulary building by providing them with interesting reading stuff. Reading skill should be taught with integration to other skills.
- For student's understanding teachers may read all the words and sentences with correct stress and intonation in the class.
- Teachers may encourage the students to understand the texts instead of cramming.
- Teachers may illustrate students with easy techniques like: how to infer meaning from the context, etc.

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SCENARIO OF GIRLS' ENROLMENT IN SCIENCE AT SECONDARY LEVEL IN DISTRICT BANNU

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ABSTRACT

Science education plays a vital role in the development of a county. Economic and social development is based on the advancement in the field of science & technology. Equal participation of female in education can ensure the development in real spirit. Bannu is one of the district of Khyber Pakhtunkhwa Province which still demands more female participation in Science Education. Such ignorance of female in the field of science was the major thrust to undergo the specific research study with objectives to explore the girls' enrolment towards Science Education, study management and their preferences of opting science group. The research was descriptive in nature and survey design was applied. The target population comprised of all the science female students of ten Govt. Girls Secondary schools in Bannu city. Twenty five students from each school were selected purposively. A structured questionnaire was used as a tool of research. It was found that enrollment in science group for class 9th and 10th remained consistently increasing with growing and positive trend of girls' enrolment towards science education from year 2009 to 2014. Deficiency in supporting environment at homes was reported by respondents.

Keywords: Trends, science education, female enrolment, Bannu, KPK

INTRODUCTION

Science is the investigation of universe. It is a learning, which can be soundly clarified. It is a sorted out collection of learning and data. Everything is set deliberately in its circle. Science finds and examines the things as well as deciphers them experimentally. Our perspectives and pondering our general surroundings and ourselves are moulded by

the new and propelled disclosures of science. Today science has revolutionized our lives. Our reality is altered by the new revelations and progression in this field. The headways and disclosures changed our way of life. It appears we cannot make even a stride without it. Science has extraordinary commitment to our industry with great quality items, expanded rural yields, water system framework, recorded of solution, and interchanges. It is a direct result of the headway of science that today we have quick method for correspondences and data. Individuals are educated inside a flicker of an eye about any occurrence or news from the other corner of the world.

Education has powerful effect on human's mind, character and physical capability. Education is a life-long process and activity through which any society shares its skills, values, traditions, information and knowledge from generation to generation. An educated person has always a positive and balanced approach towards every situation in life. Educational progress and development of any country is interlinked with each other (Malik, 1991). There is no doubt that both men and women get benefits from education. It is education which enables them to earn in a respectful way to improve the standard of its people. Education gives innovative ideas, speeds up the process of development and ensures effectiveness and ability. It puts the people in order, an organized way for a better life. It is also the single most powerful way to change the status in a society and lift people out of poverty. Yet, many people especially women are still left out from education all-round the world (Ramesh, 2000).

Education with quality to our youngsters and youth must be guaranteed. So they will be empowered to understand their capacities and potential which will help them to play and add to build up a positive society. Quality in instruction helps in advancement of resilience, patriotism, social equity and tolerance for each other confidence. None of us can prevent the essential rights from securing a person to get training and to enhance one's financial condition through it. Proficiency rate in Pakistan is low however with section of time it is making strides. There are distinctive variables which are in charge of low proficiency rate in our nation. It is a decent sign that in spite of the way that insufficient assets have been distributed for instruction segment, yet at the same time there has been change in late decades (Filmer, 2000).

REVIEW OF LITERATURE

Pardh (2005) had the view that today success and failure of any nation is based on its advancement in the field of science. A country which has strong foundation in science is more developed than that who has weak foundation in science education. The revolution in the field of science has changed the whole picture of the world. New advancement and discoveries are shaping the world in different ways every day. Today is a changed day than yesterday and tomorrow will be a new day than today. These all are the miracle of science.

Faize (2011) has the view that new doors are discovered through science. The miracles of science can be easily seen around. To be aware of the new discoveries and new concept introduced by science is the need of time. Today everyone, even a lay man or high qualified, skilled man, both are enjoining and take advantage of scientific invention. History has witnessed that Muslims became a powerful force between the eight to thirteen centuries because of their advancement in the field of science. Similarly it was the advancement in field of science which turned the European counties into powerful nations of the world after the dark ages.

Females have a very important part in the progress of any nation. An educated woman plays her role much better and in a very productive way for the welfare of her family and nation as well. It is a requirement for the development of society that a platform must be provided to women to play their role in the progress of society. To educate our female and guide them in right direction should be our top priority because it is one of the most important key of present-day problems faced by us (Hussain, 2003).

Government of Pakistan is currently spending 2.1 percent of its GDP on education sector and according to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2013- 14, literacy remains higher in urban areas (74 percent) than in rural areas (49 percent), and is more prevalent for men (81.0 percent) compared to women (66.0 percent) in urban areas ("Highlights, Pakistan Economic Survey: 2014-15", 2015).

Gender disparity indicates the gap between males and females in all aspects of life. In the context of education, gender disparity refers to the gap between enrolment of male

and female students in educational institutions. Gender parity and equality in education constitute a basic human right, as well as an important means of improving other social and economic outcomes (Unterhalter, 2006).

UNESCO (2010) report states that Pakistan ranked 120 in 146 countries in terms of Gender-related Development Index (GDI), and in terms of Gender Empowerment Measurement (GEM) ranking, it ranked 92 in 94 countries. Every society and culture has different norms and set of values followed by the people in that society and culture. Cultural norms in many parts of Pakistani society do not allow the girls to go outside of the house. They are bound to stay within the walls and are discouraged to take part in any activity outside the wall. In case if she is permitted then she must be accompanied by a male, whether husband or brother (Jejeebhoy & Sathar, 2001). Living in such society with less opportunities of movement outside walls of the home, it is quite difficult for girls to step outside their home and get education. With passage of time these cultural values are going to be changed but still it is slow in progress.

Women as girl-child are living a lower rank and are enjoying less rights, opportunities and benefits as compared to a boy-child in those societies which are immature yet in their thinking. Women are facing inequality from very beginning stage and with passage of time they face difficulty to overcome it (Rizvi, 1980).

Education is considered to have a strong association and is interlinked with social and economic development of any country. In present-day situation when the 'knowledge economy' is the crucial point, the role of education becomes more important in the development of human capital. In fact a society which has more literate and skilled citizens has more chances of development at the economic and social levels. Education can reduce poverty and social injustice by providing the resources and opportunities for upward social mobility and social inclusion. Education is known as a primary means to promote economic development (Malik, 2007).

Bils and Klenow (2000) said that countries having high rate of enrolment in schools made faster development in per capita income because high enrolment rate causes rapid improvement in productivity. Hanushek and Kimko (2000) supported the view that quality of education has a remarkable impact on productivity and national growth rates.

Khyber Pakhtunkhwa with area of 74,521 sq. km is one the most important strategically located province of Pakistan. KP is playing an important role in the economic development of Pakistan. Its population is comprised of 26.62 million people which is growing at the rate of 2.8% every year. Less than 30% of female are literate in KP. Furthermore, KP is facing different challenges like worse law and order situation and low social development indicators further affected by floods, which cause serious development challenges for the government and its people (FATA Research Centre, 2014).

According to the Pakistan Social and Living Standards Measurement (PSLM) Survey 2013-14, the literacy rate of the population (10 years and above) is 58% as compared to 60 % in 2012-13 showing a decline of 2.0 %. . Province wise literacy rate is given in the following table which depicts a clear picture of our slow progress in the field of education.

Literacy Rate

Provinces	2012-13	2013-14
Punjab	62	61
Sindh	60	56
Khyber Pakhtunkhwa	52	53
Baluchistan	44	43

Khyber Pakhtunkhwa being a front line province in the war against terrorism has performed poor in terms of law and order situation. Since 2005, there have been more than 12000 people killed in the province of which 4,739 were civilians, 1699 security forces personnel while a total of 6,517 militants have also been killed in different operations. The year 2008 was the deadliest with a total of 2201 casualties, mostly civilians. The next year the fatalities again rose to 936 with more than 600 civilians. Civilians have been killed in different incidents of violence (FATA Research Centre, 2014). Former Federal Minister

Sattar viewed that there is deep link between unemployment and terrorism in Pakistan ("Unemployment leads to terrorism, extremism: Farooq Sattar - The Express Tribune", 2012).

The present wave of militancy in FATA and its effects on the stability of Pakistan, specifically the Khyber Pakhtunkhwa, is an alarming situation not only for Pakistan but for the world too. The wave of terror, which hit this province soon after 9/11, did not only affect the economy of the province, but also damaged its educational foundations. The province that was famous to be the land of hospitality but unfortunately which has transformed into a home for militancy. Schools were blown up and students were threatened not to pursue education. This was the outcome of the Taliban's version that discouraged attainment of worldly education, particularly for females (FATA Research Centre, 2014).

Region-wise Data of Destructed School in KP

Regions	Boys	Girls	Total
Bajaur	68	95	95
Mohmand	66	22	88
Khyber	31	27	58
Kurram	45	16	61
Orakzai	23	11	34
North Waziristan	23	9	32
South Waziristan	29	6	35
FR Peshawar	11	4	15
FR Kohat	17	15	32
FR Tank	2	2	4
FR Lakki	2	2	4
Total	317	141	458

Science is derived from the Latin word 'scientia' meaning 'knowledge' or 'understanding'. It is a field of knowledge concerned with sharing of scientific content. It is an on-going process which involved its learning not only with its content but also with its methodology. Mohanty (2004) viewed that a good and well planned science education

program plays a very significant role in social and economic development of any country. Science education based on quality program helps in the social and economic development of a country. It provides the students with the necessary scientific knowledge, which may help them in finding solutions to most of the socio-economic and environmental problems. Science education provides a sound and sufficient knowledge base to the students in the area of agriculture, environmental problems and issues, nutrition and diet along with the necessary scientific skills for the job.

After completing eight years education, students start their secondary education. Secondary education duration is of two years which covers grade IX and X followed by higher secondary education consisting of grade XI and XII. Science subjects which are taught at secondary level are Physics, Chemistry, Biology and Mathematics. Now Government of KP started to introduce ICTs, computer education at the secondary level in educational institutions of KP. Students have choice to choose science or arts subjects when they enter in class 9th.

