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**Faculty of  
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In recent years, many well-known scholars have argued that social science has mowed away from the basics of empirical science and lost its power to answer relevant societal questions. For example, John H. Goldthorpe and Gøsta Esping-Andersen have presented that empirical research has lost its role as the core social scientific practice. This is because the primary interest of contemporary academic discussions appears to focus around theoretical and conceptual issues rather than the study of actual social phenomena. Regarding this, one may even consider that contemporary social sciences favour the kind of social theorising that cannot be tested empirically.

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# Counseling Parents of Hearing Impaired Children

**Prof. Dr. Shahida Sajjad\*, Dr. Saira Saleem\*\*  
and Dr. Humera Aziz\*\*\***

## **Abstract**

*This study highlights the importance of counseling for the parents of hearing impaired children. Fifty hearing parents from Karachi city having hearing impaired children up to age of 10 years were approached through five special schools. These parents selected through convenient sampling were interviewed by using a structured questionnaire. The results of the study indicate that all parents were shocked and hurt when they came to know that their child is hearing impaired. Almost all of them felt stress and they were using different strategies to cope with this stress. Most of the parents had a chance of get together with other families of having hearing impaired children where they used to discuss their problems with other parents and they considered this interaction as beneficial for them. Most of the parents mentioned that they need counseling in domains including; assessment and diagnosis of hearing impairment, communication strategies with hearing impaired children, speech therapy, hearing aid maintenance and dealing problems of hearing impaired children. The findings suggest creating awareness about the importance of counseling sessions and designing structured counseling programs for parents of hearing impaired children at suitable venues like hospitals, schools or from the platform of any association of the hearing impaired persons in Pakistan.*

*Key words: Counseling, Hearing Impaired Children*

## **Introduction**

The need for counseling among parents of hearing impaired children is a well established fact. The counselor's role is to help the parents of a hearing impaired child to promote the child's psychological adjustment and to break down the barriers which block, family communication and suggest various means of communication. Many studies highlight the need and importance of counseling for the parents of children with hearing impairment (Harrison & Roush, 2002; Beazely & Moore, 1995) because

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counseling plays an important role in the process of rehabilitation of persons with hearing impairment (Crandell, 1997 & Luterman, 2001). This study highlights the importance of counseling for the parents of hearing impaired children.

The guidelines provided by American Speech-Language Hearing Association (ASHA, 2006) also emphasized the provision of audiological services to children with hearing impairment and their families. If the families of hearing impaired have the opportunity to get together, they can share their experiences, ideas, fears, success and failures. Hintermair (2000) also emphasized on social networking to deal with emotional stress faced by parents having children with hearing impairments. The presence of counselor in such get together is more useful for parents.

### **Method**

Fifty hearing parents from Karachi city having hearing impaired children up to age of 10 years were approached through five special schools of children having hearing impaired children studying therein. These parents selected through convenient sampling were interviewed by using a structured questionnaire. The data from questionnaire was tabulated and analyzed by percentage method.

### **Objectives**

Following were the objectives of study:

1. To explore the reaction of parents about having a child with hearing impairment.
2. To find out the strategies used by parents of child with hearing impairment.
3. To investigate the mode of communication between parents and their child with hearing impairment.
4. To explore the behavior of parents with their child suffered from hearing impairment.
5. To investigate the need of social interaction among parents of child with hearing impairment.
6. To find out the need of counseling of parents of hearing impaired child in different domains.

### **Results & Discussion**

The results of the study indicate that 100% parents were shocked and hurt when they came to know that their child is hearing impaired and some (30%) blamed doctors who delivered the baby. In such situation they need immediate counseling by audiologist enabling the effected families to overcome their emotional stress. The same is also suggested by Luterman (2001). Almost all of them (99%) felt stress and they were using different strategies to cope with this stress, e.g. chatting with friends (70%), watching television, reading magazines. A Pakistani study by Sajjad (2011) also concluded different strategies used by mothers of children with intellectual disabilities to cope with the stress including; offering prays, watching television and chatting with friends on the telephone. Turnbull, Turnbull, Erwin, and Soodak (2006) also concluded that most parents eventually learn to deal with the stresses according to their own way. Learning to cope

with the stress is important for mothers because it has considerable effect on child development (Calderon & Greenberg, 1993; Calderon, Greenberg & Kusche, 1991).

Most of the parents (75%) did not talk to the hearing impaired child like other hearing children. Majority (60%) used sign language and gestures where as 20% used speech & gestures and 20% used sign language, speech & gestures altogether (total communication) for communicating with their hearing impaired children. A research by Vaccari and Marschark (1997) indicates that hearing parents of more than 90 % of deaf children often lack effective way of communication with them and they often use nonverbal communication.

Mostly (95%) the mothers were responsible for caring the hearing impaired children. Most of the parents (70%) were giving only some responsibility to the hearing impaired children. A study by Rosen (2000) concluded that the parents need to created some opportunities for their hearing impaired children like their hearing siblings. Most of parents (80%) didn't leave child alone at home or let him/her go alone outside the home.

When the parents were asked about their behavior with their hearing impaired children, majority of them (60%) were of the opinion that their behavior with their hearing impaired child was just like with other hearing children whereas 40% said that they give hearing impaired children more attention.

Regarding social interaction among parents of hearing impaired, mostly (60%) had a chance of get together with other families of having hearing impaired children where they used to discuss their problems with other parents of hearing impaired children and they considered this interaction as beneficial for them. Hintermair (2000) in a study found that the parents having more interaction with other parents could deal stress in better way because of the strong emotional linkage they had with their children. Moores, Jatho and Dunn (2001) also concluded that parents can give better advice to other parents.

Most of the parents (98%) mentioned that they need counseling in domains including; assessment and diagnosis of hearing impairment, communication strategies with hearing impaired children, speech therapy, hearing aid maintenance and dealing problems of hearing impaired children where as very few (2%) also mentioned the need of counseling in hearing aid selection and admission of the hearing impaired children in school. Luterman and Maxon (2002) also emphasized on amplification to reduce the effects of hearing impairment on child. In a study by Harrison and Roush (2002) and Luterman and Kurtzer-White (1999), it was emphasized that the audiologist is responsible for providing information of hearing loss and its implications to family members.

Questions raised by parents and also their comments are useful to determine the level of information and the emotional support required by them (Luterman, 2006). When the parents were asked about the duration of counseling program, most of them, (90%) said that the program should be of 50-60 minutes duration twice a month. They also mentioned their

expectations to learn from this program as to seek knowledge about; hearing impairment and education of hearing impaired children, hearing aids, method of communication used for children with hearing impairments, needs of hearing impaired children and growth and development of hearing impaired children. Majority of the parents (95%) also wanted some practical training in hearing aid maintenance, and techniques of speech & communication with their hearing impaired children. Watkins, Pittman and Walden (1998) in their study emphasized to promote listening skills for parents of hearing impaired children.

### **Conclusion**

The need for counseling parents of hearing impaired children has been presented in this study. In Pakistan there are no effective and proper services for counseling, however, the special educators, social workers, physicians, psychologist, speech therapists, pediatricians, and audiologists as a multi professional team can provide an effective and useful counseling service. Schow and Nerbonne (2002) also highlighted the importance of professionals including; speech therapist, and special education teacher. Parent education is also a very important need in upbringing the hearing impaired child as a valuable and better adjusted member of the society. According to Diefendorf (1996), a three pronged approach is needed including; educating parents about the child's amplification system, parents counseling, and parents' training to make them realize that they are the best teacher of their child in the early years. William (1981) also emphasized the importance of training for parents in situation teaching and to show them how they can stimulate language development at home.

### **Recommendations**

On the basis of the findings of the study, the following recommendations are given:

- There is a need to create awareness among parents about the importance of counseling program for their family.
- A parents' counseling program can be introduced at: Special schools for hearing impaired children, in a hospital, at an association for the hearing impaired, at parent's group, at a child care center or at a resource center for special parents and teachers and children.
- The counseling program for the parents should be started as soon as the hearing impairment is diagnosed in their child.
- The hearing impaired child needs a complete assessment of hearing, provision of suitable hearing aid: auditory training and language development provision.
- The counseling session may be for once in a month and of 50-60 minutes duration according to the needs of parents and the facilities available.
- The counseling session may comprise of motivation, theory session, practical session and concluding session.

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## Factors Contributing Towards Social Development of Elementary School Students

Prof. Dr. Irshad Hussain\*

### Abstract

*This study examined the factors contributing towards social development of elementary school students. As it addressed and described the current situation therefore, survey approach of descriptive research was adopted for data collection. The population of the study consisted on teachers who were teaching to students of elementary classes (Grade-VI to Grade-VIII) in public sector boy's elementary and secondary schools of Bahawalpur division. Two stage sampling technique was used in selection of samples. At first stage 70 schools were selected randomly; whereas, 350 teachers who were teaching to elementary classes were selected purposively at second stage. Five teachers were selected purposively from each of the sampled school. A questionnaire was prepared on five point (Likert's) rating scale according to the nature of the study to elicit the opinions of the sampled teachers. The tool was piloted on 25 teachers of the same category and finalized for data collection. The data were collected by administering the finalized research tool on 350 teachers with the help of data collectors who were trained for the purpose. The response rate was 89% as 312 questionnaires were received back complete in all respects. The collected data were analyzed in terms of percentage and mean scores and presented in tabular form. The study demonstrated that different factors including family and its nature, relationship among parents and their interaction with their elementary school going children, norms of family and society, language and culture, religious practices of the family, level of education of parents and their profession; personal attributes of students like their aspirations & motives, ideals and idealizing personalities, their physical health, food and nutrition habits; media and technology consisting of the habits of using modern technologies -internet, social media, movies, dramas, branding advertisements and mobile phones; social and societal*

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*factors like social ethics, norms and values, social justice, security and safety; and school and its environment including teachers' beliefs' curricula and co-curricular activities, examination and its stress, and learning achievement have effects on social development of elementary school students.*

**Keywords:** *Social Development, Elementary School Students, Media and Technology, Family, Parental Relationship*

## **Introduction**

The famous philosopher Aristotle regarded man as a social animal by nature who learns through interactions in the society. Therefore, social development of individuals appears as a continuous process taking place informally in the society. In broader terms social development appears as a process of learning the art of living in society. It starts from the very onset of life in society encompassing the learning of attitudes, values, knowledge and skills on which later life of individuals/children is built. It is a form of informal learning –learning from family, community, media and school. Initially, children learn from their parents, siblings and care givers or those who are closer to them like attendants, friends and relatives. Gradually, they increase their social circles and participate in different social activities. They start developing relationships with others and learn social values. It helps them take part in social activities and add to their social development. Therefore, relationships and interactions appear as fundamental factors which effect on ones' social development, particularly during school going years.

Different sociologists, social-psychologists, philosophers and educationists viewed social development in different perspectives and discussed it accordingly. Gilovich, Keltner and Nisbett (2006) viewed it in safety and security perspective whereas Bowlby (1988) related it to care and ones' attachment with parents and caregivers during early age; and regarded it (ones' attachment) as foundation to such development in future life. Along similar lines Sroufe, Egeland, Carlson and Collins (2005) observed that children feeling secure [with parents, siblings or caregivers] demonstrated the tendency to become more social having more friends and better social skills. Similarly, Engles, Finkenauer, Meeus, & Dekovic (2005) conducted a cross-sectional study on 15-18 years' old children having good parental attachment. The study used self-reported data and showed positive correlation between parental attachment and social skills among the children. It can be inferred that children's good attachment with their parents promotes social development among them.

Apparently, social development is associated with age. Erikson (1950) focused on social experiences and determined eight stages of personality development each going through a conflict; and according to Huitt and Dawson (2011) it is reflected

by an interaction between social and emotional domains of ones' development. The Erikson's stages of social development encompass through conflicts; whereas, interpersonal relationships and scaffolding of Vygotsky help individuals to overcome these conflicts. Erikson's eight stages of social development start from the most fundamental period of ones' life which is infancy and referred to as the trust versus mistrust and continue till mature age called integrity versus despair – a time when wisdom and renunciation become obvious and calmness, tolerance, peace of mind and emotional control are reflection of the experience. The second stage is early childhood stage which is called 'autonomy versus shame and doubt' when will-power, self-control and self-discipline start. It leads to the preschool & paly age labelled as 'initiative versus guilt' stage when children start taking initiatives and risks, and interact with others. The next (industry versus inferiority stage) is school going age of children and they start applying skills, making things and producing result, need appreciation and encouragement; and they feel a sense of pride in their accomplishments and abilities. It is connected with adolescence referred to as 'identity versus confusion' stage. Adolescents usually seem to be volatile in their emotional perspective and therefore, need guidance to avoid development of anti-social bahaviours. Besides, encouragement becomes necessary for their personal identity, beliefs & desires. Adolescence paves for early adulthood (intimacy & isolation stage) when individuals develop personal relationships based on love and emotions. Then comes the stage of care and production (which is called generativity versus stagnation stage) and young adults build their lives & families, career & livelihood and stability in life.

The Erickson's stages of social development seem to be associated with each other. Obviously, different factors like environment, family, interaction with and/or of caregivers and social circles effect on ones' social development. Environmental factors were also deliberated by Vygotsky (1978) by viewing ones' cognitive functions in association to his/her external world. He linked ones' social development with interactions and facilitation of an experienced fellow what he termed as Zone of Proximal Development (ZPD). He regarded a child as an apprentice working and learning in social environment under the guidance of adults. According to him adults are more experienced and they are systematic in their accomplishments. They can facilitate children in their social development through dialogue and interaction. He also believed in scaffolding by which a child is gradually assisted to become socially competent individual [in different situations]. Apparently, task-based and situation-based guidance and facilitation is required which plays an important role in social development of children.

However, according to Bandura (1965, 1977, & 1986) there are three main types of

factors which effect social competence and development of children. These are firstly, the behaviors of children and adolescents in different situations including homes and society; secondly, there are cognitive factors which consist on ones' own expectations of success; and thirdly, are the social factors related to classroom and school environment. All the three factors are reciprocally related according to reciprocal determinism model –each influencing others equally. Similarly, the ecological theory of Bronfenbrenner (1979) explained the impact of the environment on human development by identifying four main elements. These elements according to Wise (2003) include the 'microsystem' which allows active face-to-face interactions of children with their parents, caregivers and those who are in immediate contact; the 'mesosystem' consists of two or more microsystems like interaction between home and school; the 'exosystem' is indirectly effects children such as workplace of parents; and the 'macrosystem' embraces broader social perspectives like culture and social values. Similarly, 'chronosystem' was also added by Bronfenbrenner which according Paquette and Ryan (2001) brings about changes in individuals as well as their external environment(s) such as parental divorce and other changes in the broader social environment over time. However, core of the three are the microsystems where individuals spend most of the time in their life.

It is clear from the above discussion that different factors effect on social development of individuals. The most obvious are those related to home and home environment, parents and parental status, caregivers and those who are closer to the children; school and community; broader social contexts like society, social values and the media; and personal attributes of individuals.

Evans, Ricciuti, Hope, Schoon, Bradley, Corwyn, and Hazan (2010) viewed negative home environments during preschool years associated with different developmental problems including behaviorial problems, decreased school readiness and aggression, anxiety and depression. Similarly, Subrahmanyam, Kraut, Greenfield, and Gross (2000) viewed negative impact of computer games on friendships and family relationships of children/ users. Loneliness and depression may directly be related to the increased use of the Internet. Similarly, violent computer games may increase aggressiveness and by using computers children become less capable of distinguishing real life from that of simulation. One can say that excessive use of computers makes children blur in realizing the world around them. Likewise, Subrahmanyama, Greenfieldb, Krautc, and Grossb (2001) and Griffiths (1997) asserted that electronic friendship hindered interpersonal skills of the user children; because computers are used in privacy and solitude on the cost of their social time [social time is assumed to develop and maintain real friendship in real world] (Roberts, Foehr, Rideout, & Brodie, 1999), and also the use of Internet caused declines in social well-being (Subrahmanyam, Kraut, Greenfield, & Gross, 2000).

However, Fouts, Roopnarine, and Lamb (2007) viewed social development of children in association with economic conditions of parents particularly, the mothers. Apparently, poor mothers ignored needs of their children. They found that the mothers whose income was less showed less affection and less response to the needs of their children with strict parenting style. However, they appeared to be worried about it as poverty deprived of their children of the mothers' affection which they deserved. It and alike situations effect social development of children lasting to adulthood. Such children are more likely to have lower cognitive level and increased behavioral problems (Berger, Paxson, & Waldfoegel, 2009). Similarly, parents and parenting styles, family and its nature has lasting effects on social development of children and adolescents. The children who have good relationships with their parents, they feel more secure with caregivers and other family members (Repetti, Flook, & Sperling, 2011) and appear to be more confident, courteous and have more social skills.

Therefore, it seems a prime responsibility of parents to be attached with their children by spending more time with them, taking care of their needs, proving friendly environment in home to promote social development of their children. Similarly, society, school and its environment, media and technology all need to be aligned with objectives of social development of children. The present study is an endeavor to examine the factors which effects on social development of elementary school students.

### **Objectives of the study**

This study was conducted to examine the factors which contribute towards social development of elementary school students.

### **Research Methodology**

As the study focused on the factors contributing towards social development of elementary school students, therefore, it dealt with current situation and addressed to describe the phenomenon in an elaborative style in the light of data analysis. Hence, it was a descriptive study, therefore, a survey approach was considered appropriate and adopted for data collection.

The population of the study consisted on teachers who were teaching to students of elementary classes (Grade-VI to Grade-VIII) in public sector boy's elementary and secondary schools of Bahawalpur division. Two stage sampling technique was used in selection of samples. At first stage 70 schools were selected randomly and 350 teachers who were teaching to elementary classes were selected purposively at second stage. Five teachers from each of the sampled school were selected purposively.

A questionnaire was prepared on five point (Likert's) rating scale according to the nature of the study to elicit the opinions of the sampled teachers. The questionnaire

comprised of main constructs to have an effect on social development of elementary school students ñfamily, personal attributes of students, media and technology, social and societal factors, and school and school environment. It was used as research tool and piloted on 25 teachers of the same category. The tool was finalized in the light of the results of pilot testing by eliminating, rephrasing and altering some of the statements. Five data collectors were also trained for the purpose of data collection during piloting. The finalized research tool was administered on sampled (350) teachers with the help of data collectors. The response rate was 89% as 312 filled-in questionnaires were received back which were complete in all respects. Incomplete and half filled-in questionnaires were excluded.

## Data Analysis and Results

The data collected by using questionnaire was analyzed through MS Excel in terms of percentage and mean scores which is presented in the following section;

Table 1  
Opinion of respondents about factors associated with family

Statement	Level of Agreement Frequencies & Percentage										Mean Score
	SA		A		UNC		DA		SDA		
	f	%	f	%	f	%	f	%	f	%	
<b>Family related factors contributing towards social development of elementary school students</b>											
Family and family system	119	38.1	151	48.4	4	1.4	21	6.7	17	5.4	4.0
Parental relationship	127	40.7	149	47.8	6	1.9	16	5.1	14	4.5	4.1
Parent-Child Interaction	129	41.3	153	49.0	4	1.3	11	3.5	15	4.8	4.1
Social status of parents	102	30.7	157	50.3	8	2.6	22	7.1	23	7.4	3.9
Living style of parents	142	45.5	128	41.0	6	1.9	22	7.1	14	4.5	4.1
Value system of families	99	31.8	143	45.8	18	5.8	36	11.5	16	5.1	3.8
Income and Financial status	111	35.6	132	42.3	21	6.7	29	9.3	19	6.1	3.9
Educational level of parents	126	40.4	163	52.2	3	1.0	12	3.8	8	2.6	4.2
Language and beliefs	96	30.8	147	47.1	18	5.8	32	10.3	19	6.1	3.8
Home environment	113	36.2	139	44.6	21	6.7	28	9.0	11	3.5	4.0
Repute & social recognition of family	91	29.2	122	39.1	22	7.1	51	16.3	26	8.3	3.6
Family religious practices	119	38.1	167	53.5	4	1.3	16	5.1	6	1.9	4.2
<b>Average</b>	<b>115</b>	<b>36.5</b>	<b>146</b>	<b>46.8</b>	<b>11</b>	<b>3.6</b>	<b>25</b>	<b>7.9</b>	<b>15</b>	<b>5.0</b>	<b>4.0</b>

Table1 describes family associated factors which contribute toward social development of elementary school students. The respondents enumerated different family related factors as 86.5% of them favoured nature of family and family system, 88.5% acknowledged relationship of parents with their children, 90.3% emphasized on daily interaction of parents with their children, its nature and frequency, 81% and 86.5% affirmed social status of parents and their living style(s) respectively to be the most important factors contributing towards social development of elementary school students. The data further demonstrated that 77.6% and 77.9% of the respondents were of the opinion that value

system of the families' and their monthly income & financial status respectively effect on social development of children. Likewise, 92.6% of the respondents asserted that education and educational level of parents plays a crucial role in social development of their elementary school (aged) going children; however, 77.9%, 80.8% and 68.3% of the respondents regarded language and beliefs of the family, general environment in the home and general repute & social recognition of family respectively as significant contributories of social development. Similarly, 91.6% of the respondents associated social development of elementary school going children with religious beliefs and practices of parents and those in the home and immediate surroundings. In overall 83.3% of the respondents agreed to the statement that family and family related factors influence social development of elementary school students. The overall average mean score 4.0 also supported it.

Table 2  
Opinion of respondents about personal attributes of elementary school students

Statement	Level of Agreement Frequencies & Percentage										Mean Score
	SA		A		UNC		DA		SDA		
	f	%	f	%	f	%	f	%	f	%	
<b>Personal attributes</b>											
Physical health	97	31.1	149	47.8	16	5.1	33	10.6	17	5.4	3.8
Food and nutrition habits	74	23.7	103	33.0	12	3.8	67	21.5	56	17.9	3.2
Interest and motivation	89	28.5	137	43.9	9	2.9	29	9.3	48	15.4	3.6
Friends and social circle	98	31.4	144	46.2	6	1.9	46	14.7	18	5.8	3.8
Aspirations and motives of/ in life	84	26.9	108	34.6	7	2.2	69	22.1	44	14.1	3.4
Ideals and Idealizing	77	24.7	146	46.8	12	3.8	32	10.3	45	14.3	3.6
<i>Average</i>	87	27.7	131	42.1	10	3.3	46	14.8	38	12.2	3.6

Table 2 indicates the personal attributes and characteristics of elementary school students which contribute towards their social development. The data illustrates that in overall 69.8% of the respondents believed that personal attributes and characteristics work as contributories to social development of elementary school students. According to data analysis 78.9% and 56.7% of the respondents acknowledged that physical health and food & nutrition habits respectively have an effect on social development of elementary school students. Similarly, 72.4% and 77.6% of the respondents agreed that personal interest & motivation and friends & social circles respectively matter a lot in shaping social development of the students. However, 61.5% regarded aspirations and motives of/ and in life of elementary school students as influencers on their social development, whereas, and 71.5% were of the view that ideals & idealizing the personalities play an important role in social development and social behavior of elementary school students. The overall average mean score 3.6 affirmed that personal attributes and characteristics work as contributories to social development of elementary school students.

Table 3  
Opinion of respondents about media and technology in contributing towards social development

Statement	Level of Agreement Frequencies & Percentage										Mean Score
	SA		A		UNC		DA		SDA		
	f	%	f	%	f	%	f	%	f	%	
<b>Media and technology</b>											
Internet and its use	119	38.1	151	48.4	4	1.3	22	7.1	16	5.1	4.0
Social media	132	42.3	147	47.1	3	1.0	18	5.8	12	3.8	4.1
Mobile phones	101	32.4	152	48.7	3	1.0	35	11.2	21	6.7	3.9
TV and cable networks	112	35.9	143	45.8	6	1.9	36	11.5	15	4.5	3.9
Branding advertisements	92	29.5	136	43.6	12	3.8	42	13.5	30	9.6	3.7
Pictures and images in media	79	25.3	142	45.5	18	5.8	24	10.9	39	12.5	3.6
Movies and drama serials	99	31.7	123	39.4	13	4.2	46	14.7	31	9.9	3.7
<i>Average</i>	105	33.6	142	45.5	8	2.7	33	10.7	24	7.4	3.8

Table 3 expresses the opinion of respondents about the effects of media and technology on social development of elementary school students. According to the table 86.5% and 89.4% of the respondents asserted that internet & its use (emailing, googling etc.) and use of social media respectively effect on social development of elementary school students. Also, 81.1% and 81.7% of the respondents viewed mobile phones and television along with cable networks respectively having an impact on social development to shape social development of elementary school students. Nonetheless, branding and brand advertisements, pictures and images in media, and movies and dramas were affirmed by 73.1%, 70.8% and 71.1% respectively as important factors contributing towards social development of elementary school students. In overall 79.1% of the respondents were of the view that media and technology play an important role in shaping social development of elementary school students. The overall average mean score 3.8 also confirmed it.

