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Determinants of Microfinance Factors Affecting Women's Empowerment: Evidence from Egypt

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There have been many proposals made and implemented worldwide by both the public and private sectors to alleviate the hardships of the poor women, and in the long term enhance their empowerment. Subsequently, this would allow women to play a significant social and economic role in modern societies. The current research has been motivated by the need to close the knowledge gap by assessing the determinants of microfinance, as well as the factors affecting women's empowerment in Egypt, in terms of increased savings and real income and choice, as well as participation in decision making, social relations, consumption and household welfare. This study applied quantitative tools and examined a random sample of 423 women participants with a microfinance agency in Egypt. Particularly, a survey was conducted on the key impact of institutional factors, cognitive effects and cultural factors on women's empowerment. Data were inspected and then analysed using structural equation modelling (SEM), to determine the statistical significance and differences. The findings showed that women using microfinance were able to raise their own standard of living as well as that of their families, thus indicating the positive impact of microfinance. This finding could be useful for policy makers and microfinance institutions and other stakeholders in Egypt.

Keywords: Microfinance, Women's Empowerment, Egypt

JEL Classification: G21, G23, C30

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Contribution of Authors:

1. Dr. Ali Irhoumah has conceived the original idea and wrote the manuscript along with data analysis.
2. Dr. Abdullah Ayedh has conceived the original idea and worked on methodology and guided to improve the paper.
3. Dr. has Abdelghani Echchabi verified the theoretical and implication of the findings. In addition, all authors discussed the results and contributed to the manuscript.

Poverty is still one of the major challenges facing humanity worldwide. In addition, today, there is still more than one billion people who live on less than US\$1.90 per person per-day (World Bank, 2017). According to the statistics of the ILO (International Labor Organisation), women make up 70% of the world's poor population. This is particularly true in the MENA countries. As evidenced by statistics, the poverty rate in the Muslim world increased to 38% in Africa (Riyadh, 2016).

Discrimination against women is still prevalent in several countries where these inequalities have direct consequences for women. In addition, the poverty rate in Egypt is 29%, according to the report by the Egyptian Bureau of Statistics (2016). Also, according to the reports of the specialized national councils of Egypt (2017), 46% of Egyptians cannot access enough food and are malnourished, while 35% are women and 53% are children. According to Al-Mayadeen (2018), the poverty rate in Egypt is a worrying 45%.

Various policies have been initiated many years back in many under-developed and developing countries, some of which have been proven to be feasible and implemented for purposes of alleviating poverty using microfinance (Jebili & Bauwin, 2015). Microfinance is a specially designed form of financing available to women and small businesses that are not in a position to benefit from conventional banking and other related financial services (Batool *et al.*, 2018). One of the well-known initiatives to help poor families to start up mini enterprises to help lift their standard of living in Bangladesh, Mohamed Yunus established a microfinance bank called Grameen Bank in 1976. Since then, many countries, both under-developed and developing have adopted the model and established similar microfinance institutions (MIFs) to help alleviate poverty in their respective countries. The United Nations (UN) had defined microfinance as an important contributor towards the achievement of current development goals (MDGs) of preventing famine and poverty, empowering women and achieving gender equality by the year 2015 (Asmare *et al.*, 2017).

There is still a huge gap in financing the credit needs of Egyptian women. Previous research has indicated that investment in women can potentially lead to the enhancement of health, nutrition, income, and educational levels for numerous households. Furthermore, there are many other alternatives for women to take part in economic ventures, towards bridging the gap in Egypt's economy, and help the emergence of a new era that is economically diverse, attain social, economic and greater gender equality and lower unemployment by the creation of new income-generation projects in society and help in growing the GDP. In addition, some researchers view microfinance as a viable and effective tool for the alleviation of poverty (Vikas & Vijayalakshmi, 2017, Raudeliuniene *et al.*, 2014, Taha, 2012, Awojobi, 2014, Adamu, 2007, Cheston & Kuhn, 2014, Ngofa, 2014, Orlow, 2014, Kaur & Kaur 2017, Isangula, 2012).

It is noteworthy that there are not many studies on microfinance in Egypt. The existing studies focused on poverty directly without addressing the empowerment of women in particular. In contrast, the current research aims to determine and evaluate microfinance and factors affecting women's empowerment. The specific objectives are: (1) to examine the effect of institutional factors on women empowerment in Egypt, (2) to investigate the effect of cognitive factors on women empowerment in Egypt, and (3) to investigate the effect of cultural factors on women's empowerment in Egypt. The findings of this study will provide significant insights to policy makers, microfinance providers in Egypt, as well the Egyptian women, by enhancing the understanding of the factors related to microfinance that has significantly influenced the empowerment of Egyptian women.

The remainder of the paper is organized as follows: Section two reviews the past related studies. Section three provides an overview on microfinance in Egypt. Section four presents the methodology applied in the study and section five discusses the main findings and their implications. The final section provides a detailed discussion of the findings and corresponding limitations, as well as some recommendations for future studies.

Literature review

Microfinance in Egypt

According to RGAFS (2017), Egypt has about 818 non-governmental organizations (NGOs) and banks with microfinance activities with an estimated number of more than 2 million active clients. However, 29% of Egyptians live below the poverty line. The report also shows the financing granted the number of customers and financial values of grants made to male and female clients. A total of 629,272 male clients received grants totaling more than LE2 billion. In addition, around 1.5 million females were granted a total of more than LE3 billion and total funding amounted to more than LE6 billion. While, the number of individual financing clients totaled 971,624 and total financing granted was more than LE4 billion. The number of group finance clients in same year reached more than One billion with a total financing granted amounting to more than one billion Egyptian pound.

The Impact of Microfinance on Women's Empowerment

Microfinance is one of the financial innovations which emerged in Egypt to expand the scope of very small loans and aims at stimulating entrepreneurship among the poor people and self-employed to develop their small businesses. Microfinance has been recognized as a tool for poverty alleviation and to improve the socio-economic status of the poor. Apart from that, it also helps to enhance the status of their families and children in terms of standard of living on the one hand, and increase the level of accessibility to social services such as education and health (Swapna, 2017, Molyneux, 1985).

According to Sanabel (2011), there are five components of women empowerment, including women's feelings of self-worth, their entitlement to have and to determine choices, and to have the authority to regulate their personal lives (inside and outside the home), their entitlement to access opportunities and resources and their capability to affect and bring about social transformation towards the creation of a more just socio-economic order, at home and abroad. Empowerment has also enhanced the lifestyle of women and increased their capability to make their own decisions and run their own businesses. As a result of this, women are more independent, they can make their own decisions and also contribute to the decision making (Rathirane & Semasinghe, 2015). According to Assaad et al., (2014) argue that the regional context was found to be very important in explaining women's empowerment.

A recent study by Nguyen (2018) examined the effect of microfinance loans on empowerment of women entrepreneurs in Vietnam where the study findings suggested that the microfinance attributes are vital for an enterprise to succeed in general and the enhancement of the women's households in particular. Another study by Raghunandan (2018) suggests that empowerment and entrepreneurship have impact on the welfare of women through the care economy, quality education and entrepreneurship in India. In contrast, the results of this research showed no positive impact of the care economy, quality education, and entrepreneurship on women. On the other hand, a study by Korankye and Abada (2017) evaluated the impact of microfinance on socio-economic well-being of women in Ghana. Hence, the result indicated that microfinance is

directly correlated to profit and socio-economic well-being of women. In other words, it was found that several challenges confronted women entrepreneurs, including high interest rate, access to finance, training, inadequate loan sizes and frequency of loan repayment.

In another study, Vikas and Vijayalakshmi (2017) argued that microfinance institutions have indulged in alleviation of empowering its members in India. Thus, the result showed that the microfinance institutions can focus more on the type of family the member belongs to, the age of the members, the educational level and the number of income earning members in the family. Another study in another African country by Jebili and Bauwin (2015) aimed to investigate the problem of women's economic empowerment by way of microfinance services in Tunisia. Their findings suggested that there were initially differences in the entrepreneurial profiles of women and men with regard to the development of their business.

In addition, most previous studies relied on theoretical style and few analytical aspects only. Also most of these studies have focused on a direct discussions, without addressing specific issues of women empowerment and its relationship to microfinance development. On the other hand, the phenomena of unemployment and poverty are major problems, and have economic, political, and social dimensions. This research will contribute to bridge the literary gap by studying some researches which considered the importance of increased job opportunities and reduced poverty for women.

In addition, the current research uses Mayoux's Feminist empowerment theory which stated that the gender equality and women's human rights are subjects that have been underrated society. This underlying theory focuses on gender equality and women's human rights. To achieve a social transformation women empowerment has been identified as an integral and inseparable part of a wider process for social transformation (Mayoux, 2006, Connelly *et al.*, 2000). For most of these problems to be solved, microfinance has been promoted as broad strategy to close the gap for women's entrepreneurship, economic support and socio-political empowerment because of its nature as it focuses on gender awareness, self-efficacy and feminist organizations (Mayoux, 2006).

Furthermore, the institutional theory has also been reflected in the current study and has been significantly used to derive the institutional factors that constitute an integral aspect of the model. The institutional theory attempts to delineate and explain the processes and rationales for behavior within organizations, as well as the effect of these behavioral patterns within broader inter-organizational settings (Guth, 2016). These behavioral patterns include industry as well as organizational standards, routines and norms. The theory suggests that organizational behaviors are replicated across industries, subsequently establishing common norms and eventually, wide-spread standardized industry practices (Berthod, 2016).

Model and Hypotheses Development

H1: There is a significant influence on women empowerment due to the institutional factors.

H2: There is a significant influence on woman's empowerment due to the cognitive effects.

H3: There is a significant influence on woman's empowerment due to cultural factors.

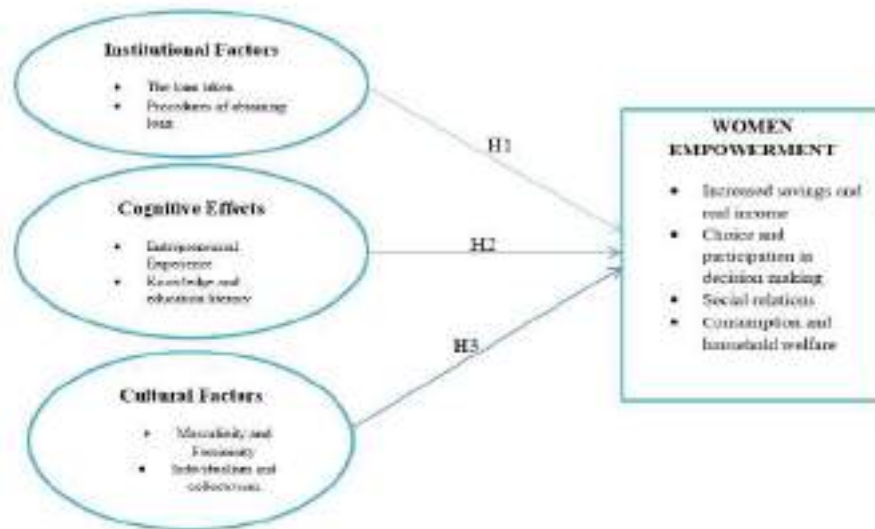


Figure 3. 1: Theoretical Framework

Method

In order to evaluate the potential women's empowerment impacts this study used the quantitative analysis designed to analyze the effect of microfinance on women empowerment in Egypt by examining the effect of institutional factors, cognitive factors and cultural factors with 423 women participants in microfinance agencies, more particularly in Cairo and Alexandria, the two cities with the largest populations as well as for their significant poverty rate. The data collection duration was between June and September 2018.

In addition, the questionnaire was designed to gather quantitative data, by using a range of open and close-ended questions. The survey questionnaire was designed to obtain information about the perception of the women empowerment due to the institutional factors, the cognitive effects, the cultural factors in Egypt. The second section of the questionnaire explored information about respondents' profile i.e., gender, age, marital status, employment status, etc. The questionnaire was made in English and was subsequently translated into Arabic and distributed as such.

The data were subsequently analyzed using structural equation modelling. The choice of this technique was inspired from Hair *et al.* (2010) as well as from similar studies conducted in this area. It is worth mentioning that the analysis was performed through AMOS 20 and SPSS 25.

According to RGAFS (2017), the approximate population of active clients of microfinance institution in Egypt is about 1,482,230 clients. However, sampling for the phase was according to Lightning *et al.* (2013) as follow:

$$n = N / [1 + N (e^2)]$$

$$n = 1,482,230 / [1 + 1,482,230(0.052)]$$

$$n = 1,482,230/32503$$

$$n = 400$$

Where: n = sample size, N = Population size, e = margin of error

Results

The Descriptive Analysis

The demographic analysis includes the analysis of age, experience, marital status, academic qualifications, period of project, family members, location of project, and job experience. Furthermore, quantitative study descriptive statistics was employed to describe the basic features of the data collected in this study. Table 1 shows descriptive statistics analysis. The results initially lead to the conclusion that members of the MFIs mostly engage those who are able to run their own projects.

Table 1
Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Age	423	1.00	4.00	2.9173	.03728	.76676
Employment Status	423	1.00	5.00	3.7967	.05533	1.13801
Marital status	423	1.00	4.00	2.6430	.04397	.90430
Education Level	423	1.00	5.00	2.4728	.04742	.97533
Experience	423	1.00	6.00	2.0686	.05104	1.04973
Industry	423	1.00	6.00	3.5508	.09965	2.04954
Period of the Project	423	1.00	5.00	2.0071	.05212	1.07203
Family Members	423	1.00	3.00	2.5887	.02864	.58905
Location of the Project	423	1.00	2.00	1.3806	.02364	.48611
Amount of the loan	423	1.00	6.00	2.6359	.06226	1.28049

Convergent Validity and Discriminant Validity

Table 2 below shows discriminant validity that has been proven to be successful where there is no high correlation between different constructs in this model. The reliability and validity of the constructs are also measured. Construct reliability which is measured by the composite reliability and average variance extracted (AVE) report that the convergent validity of the constructs used in this study is adequate with the values above 0.5 and 0.7 respectively.

Following the result of the construct reliability, discriminant validity confirms that each of the construct measures does not correlate with other constructs and they are significantly different from one another.

Table 2
Correlation and Discriminant Validity Assessment of Constructs CR

	CR	AVE	MSV	MaxR(H)
Women	0.719	0.504	0.310	0.735
Cultural	0.706	0.515	0.304	0.832
Cognitive	0.753	0.604	0.249	0.756
Institutional	0.766	0.622	0.310	0.774

Furthermore, the study conducts the confirmatory factor analysis of the measurement model that provides a confirmatory assessment on how well the observed variables define the latent variables of interest. Thus, Figure 1 below shows indices of the initial and final measurement model.

By looking to the output data from AMOS after running SEM analysis shows that the fit indices of the initial measurement model was not satisfactory enough where the model may need to be modified. Figure 1 below shows the values of the measurement model.

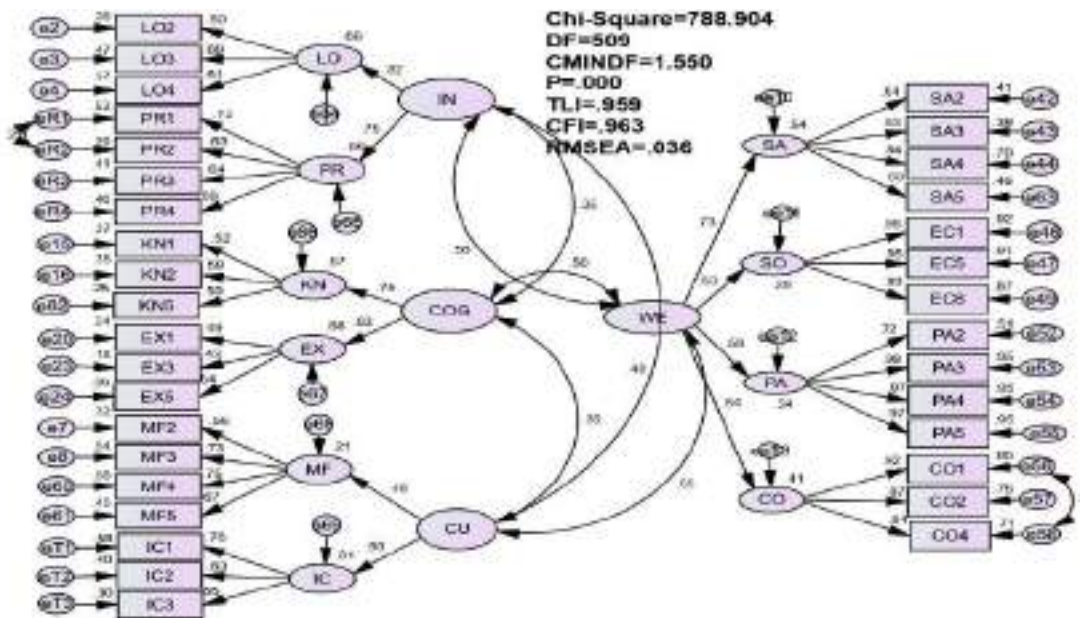


Figure 1: Final Measurement Model

The results from Figure 1 show the fit indices values as well as the differences between them prior and following enhancement to the measurement model. Furthermore, chi-square is significantly lowered = 788.904 as well as the extent of freedom = 509. Currently, the normed ratio (CMIN/DF) is better = 1.550, as it is below the standard threshold value (3). Furthermore, other indices are also improved, CFI = 0.963 indicates a better extent of fitness with observed data, PCLOSE becomes significant ($p \geq 0.000$, $p = 0.000$), which is a good value, and RMSEA has decreased = 0.036, which is below the standard fit threshold. While, The SEM result indicates an acceptable fit between the hypothetical model and the sample data related to the institutional factors, cognitive effects, cultural factors, and women’s empowerment.

Assessment of the Structural Model

In this section, the study stipulates how the latent variables in the structural model are associated with each other. In addition, fit indices of the initial structural model were not sufficiently satisfactory where the evaluation of fit indices of the initial structural model shows the need to examine the modification indices in order to improve the model fit of the structural model. Testing the fit indices of the initial and final structural model is shown below, and the following figure shows the final default structural model after achieving the necessary modification for fit indices.

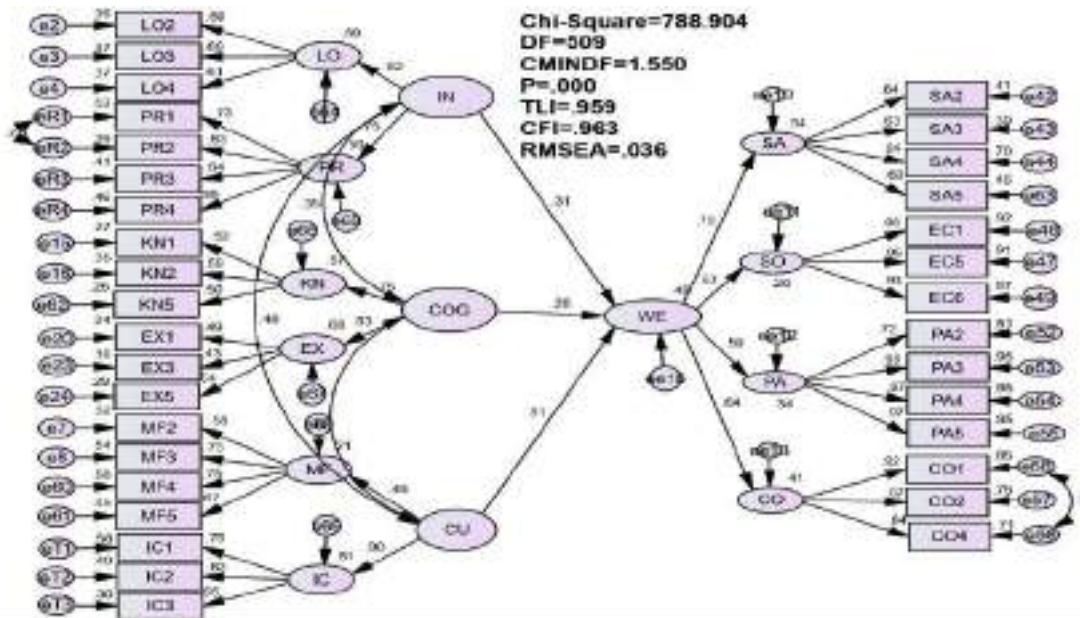


Figure 2: Final Structural Model

As indicated in Figure 1, the comparison of fit indices table, the normed ratio (CMIN/DF) was reduced from the initial value = 2.231 to final value = 1.550. If CMIN/DF < 3.00, then the default structural model represents adequate fit by reaching the minimum discrepancy (Byrne, 2010). In other words, the default structural model is consistent with the observed data collected from the survey. Hence, the default structural model of this study exceeded the minimum level of divergence with the observed data. Therefore, the SEM result indicates an acceptable fit between the hypothetical model and the sample data associated with institutional factor, cognitive effects, cultural factors, and woman empowerment.

Furthermore, the CFA value associated with the final default model shows a good comparative fit index CFI = 0.963, a CFI greater than 0.9 or close to 1 indicates a good fit. Another important indicator is RMSEA, with a value < 0.08, which indicates a reasonable error of approximation. If RMSEA score is less than 0.08, then no penalty is incorporated for model complexity. In this present study, the value of RMSEA of the final structural model = 0.036, which shows a better fit of model in relation to the degrees of freedom.

Table 3

Standardized Causal Effects of the Structural Model and Hypotheses Assessment

Hypothesis	Latent Construct	Estimates	S.E	C.R.	P	
H1	Institutional factors	Woman empowerment	0.31	0.108	3.026	0.002
H2	Cognitive effects	Woman empowerment	0.28	0.144	2.726	0.006
H3	Cultural Factors	Woman empowerment	0.31	0.215	2.893	0.004

The result from SEM output in Table 3 shows significant correlations ($p \leq 0.05$) between the latent variables. The strongest correlation is found to be cultural factor on woman empowerment = 0.623. All correlations are found significant. A moderate correlation is found between woman empowerment and cognitive effects = 0.391 (Byrne, 2010).

Discussion

The results suggest a positive and causal association between institutional factors, cognitive factor, cultural factors and woman empowerment. This finding is consistent with (Rahman et al., 2009; Korankye & Abada, 2017; Swapna, 2017). This finding is important due to the increasing trend of poverty in Egypt, particularly among women where the results of this study will contribute women's empowerment and create employment, reduce poverty, and promote investment and growth. In addition, this study is expected to enhance the knowledge by examining institutional, cognitive, and cultural factors. This expected to provide better understanding of the women's empowerment in one of the largest developing countries like Egypt.

These findings are in line with the feminist empowerment theory (Mayoux, 2006) as well as the institutional theory (Berthod, 2016; Guth, 2016) and their underpinnings. Hence, they provide further support to these theories. Particularly, the cultural factors where gender difference is highly emphasized, are significant predictors of women empowerment, which indicates that the gender differences could be wisely employed by the authorities and other stakeholders in Egypt to promote women empowerment across sectors, as well as to develop the microfinance sector, which can subsequently alleviate poverty in the country. In this regard, the Grameen Bank experience in Bangladesh could be used as an initial example to develop a more suitable model for the Egyptian setting.

On the other hand, the findings revealed that the institutional dimensions are significant predictors of women empowerment, which indicates that institutional theory dimensions can be translated into common practice tools overtime by transforming the various lending schemes and terms into standardized lending norms and patterns that would contribute to women empowerment within the microfinance industry in Egypt.

Conclusion

This study aims to examine the impact of microfinance factors on women's empowerment in Egypt. From the findings of the analysis above it can be concluded that microfinance factors in Egypt play significant role in uplifting the status of women and subsequently empowering women in Egypt.

The current study has discussed the implications of women's accessibility to microfinance, which has contributed positively to consumption expenditure and most importantly, in reducing poverty among households in Egypt. Therefore, the results indicated that the proposed impact of institutional factors, cognitive effects and cultural factors on women's empowerment are strongly supported by the data. Furthermore, the hypotheses and subsequent findings of this study were supported through the method and assessment using structural equation modelling.

The current study has a number of limitations that should be taken into account in the future studies in this area. Firstly, the sample size is relatively limited, though accurately calculated, hence the results cannot be generalized to the whole region. Thus, the future studies are recommended to select a larger and more representative sample size, in order to generalize the

results to the whole country. The future studies are also recommended to extend these findings to other contexts and preferably using other models as well.

In addition, the study and its SEM model did not consider the possible effect of control variables like age, business experience, and the business background of family members. Accordingly, the possible mediating and/or moderating effects of these variables was not tested and evidenced in the current study's model. As such, future studies should incorporate these variables in future models, to be able to compare the findings across age groups, different levels of business experience, as well as different categories of family members' business experience. This will further enrich the findings and provide stronger implications and practical policy recommendations. Furthermore, further studies are recommended to be performed in a mixed methods framework, which would provide more meaningful outputs using the qualitative proportion of the findings.

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Teacher Educators' Epistemological Beliefs and their Implications for Teacher Education

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Research has consistently shown that teachers' epistemological beliefs have a significant impact on their teaching and teacher effectiveness in the teaching- learning process. This study investigated epistemological beliefs (EBs) of teacher educators in higher education institutions and teacher education institutes in Khyber Pakhtunkhwa (KP). The study aimed at identifying teacher-centered and learners' centered EBs, examine the relationship of EBs and gender, find out the relationship of teachers' qualification with the EBs of teacher education, and explore differences between the EBs of teacher educators of public universities and RITEs. Of the 212 teacher educators of the study population, the data were collected through stratified random sampling from 145 respondents. Epistemological beliefs questionnaire (EBQ) and a scale for demographics were used for gathering data from the research participants. Percentages, Mean, One way ANOVA and Pearson r was used for data analysis. Findings of the study show that a majority of the teacher educators believed that the structure of knowledge is simple, half of the teacher educators believed that knowledge is certain. Similarly, a majority of the teachers did not believe in authority as a source of knowledge and considered that the ability to learn is not innate. A majority of the respondents did not agree that learning is a quick process. There was no significant difference in the EBs of male and female teacher educators; there was no significant difference in the EBs of teachers from universities and RITEs, except in the dimension of the stability of knowledge, wherein educators from RITEs have unsophisticated beliefs and there is no significant effect of experience on the epistemological beliefs of teacher educators.

Keywords: epistemological beliefs, teacher educators, teacher education, RITEs, Khyber Pakhtunkhwa, Pakistan

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Contribution of Authors:

1. Dr. Itbar Khan contributed towards conceptualization, research design, data collection and analysis, and writing the initial draft of the paper.
2. Dr. Azhar Mahmood contributed towards and guided the study, from conception to completion of the research paper.
3. Dr. Syed Munir Ahmad contributed significantly to improving theoretical and empirical sections of the paper and revising and finalizing the drafts of the paper.

Our understanding and the beliefs that we have about learning and knowledge significantly influence our learning, and enhancing the understanding of this process can make teaching more effective (Hofer, & Pintrich, 1997). Understanding teachers' beliefs for effective teacher education is important (Pintrich, 1990). Teachers' beliefs play an important role in bringing change in schools and the application of new instructional methods and techniques in the classroom (Fluck, & Dowden, 2010). However, when teachers' beliefs are not aligned with the philosophical underpinnings of reforms, reform initiative implementation is usually compromised.

Beliefs are elusive to definite definitions (Bryan, 2003). Beliefs are "Messy constructs", and they have been given different names by different researchers (Pajares, 1992). These include "Explicit propositions" (Nisbett, & Ross, 1980), "Personal theories" (Borg, 2006), "Pedagogical principles" (Breen, Hird, Milton, Rhonda, & Thwaite, 2001). Teachers are the most important elements in educational reforms and at the same time the biggest hurdles in the way of implementation of reforms in education (Prawat, 1992).

The role of professional development programs is an established factor in giving quality education to the young generation. Elementary teacher education curricula were re-designed, with provision for improving the teaching skills and pedagogical knowledge of the teachers, thereby bringing change in the overall education sector in Pakistan. In the new curricula of teacher education, for Associate Degree in Education (ADE) and four-year Bachelor Degree developed in 2006 and revised in 2012, students centered approaches, reflective practices, pair work, group work, authentic assessment have been stressed upon, for benefitting from the universally accepted cherished qualities like critical thinking, hands-on study and collaborative learning. The curriculum development was based on 5 Cs: Cooperative, Classroom-based, Constructivist, Contextual, and Creative classroom practices (Higher Education Commission [HEC], 2012). It was expected that the changes in curricula would produce effective educators. However, these curricular changes need other changes like proper building, laboratory schools, training and exposure of teacher educators, and above all changes in beliefs and practices.

In education, innovation is multi-dimensional; there are three elements at stake in curriculum innovation. These include: (1) the possible use of new instructional material, curriculum material, (2) the likely use of new instructional strategies and (3) changes in the beliefs of curriculum implementers. These three elements are necessary for successful implementation of curriculum and change in beliefs is fundamental for lasting reforms (Fullan, 2007).

Teachers are important actors in the implementation of curriculum, innovations, and policy implementation. They implement changes according to their perceptions and the setting where they teach (Spillane, Reiser, & Reimer, 2002; Woods, 1996). Implementation of reforms in education needs teachers to change their behaviors and beliefs about the teaching process. Changes in education can become effective when teachers bring necessary conceptual changes in their approaches, rethink their practices and beliefs (Adey, Hewitt, Hewitt & Landau, 2004; Spillane, Reiser, & Reimer, 2002). Reforms have little influence on the real classroom teaching. The required change does not take place because teachers do not practice the innovation (Cuban, 1988). Personal epistemologies are linked to types of classroom behaviors (Sinatra, & Kardash, 2004; Tsai, 2002; Tsai, & Liang, 2009).

Two main motivations are instrumental for researching teacher educators' general epistemological beliefs (Olafson, & Schraw, 2010); firstly, research studies have been conducted on identifying those influencing factors of teachers' instructional beliefs about Mathematics teaching (Vacc, & Bright, 1999), science (Czerniak, & Lumpe, 1996), literacy (Fang, 1996), social study (Khader, 2012), high school teachers' epistemological beliefs (Montgomery, 2014), and the beliefs of primary school teachers (Samuel, & Ogunkola, 2015). However, there are a few studies on the EBs of teacher educators (teachers of prospective teachers), especially, in the context of innovation in the teacher education curriculum. Secondly, this study investigated the epistemological beliefs of teacher educators to find out which of their beliefs promote students' centered instructional practices and teacher-centered teacher practices.

Theoretical Framework and Review of Literature

Epistemology is the theory of knowledge and knowing. It is a sub-discipline of philosophy concerned with the limits and scope, as well as, the sources and nature of human knowledge (Muis, Bendixen & Haerle, 2006). Educational psychologists have theorized epistemology as "a man's implied assumptions about the nature, gaining, structure, origin, and validation of knowledge" (Hofer, & Pintrich, 1997).

Models of Epistemological Beliefs

EBs work falls into three groups. The first group developed a unidirectional model in which beliefs develop in a sequence (Belenky, Clinchy, Goldberger, & Tarule, 1986; Magolda, 2004; King, Kitchener, Wood, & Davison, 1989). The second group worked on how epistemological development influences thinking and reasoning processes (Kitchener, Lynch, Fischer, & Wood, 1993; Schommer, 1990; Calderhead, 1996).

In the third one, epistemological ideas as a body of beliefs may be independent, do not a clear developmental organization (Alexander, & Dochy, 1995). These beliefs may impact understanding and thought for academic tasks, and they are also related with classroom learning and practices (Hofer, & Pintrich, 1997). According to Schommer (1990), personal epistemologies are a scheme of beliefs; and established her first multi-dimensional theory. Her theory states that each of the dimensions of epistemological beliefs may grow separately from the others, especially, when beliefs are in an impermanent phase. Her theory identifies 05 dimensions of general epistemological beliefs (Alexander, & Dochy, 1995).

Table 1

Schommer's Epistemological Beliefs Model

Dimensions	Unsophisticated beliefs	Sophisticated beliefs
1. Stability of knowledge	Knowledge is definite and static	Knowledge is tentative and changeable
2. Source of Knowledge	Knowledge is given by experts	Knowledge is created by reasoning
3. Structure of Knowledge	Knowledge is simple and absolute	Knowledge is multifaceted
4. Ability to learn	Ability to learn is inborn and static	Ability is altering everybody can learn
5. Speed of learning	Learning is a quick process	Learning is a slow process of acquisition

Importance of Studying Beliefs

Studies have shown that teachers have to go beyond the classroom practices to their beliefs (Pajares, 1992; Fang, 1996; Alexander & Dochy, 1995). The popularity of belief studies is based on the understanding that teaching needs to go beyond teachers' behavioral patterns and look at what is in teachers' minds. Beliefs forecast the behavior and classroom practices of teachers (Pajares, 1992). EBs are important because they shape individuals' thoughts and actions (Richards, & Lockhart, 1994). Teachers' actions are reflections of what they know and believe. The teachers' thinking and knowledge provide a frame, which guides the teachers' actions in the class (Chan, 2008).

The Impact of Epistemological Beliefs on Teaching and Students' Learning

Research into EBs has made progress in the area of pre-service teacher education. There exists a positive relationship between pre-service teachers' EBs and their beliefs about what founds effective teaching (Lee, Zhang, Song, & Huang, 2013; Chan, 2011). Many pre-service teachers perceive that knowledge is constructed by individuals; EBs are positively related with constructivist approaches (Brownlee, 2001). Similarly, teachers with more relativistic epistemological beliefs are more likely to support autonomy of students in learning (Roth, & Weinstock, 2013).

Teachers with sophisticated personal epistemologies prefer child-centered and constructivist approaches to teaching. Child-care teachers, with more simple personal epistemologies, preferred such teaching methods, which were more teacher-centered (Tsai, & Liang, 2009).

Teachers who have more sophisticated beliefs (knowledge is complex and uncertain and it can be constructed) have less teacher-centered classes (Sing, & Khine, 2008; Schraw, & Sinatra, 2004). Teachers with sophisticated beliefs use different teaching strategies and they engage their students in learning (Windschitl, 2002). Teachers with sophisticated epistemologies create constructivists approaches towards leaning. Such teachers give real-life examples and relate classroom learning to real-life situations. Students are always engaged in higher-order thinking. They do not focus on the reproduction of what they learned. In contrast, when teachers have less developed epistemologies, they create surface practices in the classroom. Teachers try their level best to use constructivist approaches according to the extent of sophistication in their beliefs.

Some studies found a discrepancy between beliefs and practices (Nisbett, & Ross. 1980). A majority of the teachers do not enact their beliefs in classrooms and there is an inconsistency between beliefs and practices (Liu, 2011; Chew, 2012). It has been reported that there is variation in the stated beliefs and practices, which are caused by lack of essential conditions in the context, for instance, overcrowded classroom, busy schedule, and other assignments (Chan, & Elliott, 2004). There are many teachers who have the same beliefs, but they have different classroom behaviors (Tanriverdi, 2012). Some researchers found that not only beliefs influence actions but it is also the other way round (Mansour, 2009; Mouza, 2009). Similarly, longitudinal studies of pre-service and practicing teachers' beliefs and practices provide evidence of the reciprocal and dialectical relations between beliefs and practices. Practices can change teachers' EBs (Fives, & Buehl, 2012).

Objectives of the Study

1. Find out the epistemological beliefs of teacher educators in teacher education institutions in Khyber Pakhtunkhwa
2. examine gender-wise differences in the epistemological beliefs of teacher educators Khyber Pakhtunkhwa

3. find out difference in the epistemological beliefs of teacher educators based on age in Khyber Pakhtunkhwa
4. find out difference in the epistemological beliefs of teacher educators based on qualification in Khyber Pakhtunkhwa
5. examine difference in the epistemological beliefs of teacher educators based on institutions in Khyber Pakhtunkhwa

Hypotheses

- H01: There is no significant difference in the epistemological beliefs of teacher educators based on gender in Khyber Pakhtunkhwa
- H02: There is no significant difference in the epistemological beliefs of teacher educators based on age of the participants in Khyber Pakhtunkhwa
- H03: There is no significant difference in the epistemological beliefs of teacher educators based on academic qualification of the participants in Khyber Pakhtunkhwa
- H04: There is no significant difference in the epistemological beliefs of teacher educators based on the difference in institutions of the participants in Khyber Pakhtunkhwa

Method

The study used a descriptive research design, which involved examining the epistemological beliefs of teacher educators in Khyber Pakhtunkhwa Province in Pakistan, using an epistemological beliefs questionnaire.

Population of the Study

The population of the study involved of 214 teacher educators from the 20 RITEs and 09 Departments of Education (DoE) in public universities of KP. There are 20 RITEs and 09 Departments of Educations in 9 universities. Total faculty members in the 9 Departments of Education are 64, of which 24 are female and 38 are male members. Of the 20 RITEs, 08 institutes are for males only and 12 are for females only. The total faculty in RITEs is 214.

Sampling

The study used stratified random sampling technique for the selection of participants. So, 112 teacher educators from 21 RITEs and 37 teacher educators from 9 universities took part in the study.

Results

Questionnaire for Epistemological Beliefs (EBQ)

This study used the questionnaire developed by Schommer (1990) for measuring general EBs. There are five dimensions of Schommer's Model as presented in Table 1. The questionnaire used a 5-point Likert scale, ranging from 'Strongly Disagree' to 'Strongly Agree.' The lesser the score on the EBs scale, the more sophisticated the beliefs. The questionnaire was translated into Urdu language for a better understanding of the respondents. The reliability of the questionnaire was .82 and the alpha values of the five dimensions: stability of knowledge, source of knowledge, the structure of knowledge, ability to learn, speed of learning, were .72, .60, .65, .73, and .60 respectively. The criteria for epistemological beliefs were fixed as: mean score from 1-2 = highly sophisticated beliefs, 2-3 = low sophisticated Beliefs, 3- 4 = low unsophisticated beliefs, 4-5 = highly unsophisticated beliefs.