Educational Institutions of KP

Area	No. of High Schools		No. of Higher Secondary Schools	
	Girls	Boys	Girls	Boys
KPK	676	1351	120	241
Bannu	39	56	9	10

Source: EMIS 2013

The quality of science education in the government schools is not very much satisfactory. Quality of education is measured and judged by students' learning achievements. Quality is also linked with the relevance. Relevance in a sense what is being taught in the classroom and what is being learnt by the students, that is how well it matches with the present and future needs of the learners. Quality of education also refers to the important changes in the educational system itself, the kind of inputs, its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment.

On the other hand quality of science education at secondary level in KP is not up to the mark and standard. Teacher is the centre of knowledge and has a central role in the quality of education, according to Education Management Information System of Khyber Pakhtunkhwa, currently there are only 1369 male and 547 female SST-Science (EMIS, 2013). The vacant posts of SST-Science teachers definitely affect the quality of education.

Objectives of the Study

The major objectives of the study were:-

- To explore the girls' enrolment towards Science Education in District Bannu
- To highlight the study routine of science students at home
- To find out preferences of opting science group

METHODOLOGY

Research Design

The research was descriptive in nature and survey was conducted to explore perspectives of female enrolment towards science education at secondary level in Bannu district.

Population

The population of the study was comprised of all the science female students of secondary schools for girls in District Bannu. There were 39 high schools and 9 higher secondary schools for girls in district Bannu. Target population comprised of girls schools of Bannu city.

Delimitation of the Study

Study was delimited to:

- The Govt. Secondary and Higher Secondary schools for girls in Bannu city.
- Science students of session 2014.

Sample

Ten girls' schools of public sector in Banuu city were considered for sample of study. Twenty five students were selected from each school purposively and in this way a total number of 250 female science students were available for conduct of study.

Instrument

A structured questionnaire was developed to get the opinion of female science students of class 9th and 10th about science education.

Data Collection

Data were collected in an organized way. Annual results from 2009-2014, of class 9th and 10th respectively were collected from Board of Intermediate and Secondary Education (BISE) Bannu.

RESULTS AND DISCUSSION

Table 1: Year wise candidates in Science Group Class 9th and 10th at BISE, Bannu

Years	Class 9th		Class 10th	
	Girls	Boys	Girls	Boys
2009	927	3470	910	3932
2010	1128	4340	936	4159
2012	1548	4565	1379	5240
2013	1765	5671	1602	6386
2014	2195	6109	1707	7473

Table 1 depicts the enrolment of students appearing in class 9th and 10th examination conducted by Board of Intermediate and Secondary Education, Bannu. A positive trend towards science education is obvious in both genders. Gender wise rate of increase in number of candidates appearing in Science subject in BISE examination is comparatively at the similar ratio. Still the gap between girls enrolment towards science is demanding as compared to male enrolment.

Table 2:   Frequencies and percentages of respondents about home environment

Item	Responses			
	No		Yes	
	f	%	f	%
Having peaceful corner for study at home	90	36	160	64
parents keep an eye while studying	84	33.6	166	66.4
have study timetable at home	119	47.6	131	52.4

Table 2 presents the data about the supporting home environment for female science students of class 9th and 10th to manage their studies at home. It is generally assumed that science students have to go for intensive studies as compared to other students of Arts and Humanities. In this regard at their homes, a peaceful reading environment, schedule and proper monitoring by the parents are considered helpful for improved performance of science students. One third of the female science students among our sample reported to have deficiency in supporting environment available to them for managing their studies at home.

Table 3: Frequencies and percentages of respondents about the facilities at home

Item	Responses			
	No		Yes	
	f	%	f	%
TV/ dish Antenna/ cable	132	52.8	118	47.2
I have a computer	127	50.8	123	49.2
I have internet at home	144	57.6	106	42.4
I have scientific calculator	143	57.2	107	42.4

We are living in era of advanced technology. Today learning is not only linked with books and copies. Students have different requirements to fulfill their learning curiosity. Usage of different and advanced scientific applications is part and parcel of

students' learning. And at secondary level the most important of these is scientific calculator.

Table 3 is linked with all those scientific facilities at home which are important for students in their studies. Fifty-three percent female students don't have TV/ dish antenna/ cable at home. While forty-seven percent have this facility at home. Fifty percent respondents have computers and are using internet at home.

Table 4: Science Students Study Management by taking help

	Parents	Siblings	Tuition	Self-study
Frequency	25	43	74	108
Percentage	10	17	30	43

Reinforcement is part of learning. Assignments assigned by the schools play an important role to improve the academic performance of the students. Table 4 reveals the fact about the study management by the female science students at secondary level. It revealed that forty-three percent students are doing self-study and complete their assignments given by the school. Almost thirty percent students prefer to go to different tuition academy to complete their school tasks.

Table 5: Frequencies and percentages of respondents about parents' level of education?

Level of education	Mother		Father	
	f	%	F	%
Illiterate	80	32	14	5.6
Primary	34	13.6	9	3.4
Middle	41	16.4	26	11
Matric	58	23	49	20
Above matric	37	15	152	60

Parents' level of education plays vital role in their children up-bringing and education. Parents wish to fulfil their dream through their children and this is only possible to educate their children. Table 5 is about the responses of female science students about

their parents' level of education. Majority of the female students responded that their fathers' education is above matric. While thirty-two percent of mothers are illiterate.

Table 6: Girls Science Students' Preferences for Opting Science Group

	Frequency	Percentage
Own interest in Science education	119	47.6
Teacher encouraged	14	5.6
Parents encouraged	45	18
Considering Science education scope for higher education	35	14
Family inspiration	37	14.8

Table 6 shows the opinions of female science students about the selection of science subject. Different factors are involved in selection of science education. Forty-seven percent students were of the opinion that they selected science education due to their own interest. Five percent students are encouraged by their teacher and Eighteen percent by their parents. Fourteen percent students have the opinion that they can get better grades in science. Fifteen percent students are inspired by their family members.

FINDINGS

The findings drawn out from the data analysis are as under:

- Female enrollment in science group for class 9th and 10th was found consistently increasing from year 2009 to 2014 at district Bannu. Annual results 9th and 10th examination 2014 at BISE, Bannu, revealed that it is a growing and positive trend towards science education among females.
- While observing the total number of students appearing in 9th and 10th examination 2014 at BISE, Bannu, it was observed that 1707 girls appeared in class 10th annual exams whereas enrollment for 9th class was also increased i.e. 2195 female students appeared in science group.
- Majority of the respondents are using facilities e.g. TV/cable, dish, computer and internet, available at their homes.

- Majority of the female students of class 9th and 10th from science group preferred to do self-study to complete the home task assigned by the schools. While 30% students consulted tuition centers to manage their studies.

- One third of the female science students reported to have deficiency in supporting environment available to them for managing their studies at home.

- Majority of the fathers of the respondents were literate whereas only 32% mothers were reported as illiterate. Therefore, educational level of parents especially of father was obvious for the girls' enrollment in science education at secondary level.

- The choice for selecting the area of subject as Science, 48% students choose the science education at their own interest for science, whereas 14% students preferred such choice upon possibilities of having better grades in science as compared to other streams of subjects.

DISCUSSION

Science education is very important for the development of any nation in today's world. That is the reason that every nation is taking science education very serious and working hard for its development. The developed countries of the world achieved so much in the field of science and technology because of science education. In every part of the world, the talent of women is being tapped in certain study fields, but not to the same extent in the Science. The education of girls in science is very important as it relates to future equality of the next generation of women and many of the problems faced by girls in science were identified decades ago.

Girls do not pursue science and technical studies at the same rate as boys in KP and in Bannu. Societal and parental attitudes toward boys' and girls' abilities play vital role here, and their access to resources. In the context of female enrolment in science education at secondary level, research results indicated that female enrolment in science education increased every year. More females were enrolled in science education at secondary level in district Bannu. The trend of female enrolment in science education was observed positive in past years.

Jan (1992) in her research study: Breaking the barrier: Girls in Science Education, commented that in seventeenth century when modern science was going to shape the lives of men, it was common thinking that women should not take their part in the study of science. She talked about science education and the access of girls to science and technology in her studies.

Findings of the present study revealed that now the trend of science education for female is positive and the number of female enrolment in science education is increasing every year at secondary level in district Bannu. Furthermore, the present study also explored that more boys were enrolled in science education as compared to girls in class 9th and 10th.

There might be different reasons behind this fact. One of the main reasons might be that parents thought that there was no need of science education for girls. It is common thinking regarding parents that science education was considered more important for boys, especially to pursue professional degrees like medicine, engineering etc. Parents had the mind-set that girls didn't need to have professional education. So it is better that girls should get education in arts subjects.

CONCLUSION

In the light of findings, it was observed that 1707 girls appeared in class 10th annual exams whereas enrolment for 9th class was found in increased number of female i.e. 2195 female students appeared in science group. Different reasons might be behind to this difference. Migration of families from one city to another, early marriages of girls is the cultural part of the area, socioeconomic problems, pass % , and dropout of female also affected the enrolment at class 10th level.

Majority of the female students of class 9th and 10th from science group preferred to do self-study to complete the home task assigned by the schools. The choice for selecting the area of subjects as Science, 47.6% students choose the science education at their own interest for science, whereas 14% students preferred such choice upon possibilities of having better grades in science as compared to other streams of subjects

RECOMMENDATIONS

Here are some recommendations which are based on the findings and feedback from the respondents. These recommendations are both, for the government of KP and schools as well. The number of students is increasing positively every year. A large number of female students were enrolled in science education at secondary level but on the other hand, the quality of science education is not satisfactory. Government must ensure the quality of science education by adopting different strategies. Science exhibition must be the part of academic year. ICTs should be introduced for the academic year 2015-16. Proper maintenance and utilizations of computer lab must be ensured by the government through continuous monitoring system.

Schools must ensure more utilization of science lab by the students to understand the science topics. Proper counselling should be provided to students for selection of subjects according to their aptitude. By establishing a student council may play a positive role in this regard to help the students to choose the subjects according to their interest.