Table 4  
Opinion of respondents about social and societal factors contributing towards social development

Statement	Level of Agreement Frequencies & Percentage										Mean Score
	SA		A		UNC		DA		SDA		
	f	%	f	%	f	%	f	%	f	%	
<b>Social and societal factors</b>											
Social ethics, norms and customs of society	78	25.0	127	40.7	12	3.8	56	17.9	39	12.5	3.5
Interaction with relatives	69	22.1	143	45.1	7	2.2	62	19.9	31	9.9	3.5
Relationships with neighbors	76	24.4	124	39.7	9	2.9	66	21.2	37	11.9	3.4
Social system	82	26.3	117	37.5	12	3.8	62	19.9	39	12.5	3.4
Social set-up	79	25.3	126	40.4	7	2.2	56	17.9	44	14.1	3.4
Social justice	96	30.8	132	42.3	3	1.0	62	19.9	19	6.1	3.7
Safety and security	112	35.9	101	32.4	6	1.9	72	23.1	21	6.7	3.7
<i>Average</i>	85	27.1	124	39.7	8.0	2.5	62	20.0	33	10.5	3.5



Table 4 indicated opinion of the respondents about social and societal factors affecting social development of elementary school students. According to the data in overall 66.8% of the respondents asserted that social and societal factors effect on the social development of elementary school students. The tables describes that 65.7% agreed to the statement that social ethics, norms and customs of the society effect on social development of elementary school students; 67.2% and 64.1% viewed their interaction with relatives and relationships with neighbors respectively to facilitate their social development. Even so, social system, social set-up of the family and surroundings, and social justice were appraised by 63.8%, 65.7% and 73.1% of the respondents respectively as significant factors cultivating social development of elementary school students. However, 68.3% were of the view that safety and security conditions in home and surroundings also affect the social development significantly. The overall average mean score 3.5 also supported the statement that social and societal factors facilitate social development of elementary school students.

Table 5  
Opinion of respondents about school and its learning culture to contribute in social development

Statement	Level of Agreement Frequencies & Percentage										Mean Score	
	SA		A		UNC		DA		SDA			
	f	%	f	%	f	%	f	%	f	%		
<b>School and school environment</b>												
School culture	104	33.3	141	45.2	3	1.0	42	13.5	22	7.1	3.8	
Organizing games	98	31.4	152	48.7	6	1.9	34	10.9	22	7.1	3.8	
School leadership	83	26.6	118	37.8	6	1.9	67	21.5	38	12.2	3.4	
Interaction with teachers	96	30.8	142	45.5	3	1.0	42	13.5	29	9.5	3.7	
Co-curricular activities	97	31.1	133	42.1	8	2.6	26	8.3	48	15.4	3.6	
Teachers' beliefs	76	24.4	121	38.8	13	4.2	58	18.6	44	14.1	3.4	
Classroom environment	73	23.4	121	38.8	18	5.8	61	19.6	39	12.5	3.4	
Syllabi and instruction	66	21.2	148	47.4	11	3.5	50	16.0	37	11.9	3.5	
Academic activities	82	26.3	113	36.2	9	2.9	71	22.8	37	11.9	3.4	
Examination and its stress	66	21.2	112	35.9	12	3.8	82	26.3	40	12.8	3.2	
Learning achievement	88	28.2	127	40.7	9	2.9	58	18.6	30	9.6	3.6	
Parent-teacher interaction	89	28.5	118	37.8	6	1.9	74	23.7	25	8.0	3.5	
<i>Average</i>	85	27	129	41	9	3	55	18	34	11.0	3.5	

Table 5 expresses opinion of the respondents about school and its learning culture to have an effect on social development of elementary school students. The table reflects that in overall 68% of the respondents acknowledged it. It further elaborated that 78.5% and 80.1% of the respondents were of the opinion that overall school culture and physical games organized by the school

respectively influence social development of students. Similarly, 67.5% valued the role of school leadership, 76.3% appreciated students-teacher interaction and 73.2% recognized co-curricular activities in shaping social development of elementary school students. According to 63.2% and 62.2% of the respondents affirmed that teachers' beliefs and classroom environment respectively also facilitated the social development of the students. Likewise, 68.6%, 62.5% and 57.1% of the respondents viewed syllabi & instruction, academic activities and examination & its stress respectively as significant influencers to play a role in promoting social development of elementary school students. Nonetheless, learning achievement of students and parent-teacher interactions were also affirmed by 68.9% and 66.3% of the respondents respectively as significant factors contributing towards social development of elementary school students. The overall average mean score 3.5 affirmed that school and its learning environment contribute significantly towards social development of elementary school students.

## **Conclusions**

The study demonstrated that different factors including family and its nature, relationship among parents and their interaction with their elementary school going children, norms of family and society, language and culture, religious practices of the family, level of education of parents and their profession; personal attributes of students like their aspirations & motives, ideals and idealizing personalities, their physical health, food and nutrition habits; media and technology consisting of the habits of using modern technologies -internet, social media, movies, dramas, branding advertisements and mobile phones; social and societal factors like social ethics, norms and values, social justice, security and safety; and school and its environment including teachers' beliefs' curriculum and co-curricular activities, examination and its stress, and learning achievement have effects on social development of elementary school students.

## **Recommendations**

Keeping in view the above results it is recommended that parents should have intimated interactions and attachment with their children by spending more time with them, taking care of their needs, providing friendly environment in home to promote social development of their children. Similarly, society, school and its environment, media and technology all need to be aligned with objectives of social development of elementary school students. Parents and teacher should provide proper guidance and facilitation in selection of media, their social circles, use of internet and social media.

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## **Economic Evaluation of Costs and Revenue of Establishing Banana Orchard in District Mirpurkhas, Sindh, Pakistan**

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### **Abstract**

*This study aimed to evaluate establishment costs of banana orchard in Sindh Province of Pakistan. Sindh is major banana production area in country which produces 87 percent of Pakistan's total banana production. Mirpurkhas is one of the main banana growing districts of Sindh. The study was conducted in district Mirpurkhas and a sample of 30 banana growers were purposively selected for the study keeping in view available limited time and financial resources. Initial cost of establishing banana orchard is high (Rs.177100). More than 90 percent of banana growers lease their orchards to contractors. Initial annual total operating cost of banana orchard was Rs.112200; of which 20.7 percent was borne by grower and major operating cost portion 79.3 percent was incurred by contractors. In the following years farmers get higher profit of Rs. 156700 in second year and Rs.116300 in third year per acre.*

**Key words:** *Banana, Orchards, Establishment Cost, Revenues*

### **Introduction**

Roots of banana fruit have been traced back in Malaysian, Indonesian, Philippines and northern Australian regions. Ancient text books of Roman, Greek, Chinese and Hindu also mentioned cultivation of banana. In 327 BC during conquest of India, armies of Alexander the Great had reference of bananas. However, banana's primary diversity is traced in Southeast Asia region while region of secondary diversity found in African region (Begum & Raha, 2002; Ploetz, Kepler, Daniells, & Nelson 2007; FAO, 2011). Nowadays banana is famous fruit all over the world, mostly cultivated in the India, Indonesia, Thailand,

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Philippines, Bangladesh and Pakistan as well as in the Australia, South China, Malaysia, Taiwan and Sri Lanka and contributing to their economies (Tittonell, & Giller, 2013; Telphia & Nzeogwu, 2010; Wongmee, 2009; Khaimarn, 2003).

In Pakistan banana occupies important position as a major fruit. At the time of Independence of Pakistan only 117 hectares were under banana cultivation and total production was only 368 million tons. In year 2011 Pakistan's total banana production is reported 154,800 tons and Sindh contribution is 127,400 tons while average cost of production in Sindh Rs.80,000 to Rs.150,000 (GoP, 2011; GoP, 2014). For banana the major production area of Pakistan is Sindh province where favorable soil and suitable climatic conditions boost banana production. More than 87 percent of Pakistan's banana is produced in Sindh province. Pakistan has strong comparative advantage which is indicated by the fact that it has sustained banana production growth over years and also has growth potential for further development (Arias, Dankers, & Liu 2003; Banana Value Chain, 2014). Mirpurkhas, Tando Allahyar, Matiari, Thatta, Hyderabad, Badin, Tando Muhammad Khan, Sangar, Naushahro Feroze, and Nawabshah are the main districts of Sindh province where banana is cultivated on large fields. Conventional dwarf Cavendish variety is grown on 95 percent banana cultivated area whereas new varieties including William Hybrid and Grand Nine (G9) are being introduced and grown in Sindh while many other high yielding Chinese varieties are under trial stages.

Stakeholders in banana production system in Pakistan face various problems while carrying out production, harvest and post harvest activities as well as in banana export sector. Due to lack of awareness and essential technical knowledge overall production as well as average yield is impacting negatively. Pakistan is also lagging behind in world's average yield rate, therefore technical experts suggest and emphasized on capacity building of all stakeholders including banana growers, contractors, commission agents, wholesalers and retailers to harvest actual potential of banana sector. Banana production is also hampered by various crop viruses like bunchy top virus, diseases and pest attacks besides nutrition deficiencies. Post harvest losses in Pakistan banana production system are also reported higher due to unavailability modern post harvest banana handling mechanism. Banana grower community, banana contractors, and exporters as well as government officials raise their voices over higher 39 to 49 percent post harvest losses of banana production and emphasized on better farm management practices, disease and pest management including availability of cool chain and efficient marketing system for banana which will not only save post harvest losses but also give boost to banana exports from Pakistan. In order to look in to development of banana orchards in the area this study was carried out with the main objective to economic evaluations of banana orchard establishment costs and benefits accrued to banana growers and per acre banana yield in district Mirpurkhas.

## **Methodology**

The study was conducted in district Mirpurkhas, as being one of the major fruit production areas in overall Sindh and is famous for mango, banana, papaya, jujube and nest berry (Chikuu) production. A sample of 30 banana growers were purposively selected for the study keeping in view available limited time and financial resources 10 growers each from three sub-districts of Mirpurkhas, namely Mirpurkhas, Digri and Kot Ghulam Mohammad were selected randomly. Further, the geographical boundaries of sub-district Mirpurkhas and Digri are adjoining to two other banana growing districts of Sindh, Badin and Tando Allahyar, having similar banana production practices.

Both primary and secondary data sources were used to collect data. Previous research studies, national and international research journals, magazines, newspapers, internet websites proved helpful in collecting secondary data while primary data were collected through designed questionnaire which was also pre-tested to make it more improved and reliable. Collected data was analyzed to evaluate cost and benefits in banana enterprise.

## **Limitations of the Study**

Scope of this study is limited only to economic evaluations of banana orchard revolves around primary growers. As there were number of stakeholders like growers, consumers, contractors, input suppliers, commission agents, wholesalers, retailers, exporters, government and private institutions involved in banana production, consumption and marketing system but due to time and financial resources constraints the study was limited to economic evaluations of banana orchard establishment initial and operating costs, yields and benefits accrued only to growers.

## **Results**

In developing countries social status of farmers directly impacts agriculture production because grower's education and education level contribute a lot to productivity and farm management. In this regard evaluation of socio-economic conditions of farmers is necessary to determine the various factors impacting overall agriculture growth of a particular sector. Socio-economic characteristics data revealed as shown in Table-1 that majority 57 percent of banana farmers in district Mirpurkhas fall in group of middle aged farmers (31-50 years). Young farmers (17 percent) were also involved in the business of banana production and have age up to 30 years while old age group having age up to 50 years were 27 percent of total sample size.

Education level of banana growers in district Mirpurkhas as shown in Table-1 that majority of growers (37 percent) were matriculates and 33 percent banana growers

were intermediates against 17 percent of graduate farmers while primary educated farmers were 13 percent. No illiterate farmers were found in sample banana farmers. This might be due to the reason that the banana farming require higher investment and experience so poor small farmers, where illiteracy concentrates a lot, having less than 5 acres land do not take risk to invest in such a business wherein they have to wait for time to first recover investment cost and then some profit returns after years.

Majority of sample respondents (53 percent) banana farmers had an experience of 20 to 40 years, 30 percent farmers had 11 to 20 years of experience, 10 percent of banana growers had up to 10 years of banana production experience while only 7 percent farmers had more than 40 years experience. Experience analysis shows that banana growers have enough experience in banana production that can be turned into more valuable resources by building their capacity through skill development training programs (Table-1).

Table 1  
Socio-economic characteristics of banana farmers of study area

Indicators	Numbers	Percentage
Age Group (Years)		
15 – 30	5	17
31 – 50	17	57
> 50	8	27
Education (levels)		
Illiterate	0	0
Primary	4	13
Metric	11	37
Intermediate	10	33
Graduation	5	17
Working Experience (Years)		
Up to 10	3	10
11 – 20	9	30
21– 40	16	53
>40	2	7

### **Banana Orchard Establishment Costs**

Establishment of banana orchard is not easy task as it requires a lot of investment with sound experience of production, marketing and management skills of banana orchard. Therefore for small farmers having less than 5 acres land is a risky venture and that is why majority of farmers involved in banana orchard production system belongs to medium and large farm size farmer’s category as they mitigate risks with having multiple cropping system on their large farm land.



Banana orchard production costs can be classified into two categories; one is first year initial orchard establishment cost and second is operating cost in following years. Banana orchard is established by transplanting young bananas plant seedlings (Sucker) into fields (Alagumani, 2005). This adds a lot of costs to farmers in first year. In first year of orchard establishment land management cost are also very high. After first year young suckers develop naturally and replace mature one so there is no additional cost of suckers and land development in following years. Farmers pay higher cost in first year, while during following years they only incur operating cost of banana orchard. There was higher initial cost of establishing an acre of banana in district Mirpurkhas which touched amount of Rs.1,77500 in first year. The major costs in the first year were banana seedling sucker costs and their transplantation with farm yard manure pit filling which constitute as 38 percent of total cost while second one was fertilizer cost which accounted 28 percent of total costs (Table-2)

Table 2  
Initial costs of banana orchard in first year

First Year Average Costs	Initial No	Cost/ Unit	Total (Rs)	Percentage of total cost of establishing banana orchard
land rent/acre per year	1	15000	15000	8.5
land Tax	1	500	500	0.3
Tractor Ploughs	3	1200	3600	2.0
Leveling	1	1200	1200	0.7
Seedling (Sucker) cost	800	60	48000	27.0
Transplantation with Farm yard manure	800	25	20000	11.3
Urea fertilizer	8	1800	14400	8.1
DAP fertilizer	4	3600	14400	8.1
NP fertilizer	8	2700	21600	12.2
Plant Protection/ Pesticides costs	1	7000	7000	3.9
Irrigation Cost (lift machine cost, labor)	25	300	7500	4.2
irrigation Tax	1	300	300	0.2
Earthing up/Weeding/ inter-culturing	6	2000	12000	6.8
Management Cost/month	12	1000	12000	6.8
<b>Total Costs</b>	<b>177500</b>	<b>100</b>		

Banana orchard requires well drained healthy soils so need to get prepared with multiple ploughs and proper leveling. Banana fields were ploughed three times and

leveled which costs Rs. 3600 and Rs. 1200 respectively. Though the farmers established banana on their own lands however land rent was calculated as opportunity cost of land. Other than insignificant costs of government land and irrigation taxes, weeding and management costs also added to total costs with 6 percent each to total initial cost.

### **Marketing System of Banana Orchard**

After 10 to 12 months of plantation banana orchard get ready to harvest and before harvesting season almost more than 90 percent of banana growers lease their orchards to contractors. As harvesting and post-harvesting of banana needs more time and money. Farmers also face price fluctuations therefore growers avoid various marketing risks and prefer to sell orchard on contract basis to the contractor however some progressive farmers have enough resources for marketing of banana by themselves in the market. According to normal contract terms and conditions contractor pays specified lease amount to growers per year. Mostly banana contractor's pay contract amount in three installments; one before harvesting of banana fruit and subsequent installments are paid during harvesting. With regard to orchard management contractor is responsible to maintain orchard by conducting certain operations like earthing up, weeding, inter-culturing, pest and disease management, fertilizer application, harvesting and marketing of banana fruit while grower is responsible for irrigation application to banana orchard during contract period. Harvested banana is transported to regional market by contractor for marketing purpose. They use channels of commission agent sell to local whole sale, retail markets. Some quantity of banana production is also exported to the neighboring countries.

### **Operating Cost of Banana Orchard**

Banana grower and banana contractor are key players and stakeholders in maintaining banana orchard in Sindh. They carry out their banana orchard management activities according to contract agreement. After contract agreement grower is mainly responsible for irrigation application or payment of government taxes of land and irrigation. Costs of fertilizer application, weeding and harvesting are borne by contractor. Table-3 depicts that average annual per acre total operating cost of banana orchard was Rs. 112200; of which 20.7 percent was born by grower and major operating cost portion 79.3 percent was incurred by contractors. Growers incur land and irrigation component costs while major fertilizer application, weeding, pesticides and management costs are born by contractor. As these costs were evaluated with regard to study objective and restricted only to banana orchard established and maintains therefore harvesting cost of banana is not included which is normally calculated by contractor in his harvesting and marketing.

Table 3  
Operating costs of banana orchard in following years

Operating Costs	Mean Costs borne by growers			Mean Costs borne by contractors		
	No	Cost/ Unit	Total (Rs)	No	Cost/ Unit	Total (Rs)
land rent/acre per year	1	15000	15000	0	0	0
land Tax	1	500	500	0	0	0
Urea fertilizer	0	0	0	8	1800	14400
DAP fertilizer	0	0	0	4	3600	14400
NP fertilizer	0	0	0	8	2700	21600
Plant Protection/Pesticides costs	0	0	0	1	7000	7000
Irrigation Cost	25	300	7500	25	300	7500
irrigation Tax	1	300	300	0	0	0
Earthingup/Weeding/ inter-culturing	0	0	0	6	2000	12000
Management Cost/month	0	0	0	12	1000	12000
Total Costs	28	16100	23300	64	18400	88900
			(20.7 percent)			(79.3 percent)
Total per year operating Cost	Rs. 23300+88900=112200					

### Physical Productivity (Yield) of Banana Orchard

Though Pakistan is lagging behind world average yield rate, but with improving agriculture production practices average yield rate has significantly increased in recent years. Newly established young banana orchards are giving better yields which can only be maintained in following years with hard work and improved horticulture practices otherwise yield might be offered. Young banana orchards having lower risk of pest and disease attack and with resilience energy give higher yields in beginning years, so are contracted out with higher amount as reported by the respondents.

Table 4  
Physical productivity of banana orchard

Year	Total number of bananas Bunches/acre	Average Weight of banana bunch (kg)	Total Yield of banana in (Kg)
First Year of Banana orchard	1600	13	20800
Second Year	1500	13	19500
Third year and onward	1300	13	16900

Yield rate of banana orchard remained higher in first year at 20800 kilograms with total 1600 banana bunches having average weight of 13 kilograms each as shown in Table-4. In second year physical productivity remained same with little change at 19500 kilograms. Banana orchards which were in their third year production cycle yielded lower at average of 1300 bunches with total yield of 16900 kilograms.

## Revenue Productivity

One of the main objectives of the study was to assess how much benefit primary key stakeholder i.e. banana grower get from this enterprise because he took a lot of risk by investing a large amount in establishing banana orchard. The choice of banana orchard is hard when many other low risky cash crops and orchard options were available to grower. It is rightly said that higher the risk, higher the profit.

As shown in Table-5 that in first year due to young and fresh orchard with the probability of higher yield expectations contractor offered higher amount of Rs.190000 for one year of banana orchard contract but due to higher initial costs of Rs.177100 incurred by grower there was little amount left for him as net revenue or profit. In the following years as discussed above farmers get higher profit of Rs. 156700 in second year and Rs.116300 in third year because only 21.7 percent of total orchard operating cost is borne by grower and remaining 79.3 percent by contractor.

Table 5  
Revenue Productivity Received by Banana Growers

Year	Average contract amount received by farmers (Rs.)	Average costs incurred by farmers (Rs.)	Net revenue earned by farmers (Rs.)
	(a)	(b)	(a-b)
First Year of Banana orchard	190000	177100	12900
Second Year	180000	23300	156700
Third year and onward	140000	23300	116300

## Conclusion

Sindh is major banana production area in country which produces 87 percent of Pakistan's total banana production. Establishment of banana orchard is not an easy task. It requires a lot of investment with sound experience of production, marketing and management skills of banana orchard. There was higher initial cost of establishing an acre of banana in district Mirpurkhas which touched amount of Rs.177100 in first year. More than 90 percent of banana growers lease their orchards to contractors. Initial annual total operating cost of banana orchard was Rs. 112200; of which 20.7 percent was borne by grower and major operating cost portion 79.3 percent was incurred by contractors. Yield of banana orchard was higher in first year i.e. 20800 kilograms and in second year physical productivity remained same with little change at 19500 kilograms while, in third year production was lowered at 16900 kilograms. Average contract amount received by banana grower per acre in first, second and third year remained Rs.190,000, Rs. 180,000 and Rs.140,000 respectively. In first year due to higher initial costs of Rs.177100 incurred by grower there was little amount left for him as net revenue or profit. In the following years farmers get higher profit of Rs. 156700 in second year and Rs.116300 in third year per acre.

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# **Examining Teachers' Beliefs about Assessment in an EFL Setting: A Case Study of the University of Sindh**

**Saima Murtaza Pandhiani\***

## **Abstract**

*Teachers' beliefs are very important as they inevitably affect their assessment practices. Therefore, it's necessary to overtly examine the beliefs and conceptions that teachers hold and the impact of these beliefs on their practices within the classroom. The present study set out to investigate this line of inquiry. Through qualitative, semi structured interviews conducted with twenty teachers, the study concludes that teachers' entertain positive beliefs towards assessment. There were signs of contradiction between what teachers believe and what they do in the class room. Hence, the study suggests need for implementation of formative assessment methods and teacher training.*

**Key words:** *beliefs, assessment, formative assessment*

## **Introduction**

Assessment is an essential part of teaching-learning process. It has an impact on the learning outcome as well as on learners' objectives, motivation and identity (Bell & Cowie, 2001). Evidence suggests that teachers' beliefs about teaching and learning inevitably affect the way they teach and test learning, which invariably influences what the students learn. Therefore, attention must be devoted to the perceptions teachers hold and their overt or covert impact on the teaching-learning experience.

## **Statement of Problem**

The present study was designed to investigate teachers' beliefs regarding assessment at undergraduate level at the University of Sindh Jamshoro, Sindh, Pakistan (UoSJP). To evaluate teachers' beliefs regarding assessment semi structured interviews were conducted. The data collected was then analyzed into dominant themes to uncover the beliefs of teacher practitioners about assessment at The Institute of English Language and Literature (IELL).

## **Objectives of the Study**

Teachers' beliefs and perceptions of assessment affect the way a task or

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environment is received within the educational setting (Trigwell & Prosser, 1991; Fransson, 1977; Könings, Brand-Gruwel, & van Merriënboer, 2005; Vermetten, Vermunt, & Lodewijks, 2002; Meyer & Muller, 1990). Due to this potential power of teachers' conceptions on assessment, it's important to investigate this line of inquiry.

My research fits well into the following areas of investigation within my own context:

1. To understand teachers' beliefs of assessment.
2. To address a gap in knowledge as this is the first study in this area within the context of UoSJP.
3. To suggest future prospects for research.