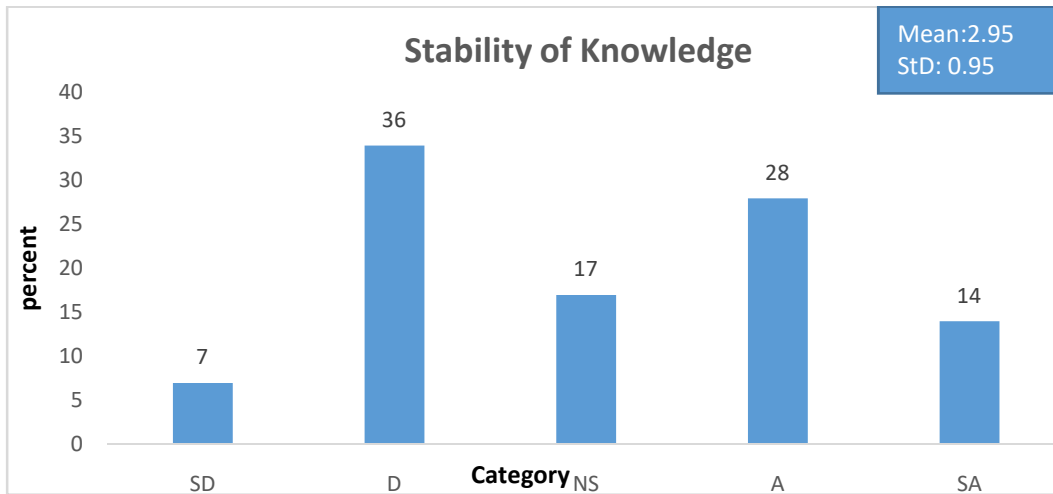


Figure 1: Dimension 1: Stability of Knowledge

Figure 1 shows data about dimension 1, the stability of knowledge, which enquired if the teacher educators view knowledge as certain rather than tentative. On average, 7% teacher educators 'Strongly Disagreed', 34% 'Disagreed', 17% were 'Not Sure', 28% 'Agreed' and 14% 'Strongly Agreed.' It shows that around half of the teacher educators disagreed that knowledge is certain and some (17%) were not sure. The mean value 2.95, S.D. = .95 also shows that teachers believe in the certainty of knowledge. It also shows that half of the teacher educators have such beliefs, which will push them to practice teacher-centered practices in the classroom.

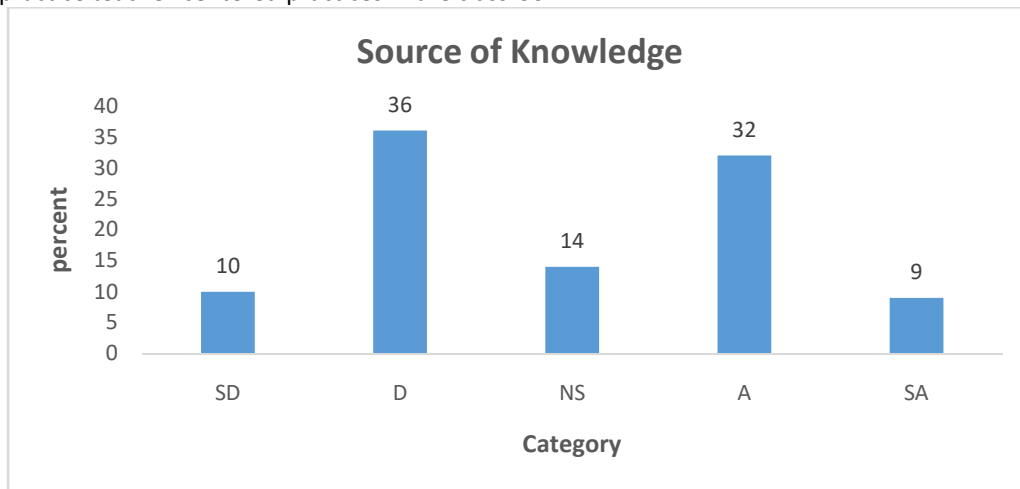


Figure 2: Dimension 2: Source of Knowledge

Figure 2 shows the beliefs of the respondents about the source of knowledge, implying that whether the educators believed about the source of knowledge being the authority, reasoning, or evidence. Authority here means a knowledgeable person in a specific field. The data shows that on average 10% of teacher educators 'Strongly Disagreed', 36% 'Disagreed', 14% were 'Not Sure,' 32% 'Agreed', and 9% 'Strongly Agreed' that authority is a source of knowledge. The mean value (2.89) is below 3.00, which shows that educators do not have faith in only expert (authority) as a source of knowledge, but it is a slight majority; still many respondents believed that source of knowledge is authority.

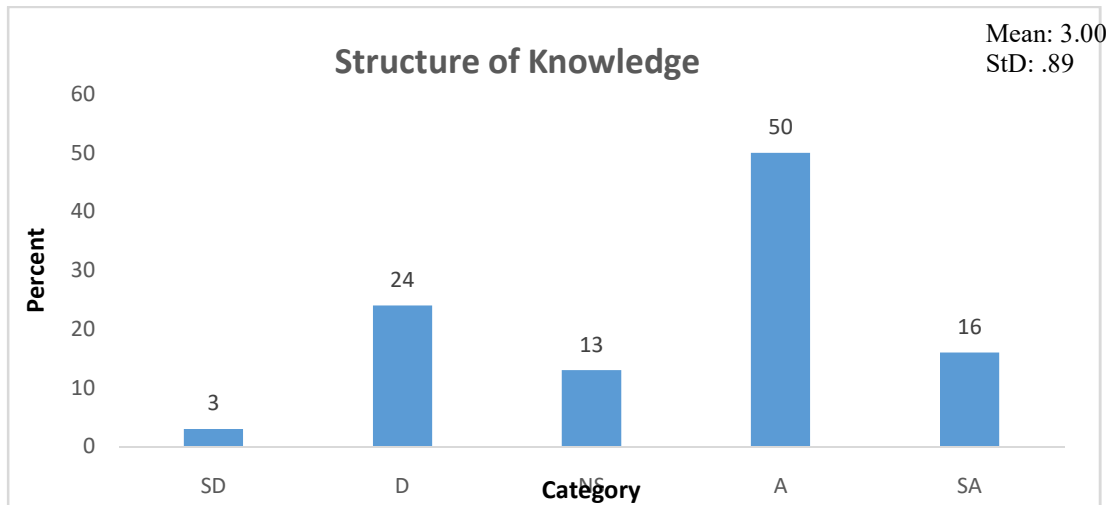


Figure 3: Dimension 3: Structure of Knowledge

Figure 3 is related to the structure of knowledge and the data shows that on average 3% of teacher educators 'Strongly Disagreed', 24% 'Disagreed', 13% were 'Not Sure', 50% 'Agreed' and 16% 'Strongly Agreed'. It shows that a majority of the teacher educators agreed that the structure of knowledge is simple. The mean value (3.00, Standard Deviation: .89) of the data regarding the structure of knowledge also shows that teachers educators do not have sophisticated beliefs about the structure of knowledge. In other words, they do not have student centered beliefs.

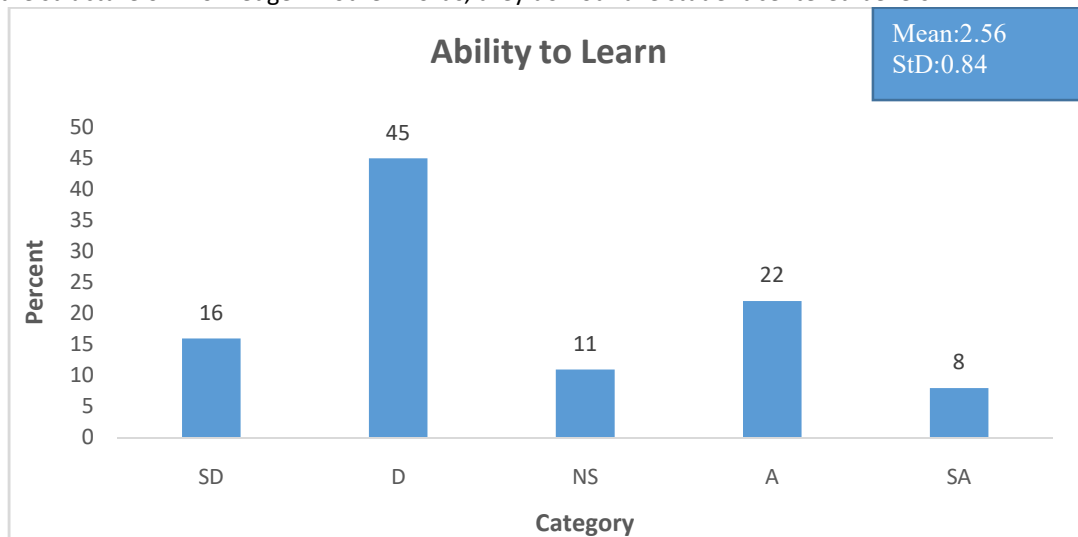


Figure 4: Dimension 4: Ability to Learn

Figure 4 shows the beliefs of teacher educators; if they believed that the "ability to learn is innate" or it could be acquired. For this dimension, 16% teacher educators 'Strongly Disagreed', 45% 'Disagreed', 11% were 'Not Sure', 22% 'Agreed' and 8% 'Strongly Agreed'. A majority of the teacher educators did not agree that the ability of learning is innate. The mean value (2.56, SD: .84) also

shows that teacher educators believed that the ability to learn is not innate. Teachers' beliefs are sophisticated in this dimension i.e. student centered.

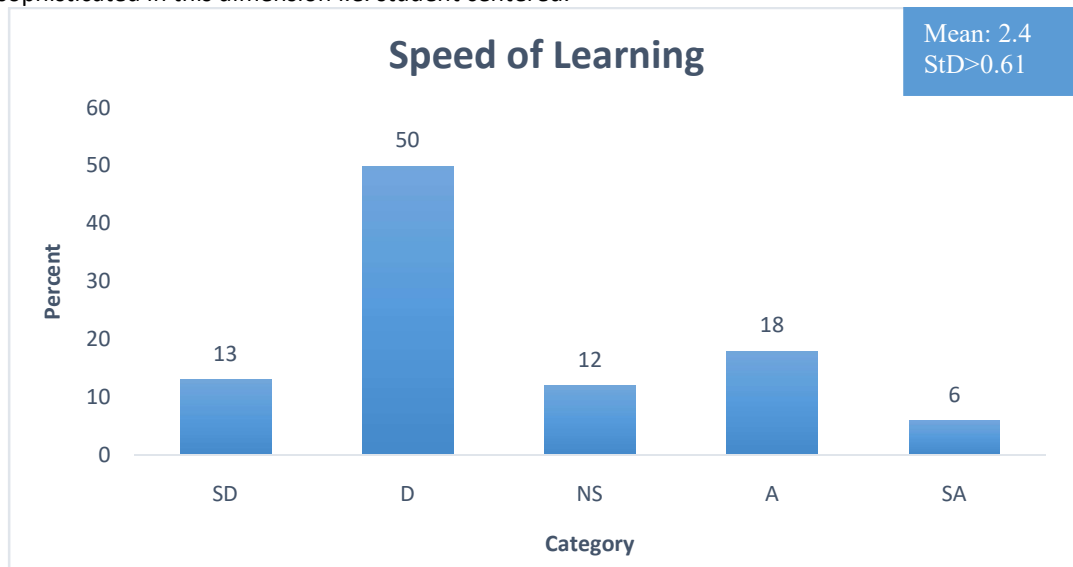


Figure 5: Dimension 5: Speed of Learning

Figure 5 shows data about dimension 5, which enquires if the teacher educators believed that learning is a quick process or a slow process of acquisition. Average response shows that 13% teacher educators 'Strongly Disagreed', 50% 'Disagreed', 12% were 'Not Sure', 18% 'Agreed' and 6% 'Strongly Agreed'. The data reveals that a majority of the teacher educators did not agree that learning is a quick process. As a whole, the respondents have sophisticated beliefs that learning can take place when learners keep on working. However, again many teacher educators (24%) agreed that learning is a quick process.

Table 2

Difference in Epistemological beliefs based on Gender

Dimension	Gender	Number	Mean	Sig. (2-tailed)
Structure of Knowledge	Male	84	2.87	.964
	Female	56	2.88	
Stability of Knowledge	Male	84	2.96	.900
	Female	56	2.95	
Source of Knowledge	Male	84	2.91	.400
	Female	56	2.86	
Ability to learn	Male	84	2.91	.400
	Female	56	2.86	
Speed of Learning	Male		2.44	.117
	Female		2.35	

Table 2 shows data about differences in EBs based on gender. There is no difference in the EBs based on gender in teacher educators.

Table 3
Difference in Epistemological beliefs based on Institutions

Dimension	Institution	Number	Mean	Sig. (2-tailed)
Structure of Knowledge	RITE	92	2.89	.306
	University	48	2.84	
Stability of Knowledge	RITE	92	3.02	.02
	University	48	2.84	
Source of Knowledge	RITE	92	2.89	.807
	University	48	2.88	
Ability to learn	RITE	92	2.41	.722
	University	48	2.39	
Speed of Learning	RITE	92	2.41	.722
	University	48	2.39	

Table 3 shows the differences in epistemological beliefs based on institutions Khyber Pakhtunkhwa. It was found that there was no significant difference in the EBs of teacher educators on other dimensions of epistemological beliefs except the stability of knowledge where there is a significant difference in the epistemological beliefs of teachers. Teacher educators from DoE have sophisticated beliefs while teacher educators from RITEs have unsophisticated beliefs on this dimension.

Table 4
One Way ANOVA Showing Difference in Epistemological Beliefs Based on Age

Age	N	Mean	Std. Deviation	B/T groups	Within Groups	Df	F	Sig.
24-30	5	2.6954	.18605			136	.048	.686
31-40	44	2.7179	.19572	.006	5.845			
41-50	55	2.7110	.20843					
Above 50	36	2.7020	.22124					
Total	140	2.7103	.20516					

Table 4 shows the ANOVA description of the relationship of age with the epistemological beliefs of teachers. The F value is .048, which is low and not significant as the p-value is higher than .05.

Discussion

Beliefs about knowledge and beliefs about instruction influence classroom practices of teachers. The study investigated the epistemological beliefs of teacher educators in KP. The study found that the teacher educators did not believe in the complexity of knowledge. Teachers with such beliefs are inclined towards teacher-centered classroom practices (Bromme, Kienhues, & Stahl, 2008; Windschitl, 2002). The holder of sophisticated EBs would opt more for inquiry-based teaching practices (Deniz, 2011). There would be an effect on the classroom practices of teacher educators, and that is the reason that in Pakistan most of the teacher educators use traditional practices in classrooms.

The findings have shown that half of the teacher educators believed that knowledge is certain, which is alarming. This is against the basic tenets of constructivism. In constructivism, knowledge is considered as changeable, not certain. The study contradicts and confirms the findings of Alsumait (2015) who found that the participants believed in the certainty of knowledge. However, the respondents in the research were graduates. The current study found that a majority of the teacher educators did not believe in authority as a source of knowledge; however, it was a slight

majority. Many teachers believed that the source of knowledge is authority. It means that such teachers will not encourage individual efforts, investigation, inquiry and they will limit teaching and learning to specific documents which is against the very spirit of constructivism.

A majority of the teacher educators believed that the ability to learn is not inborn which is considered as sophisticated belief according to the scale. However, again many teachers believed that the ability to learn is inborn. This finding extends the findings of Alsumait (2015) who found that Saudi undergraduates believe in hard work and inborn ability of learning; however, in this study, the respondents were teacher educators and in Alsumait's study the respondents were graduate students. The belief of many educators that learning is innate at this level is a matter of concern for education in general and teacher education in particular. When teachers believe that the capability of learning is innate, they will not give equal attention to all students. May be this effect has trickled down to our schools wherein a few students become the center of attention in classrooms.

A majority of the teacher educators did not agree that learning is a quick process. As a whole, the respondents have sophisticated beliefs that learning can take place when learners keep on working. This finding supports the findings of Samuel and Ogunkola (2015) who investigated the beliefs of primary teachers. In the current study, many teacher educators (24%) agreed that learning is a quick process. This will affect their classroom practices. They will not be focusing on hard work. Moreover, the study confirms the findings of Schommer (1990), Calderhead (1996) and other researchers that the dimensions of epistemological beliefs are independent; a person may have unsophisticated beliefs in one dimension but he/she would have sophisticated beliefs in another dimension.

There was no difference in the epistemological beliefs of male and female teacher educators, experience and qualification. The study extends the findings of Kalsoom and Akhtar (2013). Similarly, this study also extends the findings of Chan (2008) and Tanriverdi (2012), who found no significant statistical differences across age, gender in preservice teachers' beliefs. The study contradicts the findings of Walter (2009) who studied the EBs of 83 practicing teachers, 62 studying in a graduate program. He found differences in EBs based on education level, gender, and type of licensure. The author found that more educated teachers held more sophisticated EBs; small differences in the type of education could influence EBs; women in the study endorsed more in authority as a source of knowledge. Similarly, this also contradicts the findings of Samuel and Ogunkola (2015) who found that with experience EBs become more constructivist. However, in the current study, all teacher educators were highly qualified. All of them had at least double master's degrees. The difference in the EB on education will be up to a certain level; it will not be evident after a certain level like a master's degree or so. There was no significant difference in the epistemological beliefs of teachers from universities and RITEs, except the stability of knowledge dimension, wherein teacher educators from Universities had sophisticated beliefs while teacher educators from RITEs had unsophisticated beliefs. It is a matter, which needs further investigation, and teacher educators may be given orientation on epistemological beliefs with special emphasis upon the stability of the knowledge dimension.

Conclusion and Implications

There are many factors, which influence the classroom practices of teachers. EBs are the most important factors. This research found that many teacher educators in Khyber Pakhtunkhwa did not have student centered beliefs/ sophisticated EBs. Teachers with teacher-centered beliefs may ask simple questions, they would not involve students in complex learning activities (Khan, Mahmood &

Jumani, 2020). Therefore, teacher educators need to work on their beliefs consciously. Government and other such organizations, working on teacher training and professional development activities, should also consider the beliefs of teachers.

Many teacher educators believed in authority as a source of knowledge. It is related to the culture; people, generally, give much respect to people who are considered as an authority in a field. People rarely question their opinion and knowledge. Such beliefs stop inquiry and critical thinking among students and they become blind followers of their teachers and other such people at the helms of affairs (Chan, 2004).

There were many teachers among the respondents Khyber Pakhtunkhwa who believed that the ability to learn is innate i.e. some students are born good learners, they need little hard work and some students, even if they try their best, would not become good learners (Chan, 2004; Cheng, Chan, Tang, & Cheng, 2009). This belief closes the doors of learning for many students. They become backbenchers; they are called 'Kings'. Teachers never try different approaches of learning with these students because their conception about these students is to stop them from taking such actions. Hence, teachers have to bring necessary changes in their beliefs so that such students are not relegated to backbenches. Rather, they are mingled with other students; their learning styles are explored and they are taught according to their learning styles.

Teacher curricula in Pakistan generally have no provision for accommodating content or studies on teachers' beliefs and their impact on the classroom behaviors of teachers. Therefore, teachers usually do not have knowledge of beliefs. As discussed, beliefs have a strong relation with the type of classroom practices. Therefore, it is required to make it a part of the teacher education curricula at all levels. This will ensure a change in beliefs, and thus change in classroom practices as well. Lee, Zhang, Song, and Huang (2013) have posited that teacher educators may make prospective teachers conscious about their EBs.

Primary and high school teachers may be given intensive training on EBs; they should also be trained in how sophisticated beliefs could be cultivated among students. They may teach in such a way, which could promote sophisticated beliefs among students. There is little research on the EBs of teacher educators. Teacher educators mold teaching skills, perceptions and facilitate prospective students. If their beliefs are not sophisticated, their beliefs have a trickle-down effect and the required epistemologies of students would not develop.

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The Effects of Assessment as Learning (AaL) on ESL students' Academic Performance and Motivation in the light of self-Regulated Learning (SRL) Theory

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This study intended to investigate the effects of Assessment as Learning (AaL) strategy on satisfaction of academic performance and motivational beliefs of ESL (English as Secondary Language) students of Public sector school. Using the quasi-experimental pre-post-test control group design, and assessment strategy recommended by Lee and Mak (2014), this study examined the effects of Assessment as Learning (AaL) on students' studying ESL writing skills in Argumentative Essay. Through the convenience sampling technique, 60 ninth standard students were selected to participate in the study. Students' performance was analyzed with the help of Argumentative Essay Test and Motivation was investigated by using Motivated Strategies for Learning Questionnaire (MSLQ). Both control and experimental groups were trained through traditional teaching ESL strategies; however, experimental group students practiced an additional intervention identified as "Assessment as Learning (AaL)" strategy. After seven weeks of study, both groups' performance and motivation were evaluated through post-tests. The data from pre-tests and post-tests were analysed by Independent Sample t-tests. The results demonstrated that the experiment group's academic scores and motivation were significantly higher, thus the implementation of AaL practice is recommended to raise self-regulation and performance of students.

Keywords: assessment as Learning (AaL), academic performance, instructional strategy, motivation, self-regulation.

English is not only an international language used for verbal and written communication but also the second most spoken language in the world after Mandarin Chinese with 983 million speakers on the globe (Julian, 2020). Literature from previous researches has highlighted that students in non-English speaking countries struggle substantially when studying English as secondary language and found it challenging to develop the required skills (Rizwan, Akhtar & Sohail, 2017).

Mahboob (2007) stated that in Pakistan, the English attained the third role for communication, whereas Urdu and local regional languages are at second and at first place.

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1. Preeta Hinduja is the main author of the paper who generated ideas and drafted the final manuscript.
2. Dr. Martin Thomas administered the project and guided authors in finalizing the manuscript.
3. Sohni Siddiqui helped in the final draft of the paper and in an analysis of the quantitative part of the research.

Moreover, students, even after completing twelfth standard of education are unable to get command over English Language and more communication in the local language are seen in urban areas or villages located nearby cities. In schools, students study English as an international language but are unable to construct a single sentence without semantic or grammatical mistakes (Kannan, 2009) and pupils study English only for passing out examinations (Bilal et al., 2013).

Moreover, low motivation and performance in English Language subject negatively affects performance in other subjects where English is used for instructions and assessments (Dilshad, Nausheen & Ahmed, 2019; Fareed, Jawed & Awan, 2018). One of the reasons for students' unsatisfactory performance and lack of motivation is the insufficient incorporation of instructional strategies that foster self-regulated learning. Since the self-regulated learning (SRL) is a missing component of ESL classroom pedagogy (Saeed, Tahir & Latif, 2018), the key interest of current research was the identification of effective instructional strategy that cultivates self-regulation among students learning English as Secondary Language.

The current research is grounded in the self-regulated learning theory. Self-regulation is defined as a course of action by which an individual becomes aware cognitively and controls his/her learning process (Zimmerman & Schunk, 1989). Such metacognitive awareness and control have a positive influence on the psychological needs and achievement of students. Different research studies have determined that application of SRL helped students in the past, maximized their learning in English language subject (Ozan & Kincal, 2018) and have justified positive effects on students attitude' and ESL writing skills (Teng & Zhang, 2018). One potential strategy that reinforces self-regulation is Assessment as Learning (AaL) strategy.

Lee and Mak (2014) suggested that Assessment as Learning (AaL) focuses on teaching students metacognitive skills, encouraging them to self-assess their works that increase self-regulation among them. Young (2018) discovered that self-assessment enhanced deep learning among students and Polio and Friedman (2017) explored that learning writing skills in the second language, teachers' adoption of effective instructional strategies help students to reflect on their work and identify their learning needs. Furthermore, Cleary et al., (2017) added that in order to increase students' self-regulation, it is important to promote intrinsic values and self-efficacy beliefs. Self-efficacy is the perception of his/her ability and confidence to perform smoothly (Schunk, 2012). Self-efficacy engages students in anticipating what they can do and, develops perseverance towards their learning goals. This research has applied findings of prior researches in new context for advanced scope and broaden horizon.

During the last 15 years, the SRL has emerged as an effective learning approach with positive influence on student performance and motivation in various educational contexts (Clift, 2015; Cleary et al., 2017; Harris & Brown, 2018). In spite of enormous potential, in Pakistan, educators and students are reluctant to adopt SRL as an instructional approach (Yasmin et al., 2019). Pakistan is among such nations that are striving to meet the global standards of teaching and learning and thus need to shift the focus from teacher-directed learning to self-regulated learning. This research study focused on analyzing the effect of AaL, a SRL strategy on ESL students' motivation and academic performance.

Literature Review

A review of the related literature has conclusively promoted various outcomes of Assessment as Learning (AaL) tool and numerous theories provide support and foundations for AaL process. Some of the key theories include Cognitive Development theory of Piaget (1950), Social Cognitive Theory of Bandura (1986:1991) and Self Determination Theory (SDT) of Deci and Ryan (1985). Based on the concepts of earlier theories Zimmerman and Schunk (1989) developed a new theory termed as Self-regulated Learning Theory (SRL) that was used as pivotal theoretical support for this study. Wirth and Leutner (2008) defined Self-regulated learning (SRL) is the capability of autonomously plan, carry out task and evaluate own learning process that further engages students to take decisions on cognitive and behavioural aspects of learning. Self-regulated learning theories are applied directly into the classrooms practices. It is how learners plan, choose, organize, or shape their learning in school learning environment and eventually they reach to their best competencies with sustained improvements in their attitude and academic progress (Paris & Paris, 2001; Paris & Newman, 1990; Zimmerman & Schunk, 1989).

AaL is a formative assessment tool that focuses on engaging students in self-assessment processes to increase the metacognitive adjustments of students (Dann, 2014). The cognitive development theory of Piaget (1950) provided a framework for understanding students' abilities of metacognitive regulation within developmental stages. These developmental stages are sensorimotor, preoperational, concrete operational and formal operational stages. In the current study, participants represent the formal operational stage, where adolescents can understand abstract concepts and think logically about the possible outcomes of their efforts and activities. Moreover, they are capable of re-examining their beliefs and have the ability to articulate them rationally. To enforce SRL, students' motivation to perform a task, needs to be improved.

Researchers have discovered the problem of motivation in adolescents towards learning ESL and it has been observed that lack of motivation among adolescents is a result of experiences that have been shaped by social environment and students' self-concepts (Bandura, 1991; Dilshad et al., 2019). Social cognitive theory (SCT) of Bandura has explained that the productive exercise of self-influences, motivate individuals' behaviours to perform certain actions. These self-influences are categorized into three principles: Self-monitoring of individual's course of actions, determinants of action and, judgement of effects of that action. Bandura proposed that during the self-regulation mechanism, self-efficacy performs a key role as it affects one's thoughts and actions. Bandura's concept of self-influences and self-efficacy were realized with the application of self-assessment strategy by young children of elementary schools (Clift, 2015).

Although, many of the researchers have criticized that unless social support is provided to students, successful self-assessments are not possible. Self-Determination Theory (SDT) of Deci and Ryan (1985) paid attention to cultural and social factors that affect persons' sense of initiatives, volition, interest and quality of their work. The events supporting autonomy and competence increased students' intrinsic motivation and cognitive engagement. Classroom implication of SDT has suggested by researchers worldwide in various educational contexts (Siddiqui, Soomro & Thomas, 2020; Lambert, Philp & Nakamura, 2017).

It has been recommended for ESL teachers to adopt effective instructional strategies and structured instructions to have a significant advantage in metacognition, which not only support learners to mastery over skills but also assist them to understand where, what and how to apply

these skills (Ardasheva et al., 2017). Thus, students do not develop their self-reflective ability without getting awareness, there is a need for frequent reminders and it is the responsibility of the teachers to understand individual needs and provide them diagnostic and descriptive feedback, which help them learning ESL (Lee, 2015).

Feedback is defined as the information provided by teachers, peers, self, parents or, one's experience in order to improve his/her understanding and performance. It has been reported that self-regulated learners are distinguished for their positive use of feedback, which adds to their levels of motivation (Paris & Paris, 2001).

Conceptual Framework

According to Lee and Mak (2014), AaL process is conceptualised into three major steps of learning: (1) Where the student is going; (2) Where the student is now and; and (3) what the student needs to get there. It is recommended for ESL teachers to incorporate following instructional strategies:

Strategy 1 in AaL: Explaining learning goals and criteria of success:

In AaL through explicit instruction, teachers identify and clarify the goals and success criteria with the help of the rubrics in order to make sure where students are going. Teacher spends time with students, elaborate how to write relevant information in paragraphs, how to maintain events sequence in chronological order, providing explanations for reflection and promoting accurate use of tenses and vocabulary. Teaching instructions target the metacognitive awareness of students about task related strategies.

Strategy 2 in AaL: Providing students descriptive and diagnostic feedback

After understanding learning goals, students complete their given tasks and self-assess their work against the standards. To ensure students' engagement in the proper direction, teachers need to give descriptive as well as diagnostic feedback, which can guide students to find their areas of improvement. Feedback forms are deliberately used where the teacher does not include all learning goals in one turn rather focuses on the selected items in one feedback form. Feedback provides information about three questions: where I am going, how I am going and, where to move next.

Strategy 3 in AaL: Empowering learners as learning resource for one another

In AaL-based classrooms, students are empowered, support each other as resources, and build a learning community. In classroom writing performance, students perform actively before, during, and after writing. Before writing, learners brainstorm their ideas, listen and understand their peers' minds, and outline reading material. After writing, students engage in self and peer assessment, reviewing and writing comments on peer drafts. For effective use of peer feedback, teachers provide task-specific feedback forms.

Strategy 4 in AaL: Developing a sense of ownership among students

In order to develop a sense of ownership, teachers encourage students to set generic and individualized goals, for example how to write an effective essay or story; is there any problem in writing; how can this problem be solved. Students are further instructed to ask metacognitive questions, such as: 'during reading, I will try to link my knowledge with what I am reading'; check whether my prior knowledge is correct; re-read hard parts of paragraphs; and guess the meaning of unheard vocab. These goals help in achieving curriculum goals.

Argumentative Essay and MSLQ

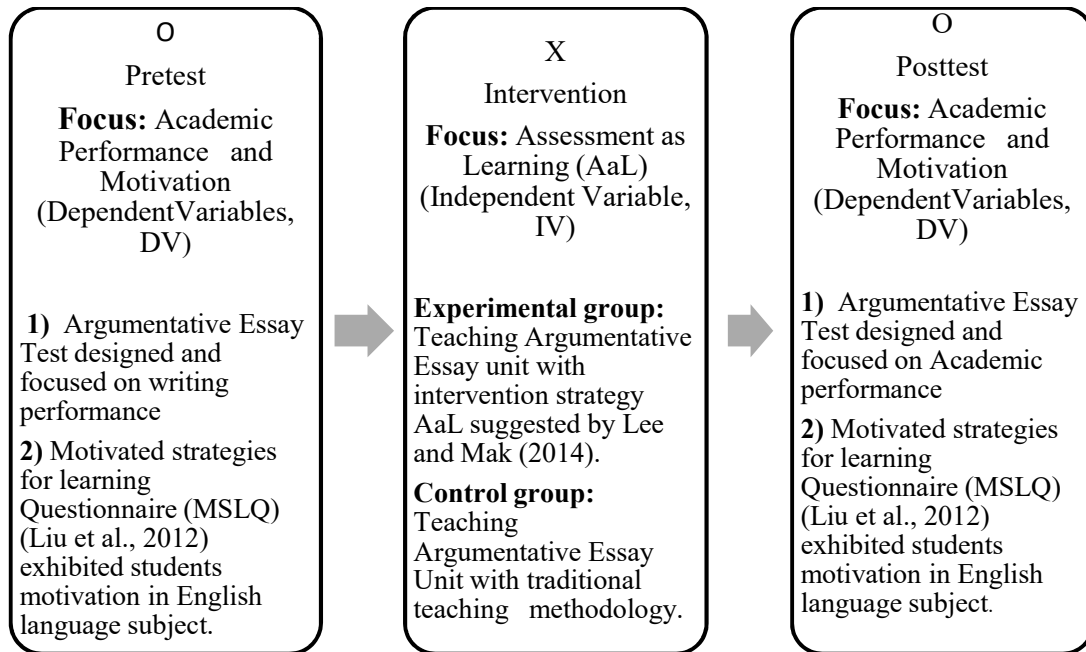
Students' academic performance can be assessed by Argumentative Essay Tests. Hyland (1990) defined Argumentative Essays are those that encompass an issue, discussing its positive and/or negative aspects and justifying support for one aspect. The purpose of argumentative writing is to persuade the reader about the accuracy of the key statement. The essay includes three stages: Thesis, argument and, conclusion. Thesis stage is writers' key statement; the argument stage claims and supports the accuracy of the key statement and; conclusion stage affirms the significance of an argument with reference to the key statements.

Motivated Strategies for learning questionnaire (MSLQ) is a self-report questionnaire that was originally developed for college students by Pintrich and his friends (Duncan & McKeachie, 2005). The MSLQ was revised by Liu et al. (2012) for secondary students in Asian context. As the focus of this research was to improve students' self-efficacy, intrinsic motivation and self-regulation, the current research used the revised MSLQ.

Figure 1 represents the conceptual framework supporting the study adapted from Fraenkel et al., (2012) also used by Thomas and Madden (2018).

Figure 1

Conceptual framework



Method

Research design

Research design is quantitatively aligned with quasi-experimental and pre post-experimental approach to examine the effects and significance of treatment. Table 1 describes the structure of the study, together with research questions, research design, theoretical framework as well as data measures.

Table 1

Description of the Structure of the Study

Research Questions	Theoretical Framework	Research Design	Data measurement
RQ1	SRL (Zimmerman & Schunk, 1989)	Theory & Pre-Test Post-Test	Argumentative Essay Test
RQ2	SRL (Zimmerman & Schunk, 1989)	Theory & Pre-Test Post-Test	Revised Motivated Strategies for Learning Questionnaire (MSLQ)

Source: Author's design

Research Questions

The following research questions guided the study:

RQ₁: What is the difference between the academic performance mean scores of students who practiced AaL and those who did not?

RQ₂: What is the difference between the motivation mean scores of students who practiced AaL and those who did not?

Hypotheses

H₁:Assessment as learning (AaL) has a significant positive effect on ESL students' academic performance

H₂:Assessment as learning (AaL) has a significant positive effect on ESL students' Motivation

Instruments

The following instruments were used to measure academic performance and levels of motivation.

Argumentative Essay Test

Academic Performance of students was measured by the Argumentative Essay Test. Writing an argumentative essay is the part of Students Learning Outcomes (SLOs) for ninth graders (National Curriculum, 2006). Pre-test topic was "Should high school education be mandatory for students" and the post-test topic was "Is Science a blessing for humanity". Essay was scored by using rubric that was made by group of experienced ESL teachers of school, also being practiced by school for last few years. The possible scores ranged from 6 – 24 (see appendix B). To ensure content and construct

validity, a panel of three experts reviewed the rubric, Inter-rater reliability of rubric was found ($\alpha=0.95$).

Motivated Strategies for learning Questionnaire (MSLQ)

The revised MSLQ is based on a 5-point Likert scale (1 =not at all true for me, 5=very true for me). This study adapted revised MSLQ with four subscales: learning strategies (10 statements, contain 4 statements on self-regulation and 6 statements on cognitive strategies); intrinsic value (5 statements); self-efficacy (6 statements), and; lack of self-regulation (3 statements). This study did not incorporate 'the test anxiety subscale'. The obvious reason of not including 'test anxiety' items was that, these items measure negative achievement expectancy, and this study did not have interest in this area. Scores were ranged from the lowest score 4 to the highest score 20, where the higher scores were representing a higher level of motivation. Overall reliability of the scales Cronbach's $\alpha = .626$, highlighting fair internal consistency (Hair et al., 2010).

Participants

With the convenience sampling technique, 60 male students from two intact classrooms participated in this research study. In the public sector school setting of Pakistan, most of the secondary and higher secondary level schools are gender-segregated and there exist very few co-education schools. The researcher approached three different typed (Boys, girls and co-education) schools. On receiving the consent from boys' school, the study was conducted over there. The total enrolment of each class was 30, so one class was named as control and the other experimental groups. There was negligible age variation among students as the recorded birth year was (2003-2004).

By using GPower analysis sufficient sample size (N=30) was observed. No participant remained absent throughout the intervention period, therefore the mortality, a threat to internal validity was controlled.

One volunteer English language teachers from the school participated in the study who taught to both the groups according to the instructional standards of writing Argumentative Essay suggested by smith (2018).

Procedure

After completing the pre-test, the students participated for a seven weeks long intervention developed on the instructional standards suggested by Smith (2018). Both the control and experiment groups received traditional instructions; however, the experiment group participated in additional instructions in which they followed the AaL strategy (see Appendix A).

To adopt the AaL strategy, the students from the experiment group followed the steps: (1) self-assessed their work by completing their own feedback form (See Appendix A, Part I); (2) attempted peer-review under supervision of teachers (see Appendix A, Part II). Part II contains a brief review of their peer in the form of short question answers: "*Where have I done good, where improvement is needed, and how this improvement can be made*". (3) Based on peer conferencing and self-judgments, students developed two additional learning (mastery) goals as support for future learning, *such as: I should work on grammar, avoid the repetition of same words/ justify argument etc.* (4) The teacher provided students diagnostic and descriptive feedback on self-set goal forms (see Appendix A, Part III) which were returned to students. Worksheets used in the intervention group

embedded self-regulated learning (See Table 2). After the seven weeks of study, post-tests were conducted.

Table 2

Application of SRL Theory to Assessment as Learning (AaL) process

Constructs of SRL Theory	Activities	Forms (Appendix A)
Self-assessment	While analyzing their class assignments, students self-assess their answers as right or wrong	Part I
Self-evaluation	Students evaluate their work by providing remarks	Part I
Feed back	Students answered to three questions: "What better they have done? Where improvement is needed? How this improvement can be made?"	Part II
Set goals	Students respond the question: "What should be my next step?" and develop two learning (mastery) goals.	Part III

Source: Author's design

Results and Discussions

Data was analyzed by using SPSS software *version 22*, level of significance $p < .05$ was used to reject the null hypothesis. Table 3 presents a summary of the proposed statistical analysis for each hypothesis.