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CULTURAL DIVERSITY IN HIGHER EDUCATION BENEFITS AND CHALLENGES

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Abstract

Cultural diversity is a reality that occurs everywhere in the educational world. The study was designed to;investigate the dimensions of Cultural diversity, explore the meaning of multicultural education, find out the aims and objectives ofMulticultural Education in higher education, find out the benefits and explore the challenges for including diversity in higher education. It was a qualitative study and document analysis was used as amethod of analysis.Theoretical sampling was used as asampling method. It was found that there were three dimensions of diversity, multicultural education represents an educational system whichsatisfies all stakeholders from different ethnic and cultural backgrounds as its main aim and objective, there are several benefits of diversity like students satisfaction and intercultural harmony. Regarding challenges, it was foundthat the biggest challenge is its acceptance by different stakeholders. The sudy concluded that multiculturalism has many dimensions and it is beneficial for educational institutes. Teachers and students have faced different challenges of isolation and taken it as aburden. It was recommended that thereis a need for acceptance of Diversity at all levels and inclusion of multicultural education in teacher education programs.

*Key Words:**Culture, Diversity, Higher Education*

1.   Introduction

Higher education is considered as thebackbone of economic development of the country. That is why there is more focus on its expansion, variety and way of attainment. Dual mode universities and online learning is the result of this expansion. Besides this positive part of expansion, there are some aspects whichare neglected in the race of quality and number of graduates. Cultural diversity is one of them. This paper describes the importance, need andstatus of cultural diversity in higher education in general and in Pakistan in specific.

Roberto Ibarra, a renowned Sociologist working at the University of Wisconsin/Madison stated that one of the enduring challenges for higher education during the 20th century was learning how to accommodate the increasing demand for education from populations that pursuea college degree. Social movements, legal mandates, and global changes pressured institutions to incorporate educational equity for the greater good of our society (Ibarra, 1999a).

Despite the efforts, many segments of the global population remain underrepresented, in science, math, technology and engineering programs, and as we enter in the 21st century, the problem becomes worst and complicated. Academia faces a dilemma; some say it is a crisis, and some become stalled at a cultural crossroad and unable to determine which direction to go (Florio, 1994).

1.1. Statement of the Problem

In fact, the evidence is mounting that academic programs or institutionsemphasize people-oriented relationships, family/community engagement, supportive psychological environments, working in groups and collaborative learning environments, focused on society demands and requirements. These are not only attractive to underrepresented populations, but they also provide conditions for them to thrive and achieve academic success in fields where they have been unsuccessful in the past (Bowen & Bok, 1998).The dynamics of diversity have changed over the last decade, and a new paradigm is emerging context diversity, which could provide solutions for achieving equity without relying on traditional methods of affirmative action. With the emergence of thenewenvironment, it was necessary to find out the existing conditions and associated challenges with theinclusion of cultural diversity in higher education. Therefore the problem to be investigated is "What are the existing conditions and prospective challenges related to cultural diversity in higher education?"

1.2. Objectives of the Study

The objectives of the study were

1. To investigate about the dimension of Cultural Diversity

2. To explore the meaning of multicultural education.

3. To find out the aims and objectives of multicultural teaching in higher education.

4. To investigate thebenefits and challenges of inclusion of diversity in higher education.

1.3. Significance of the Study

The study is significant for different stakeholders for example

1. It would be important for faculty members of higher education institutions to understand the concept of diversity and apply in actual classroom teaching.

2. The study would be significant for university administrators to understand benefits of inclusion cultural diversity in higher education.

3. The study would be helpful for university administrators to analyze the existing conditions of cultural diversity in higher education.

2. Methodology

The study was qualitative in nature. Document analysis was used as amethod of analysis.Document or Documentary analysis is a social research method and is an invaluable part of most schemes of triangulation. It refers to the various procedures involved in analyzing and interpreting data generated from examiningdocuments and records relevant to a particular study. Documentary work involves reading lots of written material. It aloshelps to scan the documents onto a computer and use a qualitative analysis package (Frankel, 1993).

Labs (2011) elaborated more and stated that:

Document analysis is a form of qualitative research in which documents are interpreted to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed. A rubric can also grade or score a document. (Labs" Document Analysis" Para.5)

In this research, written text was used to analyze the data.The most significant advantage of conduction of document analysis is that it provides a guideline for a framework which is the principle focus of the research.

Heffernan (2001) suggest the following forms of analysis:

1. Content Analysis,

2. Semiotics,

3. Discourse Analysis,

4. Conversation Analysis,

5. Grounded Theory and

6. Interpretative analysis (Heffernan 2001)

For this study, Semiotics Analysis was chosen as the analysis method. Semiotics is a science that studies the life of signs in society. It is the opposite to the positivist method of content analysis.

2.1.   Population and Sampling

The population comprised of all the related documents. *For this study, Combination of*Maximum Variation Purposeful Sampling and Theoretical *Purposeful Sampling was*adopted.

2.2.   Data Analysis

The data were analyzed by semiotic analysis..Semiotics is a science that studies the life of signs in society. It is the opposite to the positivist method of content analysis. The semioticanalysis is used frequently in media analysis. In sociology research, its use is common. It is different from the content analysis in the way as it focuses on the symbols present in the content. It is more focussed on meaning.

3.   Findings

3.1.   Dimensions of Diversity

The first objective of the study was to find out the dimensions of cultural diversity. In this regard, it was found that Diversity is a concept that is itself very diverse. There were many dimensions of the diversity, but the most evident were;Structural, Multicultural and Context Diversity.

3.1.1. Structural Diversity

According to some scholars, structural diversity refers to the numerical and proportional representation of students from different racial/ethnic groups in the student body (Milem, 2003).The solution for increasing diversity was to create special programs for recruiting, retaining and remediation of minority populations, to help them overcome barriers to access and success(Pedersen, 1997). There are three basic assumptions of this strategy viz:

  i.   A critical mass of underrepresented populations to achieve diversity;

 ii.   Underrepresented students were disadvantaged and needed remediation; and

iii.   De-represented populations would assimilate into the culture of our institutions.

3.1.2. Multicultural Diversity

Multicultural diversity is the second dimension of diversity. This dimension was introduced during the 1970's and 80's infusing cultural customs or gender issues (multiculturalism) into institutions of higher education. Populations, which were underrepresented, were valued for their potential to recruit and retain others and to contribute towards making institutions more aware of multicultural issues. In campuses, the problem is related to negative

climate for women and minorities and students of colors. The solutions are involved but not limited to introducing campus-wide minority action plans, increasing the number and type of student service programs and creating new cultural awareness initiatives, and creating new ethnic and women's studies programs. (Milem, 2003).

Joshee and Johnson opined that there had been considerable interest in comparative studies of multicultural policies. In part, this interest has been fueled by a growing awareness of the multi-ethnic nature of most contemporary nation-states and the need to account for this aspect of pluralism in public policy (Johnson&Joshee, 2007).

3.1.3. Context Diversity.

The third dimension is contexteddiversity.Some research suggests that differences in cultural context could provide a logical alternative to explain why capable minority undergraduates transfer from majors in science, engineering, math or technology to pursue degrees in the humanities or social sciences (Ibarra 1999a). The data from faculty surveys offer the best clues for observing the differences between the cultural contexts of diverse populations of faculty and the educational context of our colleges and universities and community-based learning. The problem is not associated with teachers and curriculum, but it is extended to students and different office barriers of the university from the top level to front line management (Ibarra, 2010).Though, there is significant variance in the literature on multicultural education, it is better to choose(Banks & Banks, 2004) essential five dimensions of multicultural education as they are more relevant and self-explanatory:

a) content integration;

b) knowledge construction process;

c) prejudice reduction;

d) equity pedagogy; and

e) an empowering school culture and social structure.

3.2. Meanings of Cultural Diversity in Higher Education

Regarding benefits of cultural diversity in higher education, it was found that;

1. Cultural Diversity and Multiculturalism is a lived reality (Joshee&Sihra, 2009). According to Banks (2009), in Canada, RevaJoshee notes that Canadian multicultural discourse constructs diversity as a problem to be addressed in a limited and one-sided way by groups having difficulty with the existing school system (Banks, 2009). Multicultural education was well defined by researchers, teacher educators and policy makers (McGee Banks & Banks, 1995).

2. Banks and Banks (2005) reported that "the term multicultural education (now) describes a wide variety of programs and practices related to educational equity,

women, ethnic groups, language minorities, low-income groups and people with disabilities."They pointed out that, at one school, multicultural education could mean a curricular adaptation, at another school, it could mean a comprehensive school reform effort to increase educational equity.

3. In sum, multicultural education is a field of study designed to increase educational equity for all students (Banks & Banks, 2005). Studies documented by Cochran-Smith et al. (2003) in the category of attitudes, beliefs and conceptions about diversity have focused on pre-service teachers.

3.3. Aims and Objectives of Multicultural Education

1. Regarding aims and objectives of the Multicultural education, it was found that educational philosophers and liberal political theorists were not agreed on the aims and objectives of multicultural education. Educational philosophers argue for preservation of group culture, fostering child's development of autonomy and introducing him to new and different ideas. This exposure would assist children in thinking and encourage them to have a more open mindset (Levinson, 2009).

2. The political theorist advocates for a model of multicultural education, which warrants social action in an acceptable manner. According to this point of view, students are equipped with knowledge, values, skills, attitudes, behaviors, necessary to evoke in societal changes, resulting in justice for otherwise victimized and excluded ethnic groups. In this model, teachers would serve as agents of change in student's knowledge, skills, and attitudes (Sleeter& Grant, 2007).They are also responsible for accepting and promoting proper democratic values and empowering students to act and perform in society (Levinson, 2009).

3. According to Levinson (2009), Multicultural education has a lot of other gains and goals to be met like promote good citizens, rights, the historical record, increase Self-esteem of non-mainstream students, increase diversified student exposure, preserve minority group culture, foster children's autonomy, promote social justice andeEquity andenable students to succeed in an integrated, multicultural world.

The adaptation and modification of curriculum serve as an example of an approach to preserving minority group culture. Brief sensitivity training of all members of the institute and separate units on ethnic celebrations and closer attention is paid to prejudice. (McGee Banks & Banks, 1995).Multicultural education should span beyond autonomy, by exposing students to global uniqueness, fostering deepened understanding and providing access to different practices, ideas and ways of life; it is a process of societal transformation and reconstruction (Levinson, 2009).

3.4.   Benefits of Diversity in Higher Education

Many studies are available that discuss the benefits of diversity in higher education. They were varying in objectives, methods, tools and techniques used in data analysis. Here are examples of these studies;

1. Pascarella (1991), found that students' involvement in diversity experiences during college had significant positive effects on their scores on the CAAP Critical thinking test.