### **Significance of the Study**

It is of significance to study teachers' own views regarding assessment as it allows educators, instructors and policy makers to pin point the elements that can help them improve the teaching- learning experience within the classroom. The current research is a step forward in this direction.

#### ***Beliefs: Explained***

A belief may be defined as the mental depiction of reality. It combines meanings, inclinations and attitudes of individuals. Through belief various kinds of intricate human experience under goes a process of rationalizing including evaluation (Kelly, 1991; Thompson, 1992; White,1994). How teachers assess the attitude and performance of their learners is greatly influenced by their own views regarding teaching, learning and testing itself. Consequently, for personal growth and professional developments of teachers its necessary to pay attention to their beliefs and the influence those beliefs exert on their teaching (Borko, Mayfield, Marion, Flexer, & Cumbo, 1997). In Brown's view (2003) Teachers' beliefs are not simple and uniform, they are rather "*multifaceted and interconnected*" (p.3). Similarly culture and context of the teachers also has a bearing on the kind of beliefs and conceptions they hold (Brown, 2003; Scott, 2015 & Rubie-Davies, 2015).

#### ***Assessment: Defined***

In educational research assessment is an umbrella term which covers all kinds of assessment, whereas test is a term used for one specific type of assessment. Assessment comprises of various kinds of activities which tend to collect data to examine the performance of the learner and to improve the teaching-learning scenario (Halpern, Appleby, Beers, Cowan, Furedy, & Halonen, 1993).

Within the classroom teachers show variation in the way they operationalize assessment theories (Brindley, 2001). In specific terms it may be described as "*the process of collecting information about a student to aid in decision making*



*about the progress and language development of the student”* (Cheng, Rogers, & Hu, 2004, p. 363).

## **Language Proficiency**

Language proficiency is the learners' ability to use language competently. It's very much an internal phenomenon and rests within the individual's personality. The language testers' primary task, thus, is to devise a proper instrument to judge the learners' ability. Test takers may observe learners' performance and infer their language proficiency accordingly (Leung, 2005).

## **The Context of the Study**

The study was conducted at the Institute of English Language and Literature, UoSJP. Sindh University is an interesting academic institute as it houses students from diverse social, cultural and linguistic backgrounds. The same is true of IELL which is home to more than 700 students studying both English Language and Literature at undergraduate and postgraduate level.

The students study the same subjects and course in B.S part I and II, where as in third year the students are separated based on whether they choose to do their Masters in Literature or Linguistics. The current study focused on the assessment beliefs and practices of the teachers of B.S part II. In the second year of their Bachelors degree the students are taught two mandatory English language courses: Remedial English, which is mandatory subject throughout the university and Language skills which comprises of four subjects namely speaking, reading, listening and writing skills. The purpose of both the courses is to promote communicative use of English.

The study intended to investigate the assessment practices employed by teachers at second year undergraduate level to judge performance of the students.

## **Review of Relevant Literature**

During the past two decades' research about teachers' beliefs of curriculum, pedagogy and learning outcomes have received great attention among educational researchers (Thompson, 1992; Burton, 1992). More specifically, in the first years of the new millennium teachers' belief of assessment appeared as a new dimension of research which previously concentrated on teachers' belief about curriculum and teaching methodology alone. The teaching- learning landscape is now changing as greater emphasis is being laid on the role of teachers in effective learning. This constantly calls for changes in teaching methods for the improvement of learning, however, a change in teaching needs a change in assessment as well (Brown, 2003).

Brown's study (2004) on teachers in New Zealand revealed positive conception of teachers regarding assessment. The teachers believed in the efficacy of assessment not just for teaching and learning but for school accountability as well.

According to Hui and Brown (2010) Hong Kong primary school teachers believed in the primary aim of assessment as improvement. The teachers held clear views regarding assessment and were proficient at devising various learning tasks. The data revealed that four of the participating teachers also considered assessment serves "accountability" as well as "examination" functions as well. The study sums up that assessment is taken more as examination and accountability by Chinese teachers which obstructs the way of assessment for learning policy.

Smith, Hill, Cowie and Gilmore (2014) studied perceptions of pre service teachers from four universities in New Zealand. The study revealed that the teachers held *assessment of learning* conception about assessment. The quantitative data revealed awareness among the teachers of summative role of assessment, whereas open ended data revealed summative purpose of assessment. The researchers believe that teachers' thinking must have been influenced by their own experience with summative assessment.

From a review of literature it appears that one of the dominant factors which affect assessment is teachers' beliefs about its function and objectives. Fundamentally, the literature regarding assessment identifies two main areas of assessment; instructive and organizational.

### **Instructive Assessment**

The goal of instructive assessment is pedagogical. It aims at improving instructional practices allowing an opportunity for debate, reflection and positive feedback to teachers as well as learners. The instructive objective of assessment is evident in formative assessment. Formative assessment determines major decisions which in turn guide forthcoming teaching. Another direction in which formative assessment is useful is the feedback that follows it. Feedback helps learners improve their future performance.

In Stiggin's (2007) view the learners' role in assessment is to assume the dimensions of success and employ each assessment to improve their abilities in future. Through formative assessment both teachers and learners' find out weak areas for future accomplishments.

### **Organizational Assessment**

Organizational assessment targets different stakeholders i.e. instructors,

parents, administrations, government agencies and institutions. The outcome of organizational assessment may be used to rank institutions and certify instruction. This area of assessment is also known as accountability. For organizational purposes summative assessment is carried out. It is usually at the end of an academic session. Summative assessment normally takes place through formal testing methods and attempts to assess learners' comprehension and skills.

In Brown's view (2003) teachers' notions regarding the procedure and function of learning influence all instructive practices. Brown (2002, 2003) in his research on teachers' beliefs regarding assessment found out that teachers hold the following four beliefs about assessment:

- a) Assessment is beneficial for providing information in order to improve teaching.
- b) It makes learners accountable for their learning.
- c) It creates accountability among institutions.
- d) It is not related to teaching-learning.

It is important to understand teachers' beliefs about assessment practices as assessment largely relies on these beliefs. In order to create understanding among teachers, learners and institutions on the nature and goals of assessment teachers' beliefs must be studied in depth. Delandshere and Jones' (1999) study about teachers' ideas regarding assessment revealed that the views of teachers are formed by the external goals of assessment; three areas were identified in this regard i.e. the syllabus, the subject and teachers own perceptions about learning. Brown (2003) investigated 525 teachers to find out the link between assessment, learning, syllabus and teacher effectiveness. The study showed that teachers held mixed conceptions about assessment so complex frameworks were to be used to recognize how teachers perceive testing.

## **Research Question**

The study addressed the following Research Question:

What are the perceptions of teachers regarding assessment at IELL?

## **Theoretical Framework**

The study attempted to investigate teachers' beliefs regarding assessment employing Brown's (2003) four major purposes of assessment as stated above. Brown's framework attempts to imply that assessment could be used as a means of informing learners' progress and teaching quality (Black & Wiliam, 1998; Crooks, 1988). The second conception relates to high stakes tests and learner

performance for entering higher educational institutions. The third one stands for judging institutions' and instructors' ability to provide quality instruction. The fourth and last conception is regarding the irrelevance of assessment to teaching. This claim is based on the assumption that both teachers as well as learners' are familiar with the context, syllabus and assessment tools; therefore, there is no need for conducting formal assessment to judge teaching-learning outcomes.

Table 1:  
Brown's Framework of Conceptions of Assessment



### **Methodology**

Qualitative approach was adopted to capture teachers' beliefs of assessment. Semi-structured interviews were conducted with 20 teachers. The participants had been informed beforehand about the research and all of them gave their consent to the study. In addition, the director of IELL had been informed in written about the research, who not only consented for the research but also appreciated the research and encouraged further inquiry into testing and evaluation practices at University of Sindh, Jamshoro, Pakistan (UoSJP).

### **Participants**

The faculty members of IELL were invited for data collection. A total number of 20 teachers (12 female and 8 males) participated in the study. All of them teach Remedial English course across various disciplines at University of Sindh, Jamshoro, Pakistan (UoSJP). Some of these teachers have Masters and PhD degrees in Literature and some in Linguistics.

Four of the teachers teach Language Skills to undergraduate students of IELL.

## Data Analysis

The data collected through the interviews was analyzed by coding it into emergent themes and categories. The themes and categories had not been pre conceived by the researcher; they rather emerged directly out of the data. All interviews were recorded on mobile phone and transcribed thoroughly to capture each response fully.

## Results and Discussion

The results from the participating teachers revealed that the majority of teachers entertained more or less similar views of assessment. Teachers were mainly asked questions related with the four purposes of assessment. Following is a discussion of the major findings of the study:

### Belief I: Assessment improves Teaching

Majority of teachers agreed that assessment lends information for the improvement of teaching and learning. The teachers seemed to associate improvement with the description of the learners' achievement/ performance in tests. Majority of teacher (90%) agreed that assessment gives feedback to the learner about his/her performance. Since UoSJP follows semester system, most of the teachers believed that assessment is a good indicator of students' performance at a given subject and can help them later decide whether they should take up literature or linguistics for specialization.

### Belief 2: Learner Accountability

Most of the participating teachers agreed that assessment makes the learner responsible for his learning. Four major findings in this category are:

- a) Through assessment it's established whether the learner meets the course standard or not.
- b) Learners receive feedback on their performance.
- c) Assessment allows both teachers and students to modify their practices.
- d) It helps the learners improve their performance.

Assessment also puts greater pressure on the learners for their grades. A teacher remarked, "*Grades in midterm and final test show the students' ability to handle the course. They seem to be more interested in their grades / marks, which makes them work harder on their subjects*" (Teacher 2). Another teacher, however, commented, "*Mostly grades don't exactly measure the students' process and capability as some students get pre prepared notes etc because of which though they score well in exams but they show in terms of competence*" (Teacher 6).

Most of the teachers believed that even though they think that the students are learning, but there could be discrepancies in terms of assessment and the perceived standard of teachers/ institutions. The possible reason for this could be mixed ability classes, short span of the semester, self-granted holidays of students and pressures of assessment, paper setting and result formulation on teachers.

### **Belief 3: Accountability of Institution**

The data revealed that most of the teachers believed that assessment at UoSJP does not account for the institute's accountability. Multiple reasons were given in support of the argument i.e. students rely on tuitions, guides and other resource materials for passing out the exams. A teacher remarked: "*Semester exams cannot be taken as indicators of the institutes success or failure as the classes are extremely large , there is shortage of time and resources and English being a compulsory(mandatory) subject is taught in entire university, which kind of over burdens the teacher*"(Teacher 8).

Teachers' implicit conception about assessment was that assessment cannot account for the performance of the teachers and accountability of the institution.

### **Belief 4: Irrelevance of Assessment to Teaching-Learning**

Most of the teachers responded negatively to the assumption that assessment does not impact of the teaching- learning process. Teachers believed that for students and teachers to be an active partner in the process of learning, evaluation of some kind or the other is necessary.

*"Assessment is hard, but necessary for both teachers and students"* (Teacher 9). Majority of teachers' perception of assessment was that assessment proves whether the learning process is taking place or not, furthermore it proves who is involved in their process and who stands aloof.

The data also revealed that most of the teachers perceived of assessment more in terms of summative terms than formative ones. *"Grades measure up the success rate of a student n. They show where the student stands of the learning spectrum"* (Teacher 11).

## **Conclusion and Implication**

In response to the major research question that guided the study: What are the perceptions of teachers regarding assessment at IELL in general? It could be summed up that majority of teachers hold a positive attitude towards assessment. Most of the teachers believed that teaching and learning can be improved through testing, therefore, the assumption that assessment is irrelevant to learning, could be rejected.

Assessment undoubtedly has social and educational consequences for students as well as teachers. It affects not just the individual learner but also pedagogy, educational policies and practices. Even though most of the teachers recognized the significance of accountability within educational institutions, they mostly perceived of it for certification and academic merit of the learner.

From the above findings it can be concluded that the teachers consider assessment as serving formative ends.

Assessment is considered a procedure for instructive regulation. The instructors felt that through assessment they realize how they can alter their teaching to improve the quality of their teaching. Although almost all the participant teachers agreed in principle that assessment is for improvement but they also displayed a tendency for summative assessment. Due to semester constraints the teachers feel burdened to finish up the course outlined for each semester so they felt that assessment results cannot be implemented for positive change. This leads one to assume that there could be a possible discrepancy between the beliefs and actual practices of teachers. Kahn (2000) points out that implementation of new standards in testing and evaluation could not be fruitful unless teachers' conceptions remain unchanged. This will be even worse if teachers remain uninformed of their own viewpoint and values.

### **Recommendations**

Based on the results of the research the following recommendations are proposed:

- a) Teachers in service trainings should be conducted to foster a culture of institutions' accountability through assessment.
- b) Formative assessment should be promoted in practice not just in theory at the level of the institution.
- c) Taking as guiding principle the works of Black and William (2003) Black, Harrison, Lee, Marshall, and William (2003) the idea of assessment *for learning* should be projected. The term refers to the use of assessment for learning. This type of assessment is aimed at improving learning not accountability, ranking or certification of ability (Black & William, 2003).
- d) Summative assessment must be reduced by promoting peer and self-assessment techniques to minimize the load of instructors and the burden of students regarding examination.

To sum up, assessment with summative objectives must be reduced to implement formative techniques which encourage the instructors' individual talent to foster positive results in learning.

## **Limitations**

A clear limitation of the study is the complexity of deciphering beliefs as they are difficult to conceptualize as they are unconscious constructs. Another difficulty of the situation is the validity of teachers' responses as they form part of the assessment system and their views might be altered / adulterated to maintain good reputation of the institution.

Since this was a small scale research it largely focused on teachers' conceptions of assessment exclusively. However, it's difficult to study beliefs in isolation from the actual practices, course and classroom reality at hand.

My research has left untouched how teachers conceive assessment and its relationship with teaching-learning and curriculum (Dahlin, Watkins, & Ekholm, 2001). This can be dealt with as a separate topic in another research project. I also propose further research into mother tongue, experience and social and academic background of teachers, as variables related with their beliefs.



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## **Environmental Justice in Pakistan: Issues, Policies, and Solutions**

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### **Abstract**

*This paper emphasizes the environmental problems that Pakistan faces and the policy solutions that the government of Pakistan (GoP) have devised over the years to address these environmental problems. These problems include water pollution, air pollution, land pollution, deforestation, loss of biodiversity and climate change. The Analysis of the issues and the policies in Pakistan has allowed us to conclude that Pakistan has a very diverse set of environmental conditions prevailing across the country; therefore the set of problems related to environment is also very diverse. The existing environmental policy of Pakistan is a very elaborate one and has the capacity to solve environmental problems of Pakistan if it is properly implemented.*

**Keywords:** *Environmental problems, Pollution, Deforestation, Biodiversity*

### **Introduction**

As Pakistan has predominantly an agrarian economy, the environmental issues are of utmost importance to it as its main stake, the very agriculture, depends upon the suitable and sound environment (Wasti, 2013). Mismanagement of environment would not only have terrible consequences for the economy but would also be dangerous for the food security of the complete nation (Daly, 1996). As the land of Pakistan has historically been the food producer for not only itself but also for many other nations in the region. Given the importance of environment and more over the importance to favorable environment in the given situation is undeniable, making one to think that Government as well as people of Pakistan would lend requisite importance to this area. But, this has not been the case. Although more recently environment and the environmental issues are given some importance and leverage, but this has historically not been the case, it is rather a recent phenomenon.

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The people of Pakistan were unfamiliar with the word “Environment” even many years after the first Ordinance in this regard was promulgated in 1983. It was called Environment Protection Ordinance. This ordinance created an apex-council called Environmental protection Council. This council met for the first time after 9 years of ordinance becoming effective (Khan, 2012). But unfortunately, even the rules for the implementation of this ordinance could not be formulated in thirteen long years until it was replaced with a parliamentary act in 1997. This clearly depicts the seriousness and importance environment had in the minds of policy makers and that of the legislators. The environmental institutions created at the federal level as well those at the provincial level were too weak to enforce the laws. There was an absolute non-existence of awareness on environmental issues amidst the society and even whatever little efforts were made had little effect due to low literacy and lack of education (Khan, 2012).

The proper implementation of laws even after the parliament passed the act was slow and more often than not completely lacking. This however changed a couple of years later under the martial law government of Gen. Pervez Musharraf. The government formulated a National Environmental Policy in the year 2005, which was quiet comprehensive and forthcoming (Government of Pakistan, 2005). This policy articulately identified the Environment problems that Pakistan faced and the policy solutions in responsive to these problems. The National Environment Policy-2005 (Government of Pakistan, 2005) provides an overarching framework for addressing the environmental issues that Pakistan faced. The policy predominantly focused on water pollution, air pollution, deforestation, and lack of proper waste management, desertification, loss of biodiversity, climate change and natural disasters. This policy does also provide assistance to other governmental as well as non-governmental organizations in across-sector issues. It further highlights the causes of environmental degradation and it is instrumental in helping Pakistan meet her international obligations. In short, Environmental Policy of Pakistan is participatory in nature with focus to achieve sustainable development through sound and strong institutions. This soundness can be through legal strength, administrative soundness and also technical advancement.

The purpose of the this policy is to provide broad guidelines to Central Government, Provincial Governments, FATA (Federally Administered Territories) and Local Governments to address the environmental problems and to ensure the effective management of the resources of environment. However the provincial governments and local governments are free to come up with their own plans, policies and techniques in pursuit of this policy.

The rest of the paper proceeds as follows. The first section is about Introduction. Next section reviews the empirical literature on the environmental problems that Pakistan is currently facing. In section 3 we present our analysis of existing environmental policies of Pakistan. Finally, section 4 concludes.

## **Environmental Issues that Pakistan faces**

There are numerous and varied environmental issues that Pakistan faces. These issues vary not only regionally; rather the set of problems of rural settlements is different than the set of problems for urban centers. Pakistan is an agricultural country with more than 50% of its 180 million people living in rural areas. In these rural areas only 48% of population has access to clean drinking water and only 25% of population has access to sanitation facilities. Agriculture, which is the largest contributing sector to the economy, contributes 25% to the national GDP (Wasti, 2013). Although the cultivatable land area that Pakistan has is reported to be 59.32 million hectares but out of total, only 21.92 million hectares area is cultivated (Wasti, 2013). The rest of the area is not cultivated due to various reasons. Excessive use of pesticide, fertilizer or aerial sprays for agriculture purposes result in the serious environmental problems as well as health problems for rural community. Not only is the rural community affected by such measures but so is the wild life of the region. Pakistan being a developing country with massive focus of the government and policy makers on development of infrastructure, but the development of infrastructure does also have negative consequences for the environment around. As the development of roads, industries and dams leads not only to damage to environment through diminishing forests and ecosystem but also for rural population which many a times has to be re-located in order for the project to work. The rapid development of Oil and Gas sector does also degrade the environment as dangerous greenhouse gases such as Sulphur Dioxide are burned in the environment in the production process of Oil and its products. The cost of such development is far more than that enters the books of accounts of Government of Pakistan (GoP) and its policy makers. This cost is associated with health degradation of population leading to an increase in health cost as well as the loss of production in the industry due to health related absentees.

### **Air Pollution**

Degradation of the air quality is one of the major emerging environmental issues in urban Pakistan. Most of the major cities in Pakistan have crossed the threshold limit. The most serious problem of air quality in Pakistan is the excessive presence of Suspended Particulate Matter (SPM) in the ambient air. The sources of these SPM are vehicles, industry, burning of solid waste, brick kilns

and natural dust. A brief explanation of these sources and the type of contributions they make to the total air pollution is given as:

### **Vehicles**

The recent years have seen a massive explosion of number of cars on the roads. This has been due to expanding middle class as well as car financing schemes introduced by banks in the country during last decade. As a result the number of vehicles on the roads increased many folds within a short span of seven years. Simultaneously, the capacity of the roads could not be increased at the same pace which resulted in frequent clogging of traffic especially in the cities and small towns. It only further exacerbated the already present problem of air pollution.

Another serious issue with regard to the vehicles is the use of leaded petrol. Different studies by various institutes in the country have found that high concentration of blood lead levels is present among the general population and especially the children. Air samples from the areas in the vicinity of roads do also show high concentration of lead in the air. This not only damages the environment and ecosystem but does also have negative implications for the health of citizens. Who in turn pay for it in form of medical expenses and various forms of medical conditions caused from the increased levels of pollution in the environment.

### **Industry**

The industry in the last decade also increased at an unprecedented pace in the history of Pakistan. This was due to improved infrastructure and due to better incentives by the government to attract foreign as well as local investors. These incentives many a times involved lacing of environmental regulations for these investors. Hence the growth in the industry was achieved at the expense of environment.

### **Natural Pollution**

Pakistan is an arid country with rainfall as low as 80mm in the South and as high as 1600mm in the North. Wind speed is essential for flushing of pollution, but this is wind speed is also low in the cities. The dry weather and low wind makes it difficult to disperse off natural dust and anthropogenic pollution in the country. The problem is further aggravated by low rainfall in the country which has been the prevalent condition in many parts of the country since past few years. Resultantly the level of SPM and some other pollutants has increased. These particles have strong correlation with the metrological condition of the country and are likely to increase in case the condition of dry air continues to prevail.

## **Water Pollution**

Availability of clean drinking water is very scarce in Pakistan. Water pollution is a major source of pollution in Pakistan. The pollution it causes in turn becomes a source of many health problems for the population (Azizullah, Khattak, Richter, & Häder, 2011). In Pakistan, Industry is considered as the primary source of water pollution. Various industries in their production process generate many waste chemicals. These chemicals, if disposed into the rivers and streams without processing, poison the rivers which is not only harmful for ecology of the surrounding environment of these rivers but also for the human population which consumes this water in different ways.

Therefore, they pose grave danger to public health. Local chemical production produces very limited genre of chemicals viz. Soda ash, caustic soda, sulphuric acid, chlorine, fertilizers and pesticides, paints, creams, varnishes and polishes. All of these chemicals penetrate into the environment continuously. Their processing as well as generation does also produce dangerous chemicals which pose a potential risk to public health (Azizullah, Khattak, Richter, & Häder, 2011). Federal Environment Protection Agency of Pakistan disclosed that tanneries located in Sialkot and Kasur are discharging very high chrome concentration and Chemical Oxygen concentration as compared to the standards prescribed in the National Environmental Quality Standards (NEQS). Another reported case is that chromium salt producing units near the capital are discharging chromium rich waste matter into the nearby water stream. This has had severe implications for the residents of the adjacent areas.

## **Land Pollution**

Land pollution is a major source of pollution for the environment as well as the ecosystem. Pakistan generates solid waste of about 47,920 tons every day. This includes waste of 3600 tons of chemical fertilizer locally produced as well as that from 18000 tons chemical fertilizer imported every year (Hassan, 2012). The collection efficiency of solid waste is very low even in urban centers while it is something not even considered in the rural areas. The solid waste generated from industries such as chemicals, fertilizer, tanneries, textile units, cement plants, steel plants and various other industrial units including the small and medium sized units (Hassan, 2012). None of the cities have any proper system for waste collection and disposal of hazardous waste. Many of the cities even lack proper mechanism for collection and disposal of municipal waste as well. All of this is causing the urban area to get polluted. On top of all that is stated that an increased use of pesticides has badly affected biomass of agricultural land. According to a governmental survey, about 96% of land of Pakistan has lower biomass

(Government of Pakistan, 2006). In short, all of this waste generated primarily from the industries is causing severe problems for even the agriculture of the country. Agriculture, needless to mention is still the backbone of Pakistani economy. It is contributing about 25% to the GDP and employing about 50% of the total employed labour force of the country.