Table 3

Statistical Analysis for each hypothesis

Hypotheses	Independent Variable	Dependent Variable(s)	Statistical Analysis
H ₁	AaL	Academic Performance	Independent Sample t-test
H ₂	AaL	Motivation	Independent sample t-test

Source: Author's design

The statistical procedure included independent sample t-test to test hypothesis 1 and hypothesis 2. Since there was no random assignment of students therefore it was important to examine pre-existing differences between groups thus pre-test was conducted. Findings of pre-tests assured group equivalence, as the means, t-test and p-value ($p > 0.05$) represented no essential differences between the groups on both variables (see table 4).

Before analysing statistical results of independent sample t-test, certain key assumptions were tested so that statistical analysis could be interpreted appropriately (Rovai et al., 2014). The assumptions followed independence of observations, Normality and Homogeneity of variances.

Since groups were independent of each other's. None of the members participated in both groups, in this way the assumption of independence of groups was met. Normality of pre-test and post-test scores on two dependent variables was tested. The Shapiro-Wilk test was used to check normality for each variable. The outcomes of Shapiro-Wilk test ($p > .05$) (Shapiro & Wilk, 1965) with skewness and kurtosis values for each group ($N=30$) ranged from 0.4 to 0.68 which was below 0.7, indicated that sample followed normal distribution. Assumption of homogeneity of variance were tested by Leven's Test, variances in academic performance post-tests, $P=.233$ and motivation post-tests, $P=.90$ were not significant, hence, the assumption of equality of variance was met.

Table 4
Mean, SD and t-tests for experimental and Control group

Scores	Groups		t	sig (2-tailed)	Cohen's d
	Experimental group	Control group			
Pretests					
(Essay Test)					
<u>M</u>	8.46	8.63	0.289	0.77*	
<u>SD</u>	2.19	2.26			
Pretests					
(MSLQ)					
<u>M</u>	14.7	14.59	-0.43	0.66*	
<u>SD</u>	1.71	1.48			
Posttest					
(Essay Test)					
<u>M</u>	14	10.9	-3.75	0.001**	0.9
<u>SD</u>	2.8	3.5			
Posttest					
MSLQ					
<u>M</u>	16.27	14.7	-4.45	0.001**	1.1
<u>SD</u>	1.29	1.3			

Note: Maximum scores on Essay test =24 and MSLQ (Motivation test)=20

* $p > 0.05$. ** $p < 0.05$

Refer to table 04, results shows significant difference in post-test mean scores between groups, as $p=0.00$. The experimental group's score was found higher than the control group's post-test score on both variables with a large effect size $d > 0.8$. Thus, the analyses provide evidence in support of the hypotheses 1 and 2.

Cohen (1988) suggested Cohen’s *d* technique that is used to find the standardised difference between groups and examine the magnitude of the effect of intervention. This study found large effect size $d=0.9$ for Essay test and $d=1.1$ for motivation test (see table 4).

Figures 2 and 3 are graphical representation of pre-post-tests’ mean scores of each group on academic performance and motivation variables.

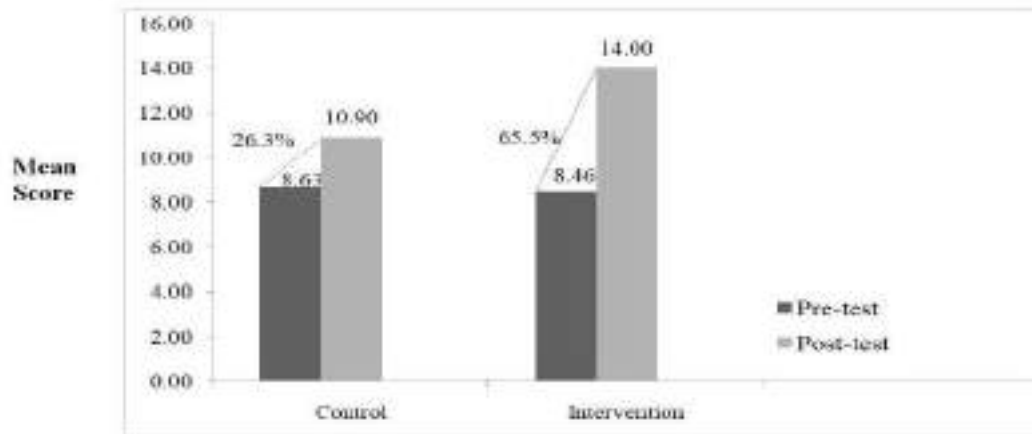


Figure 2: Growth percentages for Dependent Variable Academic performance

Figure 2 shows a graphical representation of increased scores from pre-test to post-test in growth percentage on academic performance for each group. However, an increase in scores is observed with both groups, but differences in mean scores revealed a higher growth in the experimental group. The experimental group’s scores were 39.2 % higher than those of the control group were. The results were consistent with the studies of Teng and Zhang (2018) that motivation and self-regulation improve students’ writing performance.

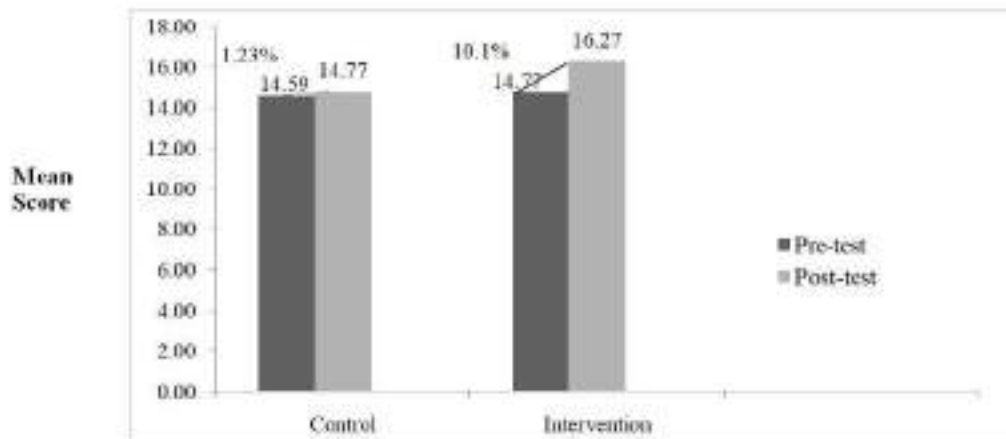


Figure 3: Growth percentage for Dependent variable (Motivation)

Figure 3 is the graphical representation of increased mean scores from pre-test to post-test on the level of motivation. Both groups showed an increase in growth percentage from pre-test to post-test but the experimental group displayed higher growth than the control group. The experimental group's scores were 8.87 % higher than those of the control group were. The results supported the conclusion of Lambert et al., (2017) that students' engagements improve their levels of motivation.

Interpretation and Conclusion

This study aimed to improve ESL students' motivation and writing performance by introducing Assessment as a Learning tool and Self-Regulated Learning strategy in public sector secondary level educational institutes.

Testing of hypotheses revealed that the intervention of AaL, which is self-regulated learning (SRL) strategy, caused a significant positive effect on students' academic performance in English Essay Writing. Aligned with previous researches (Teng & Zhang, 2018; Wong & Mak, 2019), the findings of this research have shown a significant difference in writing scores among the participants of experiment and control groups.

It is revealed that the improved scores on academic performance were due to successful application of self-assessment made by ninth grade pupils, thus the assertion of Paris and Newman's (1990) that adolescents are able to self-assess their work and self-regulation can be practiced accurately by them was also strengthened. Furthermore, these results support the conclusion of Polio and Freidman (2016) that students can diagnose their learning needs when they become aware of their learning strategies, and also support Joseph's (2006) conclusion that metacognitive knowledge proceeds, students, towards adoption of learning strategies that are linked with their academic performance.

Similar to the conclusion of Deci and Ryan (1985), in this study the autonomy supported classroom environment reinforced students' engagement and intrinsic motivation. Such an environment also supports and reinforces cooperative learning between students and teachers. The findings also strengthen the research of Lambert et al., (2017), who reported that while learning ESL, students' engagement caused positive impact behaviourally, socially and cognitively. Behaviourally, they play an active part to complete their assignments with persistence on difficulties; cognitively they are engaged in thinking to learn skills; socially they document their work and celebrate their learning with peers. While celebrating their learning, students also inclined towards positive self-talks which increase their self-efficacy (Paris & Paris, 2001; Bandura, 1991).

In addition to this, the findings support the notion of Pintrich (2000) when teaching instructions target on mastery goals of students rather than performance goals, students become ready to put more effort and to take challenging tasks. In this study, participants were ensured that their participation had nothing to do with their annual grades and, even they were not aware of post-tests.

In contrast with the findings of Ali and Pathan (2017) that stated 'course contents and teaching material' is the highest factor of demotivation for students learning English, findings of the current research revealed that students motivation depends on how teacher deliver the course content by incorporating effective learning instructions in classrooms. In this study both the control and experimental groups were shared and discussed the same content of writing Argumentative

Essays, but variations in levels of motivation between the groups' participants were due to discrepancy in the adoption of effective instructional strategies with experimental group. In addition, researcher during applying interventions also observed that participants of the experimental group showed a higher level of enthusiasm towards knowledge gain and gathered information on their own, not only in the scheduled lessons in the formal classroom setup but also in informal after school contexts.

Siddiqui et al., (2020) in an experimental research design revealed that self-determined motivation and satisfaction of psychological needs among secondary level students could be achieved through computer instructional-based blended learning program. Since the target population of this study was public sector secondary school where the use of system technology was not convenient due to socio-economic reasons, the alternative approach AaL is potential and useful for teachers.

Results represented the dissimilarity in motivational beliefs among students of control and experiment groups, which show that lack of self-efficacy and task value can be one of the potential inhibitors towards self-oriented learning, improved performance and contribution in the classroom discussions. It can be concluded that the creation of the autonomous self-regulated learning environments based on motivational beliefs, where students are encouraged to ask questions can be effectively used to improve weak students' performance. The study findings provide insight into secondary level ESL Classroom pedagogy to cater to the problem of a low level of motivation and proficiency of students, therefore the proposed benefits of AaL suggest teachers to be cognizant of this instructional approach.

This study has also proposed some of the limitations. The selection of samples with isolated intervention and participation of only male students limits the generalisability of results. The study findings are based on a self-report questionnaire which is considered bias and there is a possibility that actual results may differ from those of students have reported. Rovai et al., (2014) declared that self-reports are the least reliable tools to measure, but due to the unavailability of alternatives, and to determine students' honesty in responses, the student marked responses are assumed correct and valid.

Future researchers may apply the same research on elementary school students. Since the current study was quantitative and interventions were applied for a shorter duration, it is recommended that further longitudinal and qualitative studies can extend the findings of the current research and examine long-term effects of AaL intervention on thoughts, behaviours and motivational beliefs of young children.

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APPENDIX A:

Worksheets

Part-I

Self-assessment Feedback form

Constructs	Well done	Satisfactory	Room improvement for	Remark
List of ideas and opinion and claim				
Outline the Essay (Topic sentence, Thesis statement, Hook Statement, Concluding statement)				
Introduction				
Main body 1 (Argument, support and evidence towards claim)				
Mainbody 2 Counter Argument				
Conclusion (clear and precise summary, significance) Recommendation				
Grammar (Syntax, Style, Usage Mechanism				

Part II**Peer Feedback Protocol**

Student writer/Presenter: I would like to have feedback most on.....

Peer reviewer, (1) I think you did well on (Praise);

(2) But you need to change these parts because (Point out areas for improvement); **(3)**

overall you can improve by (Give constructive suggestion)

Student writer /presenter: (Seeking clarification), Could you explain on?

Peer reviewer: Explain

Part III

What next I should do? <ul style="list-style-type: none"> • _____ • _____ 	Teacher's Feedback _____ _____
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APPENDIX B

Rubric for Argumentative Essay

Assessment Criteria	Step 4: Above Standards	Step 3: Meeting Standards	Step 2: Approaching Standards	Step 1: Below standard
Task fulfilment	Essay shows student understands task properly and ideas are developed intelligently that form an argument into multiple sections.	Essay shows student understands task and argument is formed into multiple sections.	Essay Shows understanding of task into Simple paragraphs rather that multiple sections.	Essay shows incomplete understanding regarding task.
Organization	Essay is organized into clear, relevant and logical way. Coherence and cohesion is found throughout the sections.	Essay is mostly organized into clear, relevant and logical way. Coherence and cohesion is found in most of the sections.	Essay is somehow organized into clear, relevant and logical way. Coherence and cohesion is found in some of the sections.	Essay is not organized clearly and logically. Rarely Coherence and cohesion is found.
Introduction	Introduction is written with sound opening sentence, related context, and clear thesis statement by providing ideas to be discussed in rest of the essay.	Introduction is written with sound opening sentence, some context, and clear thesis statement by providing ideas to be discussed in rest of the essay.	Introduction starts with strong opening, some context and clear thesis statement.	Introduction starts with opening sentence, some context and an unclear thesis statement

Evidence	Multiple relevant and clear examples from credible sources are provided in support of thesis statement. Evidence provides acknowledgement and rejection of opposing viewpoints.	Multiple relevant and clear examples from credible sources are provided in support of thesis statement. Opposing viewpoints are shared but not rejected with evidence.	Some relevant and credible sources are provided in support of thesis statement. Opposing viewpoints are not shared.	Few relevant and clear examples from credible sources are provided in support of thesis statement. Opposing viewpoints are not shared.
Conclusion	Main ideas are here summarised, their importance is given, it reflects innovative thoughts and insights based on facts .	Main ideas are here summarised, their importance is given and it reflects innovative thoughts and insights.	Main ideas are here summarised with their explanation but reflects few innovative thoughts and insights.	Main ideas are here summarised with little explanation, and does not reflect any innovative thought.
Language Skills	Grammatical conventions (Syntax, vocabulary, style and mechanics) are followed effectively (95% accuracy)	Grammatical conventions (Syntax, vocabulary, style and mechanics) are usually followed.(80% accuracy)	Grammatical Conventions(Syntax, vocabulary, style and mechanics) are followed sometimes (65% accuracy)	Grammatical conventions (Syntax, vocabulary, style and mechanics) are rarely followed (45% accuracy)

Note: step #1 show students achieved 01 mark in particular criterion and step 04 represent 04 marks simultaneously. Therefore minimum marks=06 and maximum marks=24

Centrifugal Cause of Household Poverty in Nigeria

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The study assessed the centrifugal cause of poverty in Obudu, Cross River State, Nigeria. Utilising the survey research method, data was collected from 417 participants from Obudu Local Government Area of Cross River State, Nigeria using cluster, purposive and simple random sampling technique. A semi-structured self-developed questionnaire was used for data collection. Collected data were analysed using simple percentages, graphs, frequency distribution and simple lineal regression at 0.05 confidence level. The result from the analysed data revealed that a correlation exists between family size correlates with household poverty from the descriptive analysis. It was discovered that 84.75 per cent of the participants could not afford to take care of their family because of family composition. Results also revealed that family income significantly correlates within household poverty. The descriptive statistics revealed that 96 per cent of the participants could hardly afford three square meal. The study concludes that family income and size significantly determine household poverty in Obudu Local Government Area of Cross River State, Nigeria. There is a need for policy change by the government towards poverty alleviation programs and financial inclusion of people of Obudu.

Keywords: centrifugal cause; Household poverty, family income, socio-economic; unemployment, family size, & Nigeria.

Poverty is and continues to remain a global concern. It's multidimensional and multi-facet nature continuously manifest in economic, political, social and every other aspect of human existence. According to the World Bank (2019), globally, 766 million people are extremely poor, surviving on under 1.90 US dollars a day. Data from 104 developing nations revealed that more than 1.3 billion people live in extreme poverty (United Nation, 2018). The World Bank (2018) reported that 70 per cent of the world poor could be found in middle-income nations. Sub-Saharan African has the highest numbers of people living in extreme poverty, with 413 million, that is a 9 million increase between 2016 and 2018. The subcontinent also has the highest number of children living in extreme poverty with 41 per cent living in extreme poverty and 51 per cent extremely poor (World Bank, 2020). The Middle East and North Africa have the highest poverty increase in the world. This can be attributed to the conflict in Syria and Yemen, increasing from 9.1 million in 2016 to 18.6 million in 2018 (United Nation, 2020).

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Contribution of Authors:

1. OkokonEffiom Edem: Introduction, Literature review, methodology and conclusion
2. AM Ogaboh Agba: data analysis, result and Discussion
3. Felix EjaOjong: data collection and description

Africa bears the burden of poverty globally (Agba, Coker & Agba, 2010; Ojong, Attah, Agba & Coker, 2020; Agba, Agba, Ocheni & Eteng, 2020; Attah & Angioha, 2019; Adeniyi, Eneji & Okpa, 2019; Okpa, & Ukwai, 2017), though statistics and evidence revealed that the number of people has reduced from 54 per cent in 1990 to 41 per cent in 2015 (World Bank, 2019). This statistics is not a true reflection of the situation. A deeper insight into the poverty situation reveals stark contrast to this figure where the number of persons living below the poverty line in Africa increased from 278 million to 413 million in 2015 (World Bank, 2019). One in every three African live below the poverty line and the continent will host 87 per cent of global poverty by 2030.

In sub-Saharan Africa, 40 per cent of the population are poor and live below the poverty line of 1.90 dollars a day, and the total number of extremely poor is higher than it was two decades ago (World Bank, 2019; Agba, Okpa, & Ogar, 2020; Agba, Agba, Ocheni & Eteng, 2020; Omang, Liu & Eneji, 2013; Ukwai, Okpa, & Akwaji, 2019). Two countries in the subcontinent Nigeria and the Democratic Republic of Congo epitomise poverty and face the greatest challenges of reducing poverty. One hundred and fifty millions of their citizens are extremely poor, accounting for one-quarter of the total poverty figure in Africa (Mowafi & Khanwaja, 2005; Ukwai & Okpa, 2017; Kuper & Polack, 2018; World Bank, 2018). As at 2019, the part of the Nigerian population most affected by poverty is large households in the rural area (Varrella, 2019; Ajah & Okpa, 2019) According to the National Bureau of Statistics (2019) report that 52.1 per cent of the rural household in Nigeria are poor living on less than 1.90 US dollar a day. The severity of poverty in Nigeria's rural household is evident in their limited social, economic and infrastructural services (Apata, Apata, Igalajobi & Aromiyi, 2010; Ukwai, Okpa, & Dike, 2018; Omang, Liu, & Eneji, 2012). The people in the rural area depends on mostly substance agriculture, just a few farm on a large scale for economic reasons.

Some factors contribute to the continuous growth in the number of rural household's poor (Agba, Okpa, & Ogar, 2020; Ndem, Angioha, & Dike, 2020; Ebingha, Eni, & Okpa, 2019), especially in Obudu Local Government Area. These factors are categorised into centrifugal (macro), and centripetal (micro factor) Centrifugal causes are those environmental, social or macro factors that cause household poverty. These are usually not within the control of the individual. The centripetal micro factors are those factors within the periphery and are usually within the control of the individual. The centrifugal condition of the Obudu people is highly vulnerable with a complex nature of poverty. During the 18th century, the now residents of Obudu is said to have migrated from the East. With their origin traced back to the mountains, people of this region create large family sizes and rely on subsistent means of livelihood such as farming and hired labour. These study attempts to examine the centrifugal cause of household poverty Obudu, Cross River State Nigeria.

Literature Review

Evidence abounds that household size or family income determine household poverty. According to Lanjouw and Ravallion (1995), people living in large and younger households are typically poor Fusco, and Islam (2017) assessed the relationship between household size and poverty. Using longitudinal data, information was collected from the Luxenberg socio-economic panel. Findings from the data revealed that the number of children of different age group significantly affects the probability of poverty. Andersson, Engvall and Kokko (2006), used household survey data to analyse the determinant of poverty and income in Lao, Result from the analysed data revealed a significant correlation between family size, dependency ratio, education and poverty. Sumarto, Suryahadi, and Widayanti (2005) found in his study that the major determinant of poverty at the household level is household composition. Lekobane and Seleka (2014), in their study, assert that a

larger household size means more expenditure for the household. Olawuyi and Adetunji (2003), in their assessment of rural households' poverty in Nigeria, found that factors such as household size, farm size are important factors that determine poverty in Ogbomosho, Nigeria.

Alemu, Bewket, Zeleke, Assefa and Trutmann (2011) examined the determinant of poverty in rural villages. The analysis of the data from their study found that land size, family income determines the level of poverty in a rural household. The study Ogwumike and Akinnibosun (2013) study on the determinant of rural poverty among farming household using the national Bureau of statistics measurement of poverty found that farming income, household size determines poverty. Okurut, Odwee, and Adebua (2002) study found that household income is a significant determinant of poverty at a multivariant level. Edoumiekumo, Karimo, and Tombofa (2013) investigated the incidence, depth and severity of poverty and its correlate in Bayelsa, using 2009-10 NLSS data, which was analysed using FGT decomposable class of poverty measures and a logit regression model. Findings revealed that family per capital income increases the probability that a household will be poor.

Theoretical Foundation

The study adopts the classical theory of poverty. Attribute to the works of David Ricardo in 1815 such as the "Principles of political economy and taxation", "Influence of a low price of corn on the profits of stock" among others (Davis & Sanchez-Martinez, 2014; Davis, Bob, David, & Daniel, 2011). The theory assumes that the outcome of the exchange that takes place in the market is efficient. It implies that wages impact positively on individual's productivity. The theory holds that poverty is as a result of the choices that individuals make that negatively affect productivity (Ricardo David, 1817). The poor decision made by an individual may lead them to the poverty trap. The theory further suggests that government's social programmes and interventions have the great potential of creating economic poverty (World Economic Forum, 2020). It is because government intervention or social security schemes aim towards reducing poverty in the society is misaligned between the society and the individual; undermining people's self-sufficiency and motivation to climb out of poverty through their own efforts (Policy Brief, 2011).

More so, government welfare programmes are seen as a potential source of poverty as the recipients of these programmes are overly dependent, thereby creating a circle of dependency (Policy Brief, 2011). Therefore the classical theory of poverty by David Ricardo strongly recommends that the individual is responsible to alleviate themselves from poverty. Market exchange, as in the enthusiasm to work and the increase in productivity will increase incentives and eliminate indigent livelihoods (Agba, Udom & Eka, 2020). This theory therefore helps explain the reason for poverty been institutionalised in Obudu, where you see a large family with little income (Odey, Agba & Edet, 2019). Hence, the choice, efforts and decision that an individual makes determine his or her willingness to jump out of poverty.

Methods

Study Settings

The study was carried out in Obudu local government area of cross river state. Located in the northern part of the Cross River State in the southern part of Nigeria, Obudu covers an area of 416 kilometres. Obudu is located in a mountainous area north of the cross river national park and has an altitude 500080 (Ojong-Ejoh, Iji, Angioha, 2019). The area falls within the equatorial tropical humid climate and located between longitude 6°40'0" North and 9°10'0" East of the equator. The local

government area for administrative purposes is divided into ten political wards and has a population of 161,459, according to the national population commission census of 2006. Obudu is made up of three (3) ethnic groups; Bette, Utugwang and Ukalu. The primary occupation of the area is subsistent farming, though a small percentage of the population engages in large scale agriculture and small business. Like other parts of the Cross-River State, 70 per cent of the population of Obudu live below the poverty line, living on less than 1.95 dollars a day.

Study Design

The study adopted the survey research design for data collection. The survey research design involves administering a survey instrument, in this case, a structured questionnaire to a sample or subset of a population to describe their attitude, characteristics, opinion on an issue that concerns them (Okpa, Ilupeju, & Eshiotse, 2020). For this study, a semi-structured self-developed questionnaire was developed to elicit information on centrifugal poverty and household wellbeing in Obudu Local Government Area, Cross River State, Nigeria.

Participants

The population of the study are the people of Obudu. According to the National Population Commission (2006), the population of Obudu stands at 161,457. The participants for this study are both men and women who are age 16 and above, who can provide the necessary information needed for this study. Using the Survey Monkey Sample Determinant Technique, the sample size for this study is 473. The cluster, purposive and random sampling technique was used to select the sample from the study area. Obudu was divided into ten (10) cluster according to the Wards of the Local Government Area. From ten clusters, four were selected using the convenience sampling technique. The four wards selected are Alege/Ubang, Obudu Urban 1, Ipong and Utugwang North. These wards were conveniently selected because they represent the major ethnic group in the local government, and the communities are mostly rural. The convenience sampling technique was also used in selecting four communities from each of the selected wards. The four wards communities selected are highlighted in table 1. The simple random sampling technique was then used in selecting 26 participants from 13 communities and 27 from five communities. The five communities where 27 participants were selected are Bebuawhan, Bebuatsuan, Okire, Ukwuatia and Kakum.

Table 1

Sample Selection of wards and Communities in Obudu Local Government Area

S/N	Wards	Communities
1.	Alege/Ubang	Okweriseng, Okire, Biwhue, Amukwong
2.	Obudu Urban I	Bebuawhan, Okwel-obudu, Abonkib, Atiekpe
3.	Ipong	Kakum, Bebuagbhong, Bebuatsuan, Bepeh
4.	Utugwang North	Ukwortung, Mgbenege, Ukwutia, Ejakpe

Source: Fieldwork 2020

Ethical Consideration and Method of Data Collection

A letter of introduction for the study to be carried out was sent to the secretariat of Obudu Local Government Area. A letter of clearance was given to the researchers with permission for the study. Also, a letter of introduction was attached to the instrument given to the participants. All participants were assured of their anonymity. The researchers employed four research assistants who were trained on the requirement for distributing the instruments. The researcher and the research assistant returned after two days to collect the completed instrument for the participants.

Data Analysis

Data collected from the field was checked for consistency and accuracy and then edited and coded. Data were then analysed according to the objective of the study. The analysis was done using the table, frequency distribution, percentages and simple lineal regression at 0.05 confidence level.

Description of Variables

The objective of the study is to examine the centrifugal cause of poverty and household income in Obudu Local Government Area of Cross River State. The study specifically examines;

- i. The extent to which family size causes poverty in Obudu, Cross River State, Nigeria.
- ii. The extent to which family income causes poverty in Obudu, Cross River State, Nigeria.

Results

The objective of the study was to examine the centrifugal cause of household poverty in Obudu. Data collected from the field was analysed using descriptive statistics such as tables, graphical illustration and simple percentage before the data were subjected to linear regression to check for the statistical significance at 0.05 level of significance. The first objective was to examine the extent to which family size causes poverty in Obudu.

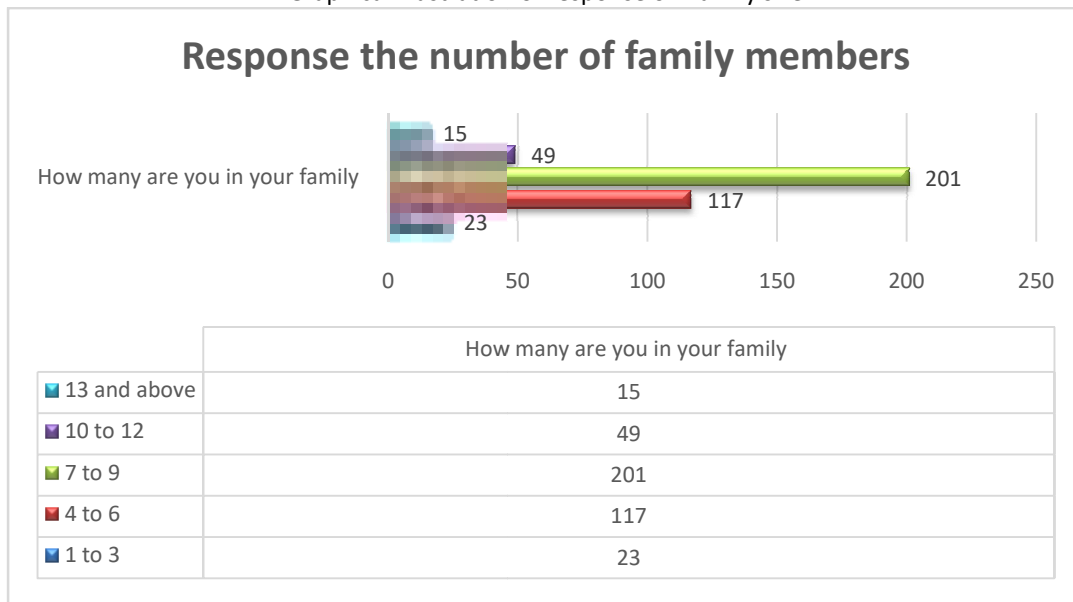
Table 2
Responses on Family Size

S/N	Item	1-3	4-6	7-9	10-12	13-above
1.	How many are you in your family	23 (5.75%)	117 (29.25%)	201 (50.25%)	49 (12.25%)	15 (3.75%)

Source: Fieldwork 2020

Figure 1

Graphical illustration of response on Family size



Source: Fieldwork, 2020

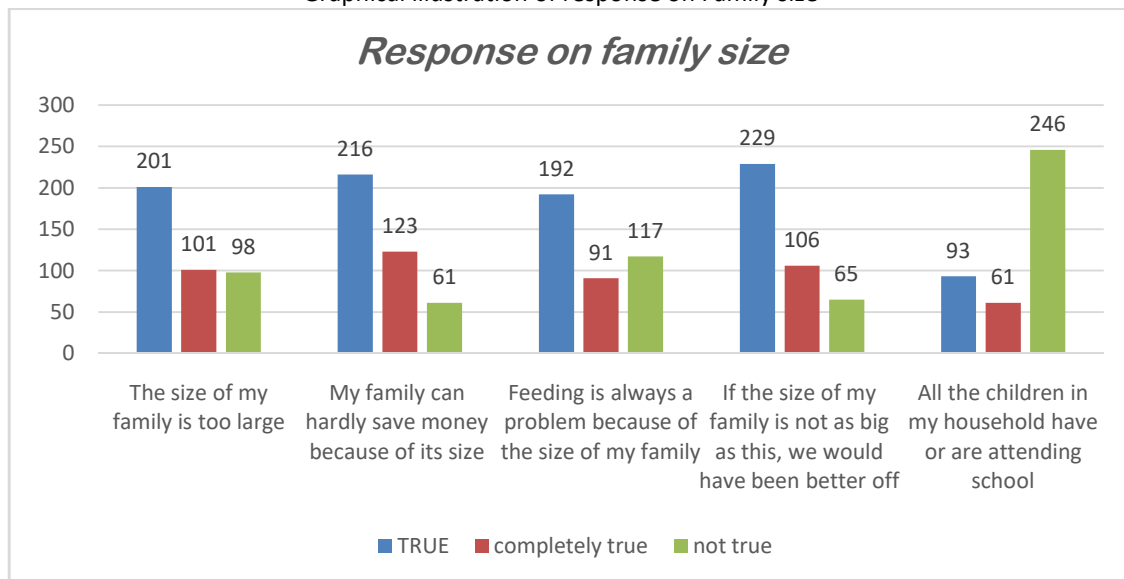
Table 3
Responses on Family Size

S/N	Item	True	Completely true	Not true
2	The size of my family is too large	201 (50.25%)	101 (25.25%)	98 (24.50%)
3	My family can hardly save money because of its size	216 (54.00%)	123 (30.75%)	61 (15.25%)
4	Feeding is always a problem because of the size of my family	192 (48.00%)	91 (22.75%)	117 (29.25%)
5	If the size of my family is not as big as this, we would have been better off	229 (57.25%)	106 (26.50%)	65 (16.25%)
6.	All the children in my household have or are attending school	93 (23.25%)	61 (15.25%)	246 (61.50%)

Source: Fieldwork 2020

Figure 2

Graphical illustration of response on Family size



Source: Fieldwork, 2020

Data analysed using descriptive statistics in table 2, 3 and graphical illustration in figure 1 and 2 shows the response pattern of the participants as follows: on How many are you in your family; 23 (5.75%) reported between 1 and 3, 117 (29.25%) reported between 4 and 6, 201 (50.25%) reported between 7 and 9, 49 (12.25%) reported between 10 and 12 and finally, 15 (3.75%) reported between 13 and above. Responses on The size of my family is too large; 201 (50.25%) reported true, 101 (25.25%) reported very true and True, 384 (34.00%) not true and 98 (24.50%) reported not true. My family can hardly save money because of its size; 216 (54.00%) reported true, 123 (30.75%) reported very true, and 61 (15.25%) reported not true. Responses on Feeding is always a problem because of the size of my family; 192 (48.00%) reported true, 91 (22.75%) reported very true, and 117 (29.25%) reported not true. Responses on If the size of my family is not as big as this, we would have been

better off; 229 (57.25%) reported true, 106 (26.50%) reported very true, and 65 (16.25%) reported not true. Responses on All the children in my household have or are attending school; 93 (23.25%) reported true, 61 (15.25%) reported very true, and 246 (61.50%) reported not true. The result from the descriptive analysis was subjected to parametric statistics to check for the statistical significance of family size and household poverty. The analysis was carried out using Linear Regression Analysis at 0.05 significant level. The independent variable in this analysis is family size, while the dependent variable is household poverty.

Table 4

Summary of simple linear regression analysis of relationship family size and household poverty

Variables	Mean	Std. Deviation					
Family Size	14.3425	3.20247					
Household Poverty	44.6650	9.70455					
Model	Sum of Squares	Df	F	R	R Square	Adjusted R Square	Sig
Regression	1184.812	1	12.958	.178 ^a	.032	.029	.000 [*]
Residual	36392.298	398					
Total	37577.110	399					

Source: Fieldwork 2020

The result of the analysis showed that the R-value of .178 is significant at 0.05 alpha level (p-value of .000 is less than 0.05%), implying that there is a significant statistical relationship between family size and household poverty. Also, the R^2 -value of 0.32 implies that only 32 per cent of the total variance in household poverty is accounted for by the predictor variable (family size). Furthermore, the regression ANOVA revealed that there was a moderate joint linear association (contribution) of the predictor variables (family size) on household poverty given by the F-ratio (1, 398) = 12.958; $p < 0.05$. The adjusted R^2 (.029) shows some shrinkage of the unadjusted value (.032) indicating that the model could be generalised on the population. Based on the result, it was concluded that family size is a causal factor in household poverty in Obudu, Cross River State, Nigeria'.

The second objective was to examine the extent to which family income causes poverty in Obudu, Cross River State, Nigeria. Descriptive statistics were used to analyse the data before the result was subjected to parametric statistics.