2. Chang (1999), conducted a study on diversity benefits to university students. The results from this study showed that a diverse student body has a positive effect on educational outcomes through its effects on diversity-oriented student activities and experiences. It provides the broader and improved mission of the Institute.

3. According to Kuh, Schuh, Whitt and Associates (1991), the mission of an institute of higher education tells us what a college or university is about, what it values, what it holds to be true. Educational policies, programs and practices emerge from the mission of the institution (Milem, 2003).

4. Association of American Universities (1997) also argues for diversity in universities. We speak first and foremost as educators. We believe that our students benefit from aneducation that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own.

5. According to Association of American Universities "as we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past. A very substantial portion of our curriculum is enhanced by the discourse made possible by the various backgrounds of our students…..If our institutional capacity to bring together a diverse group of students is removed–or reduced–then the quality and texture of the education we provide will be diminished". (The New York Times, April 24, 1997, p. A27).Liu (1998), offers a persuasive argument for "why, as a legal doctrine, educational diversity should qualify as a 'compelling interest' (p. 383). This manuscript argues for "placing the diversity rationale within the existing norm of equal protection doctrine.

6. The research in higher education has examined individual students grow and change while in college (see, for example, Feldman and Newcomb, 1969; Pascarella and Terenzini, 1991).

7. Tanaka (1996, cited in Smith and Associates, 1997) found that a more supportive campus climate and policies according to cultural norms of students had positive effects on sense

of community, cultural awareness, commitment to promoting racial understanding and overall satisfaction with the college experience.

8. Another study revealed that socializing across race and discussing racial/ethnic issues have a positive effect on students' retention, overall satisfaction with college, intellectual self-concept and social self-concept (Chang, 1999).Bikson and Law (1994) argue that if colleges were meet the challenges presented by the global economy, they would have to change many areas (Bikson& Law, 1994). Faculty receives strong signals that the only relevant performance criteria are publication records and teaching evaluations.

9. Gurin (1999) suggests that three major categories-citizenship engagement, racial/cultural engagement and compatibility of differences characterize democracy outcomes.

10. Joseph (2014) stated four hidden benefits of diversity in higher education. These are easier graduation for non-blacks, less work for professors, helping instructors overcome bias and creating a burgeoning middle class. Diversity aficionados and researchers mention these, but they are real. The last opportunity to witness awkwardly denied truths–is just as real.

11. Davis and Smith (1994) examined the relationship between college, quality and the wages of young men. The authors found that attending a higher quality college increased the wages of young men who attend them (Davis & Smith, 1994).

12. The American Council on Education (ACE) has a longstanding record of commitment to access to higher education for all qualified Americans and the equal educational opportunity. This commitment is also reflected in ACE's positions on different issues like public policy, programmatic activities and its employment practices.

13. Diversity has many other benefits like stereotyped preconceptions; it encourages critical thinking and it helps students learn to communicate with people of varied backgrounds. Moreover, it strengthens communities and the workplace.

14. There are several benefits of inclusion of diversity in higher education. American Council on Education (ACE) stated following benefits:-

    i.   It enriches educational experiences.

    ii. It promotes personal growth and healthy society.

    iii. It strengths communities and corporations, and it enhances competitiveness.

3.5. Challenges for Including Diversity in Higher Education

Many studies stated different challenges related to the inclusion of diversity in higher education. Here is a glimpse of these studies;

1. A study of minority faculty at universities and colleges in eight Midwestern states showed that student of color experience exclusion, isolation, alienation moreover, racism in predominantly white universities.

2. Pascarella (1999) stated that numerous studies have reported that women and minority faculty members are considerably less satisfied with many aspects of their jobs than are majority male faculty members.

3. Multiple studies demonstrate that minority students often feel isolated and unwelcome in predominantly white institutions.

4. The increasing cultural diversity in schools and classrooms weighs heavily on teachers, and one can say that the reality of the educational setting at present is one of increasing 'cultural mismatch' between teachers and their students on the one hand and between teachers and their students' parents on the contrary (Levinson, 2009).

5. Another challenge for the educational institution is related to the fact that cultural pluralism, i.e. an ethnoculturally diverse society, is not necessarily a desired state of affairs for everyone. Surveys in a variety of countries have indicated a growing intolerance among nationals towards immigrants' presence and a loss of patience with immigrants' integration, which growing numbers of nationals consider to proceed too slowly (Heath& Cheung, 2006).

6. Teachers' attitude towards diversity is another challenge. There are several studies (Pedersen, 1997; Pettigrew, 1998) that indicates teacher'sown concerns is one of the major challenges in inclusion of diversity in higher education.

7. The role of administration always a determining element in the inclusion of diversity in higher education. The role of administration and higher authorities is one of the major barriersfor promoting cultural diversity.

8. There are studies that indicate women students when they are minorities in their classes, experience unwelcoming climate that include sexist language, presentation of stereotype differential treatment from professors (American Council on Education, 2012).

4. **Conclusion**s

As stated above there were five basic objectives of the study. Based on finding, conclusions were drawn:-

4.1. **Dimensions of Diversity**

It was found that there were different dimensions of diversity viz Structural, Multicultural and Context. It was concluded that there are different forms of diversity and it is batter to find out the best-suited diversity in higher education institute to make the diversity responsive. It was also concluded that there were five dimensions of multicultural education which were content integration, knowledge construction process, prejudice reduction, equity pedagogy and an empowering school culture and social structure.

4.2.   Meaning of Cultural Diversity

1. It was concluded that there are several ways of defining cultural diversity in education. The inclusion of various programs for students belonging to various cultures is the backbone for good academic results. It was also concluded that there is a difference in meaning and application of the concept of diversity.

2. Multicultural Education claims for educational equity.

3. It was also found that the focus of studies were pre-service teachers.

4.3.   Aims and Objectives of Multicultural Education

1. It was concluded that there is no agreement among researchers about the aims and objectives of multicultural education. Educational Theorist focuses on group culture and its development while Political theorist argued for multiculturalism.

2. Regarding aims and objectives of diversity, it was also found that the main aim of cultural diversity was to meet several aims like developing good citizens, correction of historical record, Increase Self-esteem of non-mainstream students, Increase diversified student exposure, Preserve minority group culture, Foster children's autonomy, Promote Social Justice and Equity, Enable students to succeed in an integrated multicultural world.

4.4.   Benefits of Diversity in Higher Education

The fourth objective was to find out the benefits of cultural diversity in higher education. In this regard, it was concluded that:-

1. There are several studies which describe and discuss the benefits of cultural diversity in higher educationfor example Pascarella (1991), Chang (1999),Kuh et al. (1991) identified many benefits of diversity.

2. In the same thread, American Association of Universities (1997); Feldman and Newcomb(1969; Pascarella and Terenzini (1991),identified individual student growth and change due to diversity. Individual and group benefits were also identified in these studies.

3. Studies also revealed that diversity has a positive effect on student retention (Chang, 1999: Bikson& Law 1994). Gurin (1999) identified three broad categories as an outcome of diversity vizcitizenship engagement, racial/cultural engagement and compatibility of differences.

4. Some researchers like Joseph (2014)describes some hidden benefits of diversity like overcome on the bias.

4.5.   Challenges Related to Diversity

The fifth objective was related to challenges associated with diversity. From eight findings, it was concluded that;

1. Students of color and girlsespecially face unacceptable behavior by other ethnical groups. Faculty members were also less satisfied. Especially women become a soft target for, and they are less satisfied.

2. Students feel isolation due to cultural diversity.

3. Teachers take it as the burden, not as a thing of joy as their job requirements were increased. The cultural mismatch between student and teachers and teachers and parents. The cultural pluralism that reflects ethnoculturally diverse society also gives birth to intolerance in students.

4. Teachers own attitude is an another problem. The problem is more multidimensional and powerful when it was unsupported by administration.

5. The problem is more prominent for female students if they are in minorities in the classas compared to any other situation.

5. Recommendations

Following recommendations were offered:-

1. It is necessary to take diversity as living reality. Instead of taking it as a negative thing, it is necessary that every member may take it as a matter of joy and accept it at every level.

2. Teachers attitude towards diversity may be changed by introducing theconcept of cultural diversity in teacher education programs. Culturally responsive teaching may be helpful in overcoming the challenges related to diversity.

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IMPACT OF GLOBALIZATION ON HIGHER EDUCATION IN PAKISTAN: CHALLENGES AND OPPORTUNITIES

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Abstract

Globalization, a process of interconnectedness of people and higher education, has a prominent position in intellectual society of this globalized world. Technological advancement has made possible accesstoknowledge and not restricted to physical boundaries. This cohesiveness has also an impact on higher education in Pakistan. Being a developing country it is earning fewer benefits from globalization as compared to developed nations. Moreover, Pakistan is also under cumbersome pressure to implement policies of powerful states in all fields of life including higher education. Since this globalized world has pros as well as cons so, in Pakistan where on one hand it has played positive role in development of research, improvement of knowledge and ability of teachers and students, enhancement of skills, betterment in quality of education, expansion of job market, etc. It has also imparted negative effects like brain drain, commercialization of knowledge instead of propagation of knowledge, ignorance of national needs in educational policies,promotion of academic imperialism and global citizenship instead of nationalism in Pakistan. No doubt, according to social Darwinism adaptation is prerequisite for survival, thus, for competing with global change higher education policy should be designed in the context of globalization, however, national needs should be given priority. The study is qualitative in nature and explores how globalization has not only created opportunities but has also posed challenges in perspective of higher education in Pakistan. This study also gives some recommendations through which Pakistan can meet aforementioned challenges successfully.

Key Words: *Globalization, Higher education, interconnectedness, challenges, opportunities*

1. Introduction

Globalization, a multifaceted concept has become burning issue in the new millennium. Because of different history, traditions, culture, resources and priorities countries have influenced differently. Some nations have made prominent position in this globalized world and have twisted the negative impact of globalization in their favor. Globalized world is more beneficial for developed as compared to developing nations. Because of less informed and less equipped they often stand in a disadvantageous position. This trend can also be observed even in their educational policies and planning. Being a

developing country, education especially higher education in Pakistan is also under the influence of developed world. So, Pakistan is also facing more challenges as compared to opportunities in perspective of higher education.