### **Deforestation**

Deforestation is another major challenge that Pakistan and its policy makers face. The land that is today called as Pakistan used to be a dense forest until the British Indian Government started constructing cities in them before the partition of Pakistan. The trend for obvious reasons had extremely negative effect on the forest land as it was aimed at reducing forest so that to efficiently fight against the bandits. After the independence of Pakistan, the subsequent governments did not do anything to correct the wrong (Akram, 2002). Rather they did not even discourage the deforestation that was being done by the citizens for the purposes of firewood, furniture industry and various other uses. Today the forest land of Pakistan is 4.224 million hectares, standing at meager 5.2%, of the total area of 87.98 million hectares (Wasti, 2013). Forests are under threat so that to increase the crop land to cater for the increasing population of the country. Furthermore this expanding population does also require expanded roads infrastructure and more importantly housing. The forest land is also under threat from use of wood as firewood in various far flung areas of the country that have not been connected with the national gas pipeline grid and thus lack gas or better means for fuel. Lastly, a major threat of deforestation comes from smugglers who illegally cut wood from forests and then smuggle to various parts of the country in order to cater for demand from various quarters.

### **Loss of Biodiversity in Pakistan**

Biodiversity refers to a variety of life, which can be seen in diverse habitats of ecosystems, species and genetic diversity. Sustainability of ecosystems depends to a large extent on the buffering capacity provided by having a rich and healthy diversity of genes, species and habitats. The trend of greatest concern is the continued degradation, fragmentation and loss of natural habitats of many of the species. This is affecting our forests, rangelands, freshwater and marine eco-system (Arshad, Akbar, & Khan, 2012; IUCN, 2000). This has raised another major concern of decline in many native species of animals and plants. Some of the species are already extinct, many among them are categorized as internationally threatened, and still many are nationally endangered (IUCN, 2000). The fundamental causes of biodegradation are high rate of human population expansion and consumption related to it, economic system is equally



to be blamed which does not consider the environmental costs, unequal flow of benefits from use and conservation of biological resources, lack of knowledge among the population and last but not the least is the capitalist economist system that only caters for the pockets of the bourgeois. According to World Wildlife Fund, from the land that is known as Pakistan, four mammal species are known to have gone extinct. These include tiger, swamp deer, lion and Indian one-horned rhinoceros. In recent decades cheetahs have become dangerously threatened, while blackbuck and Asiatic wild ass are believed to be threatened with extinction as well.

### **Climate Change**

Average global temperature has been rising for more than a century now. It is not yet known if it is due to natural fluctuation or because of excessive use of greenhouse gases. But one thing that is surely confirmed is that it will reduce the biodiversity. The effects of climate change in Pakistan are iterated as below:

#### **Desertification**

- Increasing intrusion of seawater inside Indus delta which is reducing the mangrove cover and loss of sandy beaches
- Increased flooding during monsoon
- Retreating glaciers
- Reduced agricultural production
- Changes in marine fisheries

### **Environmental Solutions: Policies of Pakistan**

The policies that government of Pakistan's ministry of environment and various other bodies have formulated, in order to tackle the above delineated problems that the environment faces are discussed under respective sub-heading.

#### **Air Pollution**

According to the National Environment Policy of Pakistan (GoP, 2005), the government is to establish and enforce standards for ambient and indoor quality of air. This is achieved by the government enactment of clean air act. In this regard government has also to ensure reduction and to control the harmful emissions by regulatory programs as well as the regulation of vehicle emission in order to control pollution in the environment. In an effort to better regulate vehicle emission, the policy establishes standards for vehicle at the manufacturing stage, while these standards and specifications are to be regularly updated and fuel standards should be enforced so that to lower the emission levels. As per the government policy, the use of catalytic converter is to be made mandatory on all

vehicles whether new or old. Sulphur in diesel and furnace oil becomes a source of sulphur dioxide which is a greenhouse gas as well as with numerous adverse effects for human health and a major cause of acid rain (Environmental Protection Agency, 2014). It is therefore imperative to keep a check on the levels of sulphur dioxide in the atmosphere; hence sulphur dioxide is to be phased out from diesel and furnace oil (GoP, 2005). The acceptable levels of various gasses in the atmosphere according to the National Environmental Policy are described by GoP (IUCN, 2012). The two stroke rickshaws were very ubiquitous in Pakistan as a cheap alternative for transportation. These rickshaws are a major source of not only air pollution but also that of noise pollution (Khan, 2008). According to the national environmental policy the government is to out two-stroke rickshaws from the country but unfortunately it is as off yet a failing project primarily due to increased costs of 4-stroke alternatives (Tribune, 2013). Last but not the least government is to encourage cost effective intercity as well as intra-city mass transit systems as well as to promote the use of non-motorized means of transportation. These are the areas government needs to focus on and where it is severely lacking (GoP, 2005).

### **Water Supply and Management**

In order to provide sustainable access to safe water supply and effectively manage and conserve the country's water resources, the government is to promote safe drinking water in Pakistan by increasing the coverage of water supply network and the water treatment facilities. In order to check the quality of water in the supply, water quality monitoring system and surveillance system is to be established in accordance with this policy (GoP, 2005). Rain water is an important natural source of water but the problem associated with rain water is that it is not very safe for drinking purpose. Due to this reason, government intends to introduce technologies for rain water harvesting in both rural as well as urban areas.

Water is becoming more and more of a precious resource which ought to be conserved and judiciously used. In this regard it is imperative that some sort of metering system be developed so that to discourage the indiscriminate use of water for industrial as well as municipal purposes. Partly as an effort of conservation of water resources the government intends to encourage artificial recharging of groundwater especially in arid and semi-arid areas by recycling rain as well as waste water (GoP, 2005; Kumar & Aiyagari, 1997). According to the environmental policy of the government of Pakistan, the government is to foster conservation of water, promote integrated watershed management, monitor sustained freshwater flows into the marine eco-system, establish standards for

classification of surface water bodies and finally to launch phased programs for cleanup and gradual up-gradation of quality of water bodies (GoP, 2005).

### **Land Pollution**

As it has been discussed earlier, major source of pollution is the one caused by liquid and solid waste in the country which needs to be prevented in order to create a healthy environment and ecosystem. One of the most important sorts of waste which is also hazardous is the hospital waste. To cater for hospital waste, Pakistan has a hospital waste policy which outlines the procedures for disposal of hospital waste. Pakistan's hospital waste management policy designates that proper disposal of hospital waste is the sole responsibility of the hospital itself. This waste management policy holds elaborate guidelines for the hospital management for training of staff as well as working of the organizational structure in order to better facilitate disposal of waste generated from hospitals (IUCN, 2005). With regard to municipal and industrial solid as well as liquid waste, the government encourages reduction, re-use and recycling of these wastes (GoP, 2005). Specifically for the industry, each industrial unit is liable to pay industrial pollution charges annually. These charges are proportional to the pollution that is caused by that very industrial activity. While the calculation of payable charges is solely responsibility of the owner of the industrial unit, the guidelines for calculation of this tax are made available by the ministry of environment in its environmental guidelines (IUCN, 2001).

Government of Pakistan (GoP) has National Sanitation Policy which provides rules regarding sanitation of different forms of wastes produced in different situations. The objective of this policy is to increase public awareness about sanitary issues as well as to train them to be able to deal with sanitary problems in different scenarios including natural disasters. All the industries, hospitals and housing schemes are supposed to abide by the national sanitation policy (GoP, 2006).

Lastly, the GoP provides environmental risk assessment guidelines for industries as well provides financial and other incentives for technology up-gradation, adoption of cleaner technology, implementation of pollution control measures and compliance with environmental standards (GoP, 2005).

### **Forestry**

Forests are an important renewable natural resource of any country. In order to protect the forests and other renewable resources, GoP has National Forest Policy. This policy seeks to eliminate fundamental causes of depletion of

renewable natural resources through active participation of all the concerned agencies and stakeholders so that Pakistan is better equipped to sustainably develop its natural resources (GoP, 2001).

The GoP would promote social, farm forestry and irrigated plantations. It would further help to preserve relic and unique forest eco-systems and encourage conservation and restoration of critically threatened eco-systems. The forest department with the help of other departments of the GoP would provide alternative sources of energy, like piped natural gas, liquefied petroleum gas, solar energy and micro-hydel power station, to the local inhabitants in order to reduce pressure on natural forests and to substitute firewood in the upland ecosystem (GoP, 2005).

### **Mountain Forests**

Mountain forests are of critical importance in Pakistan. They provide carbon-sink to reduce the global warming, and are the source of the invaluable biodiversity. These forests protect the water supplies, impede the loss of soil and water from watersheds and hence they reduce the siltation of waterways, water storage reservoirs and encourage nourishment of human communities and livestock. Therefore Government should develop and implement the following policies to improve the sustainable management of Renewable Natural Resources (RNR) in the mountain forests to make them more effective in functioning. (GoP, 2001). GoP protects these forests by establishing protected areas. Within these protected areas cutting of trees stands as a criminal offence, while licenses are provided for limited cutting of timber, but they are also subject to regeneration activities in the forest (GoP, 2001).

### **Mangroves**

Mangroves are of immense importance for protection of coasts, which also serve as a habitat for fish and shrimp at the early stages of their development. These fish and shrimp then serve as a source of food and more importantly export earnings. Marine pollution, scarce flow of fresh water flowing down the Indus delta and use of wood by locals as a source of fuel and fodder pose primary threat to these mangroves. In order to protect these forests, government of Pakistan tries to contain marine pollution, enables a minimum flow to fresh water which would be sufficient for nourishment of these mangroves. The epidemic of use of wood for fuel and fodder is curtailed by enforcement of an incentive-based system. This system is implemented by active participation of organized rural communities. (GoP, 2001).

## **Riverain Forests**

Riverain forests are pitiable remnants of the extensive woodlands that once fringed the rivers of Pakistan. It is policy of Government to manage these forests in a sustainable manner primarily for the maintenance of their environment and biodiversity, and secondly for meeting the needs of wood using industry, with consideration of revenue subordinated to both (GoP, 2001). The existence and development of riverain forests are dependent on the receipt of inundation water from Indus on sustainable basis. This fact is considered by the GoP while planning any future up-stream storages on the River Indus (GoP, 2001). High lying areas in riverain forests are irrigated by using lift irrigation techniques through the involvement of the local communities. Harvesting in such areas is allowed in those locations which are likely to get inundated the following year (GoP, 2001).

## **Biodiversity**

The Environmental Policy of Pakistan aims to promote the conservation and sustainable use of Pakistan's Biodiversity and effectively manages protected areas of the country. Ministry of Environment of GoP has devised a biodiversity action plan with the aim to strengthen and promote national biodiversity conservation programs and develop international and regional cooperation. It is further aimed at creation of conditions and incentives for biodiversity conservation at local community levels (IUCN, 2000). The biodiversity action plan of Pakistan as well as the environmental policy of Pakistan does promotes ex-situ conservation of biodiversity through establishment of botanical gardens, gene banks, zoos and captive breeding centers, developed National Zoological Gardens in Pakistan e.g. Naltar Park, and implements coastal zone management plans for protection of marine life (GoP, 2005; IUCN, 2000). Pakistan does also have a national wetland policy, which states, "Pakistan manages its wetlands for effective performance of ecological functions and services; and for realizing opportunities for sustainable livelihoods, recreation and culture, research and education"(Arshad, Akbar, & Khan, 2012).

## **Climate Change and Ozone Depletion**

According to the Environmental Policy of Pakistan, the government promotes the use of Ozone friendly technologies and is trying to phase out the use of Ozone depleting substances in line with the Montreal Protocol (GoP, 2005). The GoP's policies do also aim to reduce desertification in Pakistan by means to reclaiming the land and intensive reforestation campaigns.

## **Conclusion**

Pakistan has a very diverse set of environmental conditions prevailing across the country and these conditions therefore have a diverse set of problems with them. The environmental policy of Pakistan is an elaborate document which can be very helpful in solving out environmental problems of Pakistan if it is properly implemented. It is not to say that the environmental policy is totally ignored and not cared about, rather that it is cared about but what is needed is a greater emphasis be laid on the policy and its implementation. Many of policy solutions are very brave and futuristic in nature but what is lacking is a proper system for checks and balances which can ensure that the policy is being properly implemented and not being held hostage by the epidemic of corruption that is prevalent in the society.

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## **Child Rights Issues in Khyber Pakhtunkhwa: A Qualitative Study**

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and Muhammad Ashfaq Khan\*\*\***

### **Abstract**

*The research study primarily deals with the problems experiencing by children in the Khyber Pakhtunkhwa (KPK) province. Qualitative research method was employed in this research. The universe of the study was the province of Khyber Pakhtunkhwa. Semi-structured interviews with 60 respondents were held during the research study. The study presents primary and secondary data to examine the present situation of children in KPK. The study explored incest, swara, neglect, child labor as issues facing by the children in the KPK. Children encounter ill-treatment at home, at the hand of State, in their community and even in Non-Governmental Organizations (NGOs) and they are devoid of basic opportunities of lives in these settings. This study establishes the importance of raising awareness among relevant agencies, government decision makers, NGOs and the wider community about the impacts of violation of children rights and the types of actions that each can take to mitigate social impacts.*

**Keywords:** *Children, Rights, Exploitation, Abuse, Protection*

### **Introduction**

Khyber Pakhtunkhwa (KPK), previously the North-West Frontier Province, is the smallest province in Pakistan. It is situated in the north-west of the country, adjoining Afghanistan to the north-west, Gilgit Baltistan (GB) to the north-east, Azad Jammu & Kashmir (AJK) to the east, Federally Administered Tribal Areas (FATA) to the west and south, and Punjab and Islamabad to the south-east. Peshawar is the metropolitan of the province. KPK is divided into 25 districts, comprising 18 Settled Area Districts and seven Provincially Administered Tribal Area (PATA) Districts (Government of Pakistan, 2011). The province has a populace of more than 25 million, half of which is under age 19. Growth rate of the population is 2.4 percent per year (Khan, Sayeed, Haider & Kamran, 2013). It is among the poorest provinces of

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Pakistan with the poverty level expected at 29% to 44%. The province has been a victim of severe hardship, both in terms of natural catastrophes and the almost decade-long militancy and terrorism.

Child protection matters further highlight the gravity of the issues being confronted by children in KPK. The registration rate of birth is only 15.7 percent. Similarly nine percent children between the ages of 5-14 years can be found in doing some type of labor. Regardless of the way that it is unlawful, there were more than 40,000 child marriages (almost all girls) in the province 2010-2011. Honor killings and the tradition of trading young females in wedlock to resolve enmity continue. Hostility and brutality against children consists of assault, harm, sodomy, rape and corporal punishment (Khan, Sayeed, Haider & Kamran, 2013).

It is worth noting that KPK is one of the provinces that have exclusive child protection laws such as the Khyber-Pakhtunkhwa Child Protection & Welfare Act 2010 and Khyber-Pakhtunkhwa Borstal Institutions Act 2012, Juvenile Justice System Ordinance (JJSO), however regardless of the presence of these laws, the plight of children is upsetting (Express Tribune, 2014). Situation of children in KP keeps on staying desperate as children are consistently abused (Wasif, 2011). It is strongly believed that progress in the KPK on child rights is hindered by an absence of political will, insufficient monetary as well as human resources and the law & order situation in the province. Lack of interest on part of government can be seen from the fact that the draft of the provincial Prohibition of Employment of Children Bill, calling for disallowance on the work of minors under 14 years, stayed in line for presentation in the provincial assembly (SPARC, 2013). Furthermore, the provincial legislature of KPK also backpedaled from passing Child Marriages Restraint Amendment Bill for restraining child marriages in the KPK. The draft bill was discarded by majority of the lawmakers for having budgetary ramifications and for being part of a move made on the behest of the west. It was also stated that there is no age limit for tying the marital knot in other Islamic states (Zia, 2013).

## **Literature Review**

Children's rights are the human rights of children with special emphasis on the rights of care and protection offered to minors (Amnesty International, 2008). This incorporates their entitlement to relationship with father and mother, human identity as well as the fundamental needs for universal education on the expanses of the state, medical care, food and laws suitable for their development and age, freedom from discrimination on the basis of gender, race, religion, disability, national or other characteristics and equal protection of the civil rights of the child.

Children's rights interpretations ranges from permitting children the ability for independent action to the enforcement of children being free from physical, mental and emotional abuse, although what constitutes "abuse" is a matter of debate (Bandman, 1999). Children rights situation is deplorable in Pakistan. Same like Pakistan, the position of children's rights is far away from satisfactory in the KPK province as well and it is apparent from the fact that occurrences of child rights violations are documented daily (SPARC, 2012). The situation is deteriorating. Children in the province are not entitled to exercise their rights freely (Zia, 2012). Even though the Committee on the Rights of the Child (CRC) binds signatory states to ensure protection of child rights irrespective of any prejudice of any kind, children in Pakistan in general and in KPK in particular continue to be among the country's most vulnerable population, and face grave problems in the socioeconomic development. In November 2012, the then Prime Minister of Pakistan declared 2013 as 'Year of the Rights of the Child,' however; investments in health, education and security of children remain unfavorable (The News International, 2014). The present-day world is called a liberal world, the "global South" is however still not a liberal society and child rights violations are constantly on the rise there. Children are exposed to many harmful situations and are on verge of abuse and exploitation. There are 215 million children victim to child labor globally in which an overwhelming majority is employed in hazardous trades in Pakistan. The trades include carpet weaving, automobile workshops, mining, stone/marble cutting, glass factories, hotels and textiles (Datta, 2014). An overwhelming majority of children are still not able to live with self-esteem, utilize their abilities completely or take decisions regarding their life. Gender-based violence, exploitation and abuse continue to affect millions of children in Pakistan. The problem turns out to be particularly severe for children residing in conflict affected areas. Moreover, children are denied the opportunity – by their families and the wider community – to speak for themselves on important issues: which profession to follow, when and whom to marry (UNICEF, 2014).

### **Methodology**

Keeping in view the nature of this research, qualitative methodology for this research was used because it is flexible and sensitive to the social context in which the data is produced (Oakley, 2000). It provides basic insight into how the social world is perceived, understood, interpreted and produced by the informants (Holstein & Gubrium, 2003). This type of research also permits the respondents being studied to give much richer answers to questions put to them by the researcher.

The universe of the study was the province of KPK. This study included all stakeholders from KPK who were actively involved in the field of child rights.

For this study the researchers used expert sampling scheme. It is a sub type of Purposive sampling and is a type of non-probability sampling technique. There were 60 participants in this research study, the details of which are given in the following table.

Table 1  
Details of Respondents

Type of Respondents	Frequency
Officials of Directorate of Social Welfare and KP Child Protection & Welfare Commission	10
Judges of Child Protection Courts	10
Police Officers	10
Lawyers	10
NGO Members	10
Probation Officers	10
<b>Total</b>	<b>60</b>

Data was collected through semi-structured interviews in a face-to-face interaction with the respondents. Interview is an important and very helpful tool to obtain accurate information from respondents (Babbie, 2008). Interviews were held as a conversation with a purpose. The objective to a great extent was to generate an interaction, which allows respondents to reveal information of their own in their own words. The participants were given ample time to talk and the researcher was a patient listener (Smith, Flowers, & Larkin, 2009). The interviews with respondents were planned in advance; tape recorded and conducted in such environment that provided secrecy to them so that they may express themselves freely without any external pressure.

### **Data Analysis and Discussion**

This research study found that the situation of child rights is not satisfactory. The respondents were agreed that child rights are less considered important in this region. They were agreed that children in Pakistan in general and in KP in particular are facing a wide range of problems. Their rights are not well protected. They are not even allowed to freely exercise their rights. Close family members, community and state agencies are always violating their rights. For example, Regional Manager of a reputed local NGO pointed out that:

*Children in Pakistan are living a miserable life. They are exposed to multi-facet problems. They are facing harsh treatment from their parents, physical violence in schools, emotional abuse in community and low status in general society. People always look down to them due to their age and physical*

*characteristics. Children can easily be exploited in our society. They are victim of GBV, employed in hazardous occupations, early marriages, in conflict with law and some other traditional harmful practices.*

The comments of the above respondent highlight the plight of children in Pakistan. Due to presence of the mentioned problems, children are living a miserable life and are not able to fully enjoy the freedom provided by law. They have to sacrifice their basic needs due to non availability and due to the prevalence of the adverse conditions.

Another respondent from District Judiciary narrated that:

*Children in this country are lacking the basic rights. They are exploited in their families and in the community. Community seems not interested in protecting their rights as a result they are suffering from a wide range of protection issues.*

It is believed that some 2.6 million children are not going to schools, whereas 1.5 million are presently engaged in some form of child labor the province. There are about 352,000 children dying of reasons that are preventable before their 5<sup>th</sup> birthday every year, around 70,000 and above first-day deaths taking place, 44 per cent children being malnourished and approximately 1.5 million children working or living on the streets (Mahmood, 2014). The number of birth registrations is also low. Every year births of merely around 60 per cent children are documented (Nation, 2013). The number of street children is also growing and the figure shows that the province of KP is having a vast number of street children. The situation remains as a prominent socio-economic problem in the 21<sup>st</sup> century (Sousa, 2006). Sexually abusing children is also widespread. Children living on the streets are easy victim of this menace (Styles, 2014).

The respondents were agreed that children are victim of sexual abuse, barred to exercise their basic rights, victim of child labor and domestic assault and harmful traditional practices. For example, a child rights expert in a local NGO and a Supreme Court Advocate pointed out that:

*A large number of children are denied of the fundamental human rights: the right to education and health care, survival, protection against exploitation and violence, the right to participate in the decision making process - rights that are recognized by the international legal framework to which Pakistan is a signatory. They further said that “documentation of children through birth registration is vital to ensuring that they are*

*not hidden from their nation's progress or deprived of their rights. However, birth registration is very low and the main culprits behind low birth registration are the families of the children and government agencies. The number of street children is also increasing and huge numbers can be seen in KPK's urban environment. They pointed out that even in the 21<sup>st</sup> century and presence of laws, Swara is common in the rural set up of our society. The respondents also stated that in some areas of the Pakhtun belt, male child prostitution is culturally acceptable and is regarded as a matter of prestige.*

Another respondent who was a Probation Officer stated that:

*Children in the KPK are mostly used by the adults for their vested interests. He shared some of the children being used by the adults in carrying narcotics.*

## **Child Labor**

Child labor is an important and a serious child right issue in KPK (Arshad, 2015). An estimated 1.5 million children in the province are presently engaged in child labor. 60,000 children out of the total figures are under ten years of age. Mostly they are working in hazardous situation detrimental to their health, physical and mental development (Zia, 2012). The constitution as well as the labor laws bars children to enter into the workforce before attaining their 14<sup>th</sup> birthday. However, little to no efforts has been taken to implement fully the provision of law. It is worth mentioning that children are exposed to hazardous labors and are doing jobs which are ban under the law.

The respondents revealed that labor is hindering the development of children and are keeping them away from schools. They were agreed that children in KP are found in hazardous occupations. For example, a representative of a local welfare organization stated that:

*Child labor as compared to other provinces has increased in our province. He further said that it has been ignored by the successive governments. Although the province has had Child Protection and Welfare Commission, Labor Department, Social Welfare Department, they have had little success in curbing the fast growth of this menace. In our society, due to parents ignorance and negligence children are sent for labor. Similarly, the state is offering nothing to curb the menace of child labor and the general community is blind regarding the rights of those employed in different trades.*

## Swara

*Swara* is a marriage custom in *Pakhtun* belt. It is attached to blood fights between different clans and tribes where girls of young age are married forcibly to members of opposite clans for the resolution of conflicts. *Swara* in different local languages is also well-known as *Sangchatti*, *Sak*, and *Vani* across Pakistan (Hashmi & Koukab, 2004). It is widespread in *Pakhtun* society and despite of the laws, people used to practice it. Young girls are mostly the victim in this. It is clear cut violation of child rights and is being supported by the culture in some part of this region. It has dangerous repercussions for the girl children. The young girl who is given in *Swara* loses all her rights as an individual and the custom gives her no protection of any kind. Although these girls are given away under the pretence of marriage, they are treated as worse than slaves in the family of the in-laws throughout their lives. They are abused in many ways and their human rights are grossly violated.

*Swara victims are locked up in the house where they reside and have no freedom of movement. They can't go outside the house even for medical treatment and are socially isolated. They are not allowed to talk to outsiders. Children are barred from all their fundamental rights in Swara. (Interview with a female Advocate)*

## Child Sexual Abuse

Sexual abuse of children is a type of child abuse in which an adult or grown up exploits a child for sexual stimulation (Martin, Anderson, Romans, Mullen, & O'Shea, 1993). Incidents of child sexual abuse are constantly on rise in KPK. Due to cultural barriers a huge number of cases remain un-reported. In our conservative society, child sexual abuse is a taboo and people do not talk about it, including the victims themselves (Integrated Regional Information Networks, 2013). Sexual abuse has dangerous repercussions on the personality of the abused child. It is a stigma attached to his personality and which followed him till his death.