Table 5

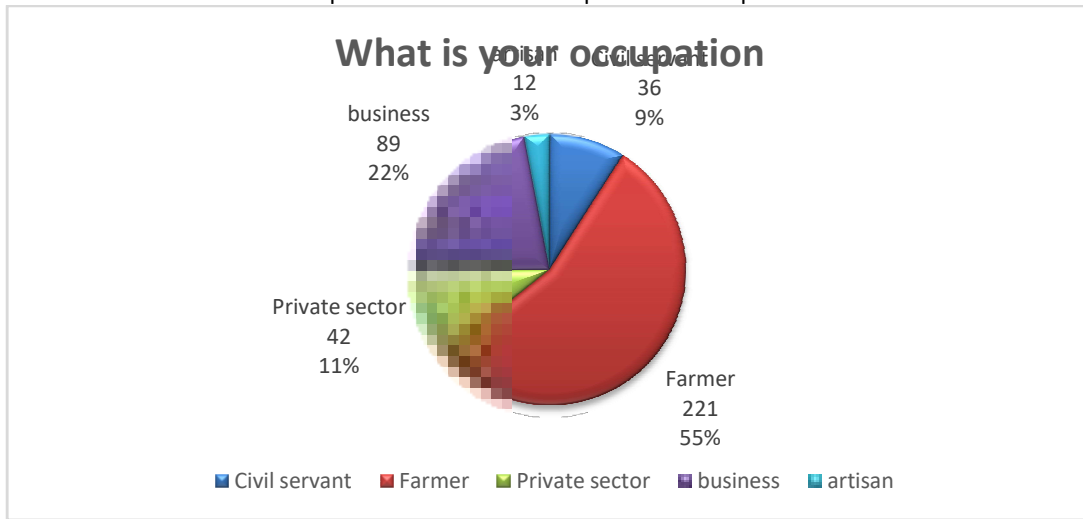
Responses on Family income

S/N	Item	Civil servant	Farmer	Private sector	business	artisan
1	What is your occupation	36 (9.00%)	221 (55.25%)	42 (10.50%)	89 (22.025%)	12 (3.00%)

Source: Fieldwork 2020

Figure 3

Graphical illustration of response on occupation



Source: Fieldwork, 2020

Table 6

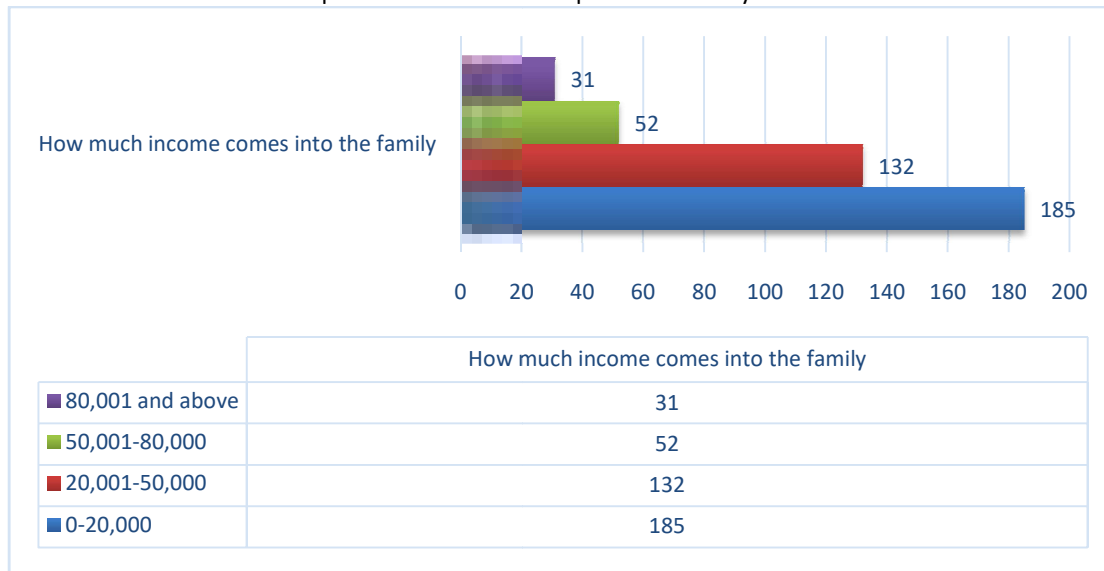
Responses on Family income

S/N	Item	0-20,000	20,001-50,000	50,001-80,000	80,001 and above
2	How much income comes into the family	185 (46.25%)	132 (33.00%)	52 (13.00%)	31 (7.75%)

Source: Fieldwork 2020

Figure 4

Graphical illustration of response on Family income



Source: Fieldwork, 2020

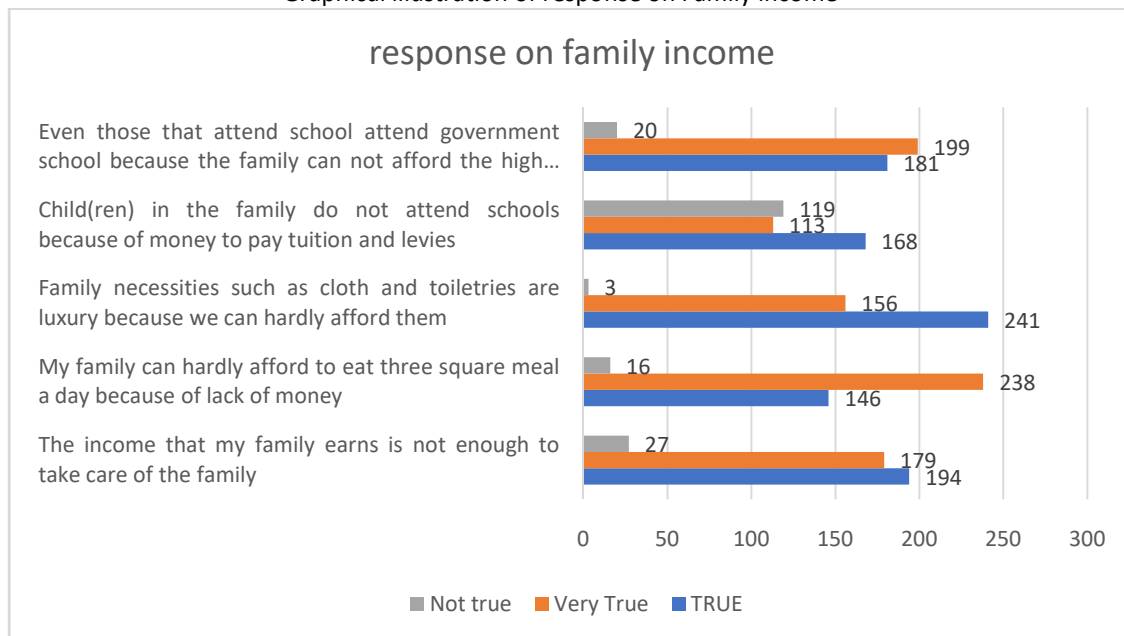
Table 7
Responses on Family income

S/N	Item	True	Very True	Not true
3	The income that my family earns is not enough to take care of the family	194 (48.50%)	179 (44.75%)	27 (6.75%)
4.	My family can hardly afford to eat three square meal a day because of lack of money	146 (36.50%)	238 (59.50%)	16 (4.00%)
5	Family necessities such as cloth and toiletries are luxury because we can hardly afford them	241 (60.25%)	156 (39.00%)	3 (0.75%)
6	Child(ren) in the family do not attend schools because of money to pay tuition and levies	168 (42.00%)	113 (28.25%)	119 (29.75%)
7	Even those that attend school attend government school because the family cannot afford the high school fees of private schools	181 (29.50%)	199 (49.75%)	20 (5.00%)

Source: Fieldwork 2020

Figure 5

Graphical illustration of response on Family income



Source: Fieldwork, 2020

Data analysed using descriptive statistics in table 4, to 7 and graphical illustration in figure 2 to 5 shows the response pattern of the participants as follows: on What is your occupation; 36 (9.00%) were civil servants, 221 (55.25%) were farmers, 42 (10.50%) were private-sector employees, 89 (22.025%) were into business, and 12 (3.00%) were artisans. On How much income comes into the family; 185 (46.25%) reported between 0 and 20,000-naira, 132 (33.00%) reported between 20,001 and 50,000, 52 (13.00%) reported 50,001 and 80,000 and 31 (7.75%) report 80,001 and above. On The income that my family earns is not enough to take care of the family; 194 (48.50%) reported true, 179 (44.75%) reported very true, and 27 (6.75%) reported not true. On My family can hardly afford to

eat three square meal a day because of lack of money; 146 (36.50%) reported true, 238 (59.50%) reported very true and 16 (4.00%) reported not true. On Family necessities such as cloth and toiletries are a luxury because we can hardly afford them; 241 (60.25%) reported true, 156 (39.00%) reported very true, and 3 (0.75%) reported not true. On Child(ren) in the family do not attend schools because of money to pay tuition and levies; 168 (42.00%) reported true, 113 (28.25%) reported very true and 119 (29.75%) reported not true. On Even those that attend school attend government school because the family cannot afford the high school fees of private schools; 181 (29.50%) reported true, 199 (49.75%) reported very true and 20 (5.00%) not true.

The result from the descriptive analysis was subjected to parametric statistics to check for the statistical significance of family income and household poverty. The analysis was carried out using Linear Regression Analysis at 0.05 significant level. The independent variable here is family income, while the dependent variable is household poverty.

Table 8

Summary of simple linear regression analysis of the relationship between family income and household poverty

Variables	Mean	Std. Deviation
Family income	12.2750	4.99216
Household Poverty	44.6650	9.70455

Model	Sum of Squares	Df	F	R	R Square	Adjusted R Square	Sig
Regression	3118.752	1	36.022	.288 ^a	.083	.081	.000*
Residual	34458.358	398					
Total	37577.110	399					

Source: Field Work 2019

The result of the analysis shows that the R-value of .288 is significant at 0.05 alpha level (p-value of 0.00 is less than 0.05%), implying that a correlation exists between family income and household poverty. Also, the R²-value of 0.81 implies that only 83per cent of the total variance is accounted for by family income. Furthermore, the regression ANOVA revealed that there was a moderate joint linear association (contribution) of the predictor variables (family income) on household poverty given by the F-ratio (1, 398) = 36.022; p < 0.05. The adjusted R² (.081) shows some shrinkage of the unadjusted value (.083) indicating that the model could be generalised on the population. Based on the result, it was concluded that family income is a major risk factor for household poverty in Obudu, Cross River State, Nigeria.

Discussion

From the data gathered from the field, it was discovered that most of the respondents 267 (66.75%) were male, while 133 (33.25%) were female. 161 (40.25%) were between the age of 28 and 37 years of age, 123 (30.75%) were between the ages of 16 and 27, 74 (18.50%) were between the ages of 38 and 47 years and 42 (10.5%) were aged 48 and above. The result also revealed that most of the respondents 237 (59.25%) were married, 81 (20.25%) were widowed, 38 (9.5%) were widowers, 24 (6.00%) were single and 20 (5.00%) were divorced.

The first objective was to examine the extent to which family size causes poverty in Obudu. From the descriptive statistics carried out, it was discovered that most of the participants were from a large family, 117 (29.25%) were from a family-size between 4 and 6 and 201 (50.25%) from a family

size of 7 to 9. 75.5 per cent of the participants feel that the size of their family was large. 84.75 per cent of the participants believe that their family can hardly save money because of their size. Most of the participants, 61.50 per cent reported that most of the children in their family are not attending school because of their size. From the parametric statistics carried out, family size is a causal factor in household poverty in Obudu. This is because R-value of .178 is significant at 0.05 alpha level (p-value of .000 is less than 0.05%). Also, the R^2 -value of 0.32 implies that only 32 per cent of the total variance in household poverty is accounted for by the predictor variable (family size). Furthermore, the regression ANOVA revealed that there was a moderate joint linear association (contribution) of the predictor variables (family size) on household poverty given by the F-ratio (1, 398) = 12.958; $p < 0.05$. The adjusted R^2 (.029) shows some shrinkage of the unadjusted value (.032) indicating that the model could be generalised on the population. This result implies that the size of families is a hindering factor for the wellbeing of the family

The second objective was to examine the extent to which family income causes poverty in Obudu, Cross River State, Nigeria. From the descriptive analysis carried out, it was discovered that most of the participants were ordinary farmers (55.25%), followed by those involved in small businesses (22.25%), followed by those working in the private sector (10.50%), followed by Civil servants (9%) and finally artisans (3%). Most of the participants (93.25%) reported that the income that comes into the family is not enough to take care of the family. Most of the family (96%) can hardly afford three square meal a day. Most of the participants (67.25%) reported that not all the children in the family attend schools because of money. From the parametric statistics carried out, it was discovered that family income is a major risk factor for household poverty in Obudu. This is because the result of the analysis shows that the R-value of .288 is significant at 0.05 alpha level (p-value of 0.00 is less than 0.05%), implying that a correlation exists between family income and household poverty. Also, the R^2 -value of 0.81 implies that only 83 per cent of the total variance is accounted for by family income.

Furthermore, the regression ANOVA revealed that there was a moderate joint linear association (contribution) of the predictor variables (family income) on household poverty given by the F-ratio (1, 398) = 36.022; $p < 0.05$. The adjusted R^2 (.081) shows some shrinkage of the unadjusted value (.083) indicating that the model could be generalised of the population. This finding shows that most of the household in Obudu is very poor, and the income is very low. The result also shows that:

Conclusion and Policy Implications

From the analysis of data from the field, the result revealed that centrifugal poverty significantly causes household poverty in Obudu. This goes to show that no matter the argument, at the root of poverty lies the deprivation of rural households access the necessities such as healthcare, clothing, food, education, sanitation, and assets. Evidence from states such as Ebonyi and countries like India have shown that solving these issues will solve the problem of household poverty. Hence there is a need for;

- i. The government both at the state and federal level should invest in education, especially at the rural level. According to a United Nations report, Nigeria has the highest number of out of school children, and most of these numbers are concentrated in rural areas. Investing in rural education will give rural people a better opportunity to move out of poverty.
- ii. There is a need for investment for human capital potentials in Obudu. This implies that the government and other international and private agencies creating jobs for the rural people and increasing financial access and opportunities through the availability of microcredits.

- iii. There is a need for the government to increase the financial inclusion of Obudu people and other rural areas in Nigeria.
- iv. Family planning seminars and programs should be organised in Obudu to help families plan on the number of children that suits their income.

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Styles of Humor and Interpersonal Relationships in University Students

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The study aimed to investigate relationship between humor styles and interpersonal relationships in university students. It was hypothesized that: there would be a relationship between humor styles and interpersonal relationships in university students; humor styles are likely to predict interpersonal relationships in university students; there would be gender differences in humor styles and interpersonal relationships. The sample consisted of 196 students from two Universities of Lahore. Humor Style Questionnaire (Martin, Puhlik-Doris, Larsen, Gray & Weir, 2003) and Interpersonal Relationship Questionnaire (Callaghan, 2006) were used for assessment. Data were analyzed by using Pearson product moment correlation, hierarchical regression analysis and independent sample t-test. Results revealed significant relationship between humor styles and interpersonal relationships. Affiliative humor style predicted interpersonal relationships negatively whereas self-defeating humor style predicted interpersonal relationships positively. Men used more aggressive humor styles compared to women but they did not differ on other humor styles. Findings highlight significance of humor in the quality of interpersonal relationships.

Keywords: Styles of Humor, Interpersonal Relationships, University Students

Humor is an ability to perceive, get pleasure and express what is amusing, incongruous, absurd or comical. Humor is a quality that makes something amusing, laughable and funny which results in amusement and laughter (Sedlar, 2008). Martin, et al., (2003) grouped humor into two categories including adaptive and maladaptive humor. Adaptive humor helps in facilitating relationships and decreases interpersonal tension while maladaptive humor is considered unhealthy and spoils the relationship quality (Klein & Kuiper, 2006). Adaptive humor styles are further divided

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1. Ayesha Idrees contributed in planning the study, Data collection, Data analysis and writing manuscript
2. Saira Batool contributed in conceiving the idea, planning the study, Data Analysis, writing manuscript, and Editing
3. Rukhsana Kausar contributed in planning the study, Data Analysis, writing manuscript, Editing and Critical review

into two types: Affiliative humor facilitates and enhances the quality of interpersonal relationship, feelings of wellbeing and resolves conflicts among relationships while Self-enhancing humor improves and protects oneself by keeping a realistic view of life. Maladaptive humor involves aggressive type of humor that is used to manipulate or criticize others and functions a potentially negative effect towards others while self-defeating humor entertains others by using humor inappropriately at the expense of one's own self (Martin et al., 2003).

A good sense of humor has long been presupposed to be a private quality which has been reported to moderate the impact of stressors in one's life (Bell, McGhee, & Duffey, 1986). Humor plays a crucial role in improving and maintaining interactions from initial attraction to long-lasting commitment (Ashe & McCutcheon, 2001). In new interactions, humor can function as an effective strategy by appealing others as well as by dealing with any embarrassing or awkward situation that arises in the course of getting familiar with others and during dating. In long-lasting relationships, humor can hold things fresh, vibrant and, exciting. It can also help in overcoming the disagreements, conflicts, and the small aggravations that can arise over time and ruin even the close relationships (Robinson, 1991). People love and like to interact with others who possesses a positive attitude. So a sense of humor can affect the relationship with others. It is the fact that with a sense of humor one looks friendlier and more welcoming and approachable to others, and this could open doors to friendships. It is likely that people will be attracted to one who is humorous, more than to a person who is critical and serious. Also, laughter and seeing the funny aspect of things could relieve the stress and tension in awkward situations (Martin, 2004).

Humor plays an effective and significant role in interpersonal relationships. It establishes, maintains, and enhances relationships with others. Interpersonal relationships can be defined as strong connections with the family, friends and colleagues. It has five components including identification and expression (it refers to the problems related to the expression for interpersonal closeness, logistical and pragmatic needs and social support), bidirectional communication (it refers to how people affect others and their response to others' feedback), conflict in interpersonal relationships (people experience problems in responding to interpersonal conflicts which may create problems in developing and maintaining relationships), disclosure and interpersonal closeness (problems in establishing and maintaining close relationships), and emotional experience and expression (problems in experience of emotional expressions) in interpersonal relationships (Callaghan, 2006).

Sharing the pleasure of humorous experience develops a sense of connection and intimacy among people. These are the qualities which indicate intimacy and closeness in relationships. When people laugh with each other, it creates positive bonding among them. This positive bonding serves as a strongest buffer against disappointments, disagreements, stress, and bad patches in a relation (Robinson, 1991). Saroglou (2010)'s study on humor in the marital context found that in men, healthy or adaptive humor styles (affiliative, and self-enhancing) had positive association with relationship satisfaction and use of aggressive humor predicted divorce as well as poor relationship quality. In women, self-defeating humor significantly predicted divorce and marital dissatisfaction. They concluded that humor styles used by partners present distinctive and gender-specific evidence to understand the factors that influence marital stability and dissolution.

Younger adults, specifically students experience a wide range of challenges and study related stressors and humor can help them relax and build healthy relationships with their class fellows and

family members (Kamath & Kanekar, 1993). Humor styles effect social relationships, emotional intelligence and social skills and psychological wellbeing of the students (Saroglou, Lacour, & Demeure 2010; Tumkaya, 2011; Yip & Martin, 2006, Kuiper & Nicholl, 2004). Wong (2010) in his study with youngsters in Hong Kong found that adaptive styles of humor had positive relationship with social competence and negative relationship with loneliness whereas for maladaptive styles of humor the relationships were opposite. Moreover, mediating role of affiliative and self-defeating styles of humor was found between social competence and loneliness whereas self-defeating humor also played a moderating role in the connection between social competence and loneliness. Yip and Martin (2006) studied correlation between humor, social competence, and emotional intelligence in a student population. Self-enhancing humor and trait cheerfulness had positive relationship with emotional management ability whereas maladaptive styles had negative association with ability to perceive emotions accurately. Trait cheerfulness and adaptive humor styles had positive association with different domains of social competence, whereas trait bad mood and maladaptive styles of humor were negatively linked with social competence.

Men and women are reported to be different in using and responding to adaptive as well as maladaptive styles of humor. Men generally think about themselves to be additional facetious than women, they have higher chance to tease, joke, and being childish than women. Women generally prefer to act in appreciative manner and otherwise as a listener. Moreover, men are reported to get indulged in maladaptive humor (aggressive humor and self-defeating humor) more than women (Salovey, Mayer, Caruso & Yoo, 2012; Tumkaya, 2011; Wong, 2010).

Culture plays a significant role in humor. Although humans may be predisposed to humor, how they engage in it, when it is appropriate, and what is considered humorous is determined by each society's cultural norms (Aries, 1987). When analyzing humor, one must consider the situation in which it happened. As part of the social contract between a comedian and his or her audience, everyone must be on the same linguistic and cultural level for the joke to have its desired effect (Hampes, 2010).

In Pakistan, recently researchers have started to shift their focus on positive psychology and there are few researches undertaken on humor and its implications. Nazeer and Rafique (2011) conducted a research to examine association between styles of humor, empathy, and social competence in Pakistani students. They found self-enhancing styles of humor and empathetic concerns as significant predictors of social competence. Moreover, men were reported to use more maladaptive humor styles than women. In another study, Rana (2009) compared less humorous and more humorous young adults in interpersonal relationships and emotional wellbeing and found no significant differences in two groups. However, there was positive relationship between humor, interpersonal relationships and emotional wellbeing.

Main objective of this study was to examine humor styles of university students and their relationship with quality of interpersonal relationships and also to examine gender differences in styles of humor and interpersonal relationships.

Hypotheses

It was hypothesized that:

- Adaptive humor styles are likely to have negative relationship whereas maladaptive humor styles are likely to have positive relationship with quality of interpersonal relationships.

- Styles of humor would predict interpersonal relationships in university students.
- Men are likely to use more maladaptive humor styles compared to women whereas women are likely to use more adaptive styles of humor compared to men.

Method

Sample

Sample comprised of 196 University students (men=128, women=68) recruited from different Universities of Lahore, Pakistan. Students registered in BS 4 year and M.A/ MSc programs and those living in intact families were included. Those with any physical disability and who had lost either of their parents were excluded from the study. Demographic characteristics of the participants are given in table 1.

Table 1
Demographic Characteristics of the Participants (N=196).

Variables	<i>M</i>	<i>SD</i>	<i>f</i>	<i>(%)</i>
Age	21.02	2.47		
Gender				
Men			128	65.3
Women			68	34.7
Education	14.07	1.19		
12 years			162	15.8
14 years			127	64.8
16 years			38	19.4
Birth order				
1-3			37	82.7
4-6			30	15.3
7-9			4	2
Family System				
Joint			94	48.0
Nuclear			102	52.0
Father education	13.83	1.14		
Mother education	13.50	1.45		
No. of siblings				
0-3			71	57.3
4-6			76	38.8
7-8			8	4.6

The participant's age fall between 18-25 years with the mean age of 21 (*SD* = 2.47). Majority of the participants were men and were living in joint family system.

Assessment Measures**Humor Style Questionnaire (HSQ)**

Martin, et al. (2003) developed Humor style Questionnaire. The purpose of the questionnaire was to assess two adaptive humor styles (affiliative and self-enhancing humor) and two maladaptive styles of humor (aggressive and self-defeating humor). It has 32 items and each item is rated on five point rating scale. Each subscale comprises of eight items. Alpha reliability of the subscales varies from .77 to .81 (Martin et al., 2003).

Interpersonal Relationship Questionnaire (IRQ)

The IRQ was developed by Callaghan (2006) and it comprises of five classes. Class A: refers to assertion of needs (identification and expression) in which participants are asked to mark their level of identification and expression of needs with each other and it comprises of 21 items. Class B: refers to bidirectional communication, in which participants rate how they affect others and respond to others' feedback and it contains 25 items. Class C measures conflict in interpersonal relationships and it contains 23 items. Class D: disclosure and interpersonal closeness having 24 items and Class E: emotional experience and expression in interpersonal relationships and it contains 24 items. There are 117 questions each item is rated on 6 point rating scale. The higher score in each class indicates problems in that domain. Alpha reliability for Class A was .80, for Class B .77, for Class C .74 for Class D .80, and for Class E .84 (Callaghan, 2006).

Procedure

First of all approval of the research proposal was sought from Board of studies, Institute of Applied Psychology, University of the Punjab. Subsequently, an authority letter explaining nature and purpose of the study was taken from Institute of Applied psychology, University of the Punjab, Lahore and it was presented to the concerned authorities of Universities to get permission for data collection. After getting their permission, students were approached and explained nature of the study, they were assured of confidentiality and those willing to participate were asked to complete consent form. Students completed the questionnaire within 15 to 20 minutes. Response rate was 98%.

Ethical Considerations

Certain ethical concerns were addressed while conducting this research, which are given below:

- The study got approval from Board of Studies, Institute of Applied Psychology, University of the Punjab, Pakistan.
- Authors were contacted to get the permission of the scales to use them in research.
- Permission was sought from the concerned authorities of the Universities for the collection of data.
- The participants were assured about the confidentiality of the data and it would not be used for any purpose other than this research and their written informed consent was taken.

Results

Descriptive and inferential statistics were used for data Analyses.

It was hypothesized that adaptive humor styles are likely to have negative relationship whereas maladaptive humor styles are likely to have positive relationship with quality of interpersonal relationship. Pearson product moment correlation analysis was applied to see the relationship (see table 2).

Table 2

Relationship between Humor Styles and Interpersonal Relationships of University Students (N = 196)

Variables	2	3	4	5	6	7	8	9	M	SD
1.Affiliative humor	-.01	-.06	.01	-.17*	-.13	.12	-.17*	-.06	5.57	.78
2.Self- Enhancing	-	.02	.33** *	.10	.14*	.19**	.04	.12	6.06	.90
3.Aggressive humor		-	.20**	.04	.04	-.04	-.00	-.04	5.83	.97
4.SD humor			-	.29** *	.30** *	.31***	.30** *	.22** *	5.75	1.09
5.Identif & expression				-	.27** *	.19**	.25** *	.19**	5.69	.74
6.Impact and feedback					-	.45***	.40** *	.36** *	5.39	.62
7.Conflict						-	.48** *	.47** *	5.66	.69
8.DIC							-	.43** *	5.56	.77
9.EEE								-	5.78	.79

Note: N= 196. *P< .05. **p<.01. ***p<.001. SD Humor = Self-defeating humor, Identif &Expression = Identification & expression, DIC = Disclosure and interpersonal closeness, EEE = Emotional experience and expression

The results reveal that affiliative humor has significant negative relationship with identification and expression and with disclosure while Self-enhancing humor is positively correlated with conflict and with impact and feedback. Self-defeating humor has significant positive relationship with all dimensions of interpersonal relationships (identification and expression, impact and feedback, disclosure, conflict and emotional experience).

It was hypothesized that humor styles are likely to predict quality of interpersonal relationship in university students after controlling for the effect of demographic variables. For this purpose, A series of hierarchical regression analysis was run to find out the predictors of interpersonal relationships after controlling for demographic characteristics (see table 3).

Table 3

Hierarchical Regression Analysis Predicting Interpersonal Relationships from Styles of Humor in University Students (N = 196)

	Identification and Expression		Impact and Feedback		Conflict		Disclosure and Closeness		Emotional Experience and Expression	
	ΔR^2	β	ΔR^2	B	ΔR^2	β	ΔR^2	B	ΔR^2	β
Step 1										
Age		-.04		-.07		.02		.02		.08
Gender		.01		.08		.06		-.01		.22
Education		-.06		-.11		-.11		-.02		.01
Family system		-.06		.05		-.01		-.03		.01
Father education		-.06		-.02		.04		.05		.04
Mother education		-.48		-.02		.03		-.07		.06
Step 2	.12** *		.11** *		.14** *		.15		.08* *	
Affiliative humor		-.19*		-.15*		-.15*		-.20**		-.08
Self-enhancing		-.02		.03		.10		-.07		.06
Aggressive		-.03		-.01		-.12		-.08		-.09
Self-defeating		.31** *		.29** *		.30 ***		.36***		.26**
Total R ²		.14**		.14**		.39 ***		.16***		.10*

Note: *p< .05, **P< .01, ***P< .001

Results show that affiliative humor negatively predicts conflict, identification and expression, disclosure, impact and feedback while self-defeating humor significantly positively predicts all subscales of quality of interpersonal relationship (identification and expression, conflict, disclosure, impact and feedback, and emotional experience and expression).

A series of independent sample t test was applied to find out gender differences in humor styles and interpersonal relationships (see table 3).

Table 3

Independent Sample t-test Showing Gender Differences in Humor Styles and Interpersonal Relationships (N=196)

Variables	Men (n=128)		Women (n=68)		t(194)	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
AHS	5.57	.78	5.58	.79	-0.08	.93	-.24	0.22	-0.01
SHE	6.12	.88	5.91	.93	1.50	.14	-0.06	.47	0.23

AGH	5.94	1.01	5.64	.87	1.99	.05	0.01	.58	0.31
SDH	5.80	1.04	5.60	1.14	1.21	.23	-0.12	.52	0.18
IE	5.70	.71	5.67	.83	0.22	.83	-.20	.25	0.03
IF	5.85	.68	5.85	.65	-0.07	.99	-.20	.20	0.00
Conflict	6.19	.77	6.21	.74	-0.10	.92	-.24	.21	-0.02
DIC	5.58	.79	5.52	.75	0.44	.65	-.18	.28	0.08
EEE	6.02	.89	6.03	.69	-0.07	.94	-.26	.24	-0.01

Note. AHS= affiliative humor style; SEH= self-enhancing humor; AGH= aggressive humor; SDH= self-defeating humor; IE= identification and expression; IF= impact and feedback; DIC= Disclosure and interpersonal closeness; EEE= emotional experience and expression.

Results indicate that except for aggressive humor styles, there are no gender differences in humor styles and interpersonal relationship. Men have significantly more aggressive humor style as compared to women.

Summary of the Findings

- Affiliative humor has significant negative relationship with identification and expression and with disclosure while Self-enhancing humor is positively correlated with conflict and with impact and feedback in relationship quality.
- Self-defeating humor has significant positive relationship with all dimensions of the quality of interpersonal relationships (identification and expression, impact and feedback, disclosure, conflict and emotional experience).
- Affiliative humor negatively and self-defeating humor significantly positively predict quality of interpersonal relationships in University students.
- Men use more aggressive humor styles as compared to women.

Discussion

The present study was carried out to assess the relationship between humor styles and interpersonal relationships in University students. Results revealed that positive or adaptive styles of humor enhance the quality of interpersonal relationships while using maladaptive styles of humor create problems in interpersonal relationships.

Findings regarding correlation analysis revealed that affiliative humor has significant negative relationship with identification and expression and with interpersonal closeness which indicates that a person who uses more affiliative humor is more expressive and close in his relationships. As affiliative humor style is used to entertain others and keep relationships smoothly (Dobson, 2011). Those people who use this style of humor tend to amuse others to build or promote relationships (Saroglou, & Scariot, 2002). Individuals having higher level of this style of humor tend to say funny stories and jokes, and to indulge in spontaneous humorous banter for amusing others, to build and facilitate relationships, and to lessen interpersonal problems (Lefcourt, 2001). It enhances cohesiveness and attraction among relationships. So the findings of the current study also indicated that students who use this style of humor experience less problems in identification and expression and in interpersonal closeness.

Findings also indicated that Self-enhancing humor positively related with impact and feedback and with conflict which means that students who use more self-enhancing humor tend to experience more problems in impact and feedback and conflict in interpersonal relationships. This

type of humor is used for one's own benefits as a way to help limit impact of stressors (Dobson, 2011). It is the tendency of keeping a humorous perspective about life even in the absence of others, using humor while cope with stress, and cheering oneself up with humor. This type is seen as a defense mechanism (Saroglou, & Scariot, 2002). So, it may create conflict and problems in feedback.

Self-defeating humor showed positive relationship with all the subscales of interpersonal relationships. It indicates that a person higher on self-defeating humor faces more problems in interpersonal relationships such as in expression, interpersonal closeness, impact and feedback, and emotional experiences. It is also an unhealthy type of humor. It refers to the tendency of amusing people at one's own cost, self-disparaging humor. It involves laughing with others when being put down or ridiculed; use of humor to conceal one's true emotions from oneself and others (Saroglou, & Scariot, 2002). According to Ruch and Ekman (2001) this type of humor is used to build relationships with others at the expense of oneself, such as excessively putting down oneself and through self-disparaging, or humor as denial or avoidance". People try to amuse others by disparaging themselves or laugh along when being ridiculed in order to gain approval (Linh, 2011). It also creates problems in interpersonal relationships.

The findings of the current study are consistent with previous researches as Saroglou, et al. (2010) found that adaptive humor (affiliative), particularly among men, was associated with relationship satisfaction. In another study, Bark and Martin (2006) examined associations between humor, emotional intelligence and social relationship. Ability to understand emotions accurately was negatively associated with aggressive humor. In a study, Kuiper and Nicholl (2004) found that adaptive styles of humor were related to social relationship whereas maladaptive styles of humor had negative relationship with social ability. A lot of studies have indicated that people who are high in humor tend to get high on social relationships: social ability (Bell et al., 1986). This study revealed that positive styles of humor improve social relationships. Yip and Martin (2006) found that ability to recognize emotions accurately was negatively associated with maladaptive humor styles (aggressive and self-defeating humor).

The findings indicated that no gender differences were found except in aggressive humor style. A lot of studies are in support with these findings indicating that men use more aggressive humor as compare to females (Moroschan, Hurd, & Nicoladis, 2009; Martin et al., 2003; Salovey, et al., 2002). The aggressive humor style involves using humor to manipulate, disparage, or threaten others. It can create partitions and divisions in groups and suffering for certain individuals because of its destructive quality. Individuals who use more aggressive humor are likely to show higher scores on aggression and hostility. Males tend to use more aggressive humor as compared to women.

The findings from regression analysis revealed that affiliative humor significantly negatively while self-defeating humor significantly positively predicted the quality of interpersonal relationships after controlling for demographic variables. It means affiliative humor lessens the problems in interpersonal relationships and improves relationship quality while self-defeating humor creates problems in the quality of interpersonal relationships. The reason could be that adaptive styles of humor facilitate and promote relationships by increasing cohesiveness among people. While maladaptive styles of humor are unhealthy and detrimental, they create problems in interpersonal relationships.

Conclusion

In the light of above results it can be concluded that adaptive styles of humor are beneficial in enhancing and maintaining quality of interpersonal relationships while maladaptive style of humor specially self-defeating humor negatively affect interpersonal relationships and create problems in relationships. These findings would be beneficial for government and private academic institutions to promote and enhance adaptive humor styles among students in order to decrease academic stress and improve their relationship quality for their peace of mind. Certain steps can be taken to encourage positive styles of humor and to minimize the use of unhealthy styles.

Limitations

- Generalizability is a major issue because only youngsters were included, old adults should also have been the part of study.

Suggestions

- Experimental researches can be conducted to investigate effect of humor styles on interpersonal relationships.
- Furthermore styles of humor of people of different socio economic status should be studied.

Implications of the Findings

- The study can be helpful to provide awareness about maladaptive humor styles with the help of media and make people understand that aggressive humor can be harmful.
- Moreover, students and people of all age groups can be motivated through awareness programs to increase their sense of humor to have a positive life and improve their relationships.

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Effectiveness of Peer Tutoring on The Academic Achievements of Tutors and Tutees With Respect to Knowledge, Comprehension and Application Levels of Cognitive Domain

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Peer tutoring provides an opportunity to students of diverse abilities to work on academic tasks in pairs, in a democratic, cooperative and friendly approach. In this context, the study was an attempt to analyse how peer tutoring played the said role in enhancing the academic achievements of tutors and tutees at secondary level in reference to the key levels (knowledge, comprehension and application) of the cognitive domain. The study explored data from 40 purposefully selected participants of ANSI school Mardan, by applying the Pre-test Post-test Equivalent Group Design and conducting achievement tests before and after the treatments in order to accomplish the target objectives. The analysis of the data through inferential statistics (t-test) confirmed that though the tutors of the experimental group achieved better score at knowledge and application levels of the cognitive domain; however, they were not better in the comprehension level on post-test in compare to the high achievers of the control group. In the same way, the performance of the tutees of the group under investigation was significantly better with regards to academic ability, knowledge and comprehension at cognitive domain; however, at the application level there was no significant difference as compare to their correspondent low achievers of the controlled group. In the light of the findings it was concluded that the academic performance of the tutors as well as the tutees was significantly affected by peer tutoring.

Keywords: application; comprehension; knowledge; tutees; tutors; peer tutoring

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Contribution of Authors

1. Dr. Irfan Ullah has contributed in conducting, Structuring and Streamlining the Paper
2. Dr. Muhammad Kaleem has contributed in data collection and data analysis.
3. Dr. Syed Muhammad Amir has made necessary revision and language correction.

The effectiveness of peer tutoring as a technique for delivering instruction may be considered in the sense that it let students of diverse needs pair with each other to work on academic tasks in a friendly environment in order to enhance academic achievements (Tiwari, 2014). In this approach, students of diverse intellectual abilities depend on each other for academic learning especially in performing difficult tasks. The main theme of the peer tutoring is to focus individual needs of the learner which may not be usually considered in other conventional instructional strategies. The advantages of peer tutoring proceed in favor of both tutor and tutees in positive direction (Amaka, 2013).

In peer tutoring the students are paired with different or same grade level and sometime with parents or volunteers from outside the school (Kim, 2015). The study under investigation is based on same age peer tutoring in whom the difference between tutor and tutees is only intellectual abilities. Similarly, Smith and Nicolai (2013) affirmed that the positive aspect of peer tutoring is that it promotes tutors in enhancing his knowledge and skill of teaching; in response the tutees may also work collaboratively.

Furthermore, peer tutoring is an efficient approach for completing the course contents on time in a situation when teachers are limited and time is short, especially in case of mathematics (Henson, Hagos, & Villapando, 2009). According to Gordon (2008) peer tutoring develops creativity and intellectual abilities of both tutors and tutees, if the tutoring sessions are arranged in a planned and structured way. Some weak points related to management and administration of the peer tutoring were identified by Brost (2011). Therefore, he had recommended highly managed and supervised environment for conduction of peer tutoring.

Academic progress of a student is usually determined by his/her peer group and it is found more effective in case of female students. High academic performance is noted among the students whose colleagues have strong trends towards education as compared to those whose friends have strong approach towards social activity (Nwakoby, 2008).

Bloom, Krathwohl and Harrow categorized the learning of students in three main domains (cognitive, psychomotor and affective) in the form of educational outcomes. The teacher should know the level of the objective of instruction before going to deliver his/her lecture which may enable him/her to design his/her lesson plan accordingly (Iqbal, 2010).

Cognitive domain is related to mental/cognitive process of an individual which was further categorized by Bloom into six sub-stages of learning (IACBE, 2015). The lowest scale of learning is knowledge, in which students become able to remember something which was learned previously. In the level of comprehension students become able to reproduce something in other form from their own mindset; and at the level of application students become able to use their own learning experience in new circumstances. At the level of analysis, students can break their learning into its parts and understand the relationship among the parts. Similarly, at the level of synthesis, students become able to collect various components and can develop a new structure; while at the level of evaluation, students gain the ability of judgments (Bloom, 1956).

Different approaches are adopted to enhance the academic scores of the students especially at secondary level, which may enable them to gain admission in high repute colleges. High score of the students also represent the intelligence and hard work of the students. The methods of teaching which enable the students to gain high marks, are usually appreciated. In this connection, according to Khattak (2012), peer tutoring is the method which can improve academic learning.

Among different approaches of instruction, peer tutoring is the economical method which could enhance the rate of academic achievements of students and may easily fulfil individual needs of the students (Mushtaq & Khan, 2010). As mentioned by (Galaviz, 2009; Smith, 2010), peer tutoring should not be allowed unsupervised and without planning; hence, the researcher conducted the study in a supervised and controlled environment.

Literature Review

The phenomenon of learning is under discussion from the last 2000 years ago. The members of different schools of thought have explained this phenomenon through logical justification which causes the development of concepts of empiricism and rationalism (Hammond, Austin, Orcutt, & Rosso, 2001). According to the theory of Skinner, the learning of an individual can be conditioned with some external stimulus. Teacher can condition the learning of students by linking their learning with some external stimulus and controlling other unrelated stimuli. On the basis of this theory the performance of the participants of peer tutoring can be improved by rewarding good performers or making pairs of two friends who have emotional attachment with each other (Redzuan, Botty & Shahrill 2014).

Piaget advocated that children learn new things by adaptation, using their background knowledge (Blake & Pope, 2008). According to his theory, children's knowledge construct is shaped by adjusting the new information in the frame of knowledge which is already available in their minds. According to the theory, tutor/mentor/teacher should manage the learning like a make-up designer or stage-sitter to polish and enhance skills of the learners. The learners should be allowed to fully participate in the learning process in which they can use their cognitive abilities; however, teaching everything hinders creativity. Piaget had given the name of reconstruction to the learning process (Lutz & Huitt, 2004). Piaget's theory favours the learning of tutors as well as tutees during their involvement in the preparatory sessions of peer tutoring in the pre and post-tests. According to Rizvi (2012), in the interactive sessions, peer tutoring improves the planning skills and the cognitive competence of both tutors and tutees accordingly.