In new millennium globalization is the most prominent and significant characteristic of global affairs that intensely affects the world. It brings change in the social, economic and cultural as well as political sphere. It is characterized by immense flow of information, growth of communication, economic activities and amalgamationof cultures(Crawford,2003).Most observers think that the capability to extract the positive impact from globalization and avoid the negative depends upon promotion of knowledge(Shahidi & Seyedi,2012). Being developing country Pakistan has also great impact of globalization on its education especially on higher education. It has influenced higher education in Pakistan positively as well as brought some challenges. Pakistan can face these challenges with better planning and extract more benefits as compared to disadvantages in order to compete in globalized world.

This research is significant for understanding the impact of globalization regarding higher education in Pakistan. This research may helpful for education policy makers about higher education and may have practical importance for higher education policy and implementation in Pakistan.

1.1. Objectives of Study

1. To identify the opportunities created by globalization in perspective of higher education in Pakistan.

2. To explore the challenges posed by globalization for higher education in Pakistan.

1.2. Research Questions

1. How globalization has created opportunities in perspective of higher education in Pakistan?

2. What challenges globalization has brought for higher education in Pakistan?

1.3. Delimitation of Study

This study is only limited to Pakistan and focuses only pros and cons of globalization in perspective of higher education. Its conclusion may be limited to higher education in Pakistan. So, there is no assurance of application of conclusion of this research to another perspective or state.

2.   Literature Review

Reforms in higher education in Pakistan are under influence of neoliberal policies that has changed the role of higher education institutions as well as influenced policy making. But when the problems of quality and quantity arise through privatization and self-financing these problems tried to solve that damaged concept of higher education as public good and socially, politically and economically brought harmful results for society (Omar, 2006). This research only discusses the impact of globalization on educational policies and privatization of education but has ignored other challenges like brain drain ignorance of local needs etc. In this way research gap has been left by author. So further research is required to explore the further aspects of higher education in perspective of higher education in Pakistan.

The study of Ali (2005) describes the different types of globalization and was of the opinion that it is more beneficial for developed countries as compared to developing because they are backward in technology, and are economically less developed. So, it is favored by advanced nations. In this globalized world policy making has become a complicated process under such circumstances developing countries are bearing the pressure of international agencies and powerful states to fulfill the demands of globalization instead of their national requirements.

In above mentioned background this article focuses the impact of globalization on educational policies of developing countries. In this study writer discusses how developed states influence the policies particularly educational policies of developing nations to accomplish their interests. In this paper author has only discussed the educational policies and ignored other aspects of education those have been influenced by globalization.

Study of Celik & Gomleksi (2000) evaluates the effects of globalization on education. Researcher explains the advantages of globalization for individuals and institutions. This study explores the benefits of globalized world generally but does not discuss the issues those are related with globalization. Author generally describes advantages of cohesiveness of world and its impact on education but does not specifically

analyze how globalization influenced negatively on higher education and leave research gap for further study.

Report of The Task Force on Higher Education and Society (Mundial, 2000), describes that because of prevalence of wrong assumption that higher education is not need of developing countries but luxury promotion of higher education was neglected by these countries. In this report it is declared that higher education should not be considered lavishness but necessity for existence because these countries require qualified and skilled persons for knowledge base economy. This study highlights the importance of higher education for developing nations but does not discuss the challenges of globalization for higher education for these countries. So, this report only presents importance of higher education for developing countries but ignores cons related with this phenomenon.

3.   Methodology

The study is qualitative in nature because it helps to describe comprehensively as well as supports interpretive goals for example to understand the impact of higher education in Pakistan, recognizes the relations between higher education and globalization and highlights the challenges and opportunities created by globalization as well as supports to give recommendations to face these challenges and lessen negative effects and suggests how more benefits can be extracted from globalization.

3.1.   Nature of Data and Data Collection

The study is qualitative in nature hence qualitative research techniques are used for data collection and interpretation. The data source is secondary in nature. For data collection print and electronic sources are used. Print material like books, published Reports, research journals, Newspapers, previous studies are reviewed and electronic source like internet source in which   websites, e –books ,etc. are included are also used.

4.   Data Analysis and Interpretation

To provide the base for exploration of the impact of globalization on higher education in Pakistan literature was reviewed that also helped in to construct an analytical framework for the study. It also helped in achievement of many objectives for example:

I.   Provide base for research design

II. Highlight related studies

III. Diagnose the gaps in former studies

IV. Insert more dimensions to questions of research to be inquired (Marshall & Rossman, 1999).

V. The study operationalizes "Impact" as the opportunities and challenges of higher education in Pakistan in context of globalization. Challenges and opportunities are taken as units of analysis. The first unit of analysis is the challenges those are being faced by higher education in Pakistan in the context of globalization. The second unit of analysis is the opportunities those are created by globalization in perspective of higher education in Pakistan The data were arranged in these two analytical categories.

VI. Impact means effects of globalization that is further divided in opportunities and challenges. Opportunities means advantages and challenges means disadvantages of globalization for higher education in Pakistan.

VII. The study is handled analytically and for this the method of integrative review is used. Integrative review is a kind of review in which the writer on a topic explains and comprehends the existing condition of knowledge, describing agreements and disagreements inside it. Mostly it is blend with context review or may be published as a research article for benefit of researchers (Neuman, 2011).

VIII. Approximately 40 books, research articles, published documents,reports and information collected from library and gathered electronically through websites and internet was reviewed for this studybecause for analytical procedure literature review is prerequisite.

IX. According to Creswell (1998) for analysis of qualitative data there are six steps: management of data, reading, describing, categorizing, interpreting, and illustrating.

X. For this study this analytic procedure is used to describe the impact of globalization on higher education in Pakistan.

XI.   Extensive background research is conducted on higher education and globalization in Pakistan.

XII.   Both library and electronic searches is included in research process. Analytical procedure started by writing of outline for the study as well as continuously categorizing the data and other literature or information that was required to plan the study.

XIII.   Initial step was to categorize the huge data gathered in a style that it could be used for analysis and for further research.

XIV.   Print and electronic data was organized topic wise and placed them in files.

XV.   Analytical procedure included to examine the data cautiously as well as record of identified irregularities and errors.

XVI.   Themes and ideas were identified those were related to research questions. Themes were developed in terms of challengesand opportunitiesin the context of higher education in Pakistan.

XVII.   Analysis of data and progress of categories step by step guided to some growing awareness and conclusions about the impact of globalization on higher education in Pakistan.

XVIII. Opposing point of view was taken from materials and this strategy helped to build an objective approach of the problem and to arrive at some conclusion for making recommendations. On the basis of data analysis conclusions are made. At the end recommendations are given on the basis of conclusion.

4.1.   The Concept of Globalization

Firstly the term Globalization was used economically but with the passage of time especially in post new world order it has affected not only the economic but also social, cultural as well as political spheres of societies. According to Gidden (1990) globalization is the strengthening of universal social relations who link far off places in such a way that local incidents are influenced by events happening many miles away and vice versa.Waters (1996) defines it as a process in which cultural and social settings are not bounded by geographical boundaries. Marginson (1999) described six trends of

globalization; finance ™ communications and information technologies; international mobilization of people; conception of global societies, language, cultural& ideological union and the world system of Signs and Images. Factors leading to globalization have increased global communication. Multinational companies, free trade agreements and financial markets are providing services around the clock and increasing volume of foreign investment(Deniz,1999).People can acquire quickly and easily information which they require. So, it can be said that students are enjoying the benefits of information technology in process of universalization of education.

4.2. Objectives of Global Education

Every state has its own aim of education that can be changed according to its local needs and requirements but at global level it has global objectives described as following (Deniz, 1999).

❖ To create skill how to work with people from different cultures

❖ To learn how to deal with multinational groups

❖ To instill feelings of globosity instead of individualism

❖ To acquire skills of new cultures

❖ To prepare individuals to analyze the happenings in global perspective

❖ To promote global culture

4.3. Globalization and Higher education

Globalization like other sphere of life also has a deep impact on education. It stresses upon to design national curriculum to fulfill the global needs in perspective of world economy. It also opens opportunities for collaboration in research and teaching institutions at global level (Celik & Gomleksiz, 2000).Globally education has become a product that moves between states. Because of development of knowledge-based economy competition has been started at global level not only among employers for best qualified but even among educational institutions that produce these best professionals.

Conventionally students moved from one country to another for advanced studies. Social and economic factors promote cross-border flows as well as competition among countries for foreign students(Arokiasamy, 2011).

Higher education plays basic role in social development and economic progress of a nation. It not only develops intellectual faculty of individuals and train them professionally but also prepares them to understand the changes specially social and cultural change(Gordon, 1999).It is higher education which is no longer a luxury; it is essential for survival. Higher education is the modern world's 'basic education (Jandhyala,2000).

4.4. Higher Education in Global Era and Pakistan

Globalization evidently creates new opportunities and challenges for higher education(Shahidi & Seyedi, 2012). For Pakistan in the last two decades, the government's policies to prepare the country to meet the demands of globalized world show that globalization will impact further on the Pakistan's higher education sector .Following are some advantages of globalization for higher education in Pakistan.

4.4.1. Enhance the ability of students

It develops the capability of students to gain and use knowledge. It also augments the abilities of application, manipulation and judgment of learners (Barker, 1998).

4.4.2. Highly qualified human resource.

Pakistan is trying to improve its education especially higher education system to provide high quality human resources to international market. Pakistan is investing to uplift its higher education to attract the multinational companies for investment and supply them skilled resource persons at cheaper rates as compared to developed countries (Asghar & Siddi, 2008).

4.4.3. Changing nature of Global Labor market

In globalized world nature of labor market has entirely been changed. Previously it was only bound to local needs now it is universalized, multifaceted, speedy, and broad and

unified that require innovative knowledge. This changing nature is affecting higher education in Pakistan like other developing countries that are trying to compete at global level with scarce resources (Asghar & Siddi, 2008).

4.4.4. Economic Development

Advancement in communication especially information technology has built a strong relations between higher education and economic development. Technological advancement, inventions and well trained and highly qualified persons are prerequisite for economic prosperity and higher education institutions have a key role to strengthen the economy (Gregor, 2002). So, in Pakistan government is trying to upgrade the university.