Respondents in the study were mostly agreed that children are experiencing sexual abuse in our society. They were also agreed that mostly the case remain un-reported due to cultural restraints. Similarly an interviewee who was a police officer in the investigation branch has stated that:

*Sexual abuse in different forms is prevalent in society. Sexual abuse leaves profound effects on psychological and physiological health of a child. The affected children stay in the influence of this horrendous act for the rest of their life if it is not cured adequately. This crime is usually not reported due to the stigma attached to it.*

## **Incest**

Incest is another issue facing by the children. People still cover up this problem because of the societal shame and pressure involved. Sahil (2013) has reported 70 incest cases. On the other hand, it is believed that many cases go unreported due to the fact that at times the cases happen in far flung inaccessible areas, or in most cases people like to remain silent. Familial members and guardians do not want to listen to the complaint, or still if the victim proceeds, he/she is threatened by the culprit.

In the research study an active female Civil Society Member stated that:

*A large number of minor boys and girls are facing this heinous act in their domestic settings. However, majority of the cases remain unreported due to the stigma attached with this, faulty juvenile justice system and cultural barriers. It happens a lot in rural areas.*

## **Child Marriage**

The legal age for marriage according to Child Marriage Restraint Act 1929 is 18 years for a male child and 16 years for a female child. Child marriage is a penal offence as per the Pakistan Penal Code, however little to zero has been done to implement the laws relating to the age of a boy and girl for marriage (SPARC, n.d). A survey conducted in 2012-13 shows that 47 per cent of the marriages involved immature girls in the KP while according to Human Rights Commission of Pakistan 74% of the girls in Mardan and Charsada districts are wedded off before attaining 16 years of age (Express Tribune, 2015).

In the research study child protection expert of a UN agency pointed out that:

*Child marriage is a dangerous issue in KPK that has reached to a higher proportion in recent years. Under the CRC which Pakistan had signed anybody below the age of 18 is considered to be a child and everybody marrying under the age of 18 is violations of the international law. She further said that child marriage stole the innocence of thousands of girls and often subjected them to poverty, ignorance and poor health. The family, community and state agencies are committing criminal negligence in this regard by not taking appropriate actions against this evil.*

## **Out of School Children**

The image of illiteracy in KPK is bleak. Even though various political parties during their government have initiated different programs to increase the ratio of literacy, they have been failed to transform their words into practical shape due



to different socio-cultural and political hindrances. The Pakistan's Constitution guarantees the right to education for every child 5–16 years of age. The laws, policies and programs at both federal and provincial levels have recognized this right. However, a huge number of children are currently not in primary schools. These children, along with those on verge of dropping out, are being deprived of the right to a complete education of high-quality (UNICEF, 2013).

In this research study majority of the respondents pointed that children in KP are not able to get proper education. An overwhelming majority of children are not even able to enter for primary education. The ignorance on part of the families, community, organizations and state is barring children from their fundamental right. An interviewee in the research study from UN Agency pointed out:

*Education is the best tool to ensure survival, development and protection of children in the province. However, little to no serious efforts has been taken to achieve universal primary education in the province. Government has ignored education and it is evident that a very low percentage in the budget is allocated for it.*

## **Corporal Punishment**

Corporal punishment is widespread across KPK; in homes, educational institutions and workplaces. A huge number of incidents are daily documented from different sectors (SPARC, n.d). Even though the KPK government had prohibited the use of physical force in schools from two and half decades, still there are reports that children are being punished physically.

Official of a government agency pointed out that:

*Corporal punishment in all its forms and manifestation is banned throughout the province. However, the law is not fully implemented and cases of corporal punishment are emerging on daily basis. He further added that the practice of physical force is deeply ingrained in the community. Parents and society generally think that it is ok if teachers or parents physically punish children. They consider that it is basically fine for good bringing up and making them good human being. Some parents also think that they were beaten up by their parents to make them good people and they became good people.*

## **Discrimination**

It is easy to know in a man-centered society like *Pakhtun* where gender inequality lies at the root of most serious crimes like honor killings. This gives

rise to an inferiority complex in girls at home and results in the improper development of child's personality. It also influences the personality of boys at home, where they learn to dominate their sisters by virtue of their gender only. The lessons learnt from their domestic settings are replicated in their entire life. This also gives rise to anger in children who are sensitive which may affect their efficiency both in school and at home (Khan, 2006).

Majority of the respondents in the research study were agreed that mass discrimination exists in *Pakhtun* society. Female children are more on the receiving side. They are always sacrificing for the sake of boys. This discrimination exists at micro, mezzo and macro level. A female child rights advocate working in a government department stated that:

*Male child in our society is considered as invaluable while female child are always deprived from their rights. Girls have fewer opportunities of proper education and health care. They are also considered as second to their brothers.*

### **Conclusion**

To conclude, it can be said that children in the Khyber Pakhtunkhwa province are routinely abused and exploited. They are not allowed to exercise their basic human rights. Furthermore, the wider community has lack of understanding about children rights and is least bothered to take care of their children. There are also certain problems which are being backed by the traditions of the society. These problems are posing serious threats to the survival, development and protection of children in the province. The commitment of provincial government towards fulfilling its constitutional obligations can best be seen from the fact that no legislation has been made under Article 25A.

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## Factors Influencing Students' Choice of Private College/University in Pakistan

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and Shahzada Shahab Khan\*\*\*

### Abstract

*This research is an effort to investigate the factors that influence the students' choice of private higher education institutions. In Pakistan private higher education institutions are facing numerous challenges and competition from new private colleges. This research paper reflects the survey of 500 undergraduate students who are studying in different private colleges and universities of Lahore division, Pakistan. A self-administered questionnaire was used to determine and rate the factors that influence them to get enrollment in a specific private institution. The results showed that degree demanded in the market by the employer, teaching quality, career prospects, and quality of tertiary education have strong influence on student's choice of a private institution. Unpredictably, the role of teachers and friends has been the least influential in the students' choice of a private higher education institution. The results of this study could be beneficial for designing the marketing strategies of the private higher education institutions to attract and enroll students.*

**Keywords:** *Higher education, private colleges, marketing strategies*

### Introduction

Intense competition among the Higher Education Institutions (HEIs) has intensified need of marketing strategy. That why HEIs from different areas of the world are currently taking marketing into account seriously. Developing countries HEIs in comparison to developed countries counterparts have lower funding, small investors, lower base of knowledge and consequently lower level of academics. As HEIs needs a marketing strategy that invites more students, Oplatka and Hemsley-Brown (2006) states the situations in which a number of universities used similar marketing approaches that have been followed successfully in the business world. Collaboration with foreign universities could

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be used as tool for attracting students (Mazzarol, 1998). Similarly HEIs could improve their communication systems through internet and modern technology with the current and prospective students (Gomes & Murphy, 2003; Altbach, 2004). The increased competition for attracting students has led HEIs to be aware of the significance of successful marketing plan. The important components of marketing programs are product placement, price level, and promotional activities to attract students by the HEIs. These components are collectively known as marketing mix (Kotler & Fox, 1995). Marketing mix was principally divided into four Ps- place, price, promotion and people in 1960s. However, for service industry this approach is criticized by many scholars (Nicholls, Harris, Morgan, Clarke & Sims, 1995). To address this critique, three additional Ps were included namely physical evidence, people and process. The 7Ps marketing mix concept increases the possibilities for HEIs to fulfill their needs from customers (Pratminingsih & Soedijati, 2011).

### **Literature Review**

There are three important factors that prospective students take into account while getting admission in any private higher education institutions namely value of degree, structure and content of the degree and the financial cost of the education. College location and distance from hometown can be a major element considered by prospective students to apply and get admission (Sevier, 1986). A study conducted by Yusof, Ahmed, Tajudin & Ravindran (2008) suggested that availability of the required program is a major attribute for the first year student to choose an institution. College reputation and image also have a powerful influence on the student choice of the Higher education institution (Lay & Maguire, 1981; Murphy, 1981; Sevier, 1986; Keling, 2006). Similarly availability of facilities such as attractive class room, well equipped library and laboratory are major factor influencing the student choice of private college or university. Jackson (1980) concluded that fee charged by the institution has a negative influence, whereas provision of financial aid for the students has a positive influence on the students' choice of the institution. Most of the students interested in college education because of the job opportunities it can provide. Paulsen (1990) described that students' college choice are often triggered by the availability of the career opportunities. For the last ten years, there is increasing trend on the part of private colleges & universities to market themselves through different advertising media. Television and newspapers have been found effective in building the institution image. Studies conducted in different countries of the world highlighted different factors associated with student's choice of private university or college. In studies conducted in Australia, academic reputation, socio economic status of students, type of institution, university location, career prospects are important factors in the choice decision of



students. Studies conducted in United States of America focus on size of the college, tuition fee, courses offered, and reputation of the institution as the prime factors in the selection decision of the students.

### **Research Objectives**

- 1) What are the factors that influence the students' choice of a private college?
- 2) Which factors are most important in terms of ranking among the students?
- 3) What is the association among factors in determining students' choice of private colleges?

### **Methodology**

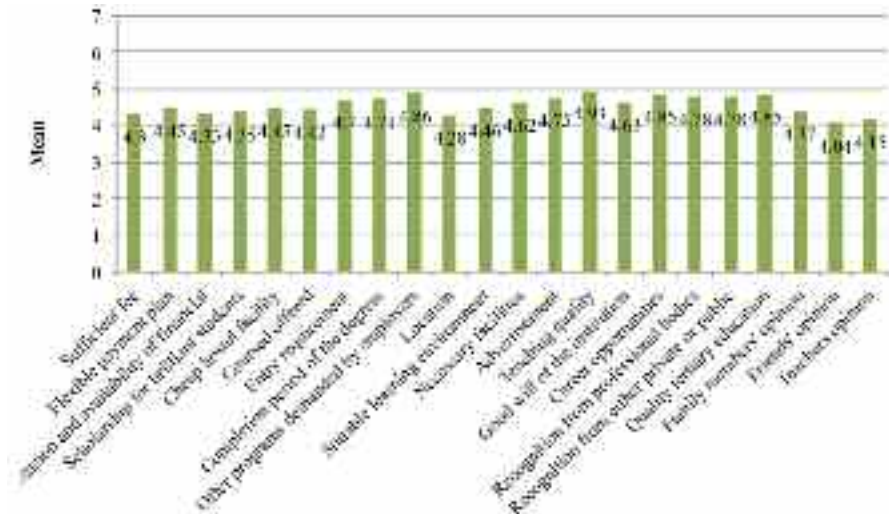
The methodology used in this paper was the survey research. A questionnaire was designed and administered to 500 respondents from 10 private colleges. Sample consists of 50 students from each 10 selected private college. The ten colleges selected were; University of the Central Punjab, Superior University, Central college, Standard college, Scholar college, Jinnah Islamia College, Quaid Institute of Management and Technology, Leadership College, and IBL College, Lahore.

### **Findings and Discussion**

#### **Research Objective 1**

Questions 3,4,5,6 and 7 were asked to address the first research objective which is to decide the factors that influence the students' choice of a private college.

Figure 1  
Factors Influencing the Students to Study in a Private College



It is witnessed from Figure 1 that all factors show average above 4 and hence they are real factors that influence the behavior of students to get admission in a

private college. The factors showing highest averages were availability of programs required by the employers, teaching quality, career prospects and quality of tertiary education. So these factors influence the more to seek admission in a private college. The results also highlighted the fact that teachers' and friends' opinions have little influence on the student's decision to enroll in a private college.

## Research Objective 2

Question no. 7 was to address the second research question which was to decide the rating that students give to each factor while getting admission in a private college. For this purpose, five categories have been made for 22 factors that influence the students while seeking admission in a private college. These five categories are: Structure and content of education; physical facilities and aspect; education cost; education value; and opinion of friends and family member.

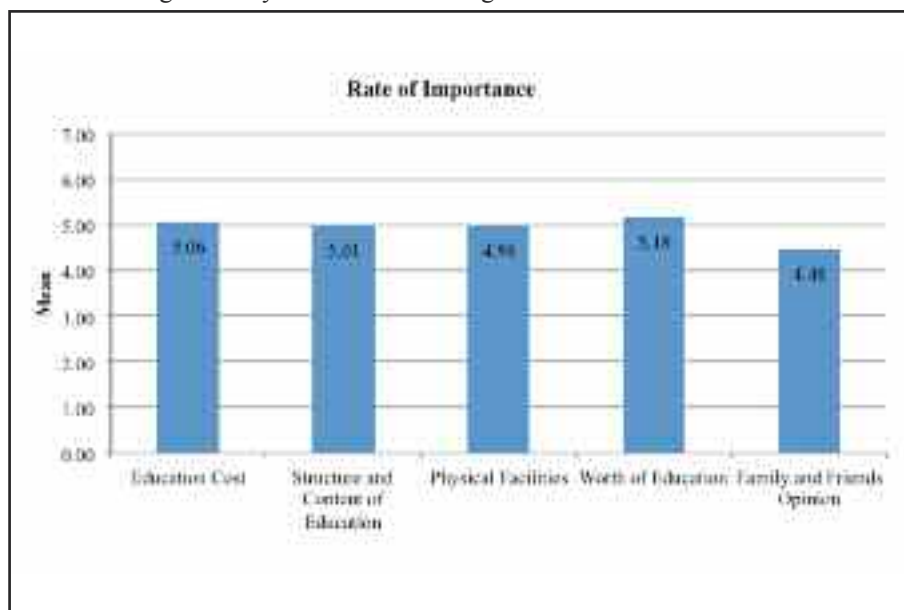
Table 1  
Rotated Factor Matrix

	<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Factor 1</b>	<b>Recognition from professional bodies</b>	.755	.143	.056	.145	.065
	<b>Recognition from either private or public sector</b>	.745	.155	.117	.146	.107
	<b>Career opportunities</b>	.714	.158	.096	.103	.154
	<b>Quality tertiary education</b>	.646	.184	.198	.236	.039
	<b>Good will</b>	.428	.114	.147	.222	.252
<b>Factor 2</b>	<b>Learning environment</b>	.110	.732	.154	.274	.158
	<b>Necessary facilities</b>	.175	.683	.184	.226	.135
	<b>Advertisement</b>	.219	.665	.235	.127	.146
	<b>Teaching quality</b>	.304	.566	.153	.144	.079
	<b>Strategic location</b>	.068	.472	.185	.227	.153
<b>Factor 3</b>	<b>Cheap hostel facility</b>	.147	.202	.683	.062	.076
	<b>Sufficient fee</b>	.030	.105	.687	.238	.163
	<b>Flexible payment plan</b>	.169	.226	.662	.129	.158
	<b>Scholarship for brilliant students</b>	.125	.127	.636	-.012	.019
	<b>Availability of financial aid</b>	.055	.114	.622	.266	.102
<b>Factor 4</b>	<b>Completion period of degree</b>	.258	.233	.128	.728	-.015
	<b>Entry requirement</b>	.209	.222	.079	.694	.043
	<b>Courses offered</b>	.117	.143	.221	.653	.082
	<b>Offer programs demanded by employers</b>	.233	.352	.196	.522	.008
<b>Factor 5</b>	<b>Friends' opinion</b>	.058	.042	.093	.107	.926
	<b>Teachers opinion</b>	.141	.206	.162	.024	.652
	<b>Family members' opinion</b>	.199	.208	.101	-.036	.427

Table 2  
Factors Rating to Study in a Private College

		Education Cost	Structure and Content of Education	Physical Facilities	Worth of Education	Family and Friends Opinion
<b>N</b>	<b>Valid</b>	472	470	468	472	470
	<b>Missing</b>	28	29	32	27	29
<b>Mean</b>		5.06	5.01	4.98	5.18	4.48
<b>Median</b>		5.00	5.00	5.00	5.00	4.00
<b>Std. Deviation</b>		1.518	1.3886	1.244	1.331	1.768
<b>Variance</b>		2.311	1.855	1.477	1.766	2.432

Figure 2  
Factors Rating to Study in a Private College



It is clear from the Figure 4 that value of education has the highest mean in terms of rating. This means that students place greater importance on the value of education while getting admission in a private college. The friends and family opinion play least role in this decision.

### Research Objective 3

Research question 3 address the issue whether there is any association among factors in determining students' choice of private college. For this purpose, correlation test has been applied to judge whether there is any association among the factors to study in a private college.

Table 3  
Correlation Table

Variable	1	2	3	4	5	6	7
<b>Completion Period</b>	1	0.31	0.24	0.54	0.39	0.14	0.32
<b>Entry Requirement</b>	0.612	1	0.37	0.43	0.24	0.32	0.17
<b>Teachers Opinion</b>	0.43	0.12	1	0.630	0.33	0.28	0.46
<b>Friends Opinion</b>	0.25	0.44	0.26	1	0.44	0.41	0.29
<b>Career Opportunity</b>	0.14	0.29	0.4	0.43	1	0.591	0.21
<b>Recognition from professional organization</b>	0.19	0.18	0.44	0.25	0.20	1	0.593
<b>Recognition from Public or Private sector</b>	0.23	0.22	0.26	0.49	0.18	0.29	1

From the above Correlation table, it is clear that some factors are closely related with each other. Factors which have high correlation between them include: entry requirement and completion period with coefficient of correlation value of 0.612, friends opinion and teachers' opinion with coefficient of correlation value of 0.630, career opportunity and recognition from professional organizations with coefficient of correlation value of 0.591, career opportunity and recognition from public or private sector with coefficient of correlation value of 0.593.

The result indicate that when private colleges complete their courses in a reasonable time, they should pay attention on the entry requirement of students as both factors are strongly related with each other. This is also true in case of recognition from public & private sector and recognition from professional organization as well as career opportunity.

### Conclusion

Pakistani students consider teaching quality and value of tertiary education together with career opportunity as important factors before getting admission in a private college or university. Fee structure and repute of institution also affect their decision. Further there is need of effective market plan on the part of private colleges to build their reputation in the market. Because of the stiff competition, private universities and colleges must revise their market plan on yearly basis. There is also a need to make a link between industry and private higher education institutions. Private institutions must also pay attention on hiring talented teachers in their work force. The findings of this study will provide important indication of the factors considered by the students while selecting private HEIs. In conclusion, this paper has provided important insights on the means to gain greater achievement and formulation of strategy in addition to disclosing some repercussion relating to private sector higher education in Pakistan.

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## Application of Logistic Regression Analysis to School Data

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### Abstract

*The knowledge is privileged over resources in contemporary economy. The teacher plays significant role in rational, individuality arrangement and corporeal talent of human being. Consequently, a teacher with numerous qualities could provide precious form of knowledge. The present study was therefore conducted to determine the factors contributing to the qualities of public and private school teachers in Hyderabad district of Sindh province, while the students' grades were measured in connection with the qualities. A sample of 30 schools (17 public and 13 private) was taken. Various indicators depicting the qualities of teachers such as communication skills; punctuality; regularity; reading and writing skills; Information Technology skills; coordination; methodologies used for teaching purpose (audio-visual aids, lesson planning and use of computer/internet) were found significant in teachers of various public and private schools using logistic regression model. Based upon this study, it is recommended that schools should concentrate on the above mentioned parameters while appointing teachers. It is also recommended that all schools should adopt advanced methods of teaching like audio-visual aids, lesson planning and use of Computer/Internet, effectively.*

**Keywords:** Education, Performance, Logistic Regression, Factors.

### Introduction

In spite of human concern for the improvement of educational system, it has received less importance especially in developing countries. There are three major

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types of education viz. formal, non-formal, and informal. Positive effects of education can be listed as reduction in poverty and empowerment of masses in decision making process (King & Zeng, 2001).

In Pakistan, formal education is given through public and private schools. The co-existence of public and private schools in this country has been observed since long time and it is envisaged that the same will continue in the future. There are many differences and similarities between public and private school education up to matriculation level.

Those parents who register their broods in private institutions are likely to encompass continuing interest in their children progress. For a variety of reasons such as laws governing public and private schools differ, their inputs, number of certified teachers, teachers having advanced degrees, teaching experience etc, rich families are obviously anxious to enroll their children in private schools despite exorbitant fee structure (Janzen & Stern, 2007).

The only thing that matters for the parents of school age children is if they are satisfied with the education which is being received by their children from that school. All that truly matters if child is learning in a friendly environment that makes the child feel safe and secure for the full effect of learning to take place.

It is a universally accepted fact that teachers play a crucial role in making schools effective. It is obviously true in under developed countries like Pakistan, where teachers may be the only resource available. If teachers are professionally developed in their knowledge, skills and teaching practices, the quality of teaching within the classroom improves and can motivate student to learn (The Dawn, 2009).

Denise and Ellis (2004) conducted a study to explore the factors affecting the performance of both the above mentioned schools and reported that although salaries of the public sector schools were 22 percent higher than that of teachers of private sector, about 50 percent more advanced qualification and certification were observed in public schools teachers. Also the teaching staff of public schools had more experience of 10 years than private school teachers. Similarly, Muhammad (2012) found that public schools have better facilities, spacious buildings, highly qualified staff and people oriented management styles as compared to private schools. The heads and teachers of private schools desired to shift in public schools. The same as, Suryadarma et al. (2006) reported that quality of school facilities positively effects on school performance while teacher absenteeism is negatively correlated.

Considering these problems and findings, this study has been attempted to



identify the qualities of public and private school teachers using sophisticated statistical technique i.e., logistic regression analysis. Through this research, contribution of factors assumed to be influencing the performance of public and private schools teachers in Hyderabad district has been studied, using logistic regression analysis, while evaluating the goodness-of-fit indices.

## Materials and Methods

### Sampling and Data Collection

Due to more number of public schools as compared to the private in Hyderabad, 17 public and 13 private schools were randomly selected. A questionnaire exploring many important factors was developed. The data set under study comprises of binary dependent variable (public versus private schools) and thirty-five (35) independent variables that were assumed to discover the qualities of public and private schools teachers.

### Logistic Regression

Logistic regression is constructive for situation where the researcher wants to predict the presence or absence of an attribute or an outcome based on values of a set of predictor variables. The basic assumptions necessary for hypothesis testing in regression analysis are necessarily violated especially when the dependent variable can have only two values. Logistic regression analysis has similarity to a linear regression model but is appropriate in situations where there exist binary outcomes of dependent variable. The probability of occurring of an event is directly estimated by using logistic regression analysis. The following equation shows the general description of the logistic regression model.

$$(\text{Prob}(\text{event})) = \frac{e^z}{1 + e^z} \quad \text{Eq. (1)}$$

Or

$$\text{Prob}(\text{event}) = \frac{1}{1 + e^{-z}} \quad \text{Eq. (2)}$$

In which  $z$  is the usual linear combination, can be written as:

$$Z = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p \quad \text{Eq. (3)}$$

$\beta_0, \beta_1, \beta_2, \beta_3, \dots, \beta_p$  are the estimated coefficients of the data,  $X_i$  are the independent variables and  $e$  is the base of the natural logarithms.

## Selecting Predictor Variables

It is a good idea to examine several possible models and choose among them on the basis of interpretability, parsimony, and ease of variable acquisition. The estimation of the parameters of model was done by using method of Maximum Likelihood. This method deals with finding the estimates of the coefficients which maximize the probability of selecting a sample actually obtained (Kennedy, 2003).