Vygotsky supported peer tutoring implicitly. In his short life, he introduced the three zones of intellectual development and the theory of socio-culture. He advocated that peer tutoring is an effective approach in the zone of proximal development. He further affirmed that the zone of proximal development is usually described as, "*the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer*". He also stressed upon the importance of culture, social interaction and historical background in their significant role in developing the intellectual abilities (Blake & Pope, 2008). The zone of proximal development manifests the level of learning ability in which the students need scaffolding, which may be provided by an experienced colleague or a teacher. Vygotsky proclaims when children are engaged with colleagues better in intellectual abilities within the zone of proximal development, they may easily internalize the concepts as compare to learning through instruction passively (Shabani,

Khatib, & Ebadi, 2010). That is the reason that Vygotsky supported peer tutoring as a useful approach for tutees as well as for tutors. Vygotsky also acknowledged that peer tutoring does well in case of children having some problems or disabilities when engaged with more competent partners (Ali, Anwer, & Jaffar, 2015). Vygotsky further classified the children into three categories on the basis of individual differences (Vygotsky, 1987). According to him, one group of students represent those who may easily comprehend the lecture and do not need any further assistance. Such students are grouped in the zone of actual development. Second group of students are those who cannot pick the idea of lecture from teacher and needs some further assistance. Such students are grouped in the zone of proximal development. Vygotsky recommended peer tutoring, home tuition and group discussion for this group of students (Daniels, 2016). Here peer tutoring is beneficial for both tutor and tutees. The cognition of the tutors is developed by preparation of lesson and responding to the tutees' questions while the learning of the tutees is developed in the shape of providing opportunities for free discussions and asking questions. The third group of students are those who are incapable to understand something even with the provision of external help. These students are grouped in the zone of no development (Mehra & Mondal, 2005).

Mehra and Mondal (2005) studied the influence of peer tutoring with reference to the academic efficiency in relation to knowledge and comprehension stages of learning in the subject of science of grade 9th students. According to the researchers peer tutoring is the strategy which can address the individual needs of the learner. Peer tutoring was proved useful in promoting the knowledge and comprehension levels of cognitive domain. Vogel, Fresko and Wertheim (2007) carried out a descriptive study on tutoring in Israel by collecting responses from college and university students with disabilities. The study discovered that both tutors and tutees were faced with problems of attention and coordination. The researcher found the tutees satisfied with the process of tutoring for the preparation of examination; but the tutors complained about some issues due to lack of appropriate skills. The study supported the findings of other researchers that peer tutoring can enhance academic efficiency in the stages of cognition.

According to Kiuru (2008) when the members in peer tutoring belong to same age and grade, they show resemblance in the selection of course contents, educational achievements and other activities in life. In contrast, students of dissimilar attributes are less advantageous in both educational and social context. Smith (2010) worked on the significance of peer in the life of children. Observation, discussion and interview were used for data collection. It was found that young tutors effectively played their roles and used different methods and tactics for satisfying their tutees but discipline problems were observed because of loose management. Brost (2011) examined the programme of peer tutoring in the Technical college of Chippewa Valley in Claire. It was concluded from the study that programme of peer tutoring was found effective and can further be improved by devising proper structure and prior planning on the part of tutors or management. According to Holecek (2012), the learning of basic mathematics can be improved in children having cognitive disabilities by providing tutors from upper grades having command on mathematics.

Rizve (2012), proved experimentally in the light Vygotsky theory that the academic learning of children within the zone of proximal development can be enhanced if they are provided with peer tutoring. Ezenwosu and Nworgu (2013) also reached the same results; however, their findings supported male students. Reitz, et al., (2014) showed the role of peers in the personality

development. The researchers also claimed that existed variations in personality of individuals are also caused by peer relations. The researchers supported their claim by providing authentic empirical studies. Through the strategy of scaffolding in the shape of peer tutoring by 7th grade students, it was observed that the students of the 5th grade performed better in the comprehension and understanding of English literature. The researchers also observed a positive change in attitude and participation rate towards learning (Haider & Yasmin, 2015).

Similarly, Abdelkarim and Abuiyada (2016) examined the achievement scores in mathematics through peer tutoring of the female undergraduate students of Dhofar university Oman. The experimental group delivered better score after having being engaged in peer tutoring in contrast to the control group; hence, unlike traditional approaches, the effectiveness of peer tutoring as an instructional startegy was proved.

Considering the aforementioned discussions, the study was designed to investigate and thus determine how effective peer tutoring was effective in connection to the academic achievements of tutors and tutees with regards to three levels "*knowledge, comprehension and application*" of the cognitive domain so as to achieve the following objectives and test the related hypotheses.

Study Objectives

1. To investigate the effectiveness of peer tutoring on the academic accomplishments of tutors and tutees with reference to "*knowledge*" level of the cognitive domain of Bloom taxonomy.
2. To inspect the effectiveness of peer tutoring on the academic attainment of tutors and tutees with regard to "*comprehension and application*" level of the cognitive domain of Bloom taxonomy.
3. To determine the effectiveness of peer tutoring on the academic accomplishment of tutors and tutees with regard to "*application*" level of the cognitive domain of Bloom taxonomy.

Hypotheses

The following hypotheses were developed for testing the above objectives;

- H₀1: No significant effect of peer tutoring is observed on the academic accomplishments of tutors and tutees with respect to "*knowledge*" level of cognitive domain.
- H₀2: No significant effect of peer tutoring is noted on the academic attainments of tutors and tutees with regard to "*comprehension*" level of cognitive domain.
- H₀3: No significant effect of peer tutoring is noted on the academic accomplishments of tutors and tutees with regard to "*application*" level of cognitive domain.

Method

Design

Since the study was experimental, hence, pre-test post-test equivalent group design was utilized. This design was selected to reduce other peripheral threats to the treatment (Creswell, 2015).

Population

433405 boy students of 10th grade of secondary level of the province of Khyber Pakhtunkhwa (EMIS, 2015) constituted the population of the study

Sample

ANSI, a higher secondary school in private sector in district Mardan was chosen as site for the study. The selection of school was based on the personal relation of the researcher with administration and partly because the study was experimental which involved disturbance of normal setup for six weeks, and thus no other school was agreed to allow this scenario. There were round about 110 students studying in grade 10th in four sections, 10th Green, 10th Yellow, 10th Blue, and 10th White. The administrator of the school permitted the researcher for his experiment in two classes, 10th Green and 10th Yellow to avoid disturbance of the whole section. Forty seven students were studying in these two sections while seven students decline to participate. So forty 40 participants were left and were agreed to participate as sample of the study. Then on the basis of the scores of pre-tests and through pair random sampling, the sample was divided into two groups (experimental and control group) of equal nature. Both groups were divided further into two groups on their median scores' basis i.e. one group above the median and another below the median. Thus, two groups: the group of low achievers and the group of high achievers were formed. High achievers of the investigational group were nominated as tutors while low achievers were assigned the roles of tutees. Tutors were given proper instruction and training on the basis of the nature of contents to be presented for treatment.

Research Instruments

Data (prior to treatment) was collected through pre-test which was developed in the already taught contents. Its reliability was calculated through split half method which was 0.92. Similarly, after the treatment, further data was collected through post-test. Its reliability was 0.70 which was considered satisfactory. It was ensured that these tests were in line with the three target levels of cognitive domain of the said taxonomy.

Treatment

After group-formation, experimental group was exposed to peer tutoring on one hand and control group was being taught using the method of lecture demonstration on the other hand. The contents of the tutoring sessions were taught one day earlier to the tutors by the same instructor, who also taught to control group. 30 lesson plans were developed in advance in the three chapters (Inheritance, Biotechnology and Man and his Environment) of 10th grade biology. Every session was planned and organized by the researcher to avoid misbehaviours of the students. In order to avoid the effects of extraneous variables, other activities of students' assessments were suspended in the whole period of treatment. After completion of treatment period, post-test was conducted from both groups.

Data Collection

Pre-tests were taken from the participants before conduction of treatment. Their scores were organized in descending order. The sample was then split into the same groups through pair random technique. A period of seven weeks was utilized as treatment phase by the students of experimental group during their involvement in peer tutoring. The teachers taught the control group through lecture demonstration method for the same period. Post-tests were taken from both the groups at the end of treatment so as to measure and assess the effectiveness of peer tutoring.

Analysis of Data

Data obtained from post-test were analysed through independent sample t-test.

Results

The data obtained from post-test were analysed statistically through independent sample t-test and 0.05 was set as level of significance.

Table 1

Effect of peer tutoring with regard to tutors' knowledge level of cognitive domain

GROUP	N	Mean	S D	SE _D	T-value
Investigational	10	22.3	2.66		
Control	10	18.1	4.44	1.63	2.56

df = 18 table value at 0.05= 2.101

The higher mean score of the investigational group is an indication of the better performance of their tutors in connection to the level of knowledge. On the basis of standard deviation, the investigational group highlights less variation in contrast to the control group. The higher calculated t-value is an indication of the rejection of the null hypothesis.

Table 2

Effect of peer tutoring with regard to tutors' comprehension level of cognitive domain

GROUP	N	Mean	S D	SE _D	T-value
Investigational	10	8.8	1.81		
Control	10	8.3	1.05	0.66	0.75

df = 18 table value at 0.05= 2.101

The mean values (8.80) and (8.3) shown by the investigational group and the control group respectively, highlights a negligible difference in connection to the comprehension levels of the two groups. On the basis of standard deviation, the control group highlights less variation. The less calculated t-value supports the null hypothesis.

Table 3

Effect of peer tutoring with respect to tutors' application level of cognitive domain

GROUPS	N	Mean	S D	SE _D	T-value
Investigational	10	8.2	2.34		
Control	10	5.6	2.45	1.07	2.42

df = 18 table value at 0.05= 2.101

The higher mean value of investigational group portrays that their tutors performed well in the academic ability with regards to level of application of the cognitive realm. The value of standard deviation indicates that experimental group revealed less variation than its opposite group. The higher calculated t-value supports the rejection of null hypothesis.

investigational group were exposed to peer tutoring while that of the control group were taught through the method of lecture demonstration. The treatment was continued for seven weeks. Post-test was conducted soon after completion of treatment from both groups. Post-tests data and its values were obtained through t-test at the level of significance (0.05).

H₀ 1: The t-value 2.56 > 2.101 (table value), in table No.1 revealed that there was a significant variation between high achievers and tutors with regards to knowledge level of cognitive domain after treatment; hence, the null hypothesis was rejected. These findings may be matched with Mehra and Mondal (2005). Similarly in case of tutees and low achievers in table No.4 the null hypothesis may be rejected as a result of t-value 3.65 > 2.101 (table value), which shows that the variation between tutees and low achievers in the academic attainment with respect to "*knowledge*" level of cognitive domain was significant after treatment. The same findings were also exhibited by Mehra and Mondal (2005).

H₀ 2: The hypothesis which claims negation was accepted on the basis of inferential statistics (0.75 < 2.101) as shown in table No.2. This result shows that the difference between tutors and high achievers in the academic achievement with respect to "*comprehension*" level after treatment was not significant. While in case of tutees and low achievers, the null hypothesis was rejected as table 5 shows t-value 3.5 > 2.101 (table value). This leads to the difference between tutees and low achievers after treatment was significant with regard to "*comprehension*" level of cognitive domain. Mehra and Mondal (2005) was also in favour of this findings.

H₀ 3: The t-value 2.42 > 2.101 (table value) as shown in table No.3 is significant enough to reject the null hypothesis. This consequence leads to the statement that the difference between tutors and high achievers after treatment was significant with regards to "*application*" level of cognitive domain. Contrary, the hypothesis which claims negation, was accepted on the basis of inferential statistics (2.06 < 2.101) shown in table No.6. Hence it is revealed that there is difference between the academic performance of the low achievers and tutees with respect to "*application*" level after treatment was not significant.

Conclusions

The findings of the study resulted in the following conclusions;

1. The tutors of investigational group and the good performers of control group were determined equivalent as no substantial difference was noted in their pre-test- scores of achievements.
2. Similarly, the results of t-statistics of pre-test scores lead us to the inferences that low performers of both groups declared equivalent as no significant differences were noted.
3. A significant high elevation was noted in academic scores of the tutors of the experimental group after treatment in post-test with respect to the knowledge level and application level of the cognitive domain as compare to high achievers of the control; thus, the significant role played by peer tutoring in enhancing the knowledge as well as the application ability of the students was determined.
4. No clear elevation was noted between tutors of the investigational group and high achievers of the control group in the level of comprehension. Thus, it may be concluded that treatment sessions of tutoring among peers did not have a significant effect on the development of comprehension ability of the tutors.

5. Likewise, a significant promotion was noted in academic performance of tutees after sessions of peer tutoring in the post-test scores in the level of knowledge and comprehension of cognitive domain as compare to less achievers of the control group; thus, the significant role played by peer tutoring in enhancing the academic performance of tutees with regards to knowledge and comprehension levels showed improvement. However, there was no significant elevation shown between the low achievers of the control group and those of the experimental group that led to the conclusion that there was no considerable role of peer tutoring in promoting the application competence of the peer tutees.

Recommendations

The following recommendations are enlisted on the basis of conclusions:

1. The findings revealed that peer tutoring promotes academic performance; hence, it is suggested that it may be incorporated in the process of the learning experiences of students so that their academic efficiency is enhanced.
2. It is further recommended that during classroom instruction, students of low academic performance may be paired with students of good performance for long sessions so that the formers are guided and tutored properly.
3. The effect of peer tutoring was not found significantly effective in the development of comprehension level of the tutors and application level of the tutees; therefore, the future researchers may focus on this area for an in-depth re-investigation.
4. The study investigated the academic efficiencies of tutors and tutees only; further such study may be conducted focusing the impact of peer tutoring on motivation, vocabulary enhancement and social efficiencies of the students.
5. Similarly, the current study focused only male participants; hence, additional studies are recommended for exploring the influence of peer tutoring targeting female and population of diverse levels.

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Social consequences of wife-battering in Ogbaru and Onitsha North Local Government Areas of Anambra State, Nigeria

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Domestic violence is gaining increasing notoriety in Nigeria, yet, it is treated with little importance. This could be attributed to a number of reasons; one of which is underreporting. This article examines the social consequences of wife-battering in Ogbaru and Onitsha North LGAs of Anambra State, Nigeria. Using qualitative and quantitative research approaches, a sample of 364 respondents comprising of 196 males and 168 females was drawn from Anambra State. The study adopted multi-stage and purposive sampling techniques in reaching the respondents. The quantitative data were analyzed using percentages, while thematic method of analysis was employed in the qualitative data. We found out and argue in this paper that wife-battering causes divorce, miscarriage, and children growing up to be aggressive. This paper proposes the need for emotionally incompatible couples to be allowed to get divorce. Also, the study calls for the government to encourage battered wives and children to get emotionally stabilized by establishing marriage counseling units in the communities that make up the Local Government Areas. And the units should make use of the services of personality psychologists and social workers.

Keywords: Divorce, Miscarriage, Nagging, Social-consequences, Wife-battering.

Most traditional African societies are patriarchal in structure, and women's place is decidedly subordinated (Olanuji, 2017; Agbogu & Ibekwe, 2015; Bowman, 2003). The institutionalization of this inequality is pervasive in the African indigenous law where the rights of women to inherit their husbands' properties are not recognized. Onwe, Odio and Eze (2019); Bowman (2003) argued that economic abuse is strongly supported by the power of the extended family over

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married couple's and the universal institution of bride price. Socially, bride price is often interpreted as man's power over what he has bought. Hence, it confers on the man exclusive sexual right over his wife. A woman is disadvantaged in this regard. This is a source of wife-battering which Igbo culture tolerates. In other words, this double standard of culture traditionally justified men to have extra marital affairs which women are not allowed to have (Gurmu & Endale, 2017; Hassan, Seedhom & Mahfouz, 2016; Abrahams, Jewkes & Laubsher, 1999; Ezuma, 2003).

Patriarchy is usually recreated, validated and sustained by male-child preference. In Igbo society, quest for a son and the inability to have one makes a man in this regard to feel relatively deprived. Some can be aggressive and even blame their wives for the shortcomings. In such case, battering can ensue at the slightest provocation. A case at sight is that of the researchers' friend in the neighbourhood whose husband usually beats and calls a witch, and accuses her of wanting to close his lineage, because she has not given birth to a male child. More so, an urban area like Onitsha North, as a center of intermingling of cultures, exposes couples to conflicting social roles, especially in the norms of traditional spousal engagements and expectations in food habits, dress codes, spatial behaviours, relationship with the out-group etc. When these are violated or not in conformity with the expected standard, they become sources of wife-battering.

Furthermore, in this era of globalization, the emergence of social media as one of the components of social relations of production has dwarfed the social distances between families and their significant others. Text messages, E-mails, Facebook, Tweeter, WhatsApp etc have been associated with conflict among couples. Jung (2013) in agreement with Krafsky and Jason (2013) opined that social networking sites such as Whatsap and Zoom allow people to find and connect with each other. However, such easy connection can also have its downsides such as lack of privacy. Some husbands frown at their wives communicating with males through social media. Thus, it creates environment for suspicion, jealousy and gossip which could lead to wife-battering.

Economically, the search for greener pasture has led to labour migration, different residential space for couples and even emergence of third parties that threaten family cohesiveness, thus leading to battering. Owo (1994) in Ebisi (2016) observed that the migration of people from villages to urban areas produces a radical change in the family structure. Families now go to work and no longer exist as a single working unit which is based on collective consciousness, but everyone works differently. This is a shift from the traditional (mechanical) society to the organic (complex) industrial and digitalized one. The base for global integration is at the moment, functionally interdependent on division of labour and emergence of social media (like Facebook, WhatsApp, Twitter etc). These can be seen as contributing factors to wife-battering.

To Bowman (2003), many of the quarrels in homes are occasioned by social change and inability of couples to adjust to its demands. For instance, quarrels erupt because of the inability of some men in the modern economy to support their families; women growing independence as they engage in other roles that often interfere with their domestic chores. He further posited that migration and urbanization have brought many families and individuals in Africa into alienated lifestyles, unlike what was obtainable in the traditional settings. In addition, with increasing urbanization, couples live far from their families of origin, who traditionally mediate in domestic violence disputes, that is, the influences of the family and the elders over its members are weakening as some of its members enter the cash economy and are thus not as dependent economically as they were in traditional society. Consequently, this leads to violence in the home as the relatives are not

close to summon and mediate between couples when issues arise, but rather the learned few among them may utilize the social media to intercede. Consequently, this medium of intervention cannot be equated to physical mediation, where emotions could be expressed.

Economic dependence has an alienating effect on its victims. An economically empowered woman can be battered by her husband for asserting some rights. Considering the high rate of unemployment and displacement of workers in most sectors, a man's loss of means of livelihood and the tendency of depending on his wife can be emotionally disturbing. It can also lead to displaced aggression in form of wife-battering. Adegoke and Esere (2013) Fakunmoju, Bammeke, Oyekanmi, Temilola and George (2016) argued that unemployment could provide the "trigger point" for violent situations in the home. They noted that "with the problems in the country and unemployment being as high as it is and the associated financial problems, the pressures within family life are far greater. When families go through difficulties, when a man loses his job or has financial problems, it can escalate and lead to alcohol or drug abuse. Quite often, violence can follow from that and become an added stress that can push spouses to the breaking point" (Fakunmoju, Bammeke, Oyekanmi, Temilola & George, 2016:24; Adegoke & Esere, 2013:6).

Infidelity is often associated with Greek gifts, monetary exchange etc. A spouse, especially the wife that usually gets gifts, money or even free ride from male friends (acquaintances) is more likely to be battered by her husband. Such is likely to create suspicion, lack of trust and wife battering. Ikenna (2006) Emegwa, Lawoko and Jansson (2016) reported that a mother of two was beaten in Onitsha and asked to go back to her parents' house just because of her colleague (a man) that stays in the neighbourhood who usually assists by giving her a ride back home. She ignored her husband's warning about her relationship with the colleague.

Unarguably, wife-battering is prevalent in Nigeria; and in various homes, women are battered regularly by their husbands but hardly do they report the abuses because in some cases they are further humiliated by their families, security agents and society at large because they argue that it is a marital affair. It is in view of the above observations that this study seeks to examine the social-consequences of wife battering in Ogbaru and Onitsha North Local Government Areas of Anambra State, Nigeria.

Theoretical prediction: the feminist model

Notable proponents of feminist model are Simone De Beauvoir (1970), Betty Friedan (1963), Althusser (1971), Brownmiller (1976), Smart and Smart (1978). Worthy of note here also are Elizabeth Stanton and Susan Anthony whose struggles led to the formation of National Women Suffrage Association (NWSA) in the 20's that marked the emergence of modern feminism (Charles, 2010). Feminist model states that the men-women relationship has always been unequal and oppressive. And in all patriarchal societies, men have always dominated women. Feminism is an intellectual movement which predicated its thrust on the belief that women should not be discriminated against but should have equal rights and opportunities with their men counterparts all over the world (Charles, 2010). According to Ritzer and Stepnisky (2014), the presence of women is today seen and felt in most social situations. Brownmiller (1976); Smart and Smart (1975) believed that until the advent of the feminist movement, the abuse of women was seen to be largely rooted in biological sex differences. De Beauvoir (1970); Oakley (1981) and Richardson (1981) argued that these biologically determined sex differences were held to take expression in a masculinity characterized by dominance, aggression and sexual appetite, and a femininity characterized by passivity, dependence, and contradictory qualities of seductiveness and modesty.

Mina (1986); Gould (1988) and Vogelmann (1990) argued that this biologically rooted explanation of domestic violence by men against women went long unabated until the 1960's when the feminist movement came to challenge the determinist biological perspective by exposing the degree to which it is socially constructed and serves to maintain patriarchal social order. However, much of this ideology still holds today in terms of popular belief (Oli, 2012). Walker (1996) and Ezeah (2013) argued that society holds the false belief that women are by nature less intellectual and physically less capable than men, thus it tends to discriminate against women. In the language of Daly (1978) and Dworkin (1981), the basic division in all societies is between men and women. The duo further argued that men are the oppressors of women in patriarchal societies. This form of oppression involves class, imperialist oppression and colour. They also see women's role in reproduction as both motivating and enabling men dominate them and the wish of men to control women's sexual availability and to exploit the female folk through unpaid domestic works at home.

Thus, Smart and Smart (1978); Barret (1980) and Rorbaugh (1981) argued that domestic violence is an inevitable consequence of the power differentials inherent in a patriarchal society and serves as a means of social control over the women. Furthermore, Althusser (1971) maintained that domestic violence has its roots in a socially and politically structured gender system, which has been institutionalized and is lived out by men and women as if it was a "natural" aspect of their identity. However, feminist theorists argued that domestic violence can be eradicated through a structural change in gender relations at all levels (Nnonyelum, 2014; Charles, 2010; Scott & Schwartz, 2006; Chinweizu, 1990).

In this context, feminist theory has created a new branch of critical social theory. It has forged the much-desired interdisciplinary cooperation and integration of knowledge by combining the macro and micro perspectives of social order to understanding of women underdevelopment (Charles, 2010). More attention is now given to the role of history and culture in finding solution to socially inflicted gender issues. Sex or gender stereotyping has been brought to the fore and condemned to the extent that more attention is given to women and their integration into politics, economy and religion.

Method

Study design and location

The study adopted a cross-sectional survey research design. This design was used because it can accurately gather necessary information within a limited timeframe on large sample. The design is economical and focuses on studying large and small populations with emphasis on relative incidence, distribution and interrelations of sociological and psychological variables (Isangedighi, Joshua, Asim, & Ekuri, 2014). The study was conducted in Onitsha North and Ogbaru LGAs of Anambra State, Nigeria.

Participants and procedures

The target population for this study was 349,235 which comprised of 182,714 males and 166,521 females. Of this population, 125,918 are from Onitsha North Local Government while 223,317 are from Ogbaru Local Government (National Population Commission, 2006). Using Alien Taro Yamane (1967) method of sample size determination, with a 95% confidence level and level of maximum variability ($P = 0.05$), a sample of 400 was computed—out of which—364 respondents were used after data collation, gleaning, cleansing and analysis.

The multi-stage sampling technique was adopted in the selection of respondents from the communities, villages, streets and households. Multi-stage method is relevant to this study because the population is made up of several clusters. The researchers clustered Anambra State into her 21 LGAs which were further grouped into urban and rural LGAs. From this categorization, two LGAs were selected. In this light, Onitsha North LGA was purposively selected from the urban LGA, while Ogbaru LGA was purposively selected from the rural LGA.

Data Collection and Procedures

In this study, we adopted quantitative and qualitative approaches in data collection. The instruments for data collection were structured questionnaire and unstructured In-Depth Interview. The instruments were administered by four researchers. The researchers were postgraduate students in Sociology Department, Nnamdi Azikiwe University, Awka who have fair knowledge and skills required for Social Science researches. The researchers were trained on the objectives of the research, particularly issues concerning wife-battering. Participation in the research was risk-free, anonymous, voluntary, confidential and based on informed consent of all participants. Out of 400 questionnaires distributed, 364 were returned; 19 of them were not properly completed and thus were rejected while 17 were not returned. Thus, we had a total of 364 copies for analysis. In order to complement data generated through questionnaire instrument, in-depth interviews were conducted on 10 participants - 5 male and 5 female participants respectively. Each respondent's interview lasted between 33 and 80 minutes. The interview was recorded with tape-recorder and handwritten notes.

Data Analysis

Both qualitative and quantitative components of the data collected were subjected to scrutiny before cleansing, coding and analysis. The quantitative data analysis was performed using International Business Machine (IBM) Statistical Packages for Social Sciences (SPSS). The results of IBM SPSS were further analyzed, interpreted and organized using tables, frequencies and charts. The qualitative data were analyzed using manual thematic method, where the responses were transcribed with some catchy phrases retained in their original versions and contexts in the form of extracts or excerpts (see the result section for details).

Results

Table 1

Respondents' Distribution by Socio-Demographic Characteristics (n=364)

Variables	Frequency (F)	Percentage (%)	Mean
L. G. As			
Onitsha North	184	50.5	
Ogbaru	180	49.5	
Total	364	100	
Gender			
Male	196	53.8	
Female	168	46.2	
Total	364	100	
Age(Years)			
20–30	72	19.8	
31-40	84	23.1	

41-50	75	20.6	44.49
51-60	58	15.9	
61-70	45	12.4	
71 & Above	30	8.2	
Total	364	100	
Residence			
Rural	180	49.5	
Urban	184	50.5	
Total	364	100	
Marital Statues			
Married	166	45.6	
Divorced	82	22.5	
Separated	94	25.8	
Widowed	22	6.0	
Total	364	100	
Educational Level			
No Formal Education	45	12.4	
FSLC	60	16.5	
SSCE/GCE	88	24.5	
NCE/OND	81	22.3	
HND/BSc	64	17.6	
MSc/PhD	26	7.1	
Total	364	100	
Occupation			
Unemployed	45	12.4	
Student	30	8.2	
Apprentice	30	8.2	
Farming	54	14.8	
Civil Servant	95	26.1	
Business/Trading	105	28.8	
Other	5	1.4	
Total	364	100	
Religious Affiliation			
Christians	344	94.5	
Moslems	7	1.9	
Traditional African	13	3.6	
Religion	364	100	
Total			

Source: Field Survey, 2019

Table 1 shows that 184 (50.5%) of the respondents were residing in Onitsha North, only 180 (49.5%) reside in Ogbaru. On their gender, 196(53.8%) were males while 164 (46.2%) were females. The mean age (x) of the study participants is 44, this is very normal because at this age a normal Igbo person is

expected to have become married. Also, majority of the respondents 184(50.4%) were urban dwellers, while 180(49.5%) were rural dwellers. 166(45.6%) were married, 94(25.8%) separated, 82(22.5%) and 22(6.0%) were divorced and widowed respectively. However, the educational level of the highest participants was found to be SSCE/GCE 88(24.5%). This is followed by 81(22.3%) that had NCE/OND. The table also shows that 105(28.8%) participants were traders. This may be based on the fact that Anambra state is the centre of economic activities of the south-east Nigeria and beyond. Lastly, majority of the participants were Christians 334(94.5%), and few participants belong to other religion. It is not strange or surprising having close to 95% of the respondents as Christians since the study was conducted in a state which is predominantly Christian State.

Table 2

Respondents' Distribution by their Opinion on the Prevailing Social Consequences of Wife Battering in the study areas

Social Consequences of wife battering	Onitsha North		Ogbaru		Total
	F	%	F	%	
Body Injury	11	2.6	14	4.3	25
Death	10	3.0	4	.8	14
Miscarriage	17	5.0	16	4.1	33
Divorce/Separation	22	6.9	9	1.6	31
Nagging	20	5.1	36	10.0	55
Disunity or Lack of Love in the home	28	6.7	31	9.4	60
Stigmatization	6	1.8	14	3.7	20
Suicide/ Suicidal Attempt	9	2.3	3	1.5	12
Reprisal Beating	35	9.5	16	4.5	51
Children Poor Performance in School	8	1.9	12	3.1	20
Children Growing Up to be Aggressive/Batterers	6	1.8	14	3.7	20
Arrest and Detention of Batterers	12	3.9	11	2.4	23
Total	184	50.5	180	49.0	364

Source: 2019 Field Survey

Table 2 shows what the respondents consider as the social consequences of wife-battering in their areas. Respondents in Ogbaru LGA 36(10.0%) and 20(5.1%) Onitsha North LGA identified nagging as the leading social consequence of wife battering. This finding is in line with Onwe, Odio and Eze (2019); Okemgbo, Omideyi and Odimegwu (2002); and Herbert (1987) who observed that nagging wives are beaten by their husbands most often. Reprisal beating was identified by 35(9.5%) in Onitsha North LGA, 16(4.5%) in Ogbaru LGA. This is in line with findings of Olatunji (2017); Ebisi (2016); Ajayi (2015); Igbokwe (2013); Luckson (2013); Llika (2005) and Hindin (2003) when they observed that conservative culture reinforces revenge beating that plays into gender-based violence. This was followed by 31(9.4%) in Ogbaru LGA and 28(6.7%) in Onitsha North LGA who were of the view that disunity and lack of love is also a factor. This confirms the findings by Abolarin (2014); Adebayo (2014); Agbogu and Igbokwe (2015) when they noted that lack of love elevates the risk of domestic violence. Other social consequences include divorce 22(6.9%) in Onitsha North LGA, 9(.16%) in Ogbaru LGA, while miscarriage was identified by 17 (5.0%) in Onitsha North LGA and 16(4.1%) in Ogbaru LGA. Children growing up to be aggressive and batterers were identified by 14(3.7%) in Ogbaru LGA and 6(1.8%) in Onitsha North LGA. This is in dissonance with Abayomi and Olabode (2013) who noted that domestic violence leads to deaths and dissolution of marriages.

Further still, stigmatization was identified by 14(3.7%) in Ogbaru LGA and 6(1.8%) in Onitsha North LGA, arrest and detention of batterers was revealed by 12(3.9) in Onitsha North LGA and

11(2.4%) in Ogbaru LGA. Body injury was identified by 11 (2.6%) in Onitsha North LGA and 14 (4.3%) in Ogbaru LGA. Death was identified by 10(3.0%) in Onitsha North LGA and 4(.8%) in Ogbaru LGA, suicide and suicidal attempts was identified by 9(2.3%) in Onitsha North LGA and 3(1.5%) in Ogbaru LGA. Children poor performance in schools was identified by 8(1.9%) in Onitsha North LGA and 12(3.1%) in Ogbaru LGA. This is in consonance with Young-Bruehl (2012) who noted that children and young persons who witness domestic violence live in constant fear, suffer self-blame and more likely to be child abuse victims.

An IDI interviewee stated thus;

“The social consequences are so many. Let me talk of one I think women are beginning to experience in this generation. But let me ask you madam, you’re a married woman, if your husband turns you into a punching bag every night won’t you run away? (*Both laugh*). You see that’s the truth, run away for your dear life. Divorce or at least separation from him is the only rational thing to do. So maybe that is why we are having increased incidence of divorce and separation. Unlike before, our ladies are more enlightened now” (IDI: School principal, Ogbaru).

However, another IDI participant had a different view.

“As a teacher with several years of experience let me tell you something I have observed, madam. You see most of these kids coming from homes characterized by incidence of wife battering, are usually very violent especially to their female classmates. They always act violently by bullying, fighting and using derogatory language on the females. The females from such homes too are usually aggressive and violent. In general, their academic performance is nothing to write home about. What happens at home affects the children” (IDI: school principal, Onitsha North).

Another IDI respondent stated thus;

“The social consequences are many oh. Sometimes a spouse may even die as a result of the battering. In this my palace, I and my cabinet members are even affected because most times some of these people will start fighting in our presence and we would have to separate fights. You know somehow somebody may take a punch meant for another, especially the uncontrollable ones. We are persistently confronted with settling this kind of family dispute. I even feel tired in some cases. Honestly, it is not a palatable phenomenon” (IDI: Igwe, Onitsha North).

From the findings, nagging is the most prevailing social consequence of wife-battering in the study areas. The study revealed that 36(10.0%) in Ogbaru LGA and 20(5.1%) in Onitsha North LGA identified nagging as the leading social consequence of wife battering. This was followed by reprisal beating 35(9.5%) in Onitsha North LGA and 16(4.5%) in Ogbaru LGA, while 31(9.4%) in Ogbaru LGA and 28(6.7%) in Onitsha North LGA were of the view that disunity and lack of love is also a factor. Other social consequences include divorce 22(6.9%) in Onitsha North LGA and 9(.16%) in Ogbaru LGA, while miscarriage was identified by 17 (5.0%) in Onitsha North LGA and 16(4.1%) in Ogbaru LGA. Children growing up to be aggressive and batterers was identified by 14(3.7%) in Ogbaru LGA and 6(1.8%) in Onitsha North LGA. Further still, stigmatization was identified by 14(3.7%) in Ogbaru LGA and 6(1.8%) in Onitsha North LGA, arrest and detention of batterers was revealed by 12(3.9) in Onitsha North LGA and 11(2.4%) Ogbaru respondents, body injury was identified by 11 (2.6%) Onitsha North and 14 (4.3%) in Ogbaru LGA. Death was identified by 10(3.0%) in Onitsha North LGA and 4(.8%) in Ogbaru LGA, suicide and suicidal attempts was identified by 9(2.3%) in Onitsha North LGA

and 3(1.5%) Ogbaru LGA, children poor performance in school was identified by 8(1.9) in Onitsha North LGA and 12(3.1%) in Ogbaru LGA. These findings align with Gurmu and Endale (2017); Oyediran (2016); Igwe (2015); Chukwuma (2002); Ezeilo (2013); Kawu (2013) who separately found amongst others, that refusal of sex, disrespect and challenging of a man's authority, having too many engagements outside the home and less attention to children or domestic chores, as well as having or suspecting a wife's sexual relationship outside the home could cause a man to batter his wife. More so, the findings equally corroborate the views of Olumeri (2015); Umeh and Akpede (2012); Owo (1994) who discovered that inability to give birth to a child, especially a male child leads to battering. This is true in Nigeria and indeed, most patriarchal societies, where serious premium is placed on male children. Where this expectation is not met; procreation is perceived to have been doomed. Also, the findings corroborate the views of Olatunji (2017); Fakunmoju, Bammeke, Oyekanmi, Temilola and George (2016); Umeh and Akpede (2012); Bitangaro (1999); Pocock and Cram (2011); Osofsky (2013), Ezegebe, Anyanwu, Oyeoku and Abiogu (2013) who found nagging, disunity, divorce and body injury as consequences of wife-battering.

Test of hypothesis

Religious institutions are more likely to be most effective in settling wife-battering than non-religious institutions.

Table 3
Test of hypothesis

Religious Affiliation	Religion as effective mechanism of settling wife-battering		Total	χ^2
	Not-Effective	Effective		
Religious	134 (43.6%)	173 (56.4%)	307(100%)	$\chi^2 = 17.367$ (N = 364) df = 1 P< .001
Non-Religious	42 (73.7%)	15(26.3%)	57(100%)	
Total	176(48.4%)	188(51.6%)	364(100%)	

Source: Field Survey, 2019

Religious institution was found to be more effective in settling wife battering at p<.001 level of significance.

In other words, religious institutions are most effective in settling wife battering than non-religious institutions. This is possible in a highly religious society like Nigeria in general and Anambra State in particular where majority of the people perceive pastors, priests and other notable leaders in the church as the "mouth piece of God" and ready to adhere to their counsels.

Conclusion and recommendations

It was revealed by the study thatthe social determinants of wife-battering is associated with variables like denial of sex to a husband, infidelity (engaging in extra marital affairs), and inability of a woman to give birth to a male child. Others include lack of respect for the husband, online chatting with persons unknown to the husband, a woman's inability to cook for her husband etc. Also, findings from In-Depth Interview revealed that variables like anger and provocation, infidelity, wife disrespecting the husband, alcoholism etc are social determinants of wife-battering. More still, it was found out that the social consequences of wife-battering amongst others include reprisal beating and nagging. Others are disunity or lack of love in the home, body injury, miscarriage, divorce/ separation,

children growing up to be aggressive/batterers etc. Based on these findings, the study recommends the need for married couples to avoid issues that could result to nagging or disunity in the home. Also, emotionally incompatible couples should be allowed to get divorced. Finally, the government should encourage battered wives and children to get emotionally stabilized by establishing marriage counseling units in the communities that make up the Local Government Areas. And, that these units make use of the services of personality psychologists and social workers.

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Role of Sekola Islam and Pesantrens in Nation Building of Indonesia: An Analysis of the Perceptions of Alumni

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Republic of Indonesia is the largest archipelagic and Muslim majority country in the world comprising of various small and big islands. Almost 300 languages are spoken in the country, but Indonesians believe in '*Benika Tunggal Ika*' mean diversity is strength. Indonesian Islamic education system covets overall development of students' personality including the religious, cognitive, physical, emotional, physical and scientific aspects. This paper aims to explore the perceptions of alumni about contribution of Sekola Islam, Pesantren and Pandok in nation building of Indonesia. Paper is based on qualitative analysis of data collected through semi structured interviews with alumni of Sekola Islam, Pesantrens and Pandok. The results showed that Pesantrens, Sekola Islam and Pandok network of Islamic Education Institutions is root of education system and has played a significant role in nation building of Indonesia. Islamic Education Institutions have contributed for the religious, societal, economic and technological development of Indonesia and produced renowned leaders in the field of politics, religion and education.

Keywords: Islamic system of education, national development, nation building, madrasah, sekola Islam, pesantrens and pandok

Republic of Indonesia is largest archipelagic country consisting of 17508 islands and fourth most populous country of the world, sharing its borders with Singapore, New Guinea, Malaysia, Papua, Philippines, East Timor, and Australia. Population of Indonesia consists of various ethnic, linguistic and religious diversities (Portal Nasional Indonesia Republik, 2016). Since 7th century Indonesia is continuing business relationships with Subcontinent, China and many more countries. Before the spread of Islam, followers of Buddhist and Hindus were in majority in Indonesia (Government of Indonesia, 2016). Dutch ruled over Indonesia almost for 350 years. Indonesia got independence after Second World War during 1945.