4.4.5. Improvement in Quality of Education

Technological revolution has created the competitive environment among higher educational institutions at national as well as international level that has further forced the governments to improve the quality of education(Shek et al., 2012). So, government of Pakistan is also trying to upgrade the standards of education especially higher education. In this regard higher education commission is playing a very pivotal roleand encouraging the mobility of students, offering   scholarship especially for M.phil and PhD programs. Quality assurance, as an important matter in global education, has also focused to meet the demand of global market (Omar, 2006) as well as is trying to introduce new doctoral programs and increasing quantity of students. In Pakistan, quality of higher education is addressed by government in educational reforms and policies gave much importance to it.

4.4.6. Enhancing Access to Global Market

Previously market was only limited to national boundaries. But now because of globalization it has been extended at global level that is more vast, unified and fast. As a result it created more job opportunities especially for qualified persons of developing countries like Pakistan. A large number of Pakistani qualified professionals are serving in different countries (Hussain, 2015).

4.4.7. Cooperation in Academic Research

Cooperation in academic research has been increased(Tijsseen,2012).Higher education institutions are busy in promoting research culture and are organizing International conferences, encouraging mobility of researchers, publishing Research journal internationally. Likewise in Pakistan universities are arranging international conferences, workshops, seminars and lectures. Developed nations sponsor the students and researchers and are funding the students for higher education and research in their countries. By their cooperation thousands of Pakistani students and researchers are acquiring education and busy in their research. ("HEC to offer 10,000 PhD scholarships for US", 2016).

4.5. Use of educational Technologies

Globalization helps Policy makers and Information technologists to introduce reforms in education and use of educational technologies for exchange of ideas and experiences (Celik & Gomleksiz, 2000).In Pakistan modern technologies are also being used by higher education Institutions. In this regard arrangement of video lectures and conferences are best examples of use of these technologies.

4.6. Challenges of Globalization

Globalization has posed many challenges in Pakistan for higher education that can be described as following.

4.6.1. Commercialization of Knowledge

There are so many types of globalization in which most prominent is economic dimension. In this perspective education especially higher education, is considered prerequisite for progress and development of market economy (Waters, 1996) that requires those resource persons who can compete in global market. This notion is build upon human capital theory that considers education as an industry instead of propagation of knowledge for moral improvement of human beings. This approach also favors the free market economy that encourages private sector instead of public (Marginson, 1993).

The World Bank and The Organization for Economic Co-operation and Development are supporting governments to modify their public policy from social to economic good (Currie, 2002). This approach is based upon concept that education should

be beneficial at societal level as well as at individual level. Commercialization and privatization of knowledge can be explained in following figure.

Figure 1: Spectrum of Marketisation and Privatisation of Welfare

Source: Whitty and Powell (2000)
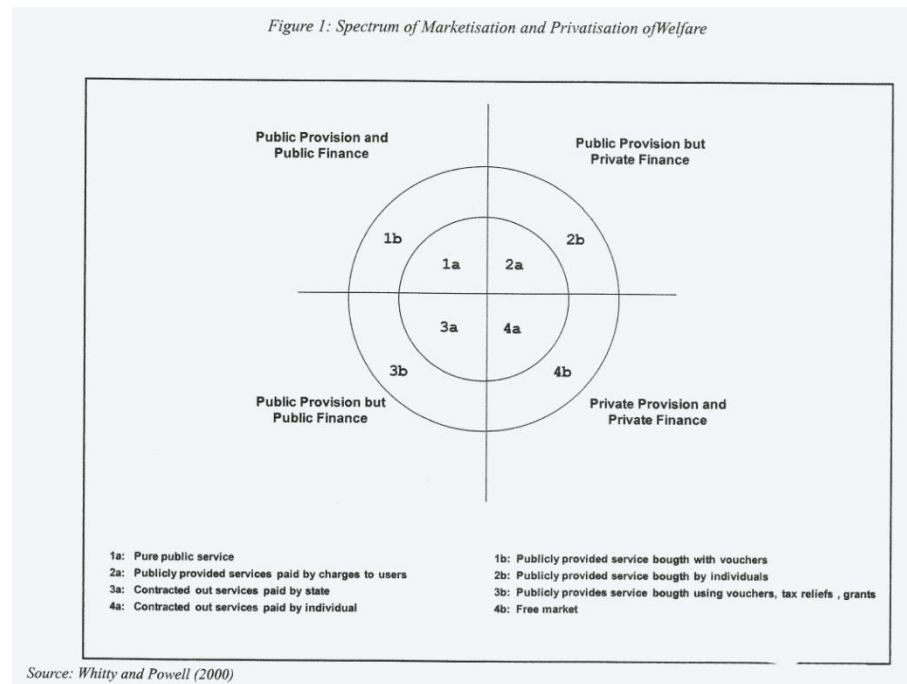
In this context, education policy is facing pressure from higher to lower level in Pakistan like other developing countries. It is making efforts to preserve its traditional role as a knowledge supplier and at same time as human capital developer. The focus of education policy is shifting from ideological towards development of human capital that is necessary for the market instead of promulgation of knowledge(Ali, 2005).

4.6.2. Brain Drain

The modern dimension of globalization has been identified as the movement and swap of goods, services, resources, and informative services and highly qualified and trained worker(Sajjad, 2011).

Brain drain is a term that means migration of educated, skilled and trained human resources from one country to another for trade, job or education. However majority of migration is from developing to developed countries and it is a very severe issue which must be taken seriously by those countries(Williamson, 2000).

Higher education is one of the most important reasons of emigration. Fifty percent foreigner students are settled in European countries like France, Britain and in America even immediate after completion their studies.

According to recent study among 59 million migrants in The Organization for Economic Co-operation and Development countries about, 20 million are highly skilled. Most of The Organization for Economic Co-operation and Development countries possess South Asian countries including Pakistan, Srilanka and Bangladesh. This issue is also directly related with globalization and Pakistan is facing problem like other developing nations. According to a report released by the Ministry of Overseas Pakistan from 1981 to 2012, 5,873,539 people have migrated out of which 41,498 professional and technical workers emigrated in 2012 alone(Hussain,2015).

Settlement of qualified and trained persons abroad gives a setback to Pakistan not only in form of loss of valuable and skilled employees but also bear the extra expenditure of recruitment and training of new recruited persons. Oda (2009) has presented some important facts about Pakistanis in America according to which 60.9 % and 45 %female Pakistani resident of United States ofAmerica aged 25 years or above were Graduate or having higher degree.

Table 1. Number of South Asian immigrants (age 25 and older) to the USA by level of educational attainment, 2000

Total   Educational level

Country Tertiary	Immigrants	Primary and less	Secondary
Bangladesh	**69,180**	**6,000**	**20,095**	**43,085**
India	**836,780**	**41,185**	**127,540**	**668,055**
Pakistan	**165,425**	**11,630**	**43,365**	**110,430**
Sri Lanka	**2,820**	**495**	**5,695**	**15,630**

Source:(Oda ,2009)

Table-2: Distribution (%) of Pakistanis who went abroad through Bureau of Emigration & Overseas Employment during 1981-2013 by Country of Destination

United Arab Emirates	**30.8**
Saudi Arabia	**51.2**
Oman	**8.0**
Kuwait	**2.6**
Bahrain	**1.8**
Qatar	**1.5**
Rest of the world	**1.6**
All	**100**

Source:(Oda ,2009)

4.6.3. Academic Imperialism

Investment on research and development in public and private universities by national and international institutions in developing nations like Pakistan is encouraged to increase the independence of higher education institutions(Beerkens, 2003).

This autonomy gives the freedom especially to private institutions to set or increase tuition fee and free to build their relations. In this background financial aid released by developed countries to higher education institutions give way to academic imperialism(Hill,2007).

4.7. Impact of globalization on education policies

According to Porter &Vidovich (2000) higher education has been affected by globalization by reducing budget to exchange income resources, introduction of new shape of responsibility and discussion about the role of universities in modern societies. Developing countries like Pakistan has diagnosed the stress of globalization on higher education institutions which are being compelled to change syllabus and struggle for budgets(Mok,2000).They are   under the pressure of financial institutions like The International Monetary Fund to take out subsidies in which higher education is also included and financing by private sector is encouraging in this sphere. This "market oriented education system is "promoting Scientific and technical education instead of the social sciences and humanities(Ali, 2005).

4.7.1. Ignoring National Needs

For the alignment with globalized world the educational policies of Pakistan like other developing Nations are not satisfying national needs. For example free quality Primary education as well as low cost higher education should be provided by government. But because of privatization of education to enhance the free market economy parallel system of education has been emerged in which quality of education is only limited to financially sound class(Monkman & Baird, 2002).

Like this 4 years BS Honors Program is not according to social and economic environment. Majority of population is living below poverty line (Imran,2013). Where students after graduation try to find some job or earn something. BS program is primarily to entertain the interdisciplinary approach that can be entertained even in two years.

4.7.2. Promotion of higher education at the cost of primary education

In globalized world flourishment of higher education as industry in Pakistan government is targeting promotion of higher education and ignoring primary education instead of fact that in Pakistan literacy rate is not encouraging. According to the Pakistan Social and Living Standards of Measurement (PSLM) Survey 2013-14, the literacy rate in Pakistan is 58 % (2014-15 economic survey of Pakistan). For fiscal year 2014-15 allocation of budget for education was 97.8 billion in which 10% is allocated for secondary, only 7% to pre-primary and primary education(Ghani,2016).

4.7.3. Promotion of global citizenship

In globalized world national citizenship is in competitive position with global Citizenship especially in developing countries. In this regard world political and economic institutions like World Bank and The International Monetary Fund, United Nations pressurized Pakistan and other underdeveloped nations should introduce reforms specially in higher education to meet the demands of global governance and citizenship(Ali, 2005).

5. Conclusion

Through this study an effort has been made to explore the impact of globalization on higher education in Pakistan that is considered a base for implementation of multifaceted process of globalization. The research explores that globalization creates opportunities and on the other side gave birth to new challenges for higher education. Higher education institutions and policy makers must be aware of changing global environment and should understand that this modern wind of change neither be stopped nor opposed but can be managed.

Success of one policy in one country is not the guarantee of its successfulness in another country because of different social and economic conditions. Thus to face the challenges of globalization it is need of hour to revise the higher education policies by policy makers and to introduce reforms in global perspective as well as national priorities to survive in globalized world.

5.1. Recommendations

1. To discourage brain drain better opportunities of employment should be created and handsome wages or salary should be paid to highly qualified persons.