## Testing Hypothesis about the Coefficients

Using maximum likelihood method, logistic regression coefficients  $b_0$  and  $b_j$  and their standard errors are estimated and the same were used for the evaluation of fit of one or more models. On the finding of an acceptable model, *Wald test* (Wald, A. 1943) is used to evaluate the statistical importance of each of the coefficients. The *Wald Statistic* is defined as:

$$W_j = \frac{\beta_j}{S.E_{\beta_j}} \quad (\text{Where } j=1,2,3,\dots,p) \quad \text{Eq. (4)}$$

## Partial Correlation

*R statistics* measures the partial correlation between the dependent variable and each of the independent variables. *R* can lie between -1 to +1 inclusive. The contribution of the variable in the model can be well known by the value of *R*, smaller its value means less contribution to the model and vice versa. *R* can be calculated by using the following formula:

$$R = \pm \sqrt{\left( \frac{\text{WaldStatistic} - 2K}{-2LL_{(0)}} \right)} \quad \text{Eq. (5)}$$

In the above formula, *K* represents the degrees of freedoms. The denominator is -2 times the log-likelihood of a base model that contains only the intercept, or a model with no variable if there is no intercept. The value of  $2K$  in above equation shows the adjustment for the number of parameters estimated. If the *Wald statistic* is less than  $2K$ , *R* is set to 0.

## Interpretation of Coefficients using Odds

To understand the interpretation of the logistic coefficients, consider a rearrangement of the equation of the logistic model, *i.e.*,

$$\hat{Y}_i = \frac{e^z}{1 + e^z} \quad \text{Eq. (6)}$$

Where  $z = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p$

The logistic regression model can be written in terms of the odds of an event occurring. The odds of an event occurring are defined as the ratio of the probability that even will occur to the probability that it will not occur. The logistic model in terms of log of the odds, which is called a logit, can be defined as,

$$\log \left( \frac{\hat{Y}_i}{1 - \hat{Y}_i} \right) = \beta_o + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p \quad \text{Eq. (7)}$$

Thinking of odds is easier than to thinking about log odds. Using odds, the logistic regression equation can be written as under:

$$\frac{\hat{Y}_i}{1 - \hat{Y}_i} = e^{\beta_o + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p} = e^{\beta_o} e^{\beta_1 X_1} e^{\beta_2 X_2} \dots e^{\beta_p X_p} \quad \text{Eq. (8)}$$

### Assessing the Goodness-of-fit of the Model

It means to asses that how well the fitted model fits not only the sample of data from which it is derived, but also the population from which the sample data were selected. The log-likelihood, for a candidate model, is calculated as:

$$\text{Log-likelihood} = \sum_{i=1}^n \left[ Y_i \ln \left( \hat{Y}_i \right) + (1 - Y_i) \ln \left( 1 - \hat{Y}_i \right) \right] \quad \text{Eq. (9)}$$

Where  $Y_i$ 's are actual outcomes and  $\hat{Y}_i$ 's are the predicted probabilities of event occurring.

Among the various available statistics *Cox & Snell R<sup>2</sup>* and *Nagelkerke* are mostly used to asses the goodness-of-fit of the model with all of the independent variables and told us magnitude of the explained variation. The *Cox & Snell R<sup>2</sup>* can be defined as:

$$R^2 = 1 - \left[ \frac{L(0)}{L(\beta)} \right]^{2/N} \quad \text{Eq. (10)}$$

Where  $L(0)$  is the likelihood for the model with only a constant,  $L(\beta)$  is the likelihood for the model under consideration, and  $N$  is the sample size. The problem with this measure for logistic regression is that it cannot achieve a maximum value of 1. Modification of the *Cox and Snell R<sup>2</sup>* was proposed by *Nagelkerke* in 1991 to achieve the value of 1. The *Nagelkerke R<sup>2</sup>* can be defined as:

$$R^2 = \frac{R^2}{R^2_{MAX}} \quad \text{Eq. (11)}$$

Where  $R^2_{MAX} = 1 - [L(0)]^{2/N}$  Nagelkerke  $R^2$  reveals about the variation in the outcome variable which is explained by the logistic regression model. Another approach for testing goodness of fit is Chi-square test which can be defined as:

$$X^2 = 2[(\log \text{likelihood of bigger model}) - (\log \text{likelihood of smaller model})] \text{ Eq. (12)}$$

## Results and Discussion

Logistic regression analysis was performed on collected data using different methods (options) in the SPSS for selecting the significant variables. The variables in the final model were: pay of teachers; qualities of teachers such as communication; punctuality; reading and writing skills; I.T skills, expenses of matriculation (admission fee, monthly fee and library fee); result of previous metric class (number of students who got AI, A, B, C, D and E grades); facilities provided for students (science lab, computer lab, music class, library and canteen); and finally the assessment of studies were found significant.

Table 1 shows the estimated coefficients, standard error for coefficients, Wald Statistic, degrees of freedom and level of significance for Wald Statistic and partial correlation of the logistic regression model. Given these estimated coefficients in the table, the logistic regression equation for the probability of factors distinguishing the qualities of public and private schools teachers can be written as:

$$\text{Prob(public/private)} = \frac{1}{1 + e^{-z}}$$

Where

$$Z = 0.268 + 0.712(\text{Communication}) - 10.755(\text{Knowledge}) + 11.743(\text{Punctuality}) - 11.862(\text{Regularity}) + 10.589(\text{Writing Skills}) + 16.515(\text{I.T. skills}) - 11.901(\text{Reading skills}) + 0.187(\text{Coordination}) - 12.172(\text{AI grade}) - 12.588(\text{A grade}) - 5.849(\text{B grade}) - 9.138(\text{C grade}) - 2.243(\text{D grade}) + 64.276(\text{E grade}) - 7.223(\text{Audio/Visual Aids}) - 2.272(\text{Lesson Planning}) + 18.506(\text{Use of Computer/Internet})$$

## Testing Hypothesis about the Coefficients

H<sub>0</sub>: There is no difference between public and private schools:

$$[ \beta_1 = \beta_2 = 0 ]$$

H<sub>A</sub>: There is a difference between public and private schools:

$$[ \beta_1 \neq \beta_2 \neq 0 ]$$

In testing the hypothesis about the coefficient, the test that a coefficient is 0,

which is the null hypothesis, is based on the *Wald Statistic*, which is shown in the column labeled **Wald** in Table 1. The table also illustrates that the coefficient for variable use of computer / Internet is 18.506 and its estimated standard error is 121.278, presented in the column labeled **S.E.** The *Wald Statistic* is  $(18.506/121.278)^2$  or about 0.023. The significance level for *Wald Statistic* is placed in the column labeled **Sig.**

Table 1  
Estimates for the Logistic Regression Model (Variables in the equation)

Variable	$\beta$	S.E	Wald	d.f	Sig.	R
<b>Qualities</b>						
Communication	0.712	541.519	0.000	1	0.002	0.999
Knowledge	-10.755	568.790	0.000	1	0.012	0.985
Punctuality	-11.743	632.346	0.000	1	0.008	0.985
Regularity	-11.862	708.359	0.000	1	0.057	0.987
Writing Skills	10.589	343.344	0.001	1	0.029	0.975
I. T Skills	16.515	243.285	0.001	1	0.010	0.946
Reading Skills	-11.901	239.177	0.002	1	0.010	0.960
Coordination	0.187	183.815	0.000	1	0.031	0.999
<b>Metric Result</b>						
AI grade	-12.712	17.488	0.484	1	0.000	0.486
A Grade	-21.588	13.031	2.744	1	0.001	0.098
B Grade	-5.849	7.075	0.683	1	0.062	0.408
C Grade	-9.138	10.124	0.815	1	0.001	0.367
D Grade	-2.243	9.844	0.052	1	0.005	0.820
E Grade	64.276	42.529	2.284	1	0.008	0.131
<b>Methodologies</b>						
Audio Visual Aids	-7.223	87.4361	0.007	1	-0.060	0.934
Lesson Planning	-2.272	1.386	2.687	1	0.1157	0.101
Computer/ Internet	18.506	121.278	0.023	1	0.007	0.2835
Drawing Board	-0.216	1.138	0.036	1	0.015	0.850
Constant	0.268	0.368	0.530	1	0.467	

### Partial Correlation

The partial correlation between the dependent and the independent variable is shown in the Table 1, column labeled R. The partial correlation between the public and private school teachers' performance and the use of Computer / Internet can be calculated as under:

$$R = -\sqrt{\left(\frac{0.023 - 2}{24.60}\right)} = 0.2835$$

The negative value (sign of corresponding coefficient is attached to the value of R) indicates that as the value of the variable use of Computer / Internet is decreases, so does the likelihood of event occurring.

### Interpretation of the Regression Coefficients (using odds)

Regression coefficients indicate the amount of change in the dependent variable for the one-unit change in the independent variable. The logistic regression equation model can be rewritten in terms of the log of the odds, which is called a logit (odds are already defined as the ratio of the probability of occurrence to the probability of non-occurrence) can be defined as,

$$\log\left(\frac{\Pr(\text{public})}{\Pr(\text{private})}\right) = 0.268 + 0.712(\text{Communication}) + 10.755(\text{Knowledge}) + \dots + 18.506(\text{Computer/internet}) + 5.0924(\text{Soft/Drawing Board})$$

The above equation illustrates that the logistic coefficients can be interpreted as the change in the log odds associated with a one- unit change in the independent variable. For instance, in Table 1, the coefficient for AI grade is -12.172. This tells that when the grade changes from AI to A and the values of the other independent variables remain unchanged then the log of odds of the schools is decreased by 12.172. Since it is easier to interpret the model in terms of odds rather than log odds, the equation is rewritten as under:

$$\frac{\Pr(\text{Public})}{\Pr(\text{Private})} = e^{0.268 + 0.712(\text{Comm}) + 10.755(\text{Know}) + \dots + 18.506(\text{Computer/internet}) + 5.0924(\text{Soft/Drawing Board})}$$

Then  $e$  raised to the power  $\beta$  is the factor by which the odds change when the  $i$ th independent variable increases by one-unit.

### Assessing the Goodness-of-fit

#### Goodness-of-fit of the model (smaller model)

Likelihood is the probability of observed results, given the parameter estimates and  $-2$  times the log likelihood (-2LL) is a measure of how well the estimated model fits the data. For the logistic regression model that contains only the constant, -2LL is 24.605, as shown in the Table 2. This translates that the model fits the data well.

#### Goodness-of-fit with all variables (bigger model)

Table 2 shows the *Goodness-of-Fit Statistics* for the model with all independent variables. The current model contains a constant and all the

independent variables, the value of  $-2LL$  for the model is 8.986, which is smaller than the  $-2LL$  for the model containing only the constant. The *Goodness-of-Fit Statistics* in the next row of  $-2LL$  is for the bigger model. The value of Cox & Snell  $R^2$  is 0.422 shown in the Table 2 reveals that about 42% of the variation in the outcome variable is explained by the model.

Likewise, the Nagelkerke  $R^2$  is estimated in the same table as 0.566, which indicates that about 56% of the variation in the outcome variable is explained by the logistic regression model.

There is another additional entry in the table, labeled as Chi-square. The model Chi-square tests the null hypothesis that the coefficients for all of the terms in the current model, except the constant are 0.

Table 2  
Coefficients of partial correlation and model Chi-Square

-2 Log Likelihood (for smaller model)		24.605	
-2 Log Likelihood (for bigger model)		8.986	
Goodness of Fit		83.542	
Cox and Snell $R^2$		0.422	
Nagelkerke $R^2$		0.566	
Model	Chi-square	<i>df</i>	<i>Sig.</i>
	15.619	8	0.048

In the Table 2,  $-2LL$  for the model containing only the constant is 24.605, while for the complete model, it is 8.986. The model Chi-square, 15.619 is the difference between the two values, is defined as:

$$\begin{aligned} X^2 &= (-2LL \text{ for smaller model}) - (-2LL \text{ for bigger model}) \\ &= 24.605 - 8.986 \\ &= 15.619 \end{aligned}$$

The degrees of freedom for the model Chi-square is the difference between the numbers of parameters in the two models.

The model Chi-square is significant that indicates that the model perfectly fits the data under study.

### Classification of Cases

Table 3 shows the classification of cases for 30 schools. It is obvious from the table that the model correctly predicted 10 private schools. It means that 76.9 % of the schools were correctly classified as private. Similarly, 16 cases were correctly predicted as public, i.e. 94.1 % of the schools were correctly classified

as public. The off diagonal entries tell how many schools were incorrectly classified. It is also obvious that 3 private schools were predicted incorrectly as public or it is called the type-I error in hypothesis testing. Likewise, 1 public school was incorrectly predicted as private. A total of 4 schools were misclassified in the data set. Overall 86.7 % of the 30 schools were correctly classified, which tells us that model fits the data perfectly.

Table 3  
Classification of Cases Predicted

		Predicted		
		Private	Public	
Observed	Private	10	3	76.9 %
	Public	1	16	94.1 %
<b>Overall</b>				86.7 %

### Conclusion and Recommendations

The study concludes that the quality of education is closely interlinked with the computer related skills, subject command, behavioral and personal features of the teachers. Therefore, these elements contributed in achieving good grades by the students. Since, the results of this study must be considered as necessary to improve the local primary to secondary school education.

It is therefore strongly recommended that the schools that wish to improve their performance, their authorities should appoint teachers who have strong qualities like communication, punctuality, regularity, reading, writing, and I.T skills as well as these schools must adopt advanced methodologies like audio-visual aids and use of computer/ internet.



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## **Socioeconomic Determinants of Rural-Urban Migration: Evidence from Punjab (Pakistan)**

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### **Abstract**

*The principal purpose of this study was to examine the socioeconomic factors which can influence rural-urban migration in the most urbanized province of Pakistan. To get an in-depth idea of migration patterns, a field survey was conducted with 200 respondents of four districts of Punjab province. The Binomial Logit technique was used to predict the magnitude of influence of the various factors associated with migration from rural to urban localities. The impact of age, literacy, different education levels, marital status, and the availability of various facilities at the inception and ownership of land was analysed. The results indicate that the availability of facilities (education, job opportunities, transportation, and health), and age are significantly associated with the decision to move. The policy recommendation is that the rural localities should be adequately managed by improving infrastructure and providing all the necessary facilities.*

**Keywords:** *Logit, Pakistan, Punjab, Rural-urban migration, Socioeconomic*

**Jel classification:** *J10, J24, R23*

### **Introduction**

It is still a perplexing question for economists to explore why increasing numbers of people in Pakistan are moving from rural to urban areas, despite the growing urban unemployment. The formulation of appropriate strategies for economic development requires an understanding of migration to urban areas, considering both social and economic factors. High rates of rural-urban migration possess many problems for urban areas of Pakistan. It leads to increasing urban unemployment, creation of slums, housing and sanitation problems, congestion, pollution, crime and many other associated problems. Due to the heavy pressure of population on scarce fixed resources in the agricultural sector, higher wage

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differentials and non-availability of essential facilities at origin, Pakistan has experienced a substantial movement of the rural population towards urban areas. Whereas, the urban areas are not able to absorb all these new entrants. Moreover, given the limited capacity to increase urban employment due to the scarcity of capital resources, the manufacturing sector's ability to absorb this influx of workers is severely restricted. There is already a continuous increase in population due to high birth rate; rural-urban migration complexes the situation. Therefore, it is natural to face increasing problems associated with lacking of education, health, housing, water, sanitation, transportation and employment.

This study attempts to re-explore major determinants of rural-urban migration in Punjab (Pakistan), using the relatively advanced econometric technique for primary data. A new cross-section data has been collected through the field survey from major four districts of Punjab (i.e., Faisalabad, Lahore, Multan and Rahim Yar Khan). The net contribution is that we have re-examined the problem with relatively advanced econometric technique. To endorse the results of the existing literature on this topic, a rigorous attempt has been made with a different sample selection. The remainder of the article is structured as follows. Next section describes a brief survey of existing literature on this issue, followed by the section presenting data and methodology. This section also elaborates the operational model and testable hypotheses. Second last section comprises the results and discussion. The final section concludes the article.

### **Literature Review**

Some studies have already been conducted on various aspects of rural-urban migration, providing different policy recommendations. Sjaasted (1962) identified public and private costs and returns to migration to a limited extent devised methods for estimation. The goal of the study was to determine the returns on investment in migration. He stated that the net migration was a more relevant concept for studying the returns to migration. He found the age as a significant variable influencing migration and earning differentials over space and among occupations. Other important findings were that the relation between private and social costs and returns to migration depends upon the market structure, resource mobility in general, and revenue policies of state and local government.

Ahmad and Sirageldin (1993) developed a theoretical foundation that can be used for the empirical rural-urban migration assessment within the country. They used population, labor force and migration survey data to estimate the model by using the maximum likelihood Probit technique. They concluded that age, employment status, family type, ownership of land and household had negative

coefficients. They found that the migrants in Pakistan were careful concerning age, education, and the choice of occupation. Most of the migrants were highly educated and belonged to healthier paying professions.

Khan, Shehnaz, and Ahmed (2000) studied aimed to augment the existing literature on internal migration in Pakistan by exploring data from the labor force survey. They analyzed that most of the migrants migrated due to non-economic motives. Education and training have been found positively associated with the decision to move. While being old, marital status and the nuclear family have an adverse impact on the decision to move for males while in females marital status has a positive effect. Being in the position of the head of the household leads to a larger probability of making the decision to migrate. Although the study provided meaningful information, the human capital model is not meant to be applied to magnet their recommendations.

Farooq, Mateen, and Cheema (2005) investigated the determinants of internal migration, further to explore the relationship between the socioeconomic status, by using the Probit estimation technique. They illustrated that most of the respondents moved due to low-paying jobs and poor economic opportunities at the origin. According to Farooq, Mateen, and Cheema (2005), high paying jobs at the destination has a positive and very significant impact on the decision to move. They suggested that the living condition of the villagers should be upgraded regarding civic amenities, housing situation, and infrastructure. Therefore, government and Non-Governmental Organizations (NGOs) should try to provide the necessary facilities in the rural areas of Pakistan.

## **Methodology**

### **Data**

The data was collected from a field survey of the province Punjab. Simple random sampling, stratified sampling and systematic sampling (with a random start) techniques were employed. A sample of the population was selected purposely as rural and urban areas of Punjab province. A total of 200 respondents were chosen at random from the universe of the study that contained 80 migrant respondents and 120 rural non-migrant respondents. These respondents were then divided into four districts (i.e., Faisalabad, Lahore, Multan and Rahim Yar Khan) to collect the relevant information. A migration questionnaire, containing information about different aspects of migration, was prepared to obtain information.

### **Multivariate analysis of the model**

Different ways can be used to analyze the migration process, such as cost-benefit analysis, spatial factors or socioeconomic characteristics of the migrants.

We consider migration as an investment in the human capital in agreement with Sjaastad (1962). He analyzed different costs and returns of migration and examined that migrant compares these costs and returns of migration to decide whether to move or not. In other words, he maximizes net benefits resulting from migration. For analysis of such phenomenon, Sirageldin, Sherbiny & Serageldin (1984) formed an objective function of migrants. According to them, if the present discounted value (PDV) of the income received by the  $i^{th}$  individual in place of origin 'n' is denoted by ' $Y_{ni}$ ', the PDV of the income received at the relocated place is ' $Y_{mi}$ '. On the other hand, if the permanent income equals the costs of migration from place 'n' is symbolized by ' $C_i$ ' then the individual moves only if:

$$(Y_{mi} - Y_{ni}) \geq C_i \tag{1}$$

Where  $C_i$  is not only affected by the individualities of the  $i^{th}$  individual ( $Z_i$ ), his/her costs are also influenced by different features of the original place ( $W_i$ ). Thus, the cost function is:

$$C_i = C(Z_i, W_i) + \mu_i \tag{2}$$

Where  $\mu_i$  is the error term attached to the costs of migration.

### Binomial Logit model and migration decision rule

By (1) and (2), the structural form of migration decision rule can be produced as a linear relation of income or wage differential and the determinants which matter most in the cost function, i.e.,

$$M^*_i \equiv \ln \left[ \frac{Y_{mi}}{Y_{ni}(1 + c_i)} \right] \approx \ln Y_{mi} - \ln Y_{ni} - \ln C_i \tag{3}$$

Where  $\ln$  stands for natural logarithm and  $c_i = C_i / Y_{ni}$

The above migration decision rule cannot be observed directly as it contains a latent variable. So an analysis of the socioeconomic determinants of rural-urban migration can be carried out by employing binomial logistic regression based on multidimensional field survey data (Hafeez & Ahmad, 2002; Aly & Quisi, 1996; Blundell, 1987 and Assad, Fatma & Akhter, 2000). We assume that the chance of being a migrant is mainly influenced by an underlying response variable that captures the true socioeconomic characteristics of a household respondent. In case of binary migrant status, such that migrant or not migrant we use such type of model. We assume that the response variable  $M^*$ , determined by the regression relationship between scalar forms:

$$M^* = \beta_1 + \beta_2 X_{2i} + \beta_3 X_{3i} + \dots + \beta_k X_{ki} + c_i \tag{4}$$

Alternatively, it can be written in matrix forms as

$$M^* = \sum X_i \beta + \epsilon_i \tag{5}$$

Where  $X_i = [1, X_{i2}, X_{i3}, \dots, X_{ik}]$ ,  $\beta = [\beta_1, \beta_2, \dots, \beta_k]$  and  $\varepsilon_i$  is normally distributed with zero mean. If  $M^*_i = \sum X_i \beta + \varepsilon_i > 0$  the individual would migrate, whereas if  $M^*_i = \sum X_i \beta + \varepsilon_i \leq 0$  the individual would not migrate. In Equation (4)  $M_i$  is not directly observed, as it is a latent variable. What is observed is dummy variable  $M$  defined as

$$M_i = 1, \quad \text{if } M^*_i > 0; \quad M_i = 0 \quad \text{Otherwise} \quad (6)$$

From the Equations (4) and (5), we can derive the following expression which is used to find the probability of migration.

$$Prob (M_i = 1) = Prob (\varepsilon_i > - \sum X_i \beta) = P_i = 1 - F (- \sum X_i \beta) \quad (7)$$

$F$  is the cumulative distribution function for. If the distribution of  $\varepsilon_i$  is symmetric, we can write as

$$Prob (M_i = 0 | \beta, X_i) = F(- \sum X_i \beta) = 1 - P_i \quad (8)$$

The observed values of  $M_i$  are realizations of a binomial process with probabilities given in Equation (8), which varies with  $X_i$ . Thus the likelihood function can be written as follows:

$$L = \prod_{y_i=1} [1 - F(- \sum X_i \beta)] \prod_{y_i=0} [F(- \sum X_i \beta)] \quad (8a)$$

Alternatively

$$L = \prod_{y_i=1} P_i \prod_{y_i=0} (1 - P_i) \quad (8b)$$

However, we can write equation (8) as,

$$L = \prod_{y_i=1} [F(\sum X_i \beta)]^{1-y_i} [1 - F(- \sum X_i \beta)]^{y_i} \quad (8c)$$

The functional form levied on  $F$  in equation (8) rests on the assumptions made about  $\varepsilon_i$  in equation (4). The log Likelihood function for expression/equation (4.8a) and (4.8c) can be written as:

$$\ln (\beta) = \log(\beta) = \sum_{i=0}^n y_i \log[1 - F(-\sum X_i \beta)] + (1 - y_i) \log F(-\sum X_i \beta)$$

This basically forms the distinction between Logit and Probit (normit) models. The used Logit model assumes a logistic cumulative distribution of  $\varepsilon_i$  in  $F$  [in equations (8a) and (8c)]. The relevant logistic expression is

$$1 - F(-\sum X_i \beta) = \frac{e^{\sum X_i \beta}}{e^{\sum X_i \beta} + 1} \quad (9a)$$

$$1 - F(-\sum X_i \beta) = \frac{e^{-\sum X_i \beta}}{1 + e^{-\sum X_i \beta}} = \frac{1}{1 + e^{-\sum X_i \beta}} \quad (9b)$$

As mentioned earlier,  $X_i$  shows the characteristics of the respondents and  $\beta_i$  the coefficients for the respective variables in the logit regression once the equation (8) is estimated with maximum likelihood (ML) technique, equation (9a) basically provides us the probability of being a migrant [ $Pr (M_i=1)$ ] and equation (9b) gives us the probability of not being a migrant [ $pr (M_i=0)$ ]. The basic derivation of the Logit model is heavily drawn from Maddala (1989).

**Operational model and testable hypothesis:** We can utilize the model (specified in the previous section) for a meaningful estimation of socioeconomic determinants of rural-urban migration. In the operational model, regressors are supported by the data to examine their consequence on migration. The justification of their induction in the migration decision rule and the probable effect of the variables is also discussed in this section.