During 1971, total literacy in Indonesia was 58%, urban 77% and rural 52%, during 2004 the adult literacy rate was about 88%, (male 93% female 83%) whereas, 9 years of basic education for 7 to 15 year age group is free and compulsory in the country. Indonesian Islamic education system Pesantrens, Pandok and Sekolah Islam covets spiritual, intellectual, emotional and physical

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2. Data collection, Report writing, data analysis

development of learners' personality. Act 20 about National Education System of Republic of Indonesia articulates to produce honourable citizens having faith in taqwa, possess good character, behave as independent, creative, democratic and responsible citizens who are having potential to contribute for national development (Anon, 2003). Similarly, Act 20 (2003) emphasized that education is planned and conscious endeavor to create a learning environment, where students should be actively involved in developing self potential to grow them spiritually and morally to enable them to serve the community and country. Education system ought to produce students who can respect followers of other religions and can develop a melodious relationship with the members of a diversified community (Anon, 2003).

Researcher was invited as guest speaker on the eve of national celebrations of Daruslam Gohntor. Researchers met with the alumni of Pesantrens, Sekola Islam and Daruslam Gohntor and observed that all students were very humble, submissive, cooperative, well mannered, well organized and extremely polite. Unique characteristics of Indonesian students motivated researchers to study the contribution made by Islamic religious schools in building of national character among Indonesians. Researcher visited Republic of Indonesia and studied the system of Pesantrens, *Pandok and Sekola Islam*. Researcher met with students and Alumni and closely observed the system and decided to study the views of alumni about the contribution made by Pesantrens, Pandok and Sekola Islam in Nation building of Indonesia.

Literature Review

A renowned Indonesian scholar Derajat (1992) writes that Islamic education is incessant effort to guide and care students to enable them have a clear understanding of basic principles of Islam and apply these principles in practical life. Indonesian students are taught how to make Islam their way of life to make their life happy in this world and the hereafter. Roslan et al., (2014), Islamic education system in Indonesia includes The Langgar system and Pesantrens system. The Langgar system is mosque centered while Pesantrens system is Islamic boarding schools. In Islamic society Mosque is not merely a place to worship, but a place to learn and practice Islam. Religious leaders are appointed as teachers in Langgar system are called Kiyai or Lebai. Students are taught writing and reading Arabic at the Langgar system, while, Arabic literature, Islamic jurisprudence, theology, history are taught at Pesantrens. Graduates of Pesantrens are considered as point of reference in Islamic matters and usually continue their tertiary education at Higher Education Institutes. Pesantrens inculcate characteristics of good preacher among students. Indonesian Madrasah system of education has become one of role model for all Muslim countries (Ma'zumi & Jakaria, 2012).

The teachings in *Pesentrens and Sekola Islam* have a long-lasting impact on students lives. (Tan, 2014). After 9/11 numerous reports have declared that Madrasahs are breeding terrorism, promoting violence and extremism by providing training and ground to youngsters for terrorist activities (Pohl, 2009). Abu Bakar Baasyir, one of renounced Muslim leader focused this issue and struggling to impose intense media scrutiny to escape the public perceptions (Mills, 2012). Pesantrens and Sekola Islam, have played a significant role in socio-economic development of Indonesia (Pohl, 2009). Almost 30% of Indonesian students attended Langgar system, *Pesantrens and Sekola Islam*. Almost 50,000 Pesantrens and Sekola Islam are functioning under the umbrella of Ministry of Religious Affairs (MORA) are not only dealing with the teaching of religious subjects but, also teaching conventional and general subjects to the students (Hays, 2008). Pesantrens and Sekola Islam system of education is parallel to main stream system of education. Raudhotul Atfaal and Bustanul Atfaal are working at kindergarten level, while Madrasah Ibtidaiya is working at primary

level. Likewise, Madrasah Tsanawiyah is working at junior high school level and system of Madrasah Aliyah are working at senior high school level (Umer & Qunli, 2006).

Unity in Diversity (Bhinneka Tunggal Ika)

The total area of Indonesia is 1910931 km² with 237 641 326 habitants, male 119 630 913 and female 118 010 413, the difference between male and female was about 1620500. Indonesian is the major language but 300 other languages are spoken in different islands of Indonesia. Instead of huge diversity Indonesians truly believe in unity in diversity (Bhinneka Tunggal Ika) (BBC, 2016). Interestingly the national motto of Indonesia is "Bhinneka Tunggal Ika", means diversity builds the country (Bakar, 2009). It is unique discernment; all developed countries conceived cultural diversity as strength and formulated policies to get benefits from multicultural groups. Detail about different chains of Islamic Religious Institutions functioning in Republic of Indonesia is as under.

Pandoks (Bamboo Hut religious schools)

Seeking knowledge is an integral part of Islamic culture and Mosques remained central learning centre in all Muslim communities. Similarly, Islamic teachings started in Indonesia in form of Quranic studies centered established in village mosques and prayer houses. Over time, different types of Islamic schools came into existence such as *Pesantrensor Pandoks* (bamboo hut) (Tan, 2014). Most of *Pandoks* are located in the countryside whereas, more *Sekolah Islam* exists in urban areas of Indonesia (Tan, 2014).

Pesantrens and Sekola Islam

Word 'Pesantren' is derived from the Sanskrit word (Sastri), means literate, or a student who is tagged with his teacher. *Sekolah Islam* system particularly exists in modern cities where middle-class families send their children to get education. At Pesantrens students are called santri, boarding facilities for students are available in all Pesantrens. The teachers appointed in 'Pesantrens' are called 'kiyais'. *Kiyais* are more than teachers. They are regarded as scholars & community leaders in Indonesia. Pesantrens aim to produce good Muslims; they do not share a single stance toward Islam or a position on secularism. About three million students are enrolled in Pesantrens and Sekola Islam (Jeffery, 2015). Dauer (2013) have a stance that word Pesantren is derived from hindi word Pesantren mean 'place for wise men'. *Pesantrens* are regarded as the oldest providers of Islamic education in Indonesia. Out of 50000, Madrasahs 16015 are *Pesantrens* whereas, 37,000 of them are day Madrasahs (*Sekola Islam*) (Tan, 2014). The enrolments trend in Pesantrens and Sekola Islam has been increasing since the late 1980s. Currently, about 5.7 million (13%) are enrolled in *Pesantrens, Pandok & Sekola Islam*, while, 44 million students are enrolled in the formal educational system (Afrianty, 2007, Azra, 2014).

Pesantrens, Pandok and Sekola Islam focused on teaching of Quran, Hadith, Islamic jurisprudence, Arabic grammar, Mysticism and social subjects. Pesantrens have produced many leaders in the field of education, religion, statesman even heroes such as Wahid Hashim, Hamka, Hasyim Muzadi, Mahfud MD (Ma'zumi & Jakaria, 2012). Almost 40,000 Pesantrens are functioning in Indonesia, 4,000 run by the state (AUSAID, 2007). 25,875 Pesantrens functioning in Indonesia (Agama, 2011). USAID and AUSAID invested 157 million dollars during 2004-05 to improve the quality of instructions in Pesantrens located in poor communities to bring them at par with public schools. AUSAID funded the professional development of English and Mathematics teachers

of Pesantrens (Sharp, 2005; Clarke & Feeny, 2007). *Pesantrens* usually begins at 6:45 am in the morning. Boys sit in front rows and girls in the back rows behind the boys. First fifteen minutes are devoted for prayer sessions; late comers have to spend extra time for prayer sessions usually held after lunch break (Jeffery, 2015)

Pesantrens are expanding network beyond secondary school level to enable students to participate in higher education. Pesantrens take initiatives for the betterment of community by providing health services or adoption of technology programmes. Similarly, these religious schools contribute in promoting religious tolerance among students and contributes for the economic development of Indonesia (Pohl 2009; Raihani, 2011, Dauer 2013). Since 1880, Pesantrens traditionally focused on junior and senior high schools for expansion of educational contents and pedagogic approaches. Pesantrens contribute to stop the extremism and to stabilize force in the Indonesian society (Dauer, 2013). Almost 20000 Pesantrens follow officially mandated government curricula or receive direct funding from the state. A distinctive feature of Pesantrens is the learning of classical Islamic commentaries known as “Kitab Kuning”. Pesantrens is supplement to general elementary education and offered vocational courses such as agricultural skills, vehicle repair and business enterprising. *Sekolah Islam* imparted education on general subjects eg science, history, social studies, and foreign languages. This system surpasses public schools by allocating more hours to religious instructions. *Sekolah Islam* combines a quality general education with Islamic ethos and morals (Tan, 2014).

Curriculum at Pesantrens & Sekola Islam

Pesantrens and *Sekola Islam* are integrated with the mainstream education and follows standards based curriculum set by the state and contributes more in character building of students. Curriculum being taught at *Pesantrens and Sekola Islam* has been refined many times to relate it with students’ personality. Pesantrens & *Sekola Islam* focused on spiritual, intellectual and emotional development of students. Teaching and learning in both systems is based on local needs of the community to improve students’ knowledge and skills. Effectiveness of teaching is determined through higher academic achievements (Ma’zumi & Jakaria, 2012). Interestingly six full time Madrasahs established by Indonesia are functioning in Singapore, and almost 4,000 students are pursuing their studies there (National Library Board, 2010). Until 1910 Pesantrens and *Sekola Islam* were only for male folk, but after 1910, several Pesantrens extended separate education facilities for girls folk. Similarly, all Madrasah opened their doors for female to enable them to participate in national development (Hefner & Zaman, 2007). In recent period number of adult female has increased in Pesantrens and *Sekola Islam*. In many Pesantrens & *Sekola Islam* number of female students is more than boys. In some cases percentage of girls is 55% while percentage of boys is 45%. Perhaps due to the reason that many parents believe that learning environment at Pesantrens & *Sekola Islam* is safer for their daughters.

National Development through Curriculum of Islamic Schools

During the regime of Hindia Belanda Indonesia strengthens Madrasah system when Dutch rulers implemented political morality in governing native people as the colonized citizen. Wachid Hasyim, renowned struggler was deeply involved in this proclamation. He asked first President of Indonesia to establish Ministry of Religious Affairs (MORA) to control all kinds of religious matters of the people. During 1950, the government admitted Madrasah as part of national education system, and was promoted on the analogy of mainstream system. Madrasah system is a part of mainstream system, consisting of pre-schools, elementary schools, secondary, and high schools. Madrasahs are

named in Arabic e.g, Raudhatul Athfal (preschool), Ibtidaiyah (elementary) Tsanawiyah (secondary) and Aliyah (higher).

Pesantrens & Sekola Islam are following national standards related to educational process, curriculum, learning outcome, qualification of teacher, learning process, learning assessment, school management, school facility and school finance. Standards are regulated by Ministry of Education and Culture. Madrasahs are also accredited by National Board of School Accreditation similar to formal public schools (Rosyada, 2016). Khawaja Zaheer Ahmed, Member of Asian Development Bank's Madrasah Education Development Project (2002) apprised that the syllabus of Pesantrens and Sekola Islam is in line with the needs and demands of Indonesian Chamber of Commerce and Industry (ICCI). Graduates of Pesantrens and Sekola Islam are readily employed by the industry because they possess great personality traits. Graduates of Pesantrens and Sekola Islam are highly competent and well regarded in the job market (Khawaja Zaheer Ahmed, Special Assistant to Prime Minister; Former Civil Servant; Member of Asian Development Bank's Madrasah Education Development Project 2002).

Pesantrens and Sekola Islam aims to develop quality behaviour among students to enable them to survive in pluralistic society. Pesantrens and Sekola Islam taught respecting different ethnic, religion, and cultures, openness, respecting other people belonging to different sociological backgrounds. Both systems take education as a strategy to develop glorious attitude, for being the most respected citizen in the world. The quality of Pesantrens and Sekola Islam has been developed by improving the capacity of teachers through short-term and long-term training programmes. Pesantrens and Sekola Islam completely prepares students for better future prospects with emphasis on honesty and sincerity for work (Pildat, 2015; Jeffery, 2015).

All teachers working in *Pesantrens, Pandok and Sekola Islam* are required to fulfill four requirements; capability to understand content, structure of knowledge, controlling learning process and exploring learning materials. "Madrasah Development Plans" (MDPs) for Development of Pesantrens and Sekola Islam in Indonesia. The project aimed to improve teacher professionalism, upgrade teaching and learning resources and facilities and strengthen governance, management and sustainability to keep up with national standards in Pesantrens and Sekola Islam. Project also provided teaching learning resources to the teachers and principals working at Pesantrens and Sekola Islam for their capacity building. Pesantrens accentuate the self-sufficiency of students to think for themselves and to interpret scripture and modern knowledge in a way that is consistent with the teachings of Islam. Students are taught the importance of following the wisdom of their elders, including teachings of science, religion, and family life (Jeffery, 2015). Students are also taught to observe tolerance. Students play their role in shaping the public discourse and democracy in such a way that is infused with modern Islamic values (Zakaria & Mahalle, 2012; Woodward, 2015).

Research Objectives:

This paper aims to achieve the following objectives:

1. To study the opinion of Alumni about role played by Pesantrens and Sekola Islam in the nation building of Indonesia.
2. To investigate the experiences of Alumni of Pesantrens and Sekola Islam about the role of Islamic religious institutions in national development of Indonesia.

Method

Study was qualitative in nature, population of the study comprised of male and female alumni of *Pesantrons, Pandok and Sekola Islam*. Convenient sampling technique was applied to select the sample of the study. Data about Indonesians residing in Pakistan was collected through embassy. All the selected students were graduated from *Pesantrons, Sekola Islam*. Identified students were interviewed in person. Female students were interviewed by female colleague. Prior permission and consent was taken, participants of the study were ensured that all the information provided by them will be kept confidential and their names will not be mentioned. Open ended questions were formulated in the light of previous research literature and experience of researchers. Expert opinion of educationists was taken to validate the Interview questions. Question items were drafted and redrafted to make them eligible to have a proper response from the respondents. Likewise respondents were well informed about the purpose of interview. Respondents were reluctant to provide consent to record their interviews therefore, field notes were recorded.

Researchers also read out previous literature on the role of *Pesantrons and Sekola Islam*. Research papers published by Indonesian, Malaysian, Singaporean and Pakistani scholars were selected to study the contribution made by *Pesantrons and Sekola Islam* were also studied. Similarly, reports published by United Nations Organization, United States of America Development Agency and United Nations Scientific and Cultural Organization were studied. Recorded responses were converted into themes and sub-themes and analyzed.

Results

Data collected from the respondents was categorized in different themes. Views of the respondents are presented below:

Role of *Pesantrons and Sekola Islam* in National Development of Indonesia

Pesantrons and *Madrasahs* have their intellectual but primarily religious and moral goals. *Pesantrons* and other *Madrasahs* situated in Indonesia served as an alternative educate and play a significant role in nation building of Indonesia. This success of *Pesantrons* is in preparing young Muslim generation to face the complex global challenges, produce leader of Muslim Ummah and leaders of the nation. Failure of *Pesantrons* in preparing their students to face future challenges will make graduates frustrated, isolated and marginalized. Such graduates will become a burden for the nation. *Pesantrons* have noble mission to impart religious knowledge and creating spiritual environment in society. *Pesantrons* and *Sekola Islam* are producing well informed *Ulamas* who are experts in Islamic studies and Arabic. *Pesantrons* & *Sekola Islam* are increasingly producing professional e.g teachers, social activists, politicians, journalists, writers, governmental officials and businessmen etc. *Pesantrons* and *Sekola Islam* have great impact on all aspects of social life by inculcating faith of Islam and various branches of Islam. Both systems provide economical contribution. Both systems are disseminating Islamic knowledge to bring global tolerance and peace. "The best known *Pesantren* is *Langitan*, former president of Indonesia *Abdurrahman Wahid* was its alumni. Similarly, *Gontor* is prestigious *Pesantren* and called the Harvard of Indonesia. Saudi Arabia financed some *Pesantrons* and Saudi teachers taught Arabic to students. Education is free, buildings are new and students are promised that all expenses of their education will be paid if they continued their higher studies in Saudi Arabia. Joining students associations and wearing jeans is forbidden along with many other things, usually students prefer to wear out long Arabic clothes". Foundation subjects taught at *Madrasah* include; Quran, Hadith, Theology, Ethics, Civics Education and Physical Education. Core subjects include; Islamic law, history of Islamic Civilization, Indonesian Language,

Arabic Language, English Language, History, Mathematics, Science, Sociology and Geography. Likewise, Skills related subjects include Art, Music, Calligraphy, other foreign languages, scouts and public speaking. Pesantrens are run by individual religious teachers. During stay at Pesantrens and Sekola Islam students develop a personal bond with their teachers. Many Pesantrens provide Islamic education and modern national education together. English computer science and vocational training e.g driving, automobile repairing, sewing, small business management, and welding are taught at Pesantrens to improve human resource in the country. Mostly Pesantrens students did not pay their fee for education or hostels but provide their services in exchange for their expenses.

Challenges & Problems faced by Pesantrens and Sekola Islam and strategies to overcome

Like mainstream system, Pesantrens and Sekola Islam are facing various challenges related to curriculum, teaching methodology, management and leadership. Pesantrens still maintained (salafiyah curriculum) which is partially subject matter oriented, disintegrated and teacher oriented. Pesantrens curriculum is confined to the knowledge and understanding of kiyai (spiritual leader of Pesantrens), courses are affiliated with one school of thought and thinking. There is a little scope for empowering competency, creativity and potential on the part of santri (student or pupil of Pesantrens). Indonesian Madrasahs have been noted for teaching a moderate form of Islam, one that encompasses Islamic mysticism or Sufism. Currently, the popularity of madrasahs is rising in parts of Southeast Asia. For example in Indonesia, largest number of Muslims in the world, almost 20-25% of primary and secondary school children attend Pesantrens and Sekola Islam (Ronald & Luckens 2001). Pesantrens and Madrasahs have their intellectual but primarily religious and moral goals. Pesantrens and Madrasahs served as an alternative educate and play a significant role in nation building. This success of Pesantrens is in preparing young Muslim generation to face the complex global challenges, produce leader of Muslim Ummah and leaders of the nation. The Curriculum of Pesantrens includes religious studies, modern subjects, vocational subjects, languages & literature, Philosophy, Islamic law, history and civilization

Teaching methodology

The teaching of holy Quran controls the life of students studying at Pesantrens and Sekola Islam. Pesantrens have been using a methodology which stress on memorizing. Teaching methodologies should be in accordance with needs of modern community. Teaching at Pesantrens and Sekola Islam is monologic, classic and static not dialogic or emancipator. Students of Pesantrens and Sekola Islam literally read books word by word.

Management and leadership

Kiyai is mostly dominated in Pesantrens. All educational activities of institutions revolve around the decision taken by authorities of kiyai. It reflects an autocratic type of administration. Kiyai administration is a kind of family system of leadership. Pesantrens and Sekola Islam are regarded as a minor kingdom with its solitary tradition where kiyai is the complete leader and influence the management and leadership. Decentralization versus autonomy by the central and provincial government has somewhat resulted in the dualism in managing the education system of Pesantrens.

Economic challenges

The main reason of high number of drop out cases of students from Madrasahs due to economical constrain on the part of the parents of the students. This phenomenon has impacted negatively on the image of Madrasahs that Madrasahs is the educational institution of the poor. The government has allocated very limited fund for Madrasahs while the number of Madrasahs is manifold. Any school has to have the capability of managing and properly allocating its educational fund so as the school can use it efficiently and optimally. Analysis have shown that the quality of budget management, stake holders participation in the management of the educational fund and the supervision of the management of educational fund by the school committee can influenced significantly on the quality of education whereas the quality of auditory of fund does not significantly influence the quality of education. In 1975, the Indonesian ministries of interior, education and religion have issued a decree that stated that the graduates of Pesantrahs and Madrasahs has the same accreditation with the general school and thus they can continue their study in the government school or can transmit their education to the government or general schools. Overtime 70% of Pesantrahs and Madrasahs curriculum contain general knowledge. In 1994, Pesantrahs and Madrasahs have to cover 100% of its curriculum with general knowledge. In 1975, the same ministries has issued another decree which include the enhancement of curriculum in Pesantrahs and Madrasahs and the same ministries bore the total responsibility in implementing the decree.

Characteristics of Pesantrahs and Sekola Islam

Major characteristics of Pesantrahs and Sekola Islam include; volunteerism, community participation, simplicity and controlled freedom. Similarly, other dominant qualities of both systems include; practicing knowledge, halaqoh (sitting in a semi-circle around the teacher) and memorizing of the Holy Quran, Hadith, Arabic Grammar and guided conversations, questions and answers. Both systems are evolving as an Islamic educational institution over time. These institutions started to introduce vocational subjects e.g agriculture, business, tailoring etc. Similarly, these institutions have adopted general knowledge or science which is later known as modern Madrasahs with more emphasis on the teaching of Arabic and English languages. Currently, many Islamic institutions have adopted the National curriculum with a ratio of 70% for general subjects and 30% for religious knowledge. The requirements of educational system and globalization in Indonesia have compelled Islamic institutions to follow or adjust its own curriculum with the national educational curriculum of the government. Similarly, the bodies or departments with which the Islamic institutions have an affiliation have endorsed some positive initiatives and reservations which have proved helpful for the development and progress of education of Islamic institutions in Indonesia. The Curriculum of these Islamic educational institutions can be classified as such:

- Religious knowledge: Quran, Hadith, Morality, Islamic Law and Jurisprudence (Shariah and Fiqh), Arabic Grammar, Islamic History, Sufism and Logic.
- Modern or general knowledge; Natural Sciences (Biology, Physics, Chemistry), Social Sciences (history, sociology, geography etc), under the department of national education.
- Vocational/skills: Foreign Languages, Computer, Agriculture and Crafts.
- The current curriculum issued by the department of religious affair of Indonesia on 1982 to be implemented by the Islamic educational institutions in Indonesia:
- The Quran and the Hadith,
- Islamic Thought: Theology, Philosophy and Sufism
- Fiqh (Islamic law) and Social Institution
- Islamic History and Civilization
- Language: Arabic Grammar, Arabic Literature

- Islamic Education (Tarbiyah)
- Islamic Mission (Da'wah)
- Modern Thought in the Islamic World

Facilities

The government provides scholarships to teachers of Pesantrons and Sekola Islam with the objective to help those teachers not having bachelor degrees to continue their education. Government bureau of public welfare provides grants to Islamic educational institutions so that the students who do not attend regular school or Madrasahs classes can participate in the government's basic education equivalency programmes in completing the compulsory elementary education program. 50% of the operational costs at Pesantrons and Sekola Islam are provided by the government. Similarly, government treasury allocates a big amount of subsidy to Pesantrons and Sekola Islam. The government also provides rehabilitation support in addition of operational support.

Findings

1. All respondents replied that civic education has been taught in Pesantrons, *Pandok and Sekola Islam* which were exalted by westerns philosophers with specific Islamic interpretations that have changed the meaning of pluralism. Moreover, students are taught to observe tolerance and manners. Students play their role in shaping the public discourse and democracy in such a way that is infused with modern Islamic values.
2. Almost fifty thousand Madrasahs are functioning in Indonesia, 16015 are Pesantrons whereas, 37,000 exist in the category of Sekola Islam. Since 1980s enrolment trend in Islamic schools have been increasing almost 5.7 million (13%) out of 44 million students are enrolled in *Pesantrons, Pandok and Sekola Islam*.
3. Pesantrons and Sekola Islam works under the umbrella of department of National education. Religious knowledge including Quran, Hadith, Morality, Islamic Law and Jurisprudence (Shariah and Fiqh), Arabic Grammar, Islamic History, Sufism and Logic, Natural Sciences (Biology, Physics, Chemistry), Social Sciences (History, Sociology, Geography etc) are taught to the students in Pesantrons and Sekola Islam since 1982..
4. Vocational skills taught to the students of Sekola Islam and Pesentrons include Computer, Agriculture, Crafts and Islamic Thought along with teaching of Theology, Philosophy Sufism, Islamic Education (Tarbiyah) Islamic Mission (Da'wah) and modern thought in the Islamic World.
5. *Pesantrons, Pandok and Sekola Islam* completely prepare their students for better future prospects, like for commerce and industry, for philosophical degrees and for vocational learning, with emphasis on honesty and sincerity for work. It would be reasonable to follow the system of *Pesantrons, Pandok and Sekola Islam* by other Islamic countries.
6. Syllabus of *Pesantrons and Sekola Islam* in line with the needs and demands of Indonesian commerce industry and societal needs. Graduates of Indonesian *Pesantrons, Pandok and Sekola Islam* are readily employed by the industry because they possess good personality traits. Graduates of *Pesantrons, Pandok and Sekola Islam* are considered competent and well regarded in the job market.
7. Pesantrons and Sekola Islam have been noted for teaching a moderate form of Islam, one that encompasses Islamic mysticism or Sufism. Currently, the popularity of Islamic Schools is rising almost 20-25% of primary and secondary school children attend Pesantrons, Pandok and Sekola Islam.

8. Asian Development Bank significantly contributed to improve governance of Pesantrans and Sekola Islam by increasing teacher's salary structure, reduced dropout rate and improved academic performance of graduates. Similarly, project provided teaching resources to Madrasahs teachers but the same report highlighted that decentralized local governments also need to pay significantly more attention to Madrasahs in remote areas. Project also contributed towards capacity building of Madrasahs teachers and principals.

9. Participants believed that Pesantrans and Sekola Islam served as an alternative education system and play a significant role in nation building and national development of Republic of Indonesia. Pesantrans, Pandok and Sekola Islam are producing young Muslim generation ready to face the complex global challenges and producing leader of the nation.

Conclusions

Civic education has been taught in Pesantrans, Pandok and Sekola Islam which were exalted by westerners philosophers with specific Islamic interpretations that have changed the meaning of pluralism. Moreover, students are taught to observe tolerance and manners. Students play their role in shaping the public discourse and democracy in such a way that is infused with modern Islamic values.

Madrasah system of Education is root of education in Indonesia, Pesantrans, Pandok and Sekola Islam have played a significant role in development of the nation character among Indonesians.

Pesantrans, Pandok and Sekola Islam have contributed for the societal, economic and technological development and produced renowned leaders in the field of politics, religion and education. Indonesia Madrasah (Pesantrans and Sekola Islam) education is not only dealing with the teaching of religious subjects but also the teaching conventional and scientific subjects together.

Pesantrans and Sekola Islam serves the community to acquire academic goals and focused on religious education and moral development of the students. Pesantrans and Sekola Islam system served as an alternative education system and play a significant role in nation building and national development of Indonesia. Pesantrans and Sekola Islam are preparing young Muslim generation ready to face the complex global challenges, produce leader of the nation.

Indonesian system of Pesantrans, Pandok and Sekola Islam is grounded on emerging needs of 21st century education and it should be followed by other Islamic countries for holistic national development and strengthening human resource potential to cope with the challenges of 21st century.

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Personality Traits, Identity style and Depression as predictors of smoking behavior among university students

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Present work was aimed to find the contribution of personality traits, identity style and depression in predicting cigarette smoking. Data was collected from male students of universities located in Peshawar through Beck Depression Inventory – II (BDI – II), NEO-Five Factor Inventory (NEO-FFI) and Identity Style Inventory, Revised (ISI3). A total of 300 male students were involved, out of which n=150 were smokers whereas n=150 were nonsmokers. Of the total n=150 smokers, 75 were hostelers 75 were day scholars and same as for non-smokers. The outcome indicated that those who smoked had high levels of neuroticism and they also scored high on the Beck Depression Inventory. The outcome further revealed that persons having diffused identity style had likelihood of being involved in smoking behavior. Further results exposed that the hostelers were more vulnerable to smoking behavior as compared to the day scholars.

Keywords: Smoking, Depression. NEO-Five Factor Inventory (NEO-FFI), Identity Style

This research is intended to explore the character of personality traits, identity style and depression in predicting cigarette smoking among students of universities located in Peshawar. In smoking cigarettes, a material is burnt off and the producing smoke huffed in to be respired and made accessible to the blood vessels. Tactics of smoking stoppage and termination are tried after understanding the psychological, emotional, communal, biological, and pharmacological processes that are contributing to the initiation of smoking habit and continuation (Leventhal & Cleary, 1980). In this perspective, it is significant to classify individual difference variables mainly personality characteristics, level of depression and identity style that gives rise to the likelihood for cigarette smoking.

Depression is a mental health problem that includes low mood, lack of attention or gratification in daily activities, appetite change, disturbances sleep or extreme lethargy, Psychomotor retardation, Guilt, unimportance, hopelessness, decreased ability to think, reason and

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Contribution of Author:

1. Sana Sarfaraz Afridi: initiated the research, introduction, literature review and conclusion.
2. Sabeen Rahim: methodology, analysis, and overall write-up.

emphasis, low level of energy and suicidal thoughts (American Psychological Association [APA], 2013). Depression impacts all the societies across the world and is not limited to age group; one can undergo depression at any stage of life. According to a survey, at young age the depression indicators often start that upsets regular body functions (Marcus, Yasamy, Ommeren, Chisholm, & Saxena, 2012). Cigarette smoking have direct links with depressive symptoms. Many researches has recognized depression indications as central factors of teenage smoking cigarettes (Anda et al., 1990; Fergusson, Lynskey & Horwood, 1996).

Cigarette consumers with a past of depressive disorder are prone to excessive smoking and they encounter more severe signs of smoking downside during the effort to quit. Smoking is related with negative impact. Unhappy or unsatisfied people may opt to use nicotine as they consider it a mean to overcome adverse impact, and patients with mood swing issues such as despair, are at possible risk of adverse impact (Hall, Muñoz, Reus, & Sees, 1993).

Personality is a combination of features that makes one person different from others called traits. The trait includes different personality characteristics such as inwardness, assertiveness, kindness, conscientiousness, nervousness, openness to experience and creativity. It is essential to identify and specify those traits of personality that make an individual vulnerable and prone to cigarette smoking.

The Paul Costa's and John McCrae's conception of 5 aspects of personality traits includes: Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

According to Watson and Clark (1988) individuals inordinate in neuroticism seem to experience emotional uncertainty and also report feeling worried, disappointed and gloomy. Extraversion is the inclination to be affirmative, assertive, talkative, and friendly (Tok, 2011). Those who standing high in openness to experience indicate exclusivity and novelty (Coetzer & Rothmann, 2003). Agreeableness is the inclination to be flexible, gentle, agreeable, relying on, helpful, compliant, devoted, and faithful (Coetzer & Rothmann, 2003). People with conscientiousness trait choose planned rather than random actions and are often organized, hardworking, and trustworthy. Many researchers have found a positive connection between conscientiousness and educational achievement (De Fruyt, De Bolle, McCrae, Terracciano, & Costa Jr, 2009).

Among several facts one of the truth in the course of individual development and progression, which is undoubtedly main developing process, which is the search for self-conception or gaining an individuality and uniqueness; the insight that "Who am I?", "What position do I hold?", and "Anything I lack in my lifetime?" (Tsang, Hui & Law 2012). Berzonsky (2005) focuses on social-cognitive procedures that encourage people in the community to pick different identification designs (Berzonsky & Kuk, 2005).

Berzonsky (1990) presented three identity styles, called informational identity style, normative identity style, and diffuse-avoidant identity style. Persons who develop an Informational identity processing style acutely search for and assess self-relevant content. These individuals are prepared to update their knowledge of themselves to unify opposite opinions. They figure out themselves by their concepts and purposes (Berzonsky, Macek, & Nurmi, 2003; Lutwak Ferrari

&Cheek, 1998). Those individuals who practice a Normative handling style rely more on the hopes of others and the goals and values recognized by other in their life are implemented by them. They shaped their identity in accordance with the aspirations of their members of the family, faith, and cultural qualifications (Berzonsky, 1994). Individuals who postpone and try to escape experiencing up to identity difficulties and conflicts usually use Diffuse-avoidant identity style. Most of the time their dependency is on an exterior locus of management and define themselves by their status, admiration, or other social features (e.g., Berzonsky, 1994) and power, energy, and other self-centered principles (Berzonsky et al., 2011).

Identity styles are different in tobacco users in contrast with non-smokers, therefore, receiving additional knowledge in respect of identification style and cigarette smoking will be supportive in treatment and particularly for damage reduction techniques in smokers and also in dropping the rate of law-breaking, as addicts are involved more in unlawful activities (Midford, et al., 2016)

Literature review have recognized depressive disorders indicators as significant components of young cigarette smoking (Anda et al., 1990; Fergusson et al., 1996; USDHHS, 2004). A study was directed by Unsal and Tozun (2014) meant to find the association between consistency of smoking cigarettes and depression. Beck Depression Inventory (BDI) was used on the sample of 372 men. The outcome revealed that in male smokers the depression rate was high as compared to non-smokers.

De Wilde et al., (2013) conducted a research to find the connections among depressive signs and cigarette smoking throughout and post pregnancy by using Beck Depression Inventory (BDI) was used. The results indicated that the Tobacco users and preliminary smokers revealed more depressive signs as compared to non-smokers.

Zvolensky et al., (2015) discovered in a study that people with high levels of neuroticism personality trait are more prone to cigarettes smoking. Terracciano and Costa Jr (2004) attempted a research study to examine the organization among smoking and personality characteristics by using five factor model (FFM). Revised NEO Personality Inventory (NEO PI-R) was used for assessing personality traits. The sample consisted of 1638 adult-elderly Americans. The conclusion established that smokers scored more on Neuroticism and low on Agreeableness and conscientiousness.

Jaiswal (2014) conducted a research on the personality traits of tobacco consumers. The scale used in this study was Eysenck's Personality Inventory. The results proved that tobacco consumers had advanced ranking on Neuroticism in association to non-consumers.

Some literature showed that diffuse-avoidance identity style was associated with greater past material use and excessive drinking in adolescents (Adams, Munro, Munro, Doherty-Poirer, & Edwards, 2005; Good, Grand, Newby-Clark, & Adams, 2008).

In a study Moltafet, Papi, Rad and Toyari (2015) sought to associate the identity styles of addicted, non-addicts and rehabilitees. The research sample consisted of 40 addicts, 40 non-addicts and 40 rehabilitees. Identity Styles Inventory-sixth grade scale was used to measure identity style. Outcome displayed that in case of informational and normative identity styles, non-users had

advanced scores and in case of avoidant/ disoriented identity style, non- users have a lesser scores as compared to dependent.

Rationale

There are several features that estimate tobacco users' activities but personality traits, identity style and depression are revealed as the noteworthy features that have been examined in regard to cigarette smoking among different areas.

The present research is destined to assess university students because they are the persons going through significant age of time i.e. from teens to adulthood which is scrutinized as one of the significant times of their length of life.

Substance abuse is most of the time related to smoking cigarettes (Eckhardt, Woodruff, & Elder, 1994) and specific personality features (Kotov, Gamez, Schmidt & Watson, 2010). By receiving the statistics of how personality is impacted by the cigarette smoking behaviour, it is helpful to an individual to boost the ability to apply more effective treatments for cigarette smoking interruption and termination.

Certain personality traits individuals are sluggish with regards to smoking cigarettes counting those who are short tempered and anxious. Those who are concerned and feel unaccompanied can naturally become annoyed and frustrated, and transfer towards smoking cigarettes. Vollrath and Torgersen (2002) found that peoples who got excessive ratings on Neuroticism and low ratings on Conscientiousness were predictable to be tobacco manipulators.

Research established that diffuse-avoidance identity style was connected with more troublesome activities in the past, material use and life-threatening drinking in juveniles (Adams *et al.*, 2005; Good *et al.*, 2008). Identity styles are different in tobacco users in contrast with non-smokers, therefore, receiving added knowledge in respect of identification style and cigarette smoking will be helpful in treatment and particularly for harm reduction practices in smokers.

At the level of life, from puberty to adulthood, learners are more anxious, worried and uneasy about extraordinary GPA's and marks, forthcoming planning for achievement goals and also some students are away from their families which often cause complications and depressive disorders (Sarokhani *et al.*, 2013). When learners get into schools, some students find it delightful but it can be stressful and hurtful for others. Students come across academic and communal requirements. They have to start groundwork for their professional careers. Depression is a third predominant problem which is the chief source of impairment (World Health Organization [WHO], 2002). Those Tobacco manipulators who have past history of depressive disorder are susceptible to cigarette smoking easily. There is a solid association between cigarette smoking and depressive disorders, so it could be helpful in educational institutions for the educators to notice and overcome those educational stressors which cause the despair in students that leads to smoking and addiction. And it is also useful for the parents to identify and overcome the stressors among students which leads towards despair and that proceeds to smoking.

Hypotheses

- Smokers will obtain high score on the Neuroticism subscale of the NEO-Five Factor Inventory as compared to nonsmokers.
- Smokers will obtain high score, on the Beck Depression Inventory as compared to nonsmokers.
- Smokers having higher scores on the Neuroticism subscale of the NEO-Five Factor Inventory will obtain higher score on the Diffuse Avoidance, subscale of the Identity Style Inventory.
- Smoking behavior (cigarettes consumption) will mediate between diffuse- avoidant identity style and depression.
- Hosteler students will be more prone to smoking than the day scholar students.
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Method

Sample

The sample (N = 300) of the study comprised male students of different university located in Peshawar having the age range of 20 -30. The 150 students were living in hostels and 150 students were day scholars and 150 students were smokers and 150 students were non- smokers. Twenty four students among 150 smokers admitted that they also took drugs and pills along with smoking.

Instruments

NEO-Five Factor Inventory (NEO-FFI)

The NEO-Five Factor Inventory (NEO-FFI) (Costa & McCrae, 1989) is a brief version of revised NEO Personality Inventory. It is a self-reported measure having 60-item (12 items per domain) and assesses five domains of personality i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness. The NEO FFI is a 5 point scale stretching from 1 to 5. The alpha coefficient reliability for each dimension of NEO-Five Factor Inventory (NEO-FFI) is .81, .82, .73, .80 and .84 respectively. The alpha reliability in the current study was .66, .62, .62, .63, .71.