2. Resources should be allocated by government for different level of education (Primary, Middle, Secondary, Intermediate and Higher level) according to national needs not only focusing or setting priority under international pressure.

3. Private universities should be bound by Government of Pakistan to fix maximum fee to entertain economically less privilege students.

4. Government and universities should facilitate mobility of teachers and students across the national boundaries for research and advance study.

5. Scholarships for advance study in a foreign country should be granted by government and higher education commission of Pakistan to students of social Sciences, Humanities and natural science on equal bases.

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THE ROLE OF EMOTIONAL EMPATHY, OCCUPATIONAL ROLE STRESS AND JOB SATISFACTION AMONG TEACHERS OF SPECIAL AND NORMAL SCHOOLS

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Abstract

This study investigated the Emotional Empathy, Occupational Role Stress and Job Satisfaction among Teachers of average and Special education institutes. The objectives of this study included to explore; predictive relationship between emotional empathy, occupational role stress and job satisfaction among teachers of special education and normal schools, gender difference in teachers of special education and normal children schools on emotional empathy and difference in job satisfaction of teachers of special education and normal children schools in the context of Pakistan. In present study three instruments were used; Emotional empathy scale (Caruso & Mayer, 1998), occupational role stress scale (Pareek, 1993) and Job satisfaction scale (Macdonald & MacIntyre, 1991).These were administered on the sample of 150 teachers along with informed consent. To achieve the objectives of the study hypotheses were formulated and tested by using correlation and regression analysis. Hypotheses were strongly supported; the results showed that normal school teachers were more empathetic as compared to the special school teachers. The results also supported the hypothesis that occupational role stress had negative correlation with job satisfaction. Special education teachers showed higher level of occupational role stress and low job satisfaction as compared to normal school teachers.

Keywords: *Emotional empathy, Occupational role stress, Job satisfaction*

1.   Introduction

In educational organizations, employees are hardworking, committed and providing favorable working conditions. They utilize their talent, skills and will grease the wheels of organizational machinery. In Special Education Department, teachers play

outstanding role in the development of student's behavior, attitude, skills, and the knowledge necessary for living independent and productive life as compared to other members of this organization. Research has shown that teachers who are empathic are highly moral individuals and they attach themselves mentally and emotionally to the students to generate similar responses in return. Through their personal interactions they invoke morality in their students and colleagues (Cooper, 2002).

"Empathy is an important component of social cognition that contributes to one's ability to understand and respond adaptively to other's emotions, succeed in emotional communication, and promote pro social behavior". The study of empathy is captivating because "the tendency of humans to experience the emotional states of others" probably has massive implications for social interaction (Rogers, 1975).

Job satisfaction is a condition that refers to make a person feel satisfied with their job and many aspects of job like psychological, physiological and environmental aspects. Job satisfaction can be defined as "the positive and negative feelings and attitudes employees hold about a job" (Schultz & Schultz, 2010). Tettand Meyer (1993) described the driving factors of job satisfaction into two broad aspects: external aspects (organizational, social and cultural characteristics) and internal aspects (personality, affective and emotional characteristic) (Hoppock, 1977). It may be argued that in special education department, low job satisfaction of teachers could be a reason of teachers' resignation — this assumption will be tested. Job satisfaction can be assessed according to a worker's expectations, value and reward (Evans, 1998); and can be established by differentiating between the person's expectations and the personal fulfillment about job (Evans, 1997).

Lewis (1999) conducted a research and compared the levels of satisfaction and dissatisfaction among special and general school teachers. Teachers of special education were found to be more dissatisfied from within and from outside the class room. The difficulties were particularly common in younger, less experienced special education teachers. It is argued that emotional empathy affects job satisfaction. Emotional awareness can help in the regulation of negative feelings and if the individual will have a better performance in their job; then it will set the foundation of job satisfaction and it seems that

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employees with high emotional empathy will be more satisfied with their jobs (Harris et al., 2008).

According to Kantas (2001) teacher stress may be defined as 'the experience of unpleasant emotions like anger, anxiety, tension, frustration or depression, resulting from working conditions'. The factors that impact teachers' job satisfaction can be divided into three domains: micro level (teacher background factors); meso level (school-level factors); and macro level (factors associated with society and the education system).The abnormal reaction to the threatening environmental elements is stress. Stress can be divided into two ways: eustress and distress. Eustress is named as positive stress and often associated as moderate and low stress levels while distress is the high level of stress experienced by individuals (Akomolafe & Ogunmakin, 2014). Teachers who experience eustress would be able to meet job demands, this could contribute to the increased quality of work life. Decreased quality of work life is the end result in teachers who experience distress and may not be able to fulfill job demands (Newell, 2002). Teachers' stress is a kind of work stress in the course of discharging teachers' responsibilities. As a teacher, different working aspects may lead to tension, frustration, anger and depression (Kyriacou, 1987).

Special education teachers' choose their profession to produce changes in the student's lives with special needs and at the same time they fulfill their own goals and self-worth (Pranjić & Grbović, 2011). At the same time, research findings provide information about the negative aspects of special education teaching. The negative factors include poor school climate, role confusion, and increased level of stress and decreased levels of job satisfaction (Gersten et. al, 2001). Job stressors were found to be predictive of job dissatisfaction (Cooper, Rout & Faragher, 1989). Ismail et al. (2009) determined that physiological stress level has increased job satisfaction and psychological stress level did not decrease job satisfaction (Akomolafe & Ogunmakin, 2014). Poor working conditions also induce stress that has strong influence on the teachers' job satisfaction (Liu & Rawsa, 2008). Rationale of the present research is to explore the relationship between emotional empathy, occupational role stress and job satisfaction among teachers of special education institutions. Aim of the present research is to explore this phenomenon in Pakistani population with the help of primitive, reliable, and valid instruments.

1.1. Objectives of the study

The purpose of the present study was;

1. To explore the predictive relationship between emotional empathy, occupational role stress and job satisfaction among teachers of special education and normal schools.

2. To explore difference in the emotional empathy among special and general school teachers.

3. To explore difference in job satisfaction among teachers of special education and general schools.

1.2.   Hypothesis

1. There is a positive relationship between emotional empathy and job satisfaction among teachers of special education.

2. There is a negative relationship between occupational role stress and job satisfaction among teachers of special education and mainstream schools.

3. Teachers of special educational institutes have high level of emotional empathy and occupational role stress as compared to teachers of mainstream schools.

4. There is a higher level of occupational role stress in teachers of special education institutes than teachers of mainstream schools.

5. There will be significantly lower level of job satisfaction in teachers of special education institutes than teachers of mainstream schools.

1.3.   Operational Definition of Variables

1.   **Emotional Empathy.** Empathy means to feel what the other feels. It is the unique capacity of the human beings to recognize emotions of others (Goleman, 1995).

2.   **Occupational Role Stress.** Occupational role stress is defined as condition arising from the interaction of people and their jobs, and characterized by changes within the people that force them to deviate from their normal functions (Bechr & Newman, 1978).

3.   **Job Satisfaction.** Macdonald and MacIntyre (1997), defined job satisfaction as "an individual's positive affective reaction of the target environment as a result of the individual's appraisal of the extent to which his or her needs are fulfilled by the environment".

2.   Literature Review

A review of literature indicate that there is a positive relationship between emotional empathy and job satisfaction (Mousavi et al., 2012) and occupational role stress and job satisfaction (Billingsley & Cross 1992). Individuals with empathy have ability to spontaneously and naturally perceive other person's thought and feelings. Empathy affects person's job satisfaction and has a significant influence on the employee behavior. According to Rogers (1975), the presence of high empathy level among employees reduces stress related to job and therefore it increases the job satisfaction. An appraisal of previous researches indicated that empathy is positively associated with job satisfaction. It is the intension of the present study to establish if there is a positive association between job satisfaction and emotional empathy among teachers of special education. Similarly, teachers who experience distress are dissatisfied with their jobs. There is a limited research evidence about the teachers of special education institutes, therefore present study attempts to find the impact of empathy and occupational role stress on job satisfaction. The study has also compared the variables among teacher of schools for normal children and special children.

3.   Methodology

3.1.   Research Design

The research was descriptive in nature and survey technique was used to investigate the Emotional Empathy, Occupational Role Stress and Job Satisfaction among Teachers of average and Special education institutes.

3.2.   Population and Sample

The participants of the study included teachers (N=150) belonging to special (n = 75) and normal children (n = 75) government schools of Rawalpindi and Islamabad during the year 2015. The participants of the present study comprised of full time permanent teachers of government schools for special and general school education. Purposive sampling technique was used to select sample for present study.

3.3.   Instruments

3.3.1. Emotional Empathy Scale (EES).   Multidimensional Emotional Empathy Scale was developed by Caruso and Mayer (1998) at University of New Hampshire. The scale consists of 30 items and is scored on five points from "strongly agree" to "strongly disagree". The reliability estimate of alpha coefficient ($\alpha = .85$)for EES scale.

3.3.2. Occupational Role Stress Scale.   Occupational Role Stress Scale developed by Pareek (1993) was used. It has 50 items. It is a five point Likert scale 1-5. It measures 10 different role stressors. This scale has accepted reliability estimate of alpha coefficient .93. The scale and their items measuring the subscale are given below:

1. Inter role distance
2. Role stagnation
3. Role expectation
4. Role isolation
5. Role erosion
6. Self-role
7. Role over load
8. Resource inadequacy
9. Personal inadequacy
10. Role ambiguity

3.3.3. Generic Job Satisfaction Scale. For the present study the generic job satisfaction scale developed by Macdonald and MacIntyre (1991) was used as a measure of job satisfaction. The scale consists of 10 items and is scored on five points likert scale. The internal consistency reliabilities of the generic scales range from 0.80 to 0.88, as determined by corrected split half correlations. The scales are highly co-related with other measures of satisfaction (average = .70).

3.4.   Data Collection

By using the aforementioned standardized scales, data were collected through personal visits of the researcher to the sampled institutions.