**Age (AG):** Age of the respondent (AG) plays a significant role in determining the socioeconomic factors of rural-urban migration. Age indicates the working years of a worker. Since the young employees usually have an extended working time span, they have a greater probability to move and regulate their incomes over time. Moreover, age indicates the higher opportunity cost of migration as older people are fairly more established and have already attained a cognitive, social status as compared to younger people. As a result, we may expect a positive relationship between age and decision to move, but after a particular threshold, it becomes negative.

**Literacy (LT):** Literacy is one of the vital and essential factors in the decision to move from rural to urban localities (Ahmed & Sirageldin 1993). One can expect that the educated class has more access to get opportunities as compared to their illiterate counterparts. On the contrary, a major section of the population in Punjab, especially in rural areas, possesses the very elementary formal education and professional skills. It is supposed that a literate person would be migrant rather than an illiterate person.

**Education (ME, SE, HE, UE):** Human capital theory considers the participation in education as an investment because of the expected returns later in life. Therefore, we may state that the population becomes more productive, professionally skilled and trained with an increment in their knowledge. Education has not only direct economic effects on income, wages and labor productivity, but also a profound and substantial impact on social outcomes like mortality, fertility, income distribution, poverty, life expectancy at birth and education of children. Therefore, a positive relationship between education with migration is expected. To analyze a profound and substantial impact of



education on rural-urban migration, we have used a set of dichotomous variables representing various levels of education. The primary level of education is considered as a base category, and the person who falls in this category is not regarded as a migrant.

***Marital status (MS):*** Marital status has traditionally been used as a ‘cost variable’ in the migration framework, under the argument that the economic calculation of the migrant would have to take care of the calculations of the spouse, which may not be the same at all times. Unless the pair separates or the spouse expects a higher post, being married would reduce the net benefit of migration. In the current scenario, where migrants are mostly men and female labor market participation are subtle, this could mean either of two things. Firstly, women may not migrate and may be left behind, in which case there is no economic cost imposed due to migration, but indeed a social cost on the migrant and his wife. Secondly, being married could impose a cost since the migrant’s spouse adds to living costs, which would presumably be lower in rural areas.

***Economic participation of spouse (SP):*** When one spouse loses his or her job because of the recession in the economy, the net impact on overall involvement in economic activities depends on the relative strength of the “discouraged worker effect” and the “added-worker effect.” According to the added worker effect, when male workers lose their jobs due to the recession, women might join the labor market just to offset the loss in the family income. An additional worker effect indicates a direct impact on rural-urban migration due to the loss of a spouse’s job. Theoretically, the spouse’s work participation is expected to be positively correlated with rural-urban migration decision.

***Family system (FS):*** The primary characteristics of the joint family system are that people live in a combined family system having common expenditures, especially for kitchens. The family system in the rural-urban migration model exemplifies another possible basis of the price of migration. We argue that those who live in an individual family system, have a stronger inspiration to move as compared to those who live in the joint families. It is tough for an extended family to migrate at once and come into the new setup. For migration, they all have to move to another location which is tough and expensive for them. On the other hand, nuclear families are small, and they can easily move from one place to another for different reasons. Therefore, it is expected that there is a negative correlation between the joint family system and the decision to migrate.

***The labor force participation rate in the household (ER):*** It shows the strength of the people who are working for the economic benefits of their family, indicating the increment in the family income. As more workers in the family are employed the more will be the household income, which could be used as a proxy for their economic development. Labor

force participation within the family plays a vital role in deciding whether to move or not. If more persons are commercial workers in the family, then there will be more chances to move to urban localities. Since a higher number of individuals in the household can earn their livelihood, there will be no fear of living in expensive urban locations.

***Job opportunities at the origin (JO):*** According to Todaro (1969), the choice to migrate from rural to urban areas is functionally related to the probability of getting an urban job. Employment opportunities and chances of employment play a fundamental role in the decision of migration. If job opportunities are in abundance at the origin, there will be less inclination of the household to migrate to the polluted, congested and populated environment.

***Education facilities at the origin (EF):*** Education is one of the major factors pulling rural inhabitants to urban localities. People are more futuristic about their personal education and of their children. Thousands of people move from rural to urban locations, just to acquire better education. If education facilities are available at the origin, they will not move to expensive and congested urban centers, for education purposes.

***Transportation facilities at the origin (TF):*** Transportation can be considered as a bridge between rural and urban communities. Transportation services mean better road infrastructure, access to public transport with relatively fewer expenses. If transportation services are available at the origin, people living in villages can easily move from village to a city, to fulfill their day to day needs. It is expected that if transportation facilities are available at the origin, people will be less likely to migrate to urban localities.

***Health facilities at the origin (HF):*** Poor conditions of health care services in the rural areas are another major factor pushing rural people towards urban centers, which provide better health care facilities. Most of the rural areas in Punjab are lacking qualified doctors and other medical facilities. People have more concerns about the health of their loved ones. If at the origin, hospitals with trained doctors are available for the rural inhabitants then it will be less expensive for them to take proper treatment at the origin, and saves them from extra migration costs associated with pollution, congestion, crime, transportation and other community costs.

***Employment status of the respondent (ES):*** Most of the people migrate from rural to urban centers for the purpose of getting a job. There is a massive unemployment both in rural as well as in urban areas, in this situation, a rationally employed person will be less likely to migrate. Risk regarding the achievement of better or a new job in urban areas is high; sometimes the individuals who are employed at origin adjust themselves to a particular job, environment and try to live with the same job at the original location throughout their life. They are not ready to leave that job at the risk of getting a new job in congested urban areas. Therefore, one can expect that migration is negatively linked with employment.

**Ownership of land (LA):** Household land is a permanent source of income. If a person owns some land in the rural area, then he will also have his or her own house. The presence of land has a negative and significant impact on rural-urban migration. No one can be ready to leave his/her permanent source of income at the risk of improvement in the social setting. Kuhn (2002) concluded that land deprivation, particularly absolute landlessness without access to any land, is a strong determinant of family migration while the household with some small land holdings is likely to practice individual migration.

**Monthly income of the household (YM):** In rural areas, the primary determinant of income is land holdings, which, in turn, depends on the resources used to enhance its productivity. While the major determinant of income in urban areas is a job and other assets in the city. A higher income of the rural respondent becomes a check on rural-urban migration and contrary to its lesser income acts as a push factor for the rural labor force to migrate to urban areas in search of earnings. A brief summary of all the included variables and their expected signs is as follows:

$$MG = f [ AG, \quad LT, \quad ME, \quad SE, \quad HE, \quad UE, \quad MS, \quad SP, \quad FS, \quad ER, \\ (+/-) \quad (+) \quad (+) \quad (+) \quad (+) \quad (+) \quad (+) \quad (+) \quad (-) \quad (+) \\ JO, \quad EF, \quad HF, \quad TF, \quad ES, \quad LA, \quad YM ] \\ (-) \quad (-) \quad (+/-) \quad (-) \quad (-) \quad (-) \quad (-)$$

Where the variables are defined as follows:

- MG = dummy variable: 1 for migrants, and 0 otherwise.
- AG = age of the respondent in years.
- LT = dummy variable: 1 for a literate person, and 0 otherwise.
- ME = dummy variable: 1 for a middle level educated respondent, and 0 otherwise.
- SE = dummy variable: 1 for a secondary school educated respondent, and 0 otherwise.
- HE = dummy variable: 1 for a higher secondary school educated respondent, and 0 otherwise.
- UE = dummy variable: 1 for a university level educated respondent, and 0 otherwise.
- MS = dummy variable: 1 for a married respondent, and 0 otherwise.
- SP = dummy variable: 1 for spouse labor force participation, and 0 otherwise.
- FS = dummy variable: 1 for a joint family system, and 0 otherwise.
- ER = labor force participation rate within the household.
- JO = dummy variable: 1 for availability of job opportunities in origin, and 0 otherwise.
- EF = dummy variable: 1 for availability of educational facilities at origin, and 0 otherwise.
- HF = dummy variable: 1 for availability of health facilities at origin, and 0 otherwise.
- TF = dummy variable: 1 for availability of transportation facilities at origin, and 0 otherwise.

- ES = dummy variable: 1 for an employed respondent, and 0 otherwise.  
 LA = Land of the respondent in acres.  
 YM = Monthly income of the household.

### Results and Discussion

We empirically examine the socioeconomic determinants of rural-urban migration by applying the Logit technique of maximum likelihood. Table 1 presents the descriptive characteristics of relevant variables; mean, maximum-minimum values and standard deviations. The correlation matrix of the factors of migration is presented in Table 2. Table 1 illustrates that the mean age of the respondents is 37.23. The average married persons in the sample that are about 85 percent. About 51 percent had transportation available at the origin; 40 percent respondents were migrants, 69 percent families were composed of joint family system. On the general, health facilities were available in 14 percent rural areas; job opportunities are available at 26 percent of the rural area. Similarly, the other variables disclose the sample statistic.

Table 1  
 Statistical analysis of the primary data

<b>Variables</b>	<b>Mean</b>	<b>Median</b>	<b>Maximum</b>	<b>Minimum</b>	<b>Std. Dev.</b>
<i>AG</i>	37.23	37.5	65	19	9.73
<i>EF</i>	0.38	0	1	0	0.49
<i>ER</i>	0.23	0.2	0.67	0.08	0.1
<i>ES</i>	0.8	1	1	0	0.4
<i>FS</i>	0.69	1	1	0	0.46
<i>HE</i>	0.14	0	1	0	0.34
<i>HF</i>	0.23	0	1	0	0.42
<i>JO</i>	0.26	0	1	0	0.44
<i>LA</i>	9.95	6	70	0	11.5
<i>LT</i>	0.74	1	1	0	0.44
<i>ME</i>	0.11	0	1	0	0.31
<i>MG</i>	0.4	0	1	0	0.49
<i>MS</i>	0.85	1	1	0	0.36
<i>PE</i>	0.14	0	1	0	0.34
<i>SE</i>	0.11	0	1	0	0.31
<i>SP</i>	0.14	0	1	0	0.35
<i>TF</i>	0.51	1	1	0	0.5
<i>UE</i>	0.24	0	1	0	0.43
<i>YM</i>	27415	25000	120000	4000	17697.99

Source: Primary Data Survey

Table 2  
Correlation matrix of the key factors of rural-urban migration

	<i>AG</i>	<i>EF</i>	<i>ER</i>	<i>ES</i>	<i>FS</i>	<i>HE</i>	<i>HF</i>	<i>JO</i>	<i>LA</i>	<i>LT</i>	<i>ME</i>	<i>MG</i>	<i>MS</i>	<i>PE</i>	<i>SE</i>	<i>SP</i>	<i>TF</i>	<i>UE</i>	<i>YM</i>	
<i>AG</i>	1.00																			
<i>EF</i>	-0.02	1.00																		
<i>ER</i>	0.14	-0.11	1.00																	
<i>ES</i>	0.15	0.01	0.03	1.00																
<i>FS</i>	-0.01	0.15	-0.20	-0.01	1.00															
<i>HE</i>	0.08	0.02	0.16	0.01	0.14	1.00														
<i>HF</i>	0.07	0.18	-0.16	-0.23	0.03	0.06	1.00													
<i>JO</i>	0.15	0.11	0.08	0.09	0.02	0.04	0.09	1.00												
<i>LA</i>	0.12	0.02	-0.20	-0.10	0.37	-0.05	0.04	0.15	1.00											
<i>LT</i>	-0.02	-0.08	-0.10	-0.13	0.07	0.23	0.05	-0.18	0.00	1.00										
<i>ME</i>	-0.03	0.09	-0.13	0.10	-0.08	-0.14	-0.04	-0.13	-0.04	0.21	1.00									
<i>MG</i>	0.18	-0.37	0.16	0.00	-0.18	0.19	-0.03	-0.34	-0.35	0.37	0.04	1.00								
<i>MS</i>	0.44	-0.09	0.01	0.23	-0.08	0.01	0.04	0.19	0.06	-0.25	0.06	-0.02	1.00							
<i>PE</i>	0.13	-0.16	-0.07	0.05	0.07	-0.16	0.13	0.04	0.02	0.23	-0.14	-0.02	0.17	1.00						
<i>SE</i>	-0.01	0.00	0.06	0.01	-0.16	-0.14	-0.07	-0.01	-0.05	0.20	-0.12	0.05	0.01	-0.14	1.00					
<i>SP</i>	0.22	-0.11	0.24	0.06	0.05	0.14	0.02	0.09	-0.04	0.07	-0.05	0.23	0.17	-0.03	-0.14	1.00				
<i>TF</i>	-0.04	0.07	0.02	-0.07	-0.10	-0.11	0.07	0.12	-0.01	-0.20	0.00	-0.27	-0.04	-0.19	0.05	-0.03	1.00			
<i>UE</i>	-0.15	-0.01	-0.09	-0.25	0.05	-0.22	-0.03	-0.11	0.08	0.33	-0.20	0.21	-0.47	-0.22	-0.19	0.14	-0.01	1.00		
<i>YM</i>	0.19	0.06	0.01	-0.07	0.24	0.05	0.07	0.17	0.74	0.11	-0.08	-0.20	-0.03	-0.06	0.12	0.09	0.05	0.10	1.00	

Table 2 describes the degree of correlation between the pairs of variables. We suppose that two variables will be strongly correlated if the correlation coefficient ( $r$ ) is larger than 0.5, or it is in-between 0.3 and 0.49. Table 2 reveals that all the variables are associated with migration except the employment status variable (ES). If we analyze the results of the correlation coefficient regarding migration, correlation coefficient describes the extent of the relationship between migration and respective explanatory variables. The availability of education at the origin (EF) and migration have high negative correlation Land ownership (LA) and migration is in a highly negative interdependent relationship, describing that if a person owns the land he has fewer chances of migration, and so on. Literacy status (LT) of respondents and migration has a strong positive correlation indicating that migration is mostly concerned with knowledgeable individuals. The correlation coefficients between different levels of education and migration have a positive sign, and it increases as the degree of education increases showing that as the educational attainment increases the chances of migration also increases and so on.

Table 3  
Logistic estimates of rural-urban migration

<b>Variables</b>	<b>Coefficients</b>	<b>Std. Error</b>	<b>Z-Statistic</b>
<i>C</i>	-5.6536*	1.8507	-3.0548
<i>AG</i>	0.1414*	0.0417	3.3919
<i>LT</i>	2.9918*	1.0197	2.9338
<i>ME</i>	1.8191	1.1935	1.5242
<i>SE</i>	1.84***	0.9905	1.8577
<i>HE</i>	2.7335*	1.0773	2.5478
<i>UE</i>	4.1987*	1.2151	3.4555
<i>MS</i>	0.6462	1.0155	0.6364
<i>SP</i>	3.4249*	1.3136	2.6073
<i>FS</i>	-2.0969*	0.8762	-2.3932
<i>ER</i>	3.6696	3.0957	1.1854
<i>JO</i>	-6.0238*	1.4794	-4.0720
<i>EF</i>	-4.4465*	0.9871	-4.5047
<i>TF</i>	-2.6090*	0.8154	-3.1994
<i>HF</i>	1.9201**	0.8326	2.3061
<i>ES</i>	0.1063	0.7636	0.1392
<i>LA</i>	-0.1659*	0.0502	-3.3071
<i>YM</i>	-1.35E <sup>-06</sup>	3.12E <sup>-05</sup>	-0.0433
Log likelihood	- 43.57	Sample Size	200
LR Statistic (17 df)	182.06	Probability (LR Stat)	0.00
McFadden R-squared	0.68		

The results are, based on the primary data collected through the sample survey, calculated using E-views software. \*, \*\* and \*\*\* represent a level of significant at 1%, 5% and 10% respectively.

Table 3 interprets the Logit estimates of the migration equation. The estimated results disclose that age has a positive, and highly significant impact of migration and literacy (LT) of the individual plays a crucial and highly valuable role in the decision to migrate from rural to urban centers. The coefficient of literacy (LT) is a positive and high enough to indicate that a 1 fold change in the literacy level increases the migration by three fold. Primary education (PE) is considered as a base category stating that a primary educated person is not a migrant. Four different levels of education were included. The result describes that as the degree of education of individual increases, there increase the chances of migration toward urban centers. The considerable, positive and highly significant value of the coefficient of women's participation in the labor force increases the possibility of migration. The joint family system presents a highly meaningful and negative association with the decision to migrate. This reveals that belonging to an extended/joint family system decreases the probability of migration. The availability of job opportunities at the origin has a negative and highly significant impact on migration. The results also explain that if the employment opportunities are provided at the rural level, there are hundred percent chances of the people not to migrate. The coefficient for the EF describes that the availability of education facilities at the rural level significantly decreases the migration. The statistic shows that the availability of transportation facilities at origin retards the migration of individuals to urban centers.

Health facilities at the origin (HF) disclose that migration increases, whether health centers are available or not. The coefficient of the variable is positive and highly significant. These results are contradictory to the hypothesis of the study. This contradiction is due to the reason that people are very careful and selective regarding the health facilities. They need specialized health treatment, only available in urban localities. Highly significant and negative impact of land ownership on migration has been found. The statistic describes that if a person owns the land, this ownership of land decreases his chances of migration. According to Da Vanzo (1982), the land is a strong factor that restricts entities from moving due to a higher cost of migration. Per month income of the household has a negative and insignificant coefficient. These results are in line with Willmore et al. (2012), Ackah and Medvedev (2012), Long (2005), Khan et al. (2000), Mberu (2006), Barkley (1991), Ahmed and Sirageldin (1993) and Lee (1966).

## **Conclusion**

This paper aimed to explore the socioeconomic determinants of rural-urban migration in the highest migration-rated province, Punjab (Pakistan). An empirical

examination was carried out in the light of three existing studies (Ahmad & Sirageldin, 1993; Khan, Shehnaz, & Ahmed, 2000; Farooq, & Cheema, 2005), with a different sample selection. The main task of estimating the primary data, collected through a field survey in a migration decision context was done by applying the Logit technique of maximum likelihood. The main findings were that the non-availability of job opportunities at the origin was one of the main stimulators of the movement from rural to urban areas. People migrate to seek employment. An additional year of education increases the chances of internal migration. The frequency of migration was highest among those who qualify for university education. Working spouses were having a significant influence on the decision to move. The family background and level of education of the household members matter most in this regard. Most of the educated males allow their partners to perform jobs. Age of the respondent is another important factor in the migration process. This factor evidences a significant influence on a small value of the coefficient. The joint family system is a hindrance in the way of migration. It is tough, for extended families, to get settled in the congested urban areas. Most of the migrants were motivated due to nonavailability of education, transportation, and job opportunities. People are very careful about the health of their loved ones. They want specialized treatment at their origins, otherwise, migrate. The ownership of land restricts migration due to increased costs of rearrangement at the new place. It can be summarized that, even after the developments of last 15-25 years, complete findings of Ahmad and Sirageldin (1993) and Farooq, and Cheema (2005) still hold in the rural-urban migration context.



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# The Namesake: Case Study on the Development of Cultural and Personal Identity in the Work of Lahiri

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## Abstract

*Transnational societies have created because of migration of the eastern population to the West in the second half of the twentieth century and caused cultural mutations. The first generation of these migrants has to position itself in the new land with the baggage of dislocation, homeliness, alienation, nostalgia and cultural collision. The offspring of these immigrants waver between the hyphenated identities that simultaneously connect and separate them with their native culture. They become the embodiments of both the cultures and behave accordingly to the cultural situations. To assert itself, the 'cultural identity creates a breathing space and serves as resistance to the dominant culture of the host land. This paper aims to investigate the problematic hybrid identity of Gogol, a representative of the second generation of immigrants, in *The Namesake*. Lahiri has shown the pull between the native and host culture which holds Gogol to the earth and he by the end of the novel emerges as a hybrid that learns to negotiate with his fragmented identity.*

**Key words:** Culture, Identity, Hybrid, Third space, Transculturalism and Transnationalism.

## Introduction

As a hybrid Indian American Jhumpa Lahiri is not only aware of the burden of exile, fervor of nostalgia and pain of dislocation but also the repercussions of a hybrid identity. Lahiri's characters, in *The Namesake*, *The Unaccustomed Earth* and *Interpreter of Maladies*, struggle in the new baffling world to seek the way of life with the aid of cultural navigational instruments and move quietly keeping the emotional turmoil within them. This literature of cultural and geographical transplantation is also a triumphant celebration of hyphenated existence. *The Namesake*, her first novel is about the hybrid identity and cultural crunch of Gogol, his detestation for his native culture, desegregated affairs and racial marriage all end up in shambles, and his gradual reconciliation with his aboriginal culture. The

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tenet is grounded in a space, a third space, which provides Gogol a place to show rebellion against his native culture and later in novel he launches his resistance against the dominant American culture and ideology from the same point.

## Research Objective

This paper is an effort to trace a perpetual shift of a constant and stable identity to a contradictory and fragmented and then a reconciled identity in the second generation of immigrants with reference to *The Namesake*. The fundamental controlling cultural elements that shape a fluid notion of identity and the theories in Post-Colonial studies would be helpful to make any connection, as these notions seem affecting the cultural and personal identity of the immigrants incessantly.

## Culture

The term culture is intricate, ambiguous, elusive and undeveloped in meaning. The definition evolves as a refined taste, intellectual training and gesticulation of high class then Arnold (2006, p.40) defines culture as “each society’s reservoir of the best that has been known and thought”. The anthropology focuses on the social practices, shared values and symbolic dimensions. From a Post-Colonial perspective, in *Culture and Imperialism* Said says that all the aspects of life like politics, economics and even aesthetic values of a society can be symbolically represented through culture. But the powerful assertion of a culture can be seen when it draws a differentiating line between East and West. During the course of a cultural dialogue the Western cultures because of the penetrating power “wrestle and shape the meanings of great Asiatic mystery” (Said, 1979, p.45).

The ‘threshold’ as called by Bhabha (1994) is a place for the immigrants to negotiate the cultural hegemony of the host (west) culture and from this space emerges the transnational culture. A fine example of this threshold and negotiation of cultural hegemony as quoted by Lahiri” (2003) in *The Namesake* is when Ashima chooses not to buy cards having written Mary Christmas on them rather Happy Holidays, as she sees Christmas a chance to spend joyous time with her family. The transculturation is explained by Ashcroft, Griffith and Tiffin (2007, p.48) as a process of the ‘contact zone’ where the aboriginal culture “appears often in highly a symmetrical relation of dominance and subordination”. In *The Namesake* on the Christmas occasion Ashima makes greeting card with the drawing of elephant on it, a god in Hindu religion, a fine example of the hybridity and trans-culturism.

Living in the West, after crossing the national borders, the culture and identity doesn’t remain pure and static, Gogol and Sonia as children celebrate Christmas more happily than Durga Puja, and their parents also enjoy hiding heaps of gifts on

Christmas. There are other ways in which they give in “though Ashima continues to wear nothing but Sari and sandals from Bata. Ashoke accustomed to wearing tailor made pants and shirts all his life learns to buy readymade” (Lahiri, 2003, p.64-65).

## Identity

The word identity like culture is the vaguest term in human sciences because of the changing cultural landscapes, globalization, ethnicity, racism, gender classifications and class divisions; the notion of identity is in perpetual transformation. Hall (1996) calls this de-centering of the subject, where “This set of double displacement –de-center individuals both from their place in social and cultural world, and from themselves – constitutes a crisis of identity” (p.597). When the coherent and fixed identity becomes unstable it becomes a predicament as in *The Namesake* where Gogol absorbs multiple fragmented identities. In *Indian Writer: Transnationalism and Diasporas* the essay about the complex identity of American born Gogol reveals that the crisis regarding his identity has many layers; psychological emotional, mental and cultural because of the “dislocation and feelings of un-belonging to his surrogate culture” (Hall, 1996, p.12). His American-Asian identity and “His name (Russian, Indian, American and unusual) never lets him forget his double difference (otherness) from his American milieu leading him to feel a perpetual sense of exclusion” (Kaur, 2010, p.13).