Identity Style Inventory, Revised (ISI3)

The Identity Style Inventory, Revised (ISI3) was developed by Berzonsky (1992). It comprises 40 items, and processes three styles of identity processing orientation: Informational, Normative and Diffuse-Avoidant and these subscales comprise 11, 9 and 10 items respectively. The ISI3 also includes a subscale that carries an index of level of commitment to one's identity (10 items). The ISI3 is a 5-point scale stretching from 1 to 5. The alpha coefficient reliability of ISI3 is .70, .64, .76, and .71 respectively. The alpha reliability in the existing study was .74 for the Informational style, .61 for the normative style, .89 for the Diffuse-Avoidant style, and .66 for Identity Commitment.

Beck Depression Inventory (BDI –II)

Beck Depression Inventory (Beck, Brown, & Steer, 1996) is a self-reported inventory which measures existence and persistence of depressive disorder in adolescents and adults. It contains 21 items. There is a 4 point ranking range for every item that ranges from 0 – 3. The total score on the scale is 63. Score may be distributed into four levels, i-e, 0 – 13 low level of depression, 14 – 19 mild depression, 20 – 28 indicate moderate level of depression & 29 – 63 high level of depression. The alpha coefficient reliability of BDI –II in college students is .93 whereas the reliability for outpatient is .92 and in the existing work the alpha reliability of the scale was .87.

Procedure

With the approval of the Universities administration the students were connected. The Universities included University of Peshawar, Iqra National University Peshawar, Institute of Management Sciences Peshawar, University of Engineering and Technology Peshawar, Khyber Medical University, FAST University Peshawar, Agriculture University Peshawar and National College of Sciences Peshawar. Information about the purpose of the study was explained to the students' very sound. All the queries were responded undoubtedly. Printed informed consent was reserved from the participant.

Then they were requested to complete the demographic data sheet, Beck Depression Inventory-II (BDI- II) (Beck, Brown, & Steer, 1996), Identity Style Inventory, Revised (ISI3) (Berzonsky, 1992) and the NEO-five factor inventory (NEO-FFI) (Costa & McCrae, 1989). They were helped to comfortably ask concerns for any difficulties about any item or guidelines of the measures. The participants completed the answers appropriately and with great interest. At the end appreciations conveyed to the university administration and members for their collaboration and cooperation during the whole procedure.

Results

The sample of the study comprised 300 students from different universities of Peshawar.

Table 1

Mean, standard deviation and t-test analysis between smokers and non-smokers on the Neuroticism, Extraversion, Openness, Agreeableness and conscientiousness; subscale of NEO-Five Factor Inventory (NEO-FFI) (N=299)

Variable	Smokers (n= 149)		Non-smokers (n= 150)		<i>t-values</i>	<i>p-value</i>	95%CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Neur	40.35	5.80	34.6533	6.30961	8.132	.000	4.32	7.082	0.94
Extra	36.92	4.18	40.43	5.65	-6.09	.000	-4.64	-2.37	0.70
Open	36.49	3.69	37.18	4.20	-7.49	.137	-1.58	.217	0.17
Agre	37.26	3.77	36.90	3.63	.845	.399	-4.80	1.20	0.09
Cons	37.13	5.00	42.45	7.44	-7.27	.000	-6.76	-3.88	0.83

Note. Neur= Neuroticism Open= Openness, Agre= Agreeableness, Extra= Extraversion, Cons= Conscientiousness; M= Mean; SD= Standard Deviation; CI = confidence interval; LL = lower limit, UL = upper limit.

Results in table 1 show that smokers obtained significantly higher mean score on the Neuroticism, subscale of the NEO-Five Factor Inventory (NEO-FFI) as compared to the non-smokers. Results also indicate that there are significant differences among the scores of the smokers and non-smokers on the two sub scales of NEO-FFI i.e. extraversion and conscientiousness. People who do not smoke scored high on extraversion and conscientiousness. However there are no differences between the scores of smokers and non-smokers on openness and agreeableness. These results support our first hypothesis.

Table 2

Logistic Regression Analysis for depression and identity styles as a predictors of the smoking behavior in university students (N=299)

Predictors	Coeff.	Standard Error	Wald χ^2	p-value	Df	Exp(B) Odds ratio	95%CI	
							LL	UL
Depression	0.113	0.027	17.756	0.000	1	1.119	1.062	1.179
Informative	-0.019	0.044	.180	0.671	1	0.982	0.901	1.07
Normative	-0.059	0.062	.922	0.337	1	0.943	0.835	1.064
Diffuse	0.336	0.043	60.86	0.000	1	1.399	1.286	1.522
Constant	-10.3	1.922	28.713	0.000	1	0		

Note: Coef: Coefficient expressed in logits, cl = 95% confidence level for odds ratio, Diff= Diffuse-avoidant.

The result in table 2 indicates that chances of being involved in smoking behaviour are increased by 1.119 if the person is depressed and if the person has diffuse avoidant identity style than his involvement in the smoking behavior would be increased by 1.399 while the other two identity style i.e. informative and normative didn't predict the smoking behavior. The Cox-Snell R square value is .803, which shows that variation in smoking behavior is explained by the depression and diffuse avoidant identity style.

Table 3

Mean, standard deviation and t-test analysis between smokers and non-smokers on the Beck Depression Inventory (N=298)

Variable	Smokers (n= 149)		Non-smokers (n= 149)		t-values	P	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
DEP	19.0745	8.73091	7.3671	6.53093	13.107	.000	9.94949	13.46527	1.51851

Note. Dep= Depression.

Result shown in the above table reveals a significance difference among smokers and non-smokers on the Beck Depression Inventory. The obtained score of the smokers is significantly higher than the non-smokers. These results support our second hypothesis.

Table 4

Mean, standard deviation and t-test analysis of smokers having high and low on Neuroticism, subscale of NEO-Five Factor Inventory (NEO-FFI) and Diffuse Avoidant Identity Style, subscale of Identity Style Inventory. (N=149)

Variable	Smokers having low Neuroticism (n= 86)		Smokers having high Neuroticism (n= 63)		t-values	P	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
Diffuse	39.127	5.3945	41.7460	3.477	3.371(292)	.001	-4.152	1.083	0.5771

Note. Diffuse= Diffuse-avoidant.

Table 4 reveals that smokers having high scores on the neuroticism, subscale of NEO- Five Factor Inventory achieved higher score on the Diffuse Avoidant subscale of Identity Style Inventory as compared to the smokers having low score on the neuroticism. These results clearly support third hypothesis of the study.

Table 5

The mediating role of Smoking behavior(Cigarettes Consumption)on Diffuse avoidant identity and depression (N=300)

Predictors	Model 1		SE	95% Confidence Interval	
	B	B		LL	UL
Constant	-6.95**	-6.38**	1.63	-10.16	-.374
Diffuse Avoidant	.619**	.592**	.047	.5254	.7141
Smoking Behavior		.0847	.0933	-.0990	.2683

R2	.3640
F	167.12**
R2	.3658
F	83.92**

Note. B=unstandardized coefficient, Smoking Behavior(Cigarettes consumption), LL = lower limit, UL = upper limit.

According to the outcomes in the above table there is no indirect effect of cigarettes consumption on the depression and diffuse avoidant identity. The mediating effect was calculated by using process Macro in SPSS.

Table 6

Mean, standard deviation and t-test analysis s between hostelers and day scholars on the Smoking Consumption (N=147)

Variable	Hostelers (n= 74)		Day Scholars (n= 73)		t-values	P	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
COMP	9.27	7.443	5.76	3.56	3.63(292)	.000	1.60	5.41	0.60

Note. Comp= Smoking consumption.

Results in table 6 indicate that as compared to day scholars, hostelers obtained higher mean score on the consumption of smoking. These results support last hypothesis of the study, which stated that hostelers are more prone to smoking than the day scholars students.

Discussion

The present research intended to study relationship of cigarette smoking with personality traits, identity style and depression among male students of universities of Peshawar.

It was hypothesized that cigarette smokers will score high on the Neuroticism as compared to nonsmokers. The results supported the hypothesis that is the mean score of smokers on neuroticism is 40.355 and non-smokers is 34.653, the results further indicate that smokers and non-smokers also differ on Extraversion and Conscientiousness personality traits. The results are in congruence with past findings in this area. Zvolensky *et al.*, (2015) revealed in a study that participants with neuroticism personality trait are more prone to cigarettes smoking. Neuroticism indicates an individual's state of psychological strength and response control. Individuals high in neuroticism seem to be involved in psychological or expressive doubt and are recognized as disappointed, gloomy and aggressive. These traits lead those individuals on the road to cigarette smoking. The character changes among cigarette consumers and non-consumers are usually minor, they are noteworthy in recognizing the big amount of individuals that smoke cigarette (WHO, 2002).

Further it was hypothesized that smokers will score high on the Beck Depression Inventory as compared to non-smokers. The outcomes show that smokers got high mean score on the Beck

Depression Inventory i.e. 19.0745 than the non-consumers i.e. 7.367. Nicotine, the pharmacologically active ingredient of smoke, has leaning and straight effects on the neurotransmitters, supposed to be involved in depressive disorder. Cigarette smokers with the previous history of depressive complaint are inclined to smoke awfully and they experienced difficulty to quit smoking. Smoking has adverse effect. Unhappy and irritated people may use nicotine as they consider it a means to overcome adversity impact, and mood swing patients with problems such as depression, are at jeopardy of adverse impact (Hall et al., 1993). Acton *et al.*, (2001) performed a research on out sufferers and said non-smoker sufferers had low rate of major depressive symptoms as in comparison to sufferers who smoked.

Thirdly it was assumed that high scorer on neuroticism subscale of NEO Five Factor Inventory will also score high on the Diffuse Avoidant subscale of the Identity Style Inventory. The results indicated that smokers who scored greater on neuroticism also scored high on the diffuse avoidant i.e. 41.7460. These outcomes are similar to past findings. Hojjat et al., (2016) carried out a work and found that dependent women scored higher both on diffuse-avoidant subscales of Identity Style Inventory and on neuroticism subscale of NEO Five Factor Inventory. Diffuse-avoiders are defined to function in a relatively pleasure-seeking and self-centered style that is why neurotics score greater on diffuse-avoidant identity style. Some previous work revealed that diffuse-avoidance identity style was associated with more past material use and extreme drinking in youths (Adams, Munro, Munro, Doherty-Poirer, & Edwards, 2005; Good, Grand, Newby-Clark, & Adams, 2008).

Fourthly, to explain the association among diffuse- avoidant identity style and depression it was anticipated that smoking behavior (cigarette consumption) will mediate between these two, but conclusions revealed that smoking behavior does not mediate between diffuse- avoidant identity style and depression and has no indirect influence on them. However as per findings smoking behavior (cigarette consumption) has a positive correlation with depression ($r = .357$, $p = .000$) and diffuse avoidant personality style ($r = .603$, $p = .000$), which indicates that diffuse avoidant identity style and depression are directly related with cigarette consumption. Further analysis was done to establish causal factors of the smoking behavior and it was found that if the individual is depressed and having diffuse avoidant identity style (table 2) his/her chances of inclination to cigarette smoking would increase. These outcomes are similar to past findings.

People having diffuse-avoidant personalities are susceptible to function in a comparatively pleasure-seeking, self-centered style. These are the persons who delay and try to evade fronting up to identity issues and conflicts. Some studies revealed that diffuse-avoidant style was linked with drug abuse among teenagers (Adamset al., 2005; Goodet al., 2008).

It was assumed that hosteler students are more prone to smoking (table 6) as compared to day scholars students. Results confirm that the hosteler students consume more cigarettes per day as compared to day scholars. From adolescence to adulthood, scholars are more anxious, worried and tense about good GPA's and marks, for future aims achievement and also some students are away from their dear ones which often cause depression among them and depressive disorder have strong link with cigarette smoking (Sarokhani et al., 2013). Hostellers are away from their homes and relatives which create more pressure during stressful situations as they go through much stressful state

because of their studies and examinations and because of this state they start smoking to release stress and pressure.

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**A Study of Self Control and Deviant Behavior of Secondary School Students of Mirpur,
Azad Kashmir**

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This study aimed at finding the effect of self control (SC) on deviant behavior (DB) of Students. The approach of the study was quantitative. Causal comparative research design was used to investigate the effect of self control on students' deviance. Students (8940) of grade 9th and 10th of all public schools of Mirpur, Azad Jammu and Kashmir (AJK) constituted the population of this study. Data were collected from 470 students of Mirpur, AJK. Out of them there were 291 males and 179 were females. Two scales, SC Scale originally developed by Grasmick et al., (1993) and Normative Deviance Scale by Vazsonyi et al., (2001) were adapted to measure the SC and DB of the students respectively. Descriptive statistics, t-test and linear regression were applied to analyze the data. Results of the study found a low level of SC and high level of DB among the secondary school students. Female were more SC led as compared to the males whereas male showed more DB than females. Regression analysis showed that SC has significant positive effect on the DB and it brings 49.8% variability in the DB of the secondary school students. It was recommended that SC related activities should be added into the curriculum at primary level as this is the best age for the development of SC into the students. Workshops and seminars should be held at Secondary Schools to bring awareness on the benefits of SC for the teachers and students.

Keywords: self-control (SC), deviant behavior (DB), secondary school students, Mirpur, Pakistan.

Puberty is a particularly testing stage in the life expectancy in light of the fact that advancing physical and mental advancement. Formative procedures during puberty grant and even animate wants and experimentation with practices that are named as deviant behaviors by cultural laws and standards. With these progressions students starts to settle on significant choices that have the

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Contribution of Authors:

1. Dr. Muhammad Zafar Iqbal, has contributed in research conceptualization, acquisition, data analysis, conclusions, and realized the paper.
2. Safia Janjua, work hard on finalizing data collection tools and collected the data, and wrote discussion section.
3. Dr. Jahan Ara Shams, worked on introduction, literature review and finalized reference list

potential for considerable effect on their life (Harris, Duncan & Boisjoly, 2002). Taking part in DB during the age of puberty is an indicator of dangerous results, for example, unsafe sexual conduct, or substance misuse, till the adulthood (Lansford, Dodge, Fontaine, Bates, & Pettit, 2014).

Secondary school students are in the developmental period known as puberty, a period which falls in the middle of adolescence and adulthood. This phase is depicted as storm and stress of life and portrayed as a time of personality crisis. Troubles arose in different areas of the life of the youth as they begin to oppose adults and show more insubordination. They also begin to show more unpredictable feelings than they did as children and show more emotional responses. Of particular concern, these students have higher rates of irresponsible, normE-breaking, and antisocial behaviors as compared to children or adults.

The concept of SC ranges from education and psychology to public health and criminology among several fields (Cunha & Heckman, 2007; Moffitt et al., 2011; 2013; Tangney, Baumeister & Boone, 2004; Vazsonyi, Mikuska, & Kelley, 2017). Longitudinal study, childhood SC projected the financial socioeconomic status and income of the participants in Dunedin, New Zealand (Duckworth, 2011). It is related to the substance abuse, general health DB as well.

Self-Control (SC) is defined as the ability to do those acts which do not give immediate pleasure; it is the act of an individual that gives him favor in long-term interests. The SC level is influenced in early years by the behavior of the family or other caregiver. If it is not established in the early years of life, it can lead the behavior of an individual towards DB in later years of life (Gottfredson & Hirschi, 1990).

Individuals are more susceptible to deviant behaviors, like cigarettes, gambling, risky sexual activity and drug abuse if they are weak in their SC (Pratt & Cullen, 2000), these actions give them instant gratification of their desirable behavior. Most of the studies have identified SC as a key individual variance that influences adaptation rates and formative results across life (Moffitt et al., 2011; Vazsonyi & Huang, 2010).

Deviance is an umbrella term which incorporates irregular, startling, surprising, non-standard or DB (Vadera, Pratt, & Mishra, 2013). Deviant Behavior (DB) may not just lead to issues that incorporate harassing, and brutality directly inside a school setting, however to likewise progressively genuine outcomes, for example, social maladaptation and wrongdoing (Rodger, 2008; Furniss, 2000). Just as low SC is thought to be at the core of numerous cultural issues, including substance misuse, obesity, impulsive buying and criminality.

In Pakistan, DB of students has been investigated in many researches (Ghazi, Gulap, Tariq, & Khan, 2013; Fatima & Malik, 2015; Mushtaq & Kousar, 2018). Researchers explore the dimensions of DB in the students at secondary school level. Teachers reported the disruptive behavior in the students of nearly all kinds regardless of the differences in the operation, nature, or the background of the schools. Teachers observe 55% of the aggressive behavior in girls and 66% in boys of secondary schools. But still there is a need to explore the effects of those factors that may lead to the deviant behavior.

Many researches have been conducted over the past 40 years most of the reviews found empirical support for the effect of SC on Deviant behavior that found strong throughout life in many

countries and over time. Previous research has shown that level of SC is a key in understanding variability in deviance (Vazsonyi & Belliston, 2007).

The impact of low SC on different deviant behaviors has been reliably found in various investigations using assortment of strategies (Vazsonyi & Huang, 2010; Pratt & Cullen, 2000). Researches from Japan (Vazsonyi, Pickering, Junger, Hessing, 2004), Canada (Teevan & Dryburgh, 2000) and Russia (Tittle & Botchkovar, 2005), upheld the strong effect of SC on deviant behavior. But, study from china (Cretacci, Rivera, & Ding, 2009; 2010), South Korea (Hwang & Akers, 2003) and Hong Kong (Wang, Qiao, Hong, & Zhang, 2002) did not show a significant effect of these two variables.

Lastly, deviant behavior regarding the norms of the school and SC and its effect on Deviant behavior yet not been investigated on the sample of secondary school students in Pakistan. There is a need to research the variability of DB affected by the SC from Pakistani culture. This study may be an addition in the literature about the effect of SC on DB among secondary school students.

Literature review

SC is the broadly considers construct in social sciences. Over 3% of peer-reviewed articles are on the key word SC (Duckworth, 2011). Hirschi and Gottfredson (2008) characterized SC as “the tendency to consider the long-term consequences of one’s acts” (p. 220). People having low SC surrender to the desires of time, are self-focused, use physical exercises, have risky behaviors, have a here-and-now orientation, and become easily frustrated and angry. Additionally, they portray demonstrations of crime and regularly harmful to other people. Their practices are quickly satisfying, simple, energizing, physical, and pleasurable. But people having more SC are ready to delay gratification, consider others, and refrain from risky behaviors, are willing to face difficult situations, wanted to talk about their problems, and are less frustrated and calm.

Theory of SC

The theory (Crime) given by Gottfredson and Hirschi (1990) proposed that low SC; they distinguish six components that involve in low SC. To begin with, person having low SC are imprudent and can't avoid short-term advantages. Persons having more significant SC level are ready to take long-term consequences and concede delight of wants. Secondly, individuals having low SC incline toward simple endeavors rather than effortful planning. Third, individuals having low SC probably go for adventures, but those having more levels of SC are careful. Fourth, persons having low SC take an interest in increasingly physical exercises when contrasted with mental or subjective interests; subsequently, persons having low SC can't avoid physical idea of wrongdoing. Fifth, individuals lacking SC are self-centered and not interested in others. They have no sympathy for others; on the other hand, people having higher SC are progressively delicate to requirements of others. At long last, people having low SC have less tolerance and are quarrelsome. Thus, they may utilize progressively forceful or violent actions dependent on the conditions.

Gottfredson and Hirschi anticipated that SC is a vital perspective in an individual-level reason for deviant behavior. As they said that distinction in SC influences numerous different components like a friend, school, and numerous different problems. SC theory is tested on more than one million subjects. A meta study by Engel (2012) systematizes the evidence, reporting 717 results from 102 different publications that support the arguments. Most surveys found empirical support for the theory, including the connection among SC and misconduct and their relationship was discovered solid all through life in numerous nations and over time. His theory helps in public policy for the

decrease of crime as it contends that crimes can be reduced by predominantly on inhibition, particularly in initial youthful.

SC theory spread over extensive range of misconducts and problematic conducts which are school problems, bad actions and substance abuse. Gottfredson and Hirschi argued that those persons who developed a good level of SC in childhood, have more success at school, get successful employment, higher income, and enjoy better health in later years of life.

Stability of SC

Gottfredson and Hirschi (1990) claimed that SC becomes somewhat constant subsequently age of ten. Coyne and Wright (2014) did a study on the steadiness of SC across childhood and found that it is identifiable in early ages and remain stable across childhood if there are no interventions for its development. They focus on the early interventions for the improvement of SC in children.

Teachers expectations and teacher-student relationships significantly predicts growth in SC and there is need to develop it before the age of 10 (Pan & Zhu, 2018). Vazsonyi and Jiskova (2018) found an increase in SC during childhood but it stabilized between 8.5-10.5 years of age. This study's finding support the predictions of the theory that SC develop during childhood in the age of ten and then remain stable for the whole life.

SC and gender

Gottfredson and Hirschi (1990) foresee that males will have low level of SC as compared to females. Research has reliably discovered contrasts in SC levels crosswise over sex. In particular, these examinations discovered that males have significantly low SC level than females (Blackwell & Piquero, 2005; Gibson, Ward, Wright, Beaver, & DeLisi, 2010; Hope & Chapple, 2005; Tittle, Ward & Grasmick, 2003; Turner & Piquero, 2002; Winfree, Taylor, He, & Esbensen, 2006). Girls are less inclined to take part in wrongdoing than boys that they have high SC. Boys have less SC than girls, so almost certain than girls to participate in misconduct. As it were, females have less chance to carry out wrongdoing.

SC and deviance

The connection has been reliably found in various investigations using assortment of strategies among SC and different DB (Perrone, Sullivan, Pratt & Margaryan, 2004; Pratt & Cullen, 2000; Vazsonyi & Huang, 2010). A meta-analysis of Pratt and Cullen (2000) of 21 studies investigated 17 data sets with 49,727 individual cases and uncovered predictable impacts in the normal bearing of the connection among SC and deviant behaviors. In addition, overall, SC factors clarified 19% of variance in deviant behavior.

SC was positively and reliably connected to DB in studies done in both European American and American Indian secondary school students (Miller, Jennings, Alvarez-Rivera & Lanza-Kaduce, 2009; Morris, Wood, & Dunaway, 2007; Shekarkhar & Gibson, 2011). Chan and Chui (2015) found that low SC was related with misconduct in Hong Kong young people and in Macanese it was related with bullying execution of youngs (Chui & Chan, 2013). Also, this relationship was invariant over various societies among youth (Vazsonyi, Pickering, Junger, & Hessing, 2001).

On the other hand, a few studies have exhibited no connection between SC and deviance. Low SC was not related to DB in an example of Hong Kong youth (Cheung & Cheung, 2008). Results

from South Korea also do not have significant effect of SC on deviant behavior. Researches from China (Cretacci, Ding, & Rivera, 2009; 2010; Wang et al., 2002) also have not significant results on the relationship of these two variables. Much work stays to be done in setting up whether these connections differ crosswise over social situations or not.

Previous studies showed varied results on the prediction of deviant behaviors with the effect of SC. With reference to Pakistani culture, this study investigated the effects of SC on DB among secondary school students and measured the variability of the DB by taking the subscales of SC as predictors.

Method

The study was quantitative in nature. The design of the study was causal comparative research. In this design investigators determine the cause and effect relationship that already exist between the variables. There is no manipulation of independent variable is involved in this research design. The researchers determine the casual relationship in natural settings. Exploration of effect is done by independent variables and exploration of consequences is taken from dependent variables (Fraenkel, Wallen & Hyun, 2006). In this study DB was dependent variable and SC was independent variable.

Objectives of Research

The research objectives for this investigation were to:

- Find out the level of students' SC and DB.
- Compare the students on SC by gender and discipline (Science and Arts).
- Compare the students on DB by gender and discipline (Science and Arts).
- Measure the effect of SC on DB of students.

Research Questions

The research questions of the study were:

1. What is the level of SC of students?
2. What is the level of DB of students?

Null Hypotheses

Following were the null hypotheses of the study:

- H₀₁: No significant difference exists between male and female students' mean score on SC.
- H₀₂: No significant difference exists between male and female students' mean score on DB.
- H₀₃: No significant difference exists between Science and Arts students' mean score on SC.
- H₀₄: No significant difference exists between Science and arts students' mean score on DB.
- H₀₅: There is no significant effect of students' SC on DB.

Sample of the Study

Students of grade 9th and 10th of all public schools of Mirpur, AJK constituted the population of this study. There were 81 schools in Mirpur, AJK and the total students in these schools studying in these grades were 8940 in number. Sample was selected through cluster random sampling technique. Cluster sampling is a technique for probability sampling. Cluster sampling is characterized as a sampling method where the researcher produces several clusters of individuals from a population where they are representative of homogeneous characteristics and have equal chances of being a part of the sample. 6 Public schools were randomly selected by the researcher from all the public schools of Mirpur, AJK. Those constitute 470 students among them there were 291 males and 179 were females.

Instrumentation

SC scale by Grasmick et al., (1993) was adapted in the study to measure the SC of the students. This scale is demonstrated a well-known scale used to measure SC, a steady, reliable, and multi-dimensional, which is in accordance with theoretical expectations (Williams, Fletcher, & Ronan, 2007). In this study, 24 items of six subscales were used (impulsiveness, risk seeking, simple tasks, self-centeredness, physical activity, and temper). Responses were taken on a 4-point Likert-type scale from strongly agree to strongly disagree. A reliability coefficient for the sample of 30 respondents was calculated as 0.88.

Normative Deviance Scale (NDS) by Vazsonyi et al., (2001) was adapted to measure the DB of students. This scale was developed to measure secondary school students' DB in a way that would catch standard abusing conduct in all societies. In this study, focus was on lifetime prevalence because the main interest was predicting deviance. The current study used the 44-items of the five subscales: vandalism, school misconduct, theft, general deviance, and assault. Responses were taken on a 5-point Likert type scale 0 for never to 4 for more than six times. A reliability coefficient for the sample of 30 respondents was found as 0.85.

Scales were translated in Urdu by the researcher. These scales were validated by three experts, two of them were English language experts and one has his expertise in Urdu language. They checked the appropriateness of the translation in Urdu language. By taking their suggestions, scales were modified and final drafts were given to the students. Then the pilot study was conducted on the sample of 30 students and found a satisfactory reliability to use the scales in order to measure the SC and DB of the secondary school students.

Data was collected by the researcher herself. Researcher visited six schools out of which three were boys' schools and three were girls' school. After getting the permission from the head of the institute visited the classes and instructed the students about the filling of the scales. Researcher remained there for one and half hour in the class so to solve the problems of the students regarding the filling of the scales. Students showed their interest and curiosity regarding the research and filled the forms with great pleasure. They were also interested about the results of the research. There was a problem when taking the permission from the head for data collection, but when researcher explained the purpose of the research they admire and give permission happily. Along with a permission letter was sent to the parents and taken permission from them under ethical consideration. Data was collected for the main study from 470 students. Response rate was 77% that constitute 365 students out of which 211 were males and 154 were females.

Results

Table 1

Level of SC and DB of the students in the sample

Scales	N	M	SD
SC	365	2.13	.028
Deviant behavior	365	2.79	.035

Table 1 shows the mean and standard deviation of SC and DB of the sample. The mean value 2.13 shows that there is low level of SC among the students. Regarding first research question of the study, this study showed that secondary school students have low SC. The mean value on the DB of the student is 2.79, which show a high level of deviance among the students. So the answer of second research question of the study is that secondary school students have more DB.

Table 2
Comparison of students' (male and female) SC

Gender	N	M	SD	df	t
Male	211	2.46	.405	363	21.23
Female	154	1.65	.274		

Table 2 shows that there is a gender difference on the values of SC Scale significantly. Males showed more value for low SC in them as compared to the females. The mean score of the males is 2.46 and the mean score of female is 1.65. These values have a great difference, the results are also showing that the p value is .000 that is less than .05 which shows the significance of the results. So the null hypothesis (H_{01}) is rejected and alternate hypothesis is accepted that there is a significant difference between male and female students on SC.

Table 3
Comparison of students' (male and female) DB

Gender	N	M	SD	df	t
Male	211	3.25	.423	363	27.52
Female	154	2.12	.323		

Table 3 shows that there is a gender difference on the values of DB significantly. Males showed more deviance as compared to the females. The mean score of the males is 3.25 and the mean score of female is 2.12. These values have a great difference, the results are also showing that the p value is .000 that is less than .05 which shows the significance of the results. So the null hypothesis (H_{02}) is rejected and alternate hypothesis is accepted that there is a significant difference between male and female students on DB.

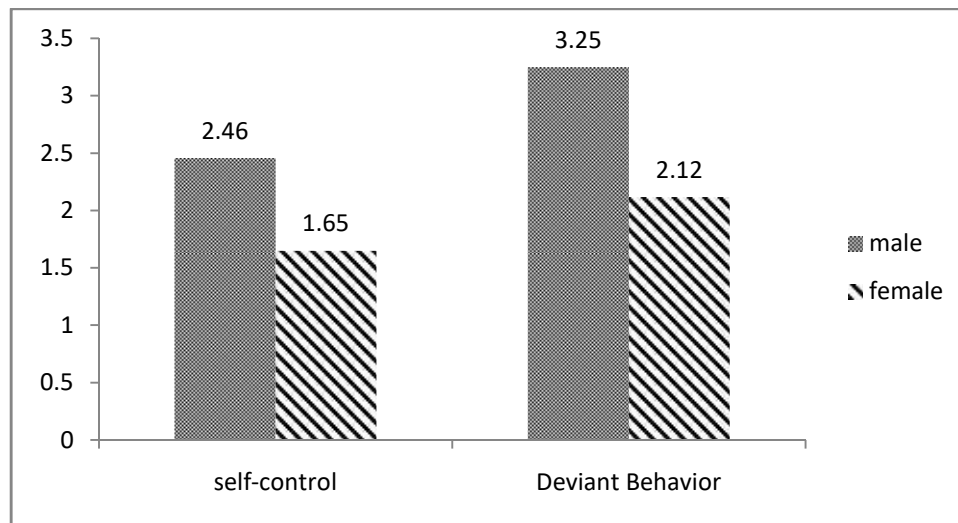


Figure1: Graph on gender difference of SC and deviant behavior.

The graph is showing the difference of male and female on means of SC and DB. The gender difference is predominately significant in the bars of the graph that shows that males scored on the scale more than the females.

Table 4*Comparison of students' (science and arts) SC*

Discipline	N	M	SD	df	t
Science	186	2.13	.514	363	-0.75
Arts	179	2.13	.554		

Table 4 shows that there is no difference on the values of SC Scale significantly. Both the disciplines showed almost same values of means. The p-value is also greater than .05 that means that the difference is not significant. So the null hypothesis (H_{03}) is accepted that there is no significant difference between science and arts students on SC.

Table 5*Comparison of students' (science and arts) DB*

Discipline	N	M	SD	df	t
Science	186	2.78	.678	363	-.349
Arts	179	2.80	.675		

Table 5 shows that there is no difference on the values of DB significantly. Both the disciplines showed the same values of means. The p-value is also greater than .05 that means the difference is not significant. So the null hypothesis (H_{04}) is accepted that there is no significant difference between science and arts students on deviant behavior.



Figure 2: Graph on difference of discipline on SC and deviant behavior

The graph is showing the difference of science and arts discipline on the means of SC and deviant behavior. The bars are almost equal that shows there is no significant difference in the scales on the basis of discipline.

Table 6
Variability in DB

Model	Sig	R	R ²	Adj R ²
1.	.000	.706	.498	.489

Table 6 shows the Model Summary after running the regression analysis. Value of R² shows that independent variable (SC) significantly predicts 49.8% of the variability in the dependent variable (deviant behavior (DB)). It means that there the null hypothesis (H₀₅) is rejected and an alternate hypothesis is accepted that there is a positive significant effect of SC on the DB among secondary school students.

Equation is being formed after the linear regression that shows the sum of all the model parameters for the prediction of dependent variable. The regression equation shows the relationship between DB and predictors of SC. It may be used to see the effect of SC on the DB of the secondary school students for the future study.

$$y = .044 + .089x_1 + .196x_2 + .108x_3 - .034x_4 + .212x_5 + .216x_6$$

Discussion

This aim of the study was to find the effect of SC on the DB of the students. For this purpose, objects of the study were to find the level of SC and DB in the first step, then difference of both the scales were measured on the basis of gender and discipline and finally an equation was formed to show the effect of SC on the DB of the students at secondary school level.

From the analysis of the results, the level of SC of the secondary school students found low that was also drawn low by many of the researchers in the past studies (Cheung & Cheung, 2008; Vazsonyi, et al., 2001). For the level of deviant behavior, it was found high among secondary school students as it was already found very high into the students at this age level nationally (Mushtaq & Kousar, 2018) and internationally (Damron-Bell, 2011). Researches showed that at the age of adolescence students have deviant behaviors that is also proven by this study.

In order to know about the differences of SC and DB on the basis of basis of gender, results showed a significant difference on the basis of gender on both of the scales. Females have high SC as compared to the males; on the other hand males are significantly showed more DB as compared to the females. These results are consistent with the previous researches (Gibson et al., 2010; Winfree et al., 2006). But on the basis of discipline, there is no significant difference of SC and deviance was found as reason can be that these students just have a year or less to enter in different disciplines.

The is a significant positive effect of SC on DB found in this study as the link between low SC and deviant behaviors has been well established in previous researches (Chan & Chui, 2015; Chui & Chan, 2013; Moffitt et al., 2011; Morris et al., 2007; Pratt & Cullen, 2000; Shekarkhar & Gibson, 2011; Teevan & Dryburgh, 2000; Vazsonyi & Huang, 2010; Vazsonyi, et al., 2017). The regression model

showed that SC predicts 49.8% variability in the DB of the secondary schools students. The equation shows the relation on the basis of results taken that is; $DB = .044 + .89 \text{ impulsiveness} + .196 \text{ risk seeking} + .108 \text{ simple task} - .034 \text{ self-centeredness} + .212 \text{ physical activity} + .216 \text{ temper}$

Conclusion

This study showed a significant positive effect of SC on the DB of the secondary school students. According to the sample of Pakistan taken in this study, SC predicts almost 50% of the variability into the DB of the students. The gender difference was same as shown by many of the researcher in the past that females have high level of SC as compared to the males. On the other hand, this sample also showed the same results as found with the students at adolescence in many researches that males are deviant as compared to the females. No difference was found on the basis of discipline on both of the variables. In sum, based on the regression equation, variance explained in DB as predicted through SC in the study.

Recommendations

- This study showed a significant effect of SC on the DB of the secondary school students, as SC is evident in this research the most important factor for the development of strong personality, it is recommended to increase self- control in students of this age.
- On the part of schools, SC can be better learnt in classroom settings, so it is recommended to add activities of SC into the curriculum at primary level as this is the best age for the improvement of SC given by the theory of Gottfredson and Hirschi.
- Workshops, seminars should be held at Secondary schools to bring awareness on the benefits of SC for the teachers and students.
- Due to limitation of the researcher, research was conducted on homogeneous sample. It is also recommended that in future, researchers may work with a large sample with heterogeneous population so to see the other domains on the relationship of these two variables.

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Coverage of Government and Judiciary Relationship: A Study of Urdu and English Newspapers of Pakistan

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This present study analyzes the role played by the media during the controversy between Government of Pakistan and its Supreme Court in 2012. This study is particularly focused on the issues pertinent to the National Reconciliation Ordinance (NRO) case. It employed content analysis as research study and quantitatively examined the columns in the Pakistani newspapers; including, Dawn and Daily Jang for the one year time period in the year 2012. A conflicting relationship has been found between the government and judiciary concerning the National reconciliation ordinance (NRO). It was concluded that Dawn and Daily Jang, both newspapers, follow the same agenda about the NRO issue as both of these newspapers offered negative coverage of this issue. Compared to Jang, Dawn was more inclined to the negative framing of judiciary, and Jang was inclined to the negative reporting of government performance. Hence, the Pakistani Print media has framed the issues negatively between the government and the judiciary. Frequent negative slants were observed in Urdu newspaper as compared to English newspaper .

Keywords: Government, Judiciary, NRO, Frames, Slant

In Pakistan, the conflict between government and judiciary related to constitutional powers and responsibilities dates back to famous Tameez Uddin case in 1953 till present day. The apex court had legitimised a bureaucratic coup in 1954 and a military coup in 1958 by evoking the 'doctrine of necessity'. (Newberg 1995, 31). The Supreme Court again validated other military coups in 1977 and 1999 through controversial verdicts. The apex court also make contradictory decisions regarding dissolution of National Assembly under Article 58 (2b) by successive presidents in 1998, 1990, 1993

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and 1996. Muhammad Azeem in the book, "Law, State and Inequality in Pakistan Explaining the Rise of the Judiciary" asserts that judiciary in Pakistan has always legitimized military interventions. Both sides have projected competing interpretations of constitution on several occasions leading to political and constitutional crisis. The frequent use of judicial reviews have also brought the higher judiciary into open conflict with elected governments. There were also competing narratives on judicial activism of apex court in Pakistan, as liberal intelligentsia, supporters of government and sections civil society viewed it as weakening democracy while powerful elites including business community, middle class people and a large section of legal fraternity was supporting decisions of Supreme Court(Waseem, 2010). Neudorf (2017) asserts that constitution of Pakistan is ambiguous regarding fundamental rights of citizens and these faulty clauses of the constitution creates tension among the judiciary, executive and legislature.

The present study analyzes the media coverage of strained relation between elected government of Pakistan People's Party and higher judiciary in the years 2009-2012. The researchers in this study aimed to investigate, in the light of empirical evidence, the role of Pakistani print media in the conflict between Pakistan's Supreme Court and the government and especially the issues related to annulment of The National Reconciliation Ordinance (*henceforth, NRO*) and judicial activism exercised by the judges of the apex court.