4.   Findings

Table 1. Demographics of participants (N = 150)

Grouping variables	No. of Teachers
School system	
Special education	75

General education	75
Education	
Graduates and below	64
Masters and above	86
Marital Status	
Married	73
Unmarried	77
Age	
Young	80
Old	70

For the present study 150 participants were selected. These participants were classified on the basis of school system as teachers for special education ($n = 75$) and general education ($n = 75$). Teachers were also classified as graduate and below ($n = 64$) and masters and above ($n = 86$). 73 teachers of the total sample were married while 77 were unmarried. Participants were of two age groups as young ($n = 80$) and old age ($n = 70$)

Table 2. Alpha Coefficients, Descriptive Statistics and Range of multidimensional
scale of emotional empathy, occupational role stress and job satisfaction
scale (N = 150)

Scales							Range	
	N	A	M	SD	Skewness	Kurtosis	Potential	Actual
Emotional empathy	30	.85	85.48	44.24	-.015	-1.06	42	104
Occupational role	50	.85	104.7	69.25	-.027	-1.78	141	162

stress

Job satisfaction	10	.88	49	11.10	-.098	-1.77	18	33

Table 2 indicates psychometric properties of multi-dimensional emotional empathy scale, occupational role stress scale and job satisfaction scale. The mean scores for emotional empathy is 85.48 (SD = 44.25), for occupational role stress mean is 104.7 (SD = 69.25) and for job satisfaction scale mean is 49 (SD = 11.10). Reliability estimate is found by Cronbach's alpha. Coefficient alpha for multi – dimensional scale of emotional empathy is .855 for occupational role stress is .851 and for job satisfaction scale is .884

Table 3. Relationship of Job Satisfaction with Occupational Role Stress and
   Emotional Empathy (N=150)

Scales	Job satisfaction
Emotional empathy	.937***
Occupational role stress	-.932***

***p<.001*

Table 3 shows correlation among emotional empathy, occupational role stress and job satisfaction. Results indicate significant positive correlation between emotional empathy and job satisfaction (p< .001) and significant negative correlation between occupational role stress and job satisfaction (p< .001).

Table 4. Hierarchical Multiple Regression Analysis on Emotional Empathy,
   Occupational Role Stress and Job Satisfaction (N = 150)

Predictors	Job satisfaction		
	B	*SE*	B
Step I			
Constant	12.60	.690	

Emotional empathy	.235	.007	.937***
Step II			
Constant	19.024	7.801	
Emotional empathy	.193	.051	.770***
Occupational role stress	-.027	.033	-.169

For step 1:R^2= .879; F=1073.82 ***

For step 2:R^2= .879; F= 536.102***; ΔR^2 = .012 ; ΔF= 14.02

Table 4 reveals significant predictive relationships between emotional empathy and job satisfaction. The first model in above Table is suggesting that emotional empathy is significant predictor of job satisfaction. The values of R^2 (.879 for emotional empathy) indicate that the above mentioned variable can predict 87% of job satisfaction. As the B values are positive which are indicative of the fact that the prediction is in the same direction. In other words higher the scores on emotional empathy will predict more job satisfaction among school teachers. The prediction is significant as [(F (1,148) =1073.829 and $p<.05$)] for emotional empathy. The second model include occupational role stress as other predictor of job satisfaction, the values of R^2 (.879) indicate that occupational role stress can predict 87% of job satisfaction [F (2, 147) =536.12 and $p<.05$)]. As the B values are negative which are indicative of the fact that the prediction is in the opposite direction. In other words higher the scores on emotional empathy will predict less job satisfaction among school teachers. The prediction is significant as [(F (1,148) =1073.829 and $p<.05$)] for occupational role stress.

Table 5. Mean differences of emotional empathy, occupational role stress and job satisfaction between teachers of special and general education (N=150)

Scales	Teachers of schools for general	Teachers of schools for special

	education (n=75)		education (n=75)				95% CI	
	M	*SD*	*M*	*SD*	*t*(148)	*P*	*LL*	*UL*
Emotional empathy	*129*	*3.16*	*43*	*14.84*	*48.19*	.000	82.03	*89.04*
Occupational role stress	36.02	10.46	169.85	21.65	47.77	.000	-139.3	-128.2
Job satisfaction	43.31	2.44	22.66	5.05	31.56	.000	19.35	21.92

Table 5 indicates difference in emotional empathy, occupational role stress and job satisfaction among teachers of special education school and general education school. Result shows that there is a significant difference (p< .05) in emotional empathy, occupational role stress and job satisfaction among teachers of schools for special education and general education.

Table 6. Mean difference of emotional empathy, occupational role stress and job satisfaction among teachers of lower and upper age group (N=150)

Scales	Lower age group (n=86)		Upper age group (n=64)				95% CI	
	M	*SD*	*M*	*SD*	*t*(148)	*P*	*LL*	*UL*
Emotional empathy	78.97	44.19	94.23	43.11	2.13	.036	-29.52	-.989
Occupational role stress	113.32	69.4	93.17	67.86	1.77	.078	-2.27	42.58
Job satisfaction	31.04	10.80	34.95	11.18	2.15	.033	-7.48	-.329

Table 6 indicates mean difference in emotional empathy, occupational role stress and job among teachers of upper and lower age groups. Result shows that there is a significant difference (*p<.05*) in emotional empathy and job satisfaction among teachers of upper and lower age. Results indicate that there is no significant difference (*p>.05*) in occupational role stress among teachers of upper and lower age group.

Table 7. Mean difference of emotional empathy, occupational role stress and job
       satisfaction among married and unmarried teachers (N=150)

Scales	Unmarried		Married				95% CI	
	(n=73)		*(n=77)*					
	M	*SD*	*M*	*SD*	*t*(148)	*P*	*LL*	*UL*
Emotional empathy	85.91	44.15	85.07	44.61	.116	.908	-13.49	15.16
Occupational role stress	104.5	70.90	104.93	68.12	.038	.970	-22.86	22.00
Job satisfaction	32.52	11.37	32.89	10.89	.206	.837	-3.97	3.21

Table 7 indicates difference in emotional empathy, occupational role stress and job among married and unmarried teachers. Result shows that there is a no significant difference (*p>.05*) in job satisfaction, occupational role stress and emotional empathy among married and unmarried teachers.

5.   Discussion

The present research is conducted to explore the phenomenon of emotional empathy, occupational role stress and job satisfaction on a sample of special education and general education school teachers. Further the study is focused to find out the relationship among emotional empathy, occupational role stress and job satisfaction among school teachers. Another objective of the present research is to find out relationship among job satisfaction, emotional empathy related and occupational role stress. Further the relationship of demographic variables such as age, marital status of teachers on emotional empathy and job satisfaction was also explored.

First of all, psychometric properties of the emotional empathy occupational role stress and job satisfaction were disclosed on the sample of school teachers of Rawalpindi and Islamabad. Significant reliability was found for all study variables. It was revealed that emotional empathy had significant high correlation with job satisfaction and that was in accordance with hypothesis. The results also supported the hypothesis that occupational role stress had negative correlation with job satisfaction. Reduction of stress may increase job satisfaction. Muhammad et al. (2011) also revealed that there is a negative relationship between job stress and job satisfaction. Regression analysis showed that occupational role stress had a role as a moderator in the impact of emotional empathy on job satisfaction. Decreasing the stress may lead to increase in job satisfaction.

The results supported the hypothesis that special education teacher has higher level of occupational role stress and low job satisfaction as compared to normal school teachers. The main cause of extreme stress was low level of regular supervision concerning work, low level of social support and finally work was mentally and physically demanding. The special education teachers feel dissatisfaction with present work, life and health. For female special school teachers, a balanced social role orientation was associated with higher level of job satisfaction and lower levels of satisfaction and higher levels of distress. Fish (2009) reported similar results. The findings were also supported byStrunk and Robinson (2006) and Banks &Necco (1990).

It was further hypothesized that older teachers would be more empathic as compared to the young teachers. The results were in line with the research done by Knowles (1980) who found thatolder teachers had higher self-esteem and their needs were met frequently so they felt more empathic as compared to the young teachers. According to Dunham (1992) the teachers who felt more satisfied were more empathic because they had chosen their profession in more determined and aware way. Older teachers indicated that their self-esteem was met more frequently so they are more empathic and satisfied (Knowles, 1980).

There was no significant difference in the normal and special school teachers in terms of marital status regarding the variables under consideration. This was in contradiction with the hypothesis. AbuAlRab (2004) found that marital status was not always a determinant ant that in some cases those who are happy in their married life get support

from their spouses and their professional life is successful too. This result was also supported by a study conducted by Pervaz and Hanif (2003) who found that there was no significant difference among married and unmarried teachers regarding job stress and job satisfaction.

6.   Conclusions and Recommendations

6.1.   Conclusions

Results of the study concluded that:

- Special education teacher has higher level of occupational role stress and low job satisfaction as compared to normal school teachers
- Older teachers were more empathic as compared to the young teachers
- There was no significant difference in the normal and special school teachers in terms of marital status regarding the variables under consideration.

6.2.   Recommendations

Educational programs should be introduced on electronic media like TV Talk shows to increase the importance and problems related to teaching profession in Pakistan. There should be programs to develop professional training and to increase interest level among new teachers. Working environment play an important role in any job field so, teachers should be provided supportive and collaborative environment to dissolve their problems. Workshops seem to be effective for teachers of both average and special institutes for their mental health like stress management. Workshop of emotional intelligence may be organized to enhance their emotional empathy.

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ii) Introduction (1-3 pages)

Introduction is level one heading of research paper. The introduction of the topic will set the stage for explaining the research. It should clearly present the purpose of study and give general overview of main research question and kind of proposed study. Introduction may include following level two headings:

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The review of literature should generally begin on a new page. Discuss the literature related to your proposed study. This section is designed to inform readers about past studies that have already been conducted, and provides perspectives on your area of interest. The review should include a brief discussion of any "classical studies" in this area, if appropriate, but the major portion of the content should focus on the past decade of research. It should close with a logical summary of past research and transition to a statement about what should be studied next. After you present what is already known, make your case for your research either answering a new question, getting a new answer to an old question, answering a question about a new population, etc. After you have made your case that your research is going to give new information, you will summarize the major points. Remember that the Introduction discusses the problem. The review of literature should concentrate on solutions (those that exist, those that are still required.

iv) Research Methodology (1-3 pages)

Introduce the general methodology that was used for your study. You should ensure that your research methodology has been designed properly and that all the elements required have been considered.

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- Population
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- Instrumentation
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v) Data Analysis and Interpretation

Mention the data analysis technique and interpret the data accordingly.

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vii) Recommendations

Give practical recommendations based on data analysis.

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The following may be included in book review:
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