Hall (1996) argues that whenever there is an alteration in cultural structure of the subjective world there will be the breakdown in the unification of identity because it needs to be anchored somewhere. In *The Namesake* the native and the host culture collide with full and Gogol as a child when goes to the cemetery for a class project he feels the cultural shock for the first time “that he himself will be burned, not buried, that his body will occupy no plot of earth, that no stone in this country will bear his name beyond life” (p.69). The search for a space when he can affix his fluid and shapeless identity creates a sense of homeliness and he becomes un-homed.

Bhabha proposes in *Location of Culture* that “spaces and time cross to produce complex figures of difference and identity, past and present, inside and outside, inclusion and exclusion” (1994, p.1). This “provides the terrain for elaborating strategies of selfhood- singular or communal – that initiate new signs of identity... . in the act of defining the idea of a society itself” (Bhabha, p.2). He further says that individuals, who have suffered dislocation and domination, construct and transmit a culture of endurance and survival which is at the same time transnational and translational because such experiences are rooted in histories and cultural displacement. In *Naming Jhumpa Lahiri*, Dhingra, Cheung and College (2012) argue that Ashoke shows such endurance when Gogol finds that

someone has mutilated the name plate and has changed GANGULI to GANGREEN, Gogol feels this gesture too condescending while Ashoke carries the name plate after dismantling it and gets it fixed and put that again, a symbolic enduring demeanor of immigrants' identities, because of "multiple kind of losses- of birth place, home, homeland, family, tradition language. .... find mailbox trivial in comparison with larger losses of their part" (2012, p.33).

### **Name and Personal Identity**

Ashoke believes that identity is something that is 'irrational' and it is 'inevitable' to avoid such irrationalities and he does not want his son to be lost in such irrationalities and inevitabilities. For Ashoke these complexities of identity can be fixed through cultural anchors. They give two name to their son as per Bengali tradition to make Gogol understand the multiplicity of identity they start with the Daknam (pet name), to show that he has to maintain a separate identity at home and for out siders there is another name, Bhalonam (good name). When Gogol turns five, he receives his bhalonam Nikhil means "entire, encompassing all" and Nikhil at the same time "bears semblance with Nikolai" (Lahiri, 2003, p.56).

Gogol decides to take Gogol as his good name in the kindergarten but as he grows up he realizes that his name does not even have Indian or American cultural connotations. For Ashoke, Gogol is the reminder of the day when he was almost kissed by the death and *The Overcoat* was the seed of his resurrection. For Gogol, his name does not allow him to be aligned with any of the culture. At eighteen, Gogol decides to change his good name to Nikhil, having connotations of both the cultures, Nikhil a pure Bengali name that could be altered as Nick so that he could integrate easily in American culture, a fine example of what Bhabha calls hybridity. Even after getting a new name the identity crisis remains there, At instances he feels that as Nikhil it is easy "to ignore his parents" and with his parents he feels "Nikhil evaporates and Gogol claims him again" the crisis he suffers is that "he doesn't feel like Nikhil" (Lahiri, 2003, p.100).

Later in *The Namesake*, Ashoke unveils the reason to Gogol for his maladroit name, an attempt to give weight and meaning to the vacuum that has been suffocating Gogol since he was fourteen. The momentous epiphany about the gravity of his name, the seed of his name's origin, makes him understand the meaning of the phrase his father often quotes "We all came out of the Gogol's overcoat" (p.78). Gogol was a new beginning and rebirth of Ashoke and this aspect of his name pull him out from the identity crisis. The revelation was like the missing piece of the puzzle that fills the vacant space and completes his fragmented and shrouded identity.

## Elements of culture that shape the identity of Gogol in *The Namesake*

Church (2015) says that Nietzsche believed that only culture is able to provide the answers to all contradictory questions in human lives and encourages the individuals to move on and believe that contradictions are inevitable part of human existence. The sociologists have divided culture into five components which form a structure of a culture.

- Religion/ Belief (shared religious experiences of a community)
- Values ( standard of moral judgment)
- Norms (instructions for a set of behavior)
- Language (a system to communicate)
- Symbol (representation)

## Religious Belief

Religious belief always functions to bond different group of people by giving them common identity and sense of solidarity. Belief is an important indicator in *The Namesake* to show the loyalty with their land and native belief system and also an indicator to show the movement of the second generation of immigrants from that center. Lahiri has also projected beautifully how the new mythos of the host land get acclimatizes with the native beliefs. On the occasion of Thanksgiving and Christmas they roast Turkeys, make Wreath, hide Easter eggs for their kids and put red socks on the fireplace on Christmas “even the children look forward to far more than the worship of Durga and Saraswati (Lahiri, 2003, p.64).

The native religious belief is far more than celebrations; it provides them solace, comfort and establishes their distinctive identity in a foreign land. All the religious customs are followed strictly by the parents in America like “Gogol’s annaprasan, his rice ceremony” (*The Namesake*, p.38). The Bengali family celebrates the first food consumption of the baby with a religious zeal as a sign of gratitude towards God and mother Earth and ties the newborn in the knots of religion.

Durkheim (1961) says in *The Elementary Forms of the Religious Life* that the religion has its roots in a society and it has its own totems. The influence of the religious experience cannot be felt unless the individuals who compose it are assembled together and act in common. The mourning rituals of Ashoke prove the Durkheimian theory that the community not only participates but transfers their beliefs from one generation to next. During all the rituals, with all his family and Bengali friends Gogol feels at home and for the first time he feels Maxine “a bit exclude in the house full of Bengalis” (Lahiri, 2003, p.182).

As a child, Gogol recalls that “had laughed at the sight of his hairless, grief

stricken father” (Lahiri, 2003, p.179). He couldn’t understand the connection between the pain and tradition. At his father death he grasps the connection that “it was a Bengali son’s duty to shave his head in the wake of his parent’s death” (Lahiri, 2006, p.179). It is the religious dimension that provides him the vent to purge his guilt and grief by aligning himself with his native traditions. The mourning meals without meat which he despised previously, after his alliance with his culture, he starts embracing it whole heartedly “Sitting together .....this meatless meal is the only thing that seems to make sense.... the one thing that structures their day..... Only for its duration it is their grief slightly abated, the enforced absence of certain food on their plates conjuring his father’s presence” (Lahiri, 2003, p.181). Ashoke’s death has not provided only a chance to bring all the Bengali community together but also makes Gogol realize the importance and comfort of his parents’ culture.

### **Values and Norms**

Values are certain beliefs that are validated universally like responsibility, respect, honesty, truth, hard work, and ethics etc, which are required for being a touchstone character. Hiltin and Piliavin (2004) elucidate that values are shaped in the late adolescence and tend to remain stable throughout the life and always force the individual to embrace it without adjudicating.

While norms are the shared pattern of customs and laws implemented and endorsed by a society to provide guidelines for an individual to behave accordingly. Values present an idealized character while norms are sustained by a community (through traditions), values can’t be judged rationally while norms can.

In *The Namesake* norms and values are very central to the narrative as well as to the identity of the protagonist. All the Bengali norms and Indian values not only gradually shape Gogol’s identity but also help him to get his right place in the society. Bhabha (1994) quotes Fanon in *The Location of Culture* “...for recognition of the cultural presence as ‘negating activity’ is the intervention of the beyond that establishes a boundary a bridge where presencing begins because it captures something of the estranging sense of the relocation of the homeland and the world” (p.13). In *The Namesake*, naming of the newborn can be seen as the negating activity and is deeply rooted in the native tradition, Ashima says “This tradition ..... naming a son after father or grandfather, a daughter after mother or grandmother. This sign of respect in America and Europe, this symbol of heritage and lineage would be ridiculed in India. Within Bengali families, individual names are sacred, inviolable. They are not meant to be inherited or shared” (Lahiri, 2003, p.28).



The unreserved environment always makes Ashima uncomfortable, she considers it disrespectful when Maxine calls Ashoke by his name, the way she greets him by kissing on his cheeks and the physical intimacy between his son and his girlfriend before marriage, though Gogol tries his best not to get physical with Maxine in front of his parents. He tries to disconnect himself from his parents' native culture by having no Indian acquaintances. He shows deep involvement and fascination in Maxine's life style because of the independence and openness of the Western culture and that is how he gets involved in the transcultural negotiations. The reserved behavior of Gogol under his parents' roof and open sexual intimacy in his girlfriend's parents' house is a fine example of unlike cultural norms.

Bengali Value system is depicted by Lahiri very resilient that emerges victorious in the end, not only by establishing its separate periphery but also proves its subject's distinct entity. Gogol's loyalty to his wife and her extra marital affair shows the inheritance of a strong cultural value system which also gives him the energy to cope up with the disaster. The burden and guilt that Gogol feels after his father's sudden death makes him realize that he can't live his life in a vacuum, he needs to anchor his identity somewhere either in American value system or in Bengali. His decision to take the responsibility of his family after his father shows the deep rooted Bengali values in him. His gesture of shaving his head despite of the cultural transplantation shows that the Indian values and norms have remained unalloyed and he has given recognition to his parents' culture by embarrassing his responsibilities as an elder male of the house, and completes the typical patriarchal structure on Indian family.

## Language

The natal language is not only a language in a foreign land but a reminder of a culture. Fanon says in *Black Skin White Masks*, while speaking a language one shows the control of "syntax of that language and above all assumes a culture to support the weight of a civilization" (Ch., *Negro and the Language*, 2008, p.17-18). He believes that individuals identify themselves with culture and cultures are always based on a language. Despite of moving beyond their borders, Ashoke and Ashima adhere strictly to their native culture when comes to language and emphasis on the acquisition of their native language, Hindi. When Gogol was a child Ashima used to sing him Bengali lullaby, like values and religion the parents also pass their natal language to their next generation through different means.

They send their children to learn the Bengali language, Gogol learns to read and write his ancestral alphabets, he must remember to say not uncle and aunt but

*mashi, mama, maima, dada and kaka*, throughout the novel Gogol calls his parents *Ma* and *Baba*. Ashima also makes him see Sesame Street and The Electric Company so he could get familiar with the language and with the accent as well. Ashima and Ashoke do not want their “children sound like Americans, expertly conversing in a language that still at times confounds them, in accents they are accustomed not to trust” (Lahiri, 2003, p.65). Ashoke shows his concern that “there was the danger that American obsessed with abbreviation, would truncate it to Nick” (Lahiri, 2003, 56). On the importance of natal language Fanon says that with the death and burial of a native language, in soul grows an inferiority complex when one comes face to face with the host culture, just like deaf people, who have to face the language of the hearing people. He says “to speak a language is to take on a world, a culture” (1967, p.38). Though Gogol sounds like Americans in terms of his accent but his cultural dialogue enables him to create his own Indian meanings of English Syntax as he gradually acquires his definite place between the two cultures.

## Symbols

Lahiri in *The Namesake* tries to connect the intangible with tangible in the lives of Indian immigrants through different means. She uses food, food habits and clothing not as a custom but as symbols. Ashima throughout the novel wears *saari* and *bindi* as a symbol of loyalty towards her Indian culture, on every special occasion she wears the best of her Indian dress.

In the diasporic narrative of Lahiri, food and food consumption are used to project the feeling of nostalgia. The Indian community tries to sustain a culture diligently by maintaining an ethnic cuisine on their special occasion to reinvent the lost heritage and claim the irretrievably lost past in an imaginary homeland. The culinary ethnicity evokes a sense of belonging as Ashima, living in Massachusetts, tries to make spicy rice crispy as were sold in Calcutta.

For the first generation of immigrants the American food is not satiable and delectable and the ethnic cuisine projects their strong affiliation with culture for example, Ashoke’s predilection for daal and rice, lamb curry with potatoes and Ashima’s love for cooking Indian foods. The elucidation of even the minute food habits of the Ganguly’s shows pertinence of food with culture and identity. In chapter3, Lahiri describes how Ashima and Ashoke feed Gogol and the way Gogol learns to eat with his fingers without blemishing his shirts. As Gogol grows he shows his inclination towards the west culture, at the mart he loves to buy slices of cheese, mayonnaise, hot dogs and tuna fish, for lunch he asks his mother to make an American dinner once a week having ‘Shake’ n Bake chicken’. Gogol

drinks wine with Maxine's parents while Ashima serves lassi to Maxine, when she comes for the first time to meet Gogol's parents and her appreciation of the Indian food is a fine example of transculturation and cultural transplantation.

Gogol and Moushumi show penchant for Western food like pasta, pizza and sushi, but he prefers tea with samosa. Sometimes the craving for *Chicken Tikka*, *kababs* and *pakorras* make them compel toward their ethnic food. Gogol rice ceremony though a traditional and religious custom of Bengali community but the affiliation of food with the cultural belief system can't be undermined. Not only the dichotomy of both the cultures is reflected through the cuisine but the gradual integration of these immigrants in the host culture is also depicted by Lahiri with the help of culinary practices.

### Conclusion

When the borders turn into mere shadows and the distant homeland hovers in the mind and memories, the oyster like tenacity to cling to one's culture and the desire to move forward in the host society creates fragmented, complicated and hybrid identities. Walking on the Cape Cod, Ashoke once says to Gogol "Remember that you and I made this journey, that we went together to a place where there was nowhere left to go" (Lahiri, 2003, p.187). The sentence haunts Gogol until he comes to comprehend that he must follow his father's footsteps to extricate the entangled nexus of identity.

His interest in architecture, to create buildings symbolizes his desire to create a concrete identity for himself; but ends in designing cupboard for offices and homes which symbolizes his efficacious effort of compartmentalization. He realizes that his double identity is his curse and cure, he learns how to segregate and integrate his identity in the host land; he decides to stay alone after his divorce with Moushumi and his mother departure to India. He understands that the only solution for the complexity is in reconciliation, he needs both the identities, both have to stay side by side. He has to keep his Bengali culture alive; he decides to stay in touch with all the Bengali families as Gogol and establishes a career as Nikhil Ganguli. Lahiri's narrative, *The Namesake*, presents the reflection of two cultures like two parallel pillars in the water that not only wiggle when ripples come but also appear entwined and sometimes cross each other.

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## Entrepreneurship Education to Prepare Novice Entrepreneurs

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### Abstract

*Entrepreneurship education develops and promotes entrepreneurial skills and attitudes among graduates so as to make them able to take initiatives and start their new business. Generally saying, entrepreneurship education nurtures human capital through investment on human –their schooling as well as follow-up training on the job. It cultivates attitudes and aspirations among graduates to establish a new firm or a company. Entrepreneurship education seems to be associated with entrepreneurial self-efficacy to enhance entrepreneurial intentions among graduates. Seemingly, entrepreneurship education promotes awareness among graduates about an alternative career path to employment. It offers courses about or on business planning and starting a new business. It would promote employment canvas and tendency to take risks among the graduates. The graduates equipped with entrepreneurial knowledge and skills are more confident to start new business and become independent economically. They also facilitate others by extending employment opportunities. Therefore, entrepreneurship education can play a significant role in economic development of an individual, society and the country.*

Keywords: *Entrepreneurship, Entrepreneurship Education, Entrepreneurs, Business, Entrepreneurial Intentions, Self-competence, Risk Taking*

### Introduction

Being self-sufficient and economically independent is the wish of every individual. Apparently, all think but a few do so. The individual who struggle to become self-sufficient seems to be creative, innovative, and confident. They have the ability to take risks and initiatives in setting up their new business to raise income. Such individuals may be termed as entrepreneurs and the phenomenon as entrepreneurship. The term entrepreneurship is business related phenomenon which explains the activities necessary to start and maintain ones' business to raise ones' income by enhancing opportunities of/ and employment. It consists of

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all activities which are related to business and enhance one's income –establishing a firm or a company, buying and selling things, public relations, understanding market dynamics, and marketing etc. Whereas, entrepreneurship education inculcates entrepreneurial skills and abilities among graduates. Fayolle, Gailly, & Lassas-Clerc (2006) defined entrepreneurship education as “any pedagogical [program] or process of education for entrepreneurial attitudes and skills” (p. 702) to promote among learners or would be entrepreneurs. However, Johansen and Schanke (2012) put forward an elaborative concept of entrepreneurship education and said that it is the promotion of different entrepreneurial capabilities, personal qualities of students and their attitude towards innovation, creativity, enthusiasm to overcome risk, and develop self-competence and social skills. The concept embraces taking initiatives in starting a business and making innovation in the existing one. The educational concept of entrepreneurship incorporates such subjects and activities into curricula which develop basic skills to become self-dependent, self-sufficient and self-employed. Entrepreneurship education consists academic programmes and courses designed to offer to potential entrepreneurs under the supervision of an institute or department through innovative pedagogical techniques and strategies –constructivism, experiential learning etc. These are skill oriented programs and employ such methods and techniques which suit best the needs of learners/ potential entrepreneurs according to the content.

According to Jamieson, (1984) there are three different types of entrepreneurship education; education for awareness; preparing aspiring entrepreneurs; and training of the existing entrepreneurs to address the needs of different graduates. Whereas, Liñán (2004) presented four types of entrepreneurship education which consist of education for awareness, education to start-ups, entrepreneurial dynamism, and continuing education for existing entrepreneurs. The most basic of all these is the education for awareness which is imparted to those who want to become entrepreneurs and allows them develop such skills which help them in selecting a proper career or profession in their lives. In this regard, Garavan & O’Cinneide (1994) were of the view that usually, most of the universities offer education for entrepreneurship awareness aiming at enhancing such awareness among their graduates and work for preparing potential entrepreneurs. Such type of courses or programs promote greater awareness among those graduates who have not already decided to take up a profession or career or who have no experience of running a business.

Usually, two terms i.e. entrepreneurship education and entrepreneurial intensions are used to discuss entrepreneurial matters in broader context. Bae, Qian, Chao Miao, and Fiet, (2014) differentiated between the two by describing

that entrepreneurship education refers to the education which is imparted for developing entrepreneurial attitudes and skills among graduates; whereas, entrepreneurial intentions are the desires and aspirations of the graduates [individuals] to start or own a business. Hence, entrepreneurship education prepares graduates by equipping them with necessary skills and attitudes to become entrepreneurs in their lives. It also motivates them to own or start a business through conducive incubation training and internship. Therefore, entrepreneurship education also develops and sustains motivation among the graduates to become successful entrepreneurs. Bae, Qian, Chao Miao, and Fiet, (2014) further identified positive relationship of entrepreneurship education to entrepreneurial intentions on the basis of Becker's (1975) theory of human capital and entrepreneurial self-efficacy which was put forward by Chen, Greene, & Crick (1998).

In real sense, the entrepreneurship education cultivates human capital by helping graduates learn the skills and knowledge through investment on their schooling and on-the-job training (Davidsson & Honig, 2003; Unger, Rauch, Frese, & Rosenbusch, 2011). According to Liñán (2008) an entrepreneurship education appears to cultivate the attitudes and aspirations among graduates to set up a new firm or a company. A significant relationship between entrepreneurship education and human capital outcomes – knowledge and skills, recognizing entrepreneurship, and intentions was found by Martin, McNally, and Kay (2013). Entrepreneurship education plays a catalyzing role in prompting graduates start some profit-based economic activity. According to Wilson, Kickul, & Marlino, (2007) association of entrepreneurship education with entrepreneurial self-efficacy appears to enhance entrepreneurial intentions which are necessary for successful entrepreneurs. Successful entrepreneurs are those who start their new business in such a way that it grows with the passage of time. They become role models and success stories for the others. It gives them an alternate career path in professional life making them become employers rather searching for a job.

Imparting or offering entrepreneurship education usually seems to heighten awareness among graduates about an alternative career path to employment (Slavtchev, Laspita, & Patzelt, 2012). They think in a pragmatic way and choose business as profession. It not only accommodates themselves but necessitates others also. According to Liñán, (2008) entrepreneurship education offers courses about or on business planning and starting a new business. It would promote employment canvas and tendency to take risks among the graduates. They become aware of how to start a business, how to maintain it, and how to expand to facilitate the community.

It is clear from the above discussion that entrepreneurship education enables graduates to set up new business by risk taking with firm intentions. It make them capable of becoming successful entrepreneurs and employers instead of searching a job and being employee. When young graduates establish their own business and promote and provide employment opportunities to others, actually they support others. They play their active role in community development by empowering individuals through employment. They become independent self-sufficient and self-reliant. Their lifestyles and living standards are raised and their social conditions are changed as a result of it.

### **Pedagogy of entrepreneurship education**

There are different pedagogical strategies and techniques to impart entrepreneurship education including business planning and venture creation (Kuratko, 2005) methods. The students are involved in activities at the campus and during internship or incubation period. They get hands-on practice and training which leads them towards becoming entrepreneurs. According to Honig, (2004) majority of the courses and programs consist of business planning; and Youndt, Subramaniam, & Snell (2004) viewed it to strengthening the skills of graduates regarding formulation of a business plan according to their entrepreneurial intentions. But Lee, Chang, & Lim (2005) asserted that majority of the universities offer their courses on venture creation through their entrepreneurship education. These courses make graduates able create ventures practically even they create a mini company. Both business planning and venture creation develop an urge and passion of business among graduates.

Business training needs innovative pedagogical strategies. Therefore, Brown, Collins, & Duguid (1989) emphasized on hands-on practice and apprenticeship training to make young entrepreneurs independent initiators. It develops entrepreneurial skills like managing individual and others which are direly needed by entrepreneurs. Learning by doing and involving learners in learning process ensures effective learning. It ensures maximum retention of learning. Hussain and Sultan (2010) asserted that learning by doing involves learners actively and suits best in developing skills among adults; and Minniti and Bygrave (2001) endorsed it by describing that it enhances confidence of entrepreneurs in taking initiatives and important actions in critical situations. Learning by-doing enriches practical experience of the learners –the young entrepreneurs leading to venture creation as well.

Pakistan is a developing country having unskilled manpower. Therefore, it is dire need of the country and society that entrepreneurship education may be revolutionized. The young entrepreneurs should be trained to start small and



medium size enterprises. Universities and colleges should offer diploma and degree level courses and programs to cater the entrepreneurial needs of the young aspirants. Successful incubators at the Lahore University of Management Sciences (LUMS), National University of Science and Technology (NUST), Institute of Business Administration (IBA) Karachi & Sukkar and many other departments and institutions offering entrepreneurial education in public or private sector should be replicated at newer departments and institute. Entrepreneurship education should be encouraged through incentives and continuous facilitation by the government and the masses. Tax rebates may be granted to the young and new entrepreneurs, particularly, to those who set up their enterprises in remote and under developed areas of the country. Mark-up free loaning schemes may also be useful to attract novice entrepreneurs.

Similarly, short skill development courses and locally need based courses should be offered according to the need of different geographical areas of the country. For example courses on fisheries and sea foods may offered in Karachi and other universities or colleges near coastal areas for the respective people. Likewise, agriculture is a big industry in Pakistan. Therefore, agriculture-based entrepreneurship courses and programs need to be offered across the country. On the same lines, technical & vocational courses and programs should be offered to convert unskilled manpower into skilled technicians who later on would start their own business and become entrepreneurs. In nutshell, entrepreneurship education is an emerging phenomenon to contribute a lot in socio-economic development of the nation and the country.

### **Conclusion**

It is obvious from the above discussion that entrepreneurship education equips young potential entrepreneurs with necessary skills which are needed to be successful entrepreneurs. It prompts them to start a new business or run the exiting one with some innovative strategies and styles. It flourishes and promotes human capital even starting from school level and going up to the university education. It is something which believes in investing on education and training of young entrepreneurs to make them capable of producing opportunities of employment instead of being employees. It promotes attitudes and aspirations among graduates to establish a new firm or a company. Apparently, it is associated with entrepreneurial self-efficacy to enhance entrepreneurial intentions among the graduates. It disseminates awareness among the graduates about an alternative career path to employment. Usually, courses on business planning and establishing a new business or firm(s) are offered. The graduates have extended opportunities of employment with a large canvas of alternatives by nourishing

risk taking tendency among them. Such graduates are more confident psychologically, independent economically and useful socially. They can participate in community development by extending and providing employment (opportunities) to others. Therefore, entrepreneurship education is necessary for economic development of an individual, society and the country. Keeping in view the significance of entrepreneurship education, it seems necessary that it should be included in curricula of all levels of education starting from the secondary education in Pakistan. It would make graduates to become independent and less dependent on jobs either in public or private sector.

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