A disputed ordinance NRO was promulgated by General Pervez Musharraf on October 5, 2007. This ordinance was issued to grant immunity to politicians and other high ranking government officials, accused of corruption and other mega offences. This ordinance was later declared void by Supreme Court of the Pakistan on December 16, 2009 led to political volatility between elected executives and higher judiciary. The subsequent orders issued by Supreme Court to reinstate cases against NRO beneficiaries including incumbent President Asif Ali Zardari further strained relations between government and judiciary. Several other populist rulings of Supreme Court against government deepened the conflict among state intuitions and government considered it as stepping into domains of executive authority. Both government and judiciary projected competing interpretations of constitution related to responsibilities and powers.

This study has been conducted with reference to issues of NRO case. A controversial NRO case in which the Supreme court ordered the sitting Prime Minister for a letter to the Swiss Government demanding that the case against Asif Ali Zardari be revived, but the government decided that no case against Zardari could be brought as the President of the country. This controversy was seen as a conflict between the judiciary, the government and the parliament. This issue was considerable and the role of the media involved with it was therefore no less important. For the first time in Pakistan's history, electronic media was also commonly felt in the public interest though offering diverse points of view. Newspapers, on the other hand, had their own effect because of their extensive coverage. Hence, this study analyzes the role of Pakistani print media, with particular regard to the government- judiciary relationship.

Theoretical Framework

The theoretical foundation of this study is based on framing theory. However, in view of the prime role of media in shaping public opinion, agenda setting theory was applied too. Framing theory has been used widely in media scholarships and it has replaced popular theories like Cultivation Theory and Agenda Setting Theory.

Entman (1993) defined frames as the choice of certain facets of reality "to make them more salient in a communicating text in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation" (p. 52). whereas, Tankard et al., (1991) have explained frame as "a central organizing idea for news content that supplies a context and suggests what the issue is through the use of selection, emphasis, exclusion, and elaboration" (Tankard, Hendrickson, Silberman, Bliss & Ghanem, 1991).

Agenda setting is the practice through which the media transmit the salient issues to the general public (Wolfe et al., 2012). In framing, the volume of coverage for an issue is not as important as the frame media adopted to portray it (Druckman, 2001). According to McCombs (2005) and Ghanem (1997), the "first level" of the agenda setting focuses on the salience (usually described as perceived relevance) of issues or topics. Whereas, the "Second Level" discusses the salience of the nature of the issues. Both Agenda setting and framing focus on the prominent or salient aspects. Similarly, Kerr and Moy (2002) argues that frames are capable of creating social effects when embedded in particular phrases, particularly when the term is commonly accepted. Thus, journalists may play a powerful role in assessing the effectiveness or failure of social movements, for example, by news framing. Agenda setting and its second-tier framing theory focus on the issues and other objects such as people and their groups, their organizations and their countries are portrayed prominently in media. However, some objects and issues are deliberately depicted less prominent.

The agenda setting theory and framing theory are concerned with the important or prominent aspects, themes while describing the object of interests. Both of theories focus on the way of thinking instead of thinking of objects. Kerr and Moy (2002) explains how frames and themes have the potential to generate social effects when these themes are taken as phrases specially the phrases are once extensively accepted. Therefore, the journalists using news frames get a powerful role to determine the failure or success of any social movement. Media use framing as a process to interpret real phenomena communicating them to audience and the focus of such frames are of particular importance. Siraj (2006) posits that through framing journalists or reporters select a particular information from news content to shape the news information according to audiences' interests. The news framing techniques in framing have been developed from agenda setting theory, in which such techniques are used to develop perception about different issues and influence public opinion (Andrade, 2013).

The media has a role to portray government agenda and even the government agenda may be negative but the media is used as a platform to spread the negative influence that the government agenda has and the influence is directed to the audience. This influence is directly connected to the level of education. If the education level is high, the lesser will be the influence and if the literacy rate is lesser, the higher will be the influence of the media because in such a situation, the semi-literate people will be totally oblivious to their political rights (Kalyango, 2012).

Conceptual Framework

The role of the media is always important because it is the media that sensitize the people to their rights, interests and guide them to defend them. Media role is important in the sense that it reduces the gap between official and constituent (Stromberg, 2004, & Madamombe, 2005). Press has always played very significant role in shaping public opinion about politics. Thus media is the major part of politicization and regarded amongst the basic actors of molding or otherwise the political process and the issues (Lichtenberg, 1990). Lawson (2002) and Stiglitz (2002) argued that the mass

media has a dominant role helping in the communication of government policy and objectives, actions etc. to citizens that lead to citizen's involvement and participation in the process. In the nutshell, media assume a central position for accountability in the less developed and developing countries because in such countries weak institutional mechanism and other source of accountability are ineffective therefore the media play a watchdog role.

Under the functionalism approach, the basic function of print media(newspapers) is to inform, educate and create among the general public awareness about their rights and responsibilities and this function is performed in the form of news stories, opinionative write-ups etc. The newspapers played a dominant role in the movement for restoration of judiciary. The newspapers communicated news stories on the issue that led to the mass mobilization of general public and the people supported the agitating layers' community who held demonstrations in favor of the movement for the restoration of judiciary. The coverage and reporting in the Judicial crises in the *Daily Nawa-i-waqt* and *Daily Jang* was not influenced by government stance or pressure to play down the coverage. The judicial crises got more positive portrayal in print media and in the judicial crises the slant was towards positive judicial reporting (Nadir, 2008). Regarding the representation and the use of language in the '*Daily The News International*' it was based on speculations making the issue more uncertain, subjective and chaotic. The news reports were a combination of distortion and exaggeration on the judicial crisis while *the Dawn* portrayal of the same and similar issue was objective and neutral (Razaet.al., 2012).

The authority of the Government speaks through good governance and the maintenance of law. However, if the governance related issues are not addressed then that create vacuum which the judiciary fills and jumps down to the political domain and the judges of judiciary come down to solve the political bickering that lead to judicial activism related to citizens' rights (Domingo, 2004). The corporate policies, the professionalism, the media workers, the advertisers, the media ownership and the audience along-with the government leave strong influence on the media contents (Riaz, 2008). The conflict of institutions between executive and judiciary have been often results in the military intervention in countries like Pakistan. The process of judicial activism in the name of constitutional review of amendments have been seen as intruding in the domain of legislative system (Waseem, 2012). Regarding the relationship with mass media, the government needs to constructively involve media, as it is the fourth and dominant pillar of the state and therefore public sector institutions must work independently in their specific domain and do not indulge in conflict with other state institutions. (Kamuhanda, 1989) .Rehmat (2007) conducted a study regarding judicial crisis in Pakistan during 2007 and analyzed that before 2002, the state owned electronic media was crucial in shaping public opinion but the proliferation of private owned channels after 2007 contributed to making public opinion and making citizens aware of the actual issues.

To study exact role of widely circulated Pakistani newspapers on the issues of NRO case in the context of conflicts between Supreme Court of Pakistan and government, the following research questions were designed.

RQ.1: What are the dominant topics or themes mirrored in coverage of Dawn and Daily Jang on the issue of NRO?

R.Q2: Were frames used by the selected newspapers differ in their coverage of NRO issue?

RQ 3:Did the newspapers differ significantly in their slant on the coverage of NRO issue?

Significance of the Study

This controversy between higher judiciary and elected government during 2009-2012 regarding competing narratives on rule of law and interpretation of constitution was crucial in relationship between various institutions of state. The role of media in making public opinion on tussle of institutions was also not of less importance as media can enhance the political efficacy of the populace. This study will have many folds significance, specifically, in understanding judiciary and government relationship and its portrayal in print media of Pakistan.

Method

The study is based on the content analysis of opinion pieces of two prominent newspapers of i.e., *Daily Jang* and *Dawn* regarding coverage of controversies between elected government and higher judiciary of Pakistan in the year 2012. Analysis of this research did not require statistical analysis as this is applicable only when the individual category i.e. newspaper has 30 sample size. Analysis was carried out by focusing on the appearance and frequency of themes and frames. The overall presence of themes represented the coverage of NRO issue in relevance to the themes. While the frames represented the positive, negative and neutral slants related to the frames. This study will take a period of one year i.e. 2012 for investigation as this period is critical flowing the conflict between Supreme Court of Pakistan and the Government of Pakistan. The columns retrieval was made from the respective websites of *Daily Jang and Dawn*. The period for investigation was one-year — January 1, 2012 to December 31, 2012. We have retrieved 114 articles of the *Daily Jang* and 17 articles of *Dawn* on the selected issue of NRO from their databases and chose systematic sampling method as the most appropriate for the study in hand. To sum up, 15 articles from the *Daily Jang* and 15 articles from *Dawn* were selected for analysis on the issue of National Reconciliation Ordinance.

Variables - Content Analysis

Thomas E. Nelson describes framing as, “The process by which a communication source, such as news organization, defines and constructs a political issue or public controversy” (Page, 567) Frame make some issues more salient in news and may or may not be slanted. On the other hand, slant leads to bias in which a certain aspect or narrative is empowered (Kong et al, 2018).

The operational definitions of frames and slants for this study are defined as follows.

- **Frame:** The viewpoint of opinion pieces describes whether the column is favouring government or judiciary or anti-government or anti-judiciary.
- **Slant:** The opinion pieces published in newspaper sample will show government or judiciary in positive, neutral or negative.

Unfavorable/Negative Slant

There will be negative slant regarding government and judiciary relationship if it is about:

1. The government is betting the court or if it is found going against the court orders.
2. Governments attack on transformative judiciary regarding the Swiss letter.
3. Executive-judiciary tug of war to write a letter to the Swiss courts
4. Conflict between the judiciary and politicians over the rule of law

Favorable /Positive slant

There will be positive slant regarding government and judiciary relationship if it is about:

1. Coordination between judiciary and politicians on establishing the rule of law.
2. Executive-judiciary conformity to write a letter to the Swiss courts
3. The government is not found going against the court orders
- 4.

Neutral Slant

Neutrality of the story is determined on the basis of absence of clear emphasis on favorable or unfavorable stance. If a news story carries favorable or unfavorable tones equally, would be coded as neutral.

Results

The sample consisted thirty columns/opinion pieces on NRO controversy, 15 each from Dawn and Daily Jang. Columns/Opinion pieces were selected as a sample of the study.

RQ.1: What are the dominant topics or themes mirrored in coverage of Dawn and Daily Jang on the issue of NRO?

Table 1

Topics or themes mirrored in the coverage of NRO.

Themes/Topics

Government and Judiciary Relationship
 Role of judiciary
 Role of government
 Lawyers Support for the chief Justice
 Govt. tactics to implement court orders
 Concerns about democracy
 Public Uncertainty
 Bad governance

Table 1 presents the topics/ themes on the issue of NRO, in both of the newspapers, Dawn and Jang. These themes and topics reflect the prominent issues depicted by opinion pieces in both newspapers during the study period.

RQ 2: Were frames used by the selected newspapers differ in their coverage of NRO issue?

Table 2

Frames used in coverage of NRO issue in Dawn and Daily Jang.

Frames	Dawn			Daily Jang		
	Negative	Neutral	Positive	Negative	Neutral	Positive
PM as being non apologetic	0	0	5	0	0	5
Government as trying to protect itself	0	0	8	0	0	7
Judiciary as Unbiased	1	0	6	0	0	7
Judiciary as Powerful	0	0	4	0	0	9
Law and Order and NRO decision	3	0	0	4	1	7
NRO is insignificant	0	0	5	0	0	6
Supremacy of Legislator	3	0	1	1	1	6
	7	0	29	5	2	47

The table 2 reflects that the frame of PM as non-apologetic is supported as Dawn and Daily Jang portrayed PM similarly. Both of the newspaper framed the PM as being non apologetic. Table 2

further highlights the use of the frame of Govt. protecting itself is supported 8 times by the *Dawn* and in comparison to *Daily Jang*; where it was supported 7 times. The accounts with negative slant are i.e. “Zardari wants to get past the deadline for reopening the Swiss cases to make sure he doesn’t face prosecution (trial), now or ever” (Almeida, 2012,) *Daily Jang* and *Dawn* , both framed the government similarly. Table 2, further reflects that the frame of Law & order and NRO decision is supported more in *Daily Jang* in comparison to *Dawn*. The negative slant in articles was reflected with statements like “It should be obvious that such widespread and pervasive rent-seeking and corruption can only thrive in the absence of strong Institutions”(Sherani, 2012). Therefore proving that *Daily Jang* in contrast to *Dawn*, held NRO decision responsible for poor Law and order situation in the country.

The insignificance frame of NRO is dominantly supported by *Daily Jang* as evident in Table 2. The Articles reflecting negative slant had accounts like “The issue in question here is the National Reconciliation Ordinance pushed through by Pervez Musharraf and subsequently squashed by the court” (*Dawn*, 2012).

There will be a negative slant regarding government and judiciary relationship if it is about the government betting the court or if it is found going against the court orders. There will be positive slant regarding government and judiciary relationship if it is about the government not found going against the court orders and there is executive-judiciary conformity to contact Swiss courts over the issue.

RQ 3: Did the newspapers differ significantly in their slant on the coverage of NRO issue?

Table 3

Slant of Coverage given to NRO in Daily Jang and Dawn

	Dawn	Jang
Positive Slant	1	1
Neutral Slant	1	1
Negative Slant	13	13

Table 3, highlights the similarities in slants used by both of the newspapers and absence of any significant difference in it. It further accounts the prevalence of negative slant stories (about thirteen stories with only one positive slant story) over the issue of NRO in each of the newspaper; Demonstrating the unfavorable coverage in *Dawn* and *Daily Jang*. There will be negative slant regarding government and judiciary relationship if it is about the government is avoiding the court or if it is found going against the court orders. There will be positive slant regarding government and judiciary relationship if it is about the government is not found going against the court orders and there is executive-judiciary conformity to write a letter to the Swiss courts.

Discussion and Conclusion

This study analyzed that there was a conflict among state institutions regarding constitutional interpretations and both the government and judiciary were not on the same page regarding implementation of court orders. The national print media played the role of a watchdog with its vibrant reporting on the issue, and created public opinion over the rift in govt. and judiciary .The issue of NRO remained on top of the agenda of both of the newspapers. The analysis highlights the dominant application of negative slant by Urdu and English daily, thus reflects the consensus on

agenda setting. However the issue was reported more frequently in *Daily Jang* in comparison to *Dawn*.

Moreover, the frames of Role of judiciary was treated more negatively in *Dawn*, and role of govt. received more negative coverage in *Daily Jang*. The role of media during power struggle between government and judiciary reflects the biased portrayal of NRO issues towards judiciary in the *Daily Jang* and *The Dawn*. The newspaper portrayal led to public opinion in favor of judiciary and as a result of this crisis, the elected PM Syed Yousaf Raza Gilani was convicted in contempt case and later disqualified in 2012, there was no protest against his sacking by general public. The issues of strengthening democracy and supremacy of parliament was less emphasized in coverage of both newspapers. Also both newspapers did not advocate to neutralize institutional conflicts rather unnecessary controversies were created among state institutions.

This study further reveals that independence of press has also been compromised by the vested interests of the media owners and Pakistani media has been failed in its role of fourth pillar of the state and instead of strengthening democratic norms and bridge the gaps among state institutions, it has been created unnecessary controversies and supported clash of institutions. The media in Pakistan has historically supported judicial populism and encouraged higher courts to take *soumotu* notices on matters of less significance and thus apex courts started encroaching in executive domain. The media could have played a constructive role through fair and objective reporting of conflict among state institutions instead of taking sides and compromising on role of press in strengthening democracy.

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An Appreciation of Sir Alexander Cunningham's Explorations at Taxila in the Light of His Methodological Framework

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Indian archaeology adopted sounder and viable conceptual tools for fieldwork in the later nineteenth century. The name of Sr Alexander Cunningham, the two times head of Archaeological Survey of India, is of special significance in this connection. This paper particularly focuses on his methods for archaeological survey and data collection. In the first place, Cunningham's arrival into India has been traced. Next, his archaeological methods and approach have been delineated. It is followed by outlining what Cunningham did at Taxila especially in line with his conceptual understanding. Finally, all this has further been related to the intellectual environs of the time .

Keywords: Taxila, Cunningham, ASI, archaeology, India

Indo-Pakistani archaeology is the story not only on astonishing discoveries but also fascinating developments in theory and methods from the start of the 19th century. Great many changes, in this connection, right from the period of James Prinsep, can be delineated. They may be understood with the help of Thomas Kuhn's paradigms and paradigms shifts (Pratap, 2014). An influential name vis-à-vis all these archaeological and epistemological debates is Sr Alexander Cunningham, popularly called "the father of Indian archaeology".

Cunningham and the archaeological literature he has produced about his surveys and discoveries have since the mid-twentieth century been subjected to critique from various theoretical standpoints (Imam, 1966; Chakrabarti, 1988/2001, 1999/2001; Lahiri, 2005/2015; Singh, 2004). But there, still, remains great work to be done specially with a tight spatial focus. In this context, the present study aims to investigate Cunningham's work at Taxila.

Alexander Cunningham (1814–1893) arrived into India as a servant of the East India Company. In the course of events he developed interest in Indian antiquities and historical geography. During his service, Cunningham made great scholarly contributions to Indology and India archaeology. After his retirement, he succeeded in getting the Government's approval for the constitution of the Archaeological Survey of India. Immediately after that a comprehensive conceptual and methodological programme for archaeological research was laid out. This paper

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Contribution of Authors:

1. Development of the idea, data collection and analysis
2. Analysis and discussion

brings this methodology to the fore. Moreover, Cunningham's fieldwork at Taxila, in the result of which great many archaeological sites were explored and antiquities recovered, has been contextualized against this methodological understanding. All this leads us to make sense of Cunningham's work in relation to what scholarly and intellectual developments were taking place in India of the later nineteenth century. In this way, a beginning of archaeological activity at Taxila would get contextualized against the backdrop of historical and archaeological methods prevalent at the time.

Cunningham in India

Alexander Cunningham was passionately involved in antiquarian researches right from the moment of his arrival into India.¹ Wherever he would go as a military engineer (1833-1861), observations about cultural landscape of the area would be made. 'For Cunningham these were not only years of military activity; they were also years of travel to remote and exciting places and provided many opportunities for combining official duties with his growing interest in antiquarian investigation' (Singh, 2004, 24). This whole period is termed by scholars 'as the first part of his career in India which came to an end in 1860' (Shaheen, 2016, 63). And all this came to fruition, after his arduous efforts, with the establishment of Archaeological Survey of India in 1861. Alexander Cunningham himself acted as its Archaeological Surveyor from 1861-1865. The Survey remained suspended for the next five years, 1866-1870. However, it was revived in 1871 and Cunningham was appointed as its Director General, the office he left in 1885.² This constitutes the second phase of Cunningham career in India 'for which he is better known today' (Imam, 1963, 194).

Cunningham's methods and approach vis-à-vis archaeological research

By the time Alexander Cunningham was to be appointed as Archaeological Surveyor in the framework of newly instituted Archaeological Survey of India, he had finely developed a clear vision and programme for archaeological researches. The very nature of his new designation – Archaeological Surveyor – shows what kind of assignment he was supposed to accomplish. His job was to explore and document ancient monuments and antiquities. And, no doubt, one of the instigations behind the programme was to preserve the speedily disappearing heritage through systematic exploration and documentation. The Britishers had come to realize that the Government had committed 'neglect' in its responsibility in this regard (Singh, 2004, 53ff.).³ Lord Canning, the Viceroy, endorsed the scheme presented by Cunningham in his Memorandum to the Government (Chakrabarti, 1988/2001, 56ff.).⁴ The survey of the ancient sites involved minimal

¹ For an interesting discussion of antiquarianism in Indian context see (Michon, 2015, 13-46).

² For the interest of our general reader, it is needed to mention here the fate and working of the Survey after Alexander Cunningham. Cunningham was followed by James Burgess who retired in 1889 and with him also came the disintegration of the Survey. It was after Lord Curzon's arrival as Viceroy of India in 1898 that he took great interest in the archaeology of the country. So the Survey was given a new basis and mission to carry out. Thus, Sir John Marshall was appointed as Director General in 1902. He retired in 1928 and between him and the last DG, Sir Mortimer Wheeler (1944-1948), there came four GDs in succession, namely H. Hargreaves (1928-1931), Rai Bahadur Daya Ram Sahni (1931-1935), J. F. Blakiston (1935-1937) and Rao Bahadur K.N. Dikshit (1937-1944) (Shaheen, 2016, 78).

³ For various interpretations of the establishment of the Survey see (Chakrabarti, 1988/2001; Singh, 2004).

⁴ Canning opined: 'I think it [Cunningham's sketch of the proposed survey] good, – and none the worse for being a beginning on a moderate scale. It will certainly cost little in itself, and will commit

expenditure on the Government's side as it was designed in a simple way and form. The purpose was to preserve ancient remains via documentation.

Cunningham explains:

I would attach to the description of each place a general survey of the site, showing clearly the positions of all the existing remains, with a ground plan of every building or ruin of special note, accompanied by drawings and sections of all objects of interest. It would be desirable also to have photographic views of many of the remains, both of architecture and of sculpture; but to obtain these it would be necessary to have the services of a photographer. Careful fac-similes of all inscriptions would of course be made, ancient coins would also be collected on each site, and all the local traditions would be noted down and compared (quoted in Cunningham, 1871a, viii).

Cunningham's methods in relation to his survey at Taxila need to be contextualized against this background. This was an empirical programme and added a scientific dimension in terms of precision and exactness to archaeology as envisioned by Cunningham. From the above passage, Cunningham's concept of archaeological research with respect to his methods of exploration/excavation at Taxila, and India at large, can be delimited and delineated. They are as follows:

1. Adoption of descriptive methods regarding surveying a site and locations of archaeological remains of a place.
2. Preparing ground plans of all the buildings or of the ones which are of special importance.
3. Making drawings and sections of all potential objects.
4. Taking photographs of monuments and sculptures.
5. Reproducing all inscriptions in facsimiles.
6. Collection of coins on each site.
7. Collecting local traditions and their comparison.

Alexander Cunningham at Taxila

Alexander Cunningham followed the above-mentioned comprehensive programme in his fieldwork at Taxila during 1863-1864 and 1872-1873. He visited a number of sites and presented their careful description. They are as follows (Cunningham, 1871b, 111-151):

1. Chir Thup: about 16 sites of various sizes have been mentioned under this name. (Chir Thup later on came to be known as Dharmarajika stupa).
2. Kotera Ka Pind: 3 sites come under this name.
3. Bir Mound: 3 different sites mentioned here.
4. Gau: one site documented.
5. Chura (Dibia village): one site was found here.
6. Sirkap (see fig. 2): (a) 3 sites were found along the northern edge of Hathial and (b) 2 in Sirkap proper.
7. Maliar Ka Mora (Mohra Maliaran) (see fig. 2): one site was reported from here in the 1871 report. It was also worked on in 1872-1873 visit (Cunningham, 1875, 66-72).

the Government to no future or unforeseen expense. For it does not contemplate the spending of any money upon repairs and preservation. This, when done at all, should be done upon a separate and full consideration of any case which may seem to claim it. What is aimed at is an accurate description, – illustrated by plans, measurements, drawings or photographs, and by copies of inscriptions, – of such remains as most deserve notice, with the history of them so far as it may be traceable, and a record of the traditions that are retained regarding them' (quoted in Cunningham, 1871a, ii-iii).

8. Gangu: 6 sites were studied here.
9. 'The Jhandiala group' of Babar Khana: 2 sites were reported from this area.
10. Jhandiala group 2: here were found 6 sites.
11. Seri Ki Pind: one site was seen here.
12. Sirsukh: here was documented one site.
13. Sri Kot/Langar Kot (Baoti Pind): remains of fort, a tank and towers were seen here.
14. Sri Kot 2: ruins were reported.
15. Baoti Pind: a mound was documented.
16. Bhallar: stupa remains reported.
17. Badarpur (Badalpur): ruins documented.
18. Jaoli (Julian): stupas and temples ruins.
19. Tarnawa (west): stupa remains.
20. Tarnawa (south): remains of three stupas.
21. Karala (Khanpur)
22. Pumbala (Khanpur)
23. Palaka (Khanpur)
24. Kurmal I
25. Kurmal II
26. Kurmal III (Kalawan)
27. Kurmal IV (Kalawan)
28. Giri: stupa remains

It is to be mentioned that Cunningham's assignment in the framework of ASI did not include conservation. However, his approach in this respect was crystal clear: to rescue threatened objects by removing them to a safe place (Singh, 2004, 215-218). Sir Cunningham set his survey programme of Punjab in the way which made two clearer categories of his research. He divides his report of 1863-1864 survey into the two headings of ethnology and antiquities. He makes his historical reconstructions primarily in the light of literary traditions. His archaeological work was guided by the Chinese accounts and other classical sources. Given this, he seems to have been little tilted to other sources and traditions – such as oral and, perhaps, archaeological. The wholesome reliance on textual sources in North Indian archaeology has led Daniel Michon to call it textual over-determinism, a fact which obscures little traditions and cults (Michon, 2015).

Cunningham mentioned more or less 50 sites in his reports during his visits at Taxila. But it is to be clarified that some of the mounds, to which he has assigned different numbers and labels, now make parts of some well-known Buddhist complexes and other sites. A great example of all this is the popular Dharmarajika stupa. Here Cunningham mentioned 16 sites under its local name Chir Thup (Cunningham, 1871b, 123ff.). Many more examples can also be presented. It should also be noted that the name Dharmarajika was given to the site in Marshall's time based on the discovery of an inscription (Shaheen, 2016, 110). Some sites do not exist now like Kotera ka Pind, Gangu, Baoti Pind, Tarnawa W, Tarnawa S.

As per his methodological programme, Cunningham also gave due attention to preparing plans and drawings (see figs. 1–2). Ground plans of Shahpur Tope, Jandial A and B, Julian, Tarnawa (west), Tarnawa (south), Kurmal I etc. were prepared. Similarly, facsimiles of inscriptions etc. were also made (see for example figs. 1-2). He also did not fail to collect coins. Sufficient number was procured from sites such as Bir Mound, Mohra Malaran, Jandial C, Srikot, Cypress Garden Wah etc.

He opines, 'Here [at Srkap] both coins and antiquities are found in far greater number than in any other place between the Indus and Jhelam' (Cunningham, 1871b, 122). With regard to collection of local traditions, we may mention the fact that many stories about previous digs of sites were not only heard but preserved in reports as well. He seems to have taken great benefits from these stories. He particularly mentions persons such as Nur and Raja Haidar Bakhsh as his guides (Cunningham, 1871b). Local traditions about the archaeological landscape of Taxila were also documented. We may also mention in this connection Cunningham's efforts to relate the name of Taxila to different tribes such as Takkas etc. Moreover, he also recorded local stories about the famous sites i.e. Srkap and Srsukh. Cunningham notes:

I have spelt the names as *Sir-kap* and *Sir-sukh*, because the people are unanimous in their belief that *Sir-kap* was in the habit of cutting off heads . . . (Cunningham, 1875, 68).

In addition, Cunningham's explorations and, even, excavations were guided and buttressed by two kinds of textual sources viz. classical accounts of Greeks and Romans and Chinese pilgrims', especially Xuanzang's, travelogues.

In describing the ruined cities and ancient monuments of the Punjab, I propose to begin on the west bank of the Indus, and to work towards the east, keeping closely to the general track that was followed both by the Macedonian king and the Chinese pilgrims. In carrying out this scheme, I will begin at Peshawar as a well known starting point, from which When Thsang's bearings and measurements will be a guide to the identification of other places to the west of the Indus' (Cunningham, 1871b, 86).

In this context, his researches are characterized by what is called historical and textual archaeology. Of course, it was in line with the spirit of the time as everywhere antiquarian and archaeological activity was dominated by exploring and identifying buildings and monuments mentioned in historical texts.

Cunningham's Taxila in the 19th century intellectual milieu

The question that how a military engineer turned to be an archaeologist gets special importance. It was the intellectual situation of the 19th century in addition to Indian cultural mysteries that stimulated Cunningham's interest in archaeology to the extent that he is now known as 'father of Indian archaeology'. Great number of ancient Indian, classical and Chinese sources had by the time been translated into different European languages and all this had had an impact on Cunningham and his scholarship. By mid-nineteenth century, Chinese pilgrims' accounts had been translated and they had caused great excitement and curiosity in intellectual circles. Alexander Cunningham also exhausted all the ancient sources in his wide-range surveys of Indo-Pakistan. However, it is to be noted that Xuanzang's account totally absorbed him. Cunningham terms knowledge about Buddhist heritage prior to these translations as 'mere conjectures' and notes that one stupa would be differentiated from another one only in terms of size and nothing was known with regard to specific purposes of the various stupas. All such understanding was made possible by translations of Chinese pilgrims' accounts (Cunningham, 1871b, 85; also see, Trautmann & Sinopoli, 2002). Thus, with the help of text he came out to explore and investigate extant remains of ancient India.

Later scholarship, however, is to be found critical of such a highly text-oriented study of religions.

The archaeological map of Buddhist sites in India was drawn as a result of the surveys conducted by Alexander Cunningham largely in north India in the 19th century. Cunningham

[. . .] argued that an enquirer into Indian archaeology should retrace the steps of the Chinese travelers Faxian and Xuanzang . . . [. . . His] pioneering investigations were primarily aimed at documentation and cataloguing and were neither comprehensive nor analytical, but nevertheless they provided much of the basis for subsequent investigations [. . .]. Writing in 1987, Schopen argued that if the history of religions, which was text-bound, had instead been archaeology of religions “it would have been preoccupied *not* with what small, literate almost exclusively male and certainly a typical professionalized subgroups wrote, but rather, with religious people of all segments of a given community actually did and how they lived [. . .]” (Ray, 2006, 305).

We may also refer to another important point which is very much specific to the nineteenth century. Since facts were considered sacred, their accurate presentation was deemed as an obligation. Sr Cunningham was also not indifferent to these intellectual considerations. All through his work considerable attention was paid to detailed and accurate description not only via words but also with the use of sketches, photodocumentation etc. This tinge in his work clearly reflects from what romantically appears on title pages of his published reports. These are two quotations from Lord Canning and James Prinsep, respectively:

What is aimed at is an accurate description, illustrated by plans, measurements, drawings or photographs, and by copies of inscriptions, of such remains as most deserve notice, with the history of them so far as it may be traceable, and a record of the traditions that are preserved regarding them. (Lord Canning) And What the learned world demand of us in India is to be quite certain of our data, to place the monumental record before them exactly as it now exists, and to interpret it faithfully and literally. (James Prinsep)

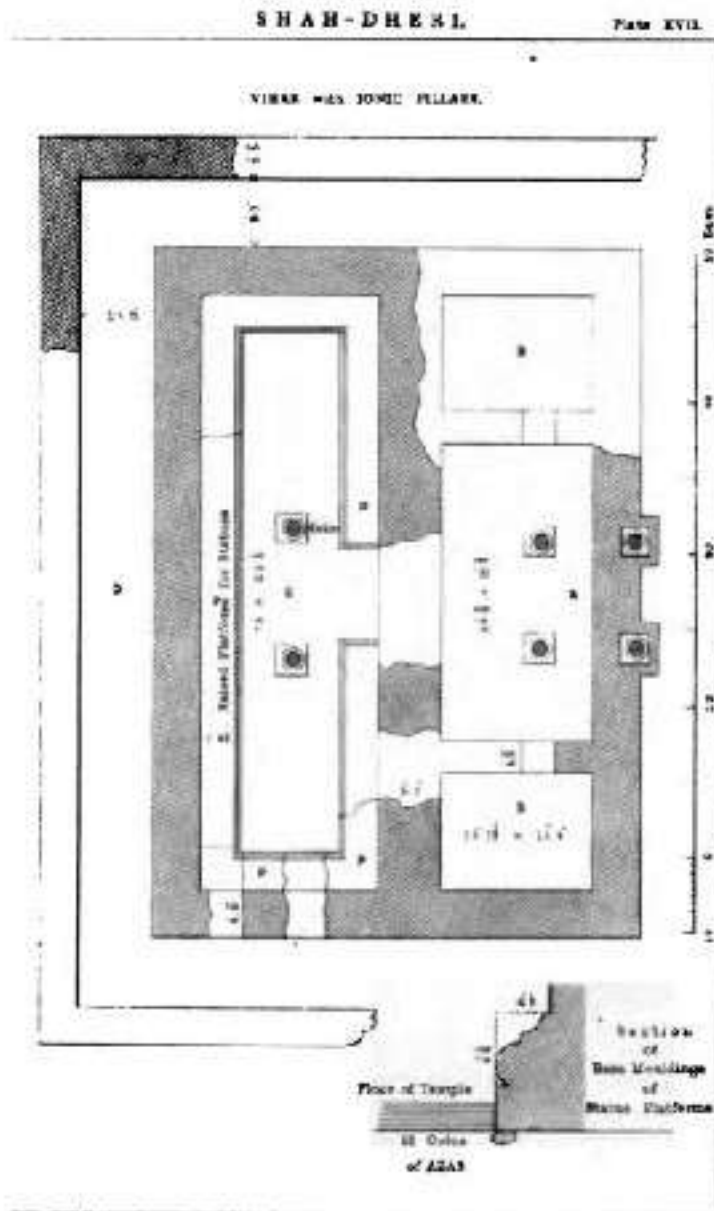
Conclusion

At a time when Indian archaeology was struggling to find a sound footing in colonial India, Cunningham may be credited for great achievements in this regard. He was the person to persuade colonial high-ups to give due attention to the country's material heritage. And the result was the establishment of Archaeological Survey of India. However, what is more profound is Cunningham's vision for archaeological research. The methods he had enunciated for fieldwork seem to be ahead of the time. Accurate description, preparing sketches and plans and making photographs were valuable concepts. His programme also seems to have had anticipated what might be called present-day phenomenological concerns in archaeology. More important is the point of collection of local legends and stories about sites. We can confidently say in this respect that Cunningham is the predecessor of those who take interest in matters concerning the importance of folklore to archaeology.

All this Cunningham applied in his own programme with respect to his survey of the Punjab, especially Taxila. He achieved his goal successfully. His basic duty was to identify sites which were mentioned by Chinese pilgrims in their accounts and he handsomely fulfilled his duty. All this gets more significance when we try to appreciate his work in its own historical context: that is that the idea of archaeology had not yet fully developed. Even in legal documents the word 'archaeology' is a later entry, not found till mid-1880s. Cunningham's work at Taxila best illustrate his concept and practice of archaeology in India in the latter half of the nineteenth century.

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A. DERRINGTON, Del. From an Engraving, Genl's Office, Cal. May 1852.

Figure 1. Shah Dheri, vihara with Ionic pillar (after Cunningham 1875).

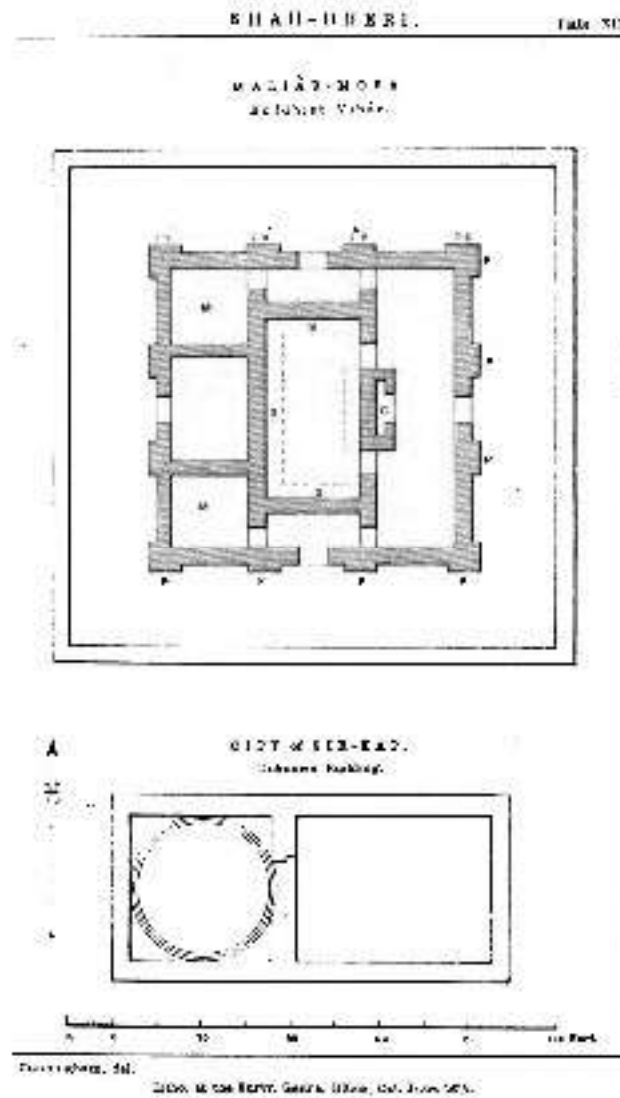


Figure 2. Mohra Malianan (above) and Sirkap (below) (after Cunningham 1875)

Determinants of Dividend Policy: Sectoral Analysis of Listed Non-Financial Firms in Pakistan

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The study is conducted to analyze the effect of various factors (i.e. Leverage (Lvg), Profitability (Prof), Business Risk (B.R), Liquidity (Lqd), and Growth Opportunities (GO)) on dividend policy (D.P) in the sample two non-financial sectors that are, food and electrical machinery from Pakistan stock Exchange. Total 30 firms have been taken, of which 20 firms from food sector and 10 from electrical machinery sector for a period of 8 years (2009-2016) by analyzing sample firms panel data. The results for both of the sectors that is generated through E-views via estimation of fixed effect model (F.E.M), show that independent variables like Prof, Lqd and Lvg have a positive and significant association to the explained variable of the study i.e. D.P, while a contra relationship is witnessed for business risk and growth opportunity to the dependent variable. Therefore, in food sector the results are more significant than the electrical machinery sector and it can be concluded that increase in the given variables will ultimately boost the D.P to shareholders that is the most attractive factor in the eyes of the majority of the stockholders. The endeavor concludes considerable results which will help the key stakeholders particularly the Board of Directors in order to formulate and restructure their D.P backed by the considered variables of this study that will ultimately maximize the stockholders wealth as well as the organizational value of both the sample sectors of the study.

Keywords: growth opportunities, dividend policy, panel data, food, electrical machinery

The centrality of each and every organization is their shareholders who are the real owners of these firms. Likewise, to keep these shareholders satisfied and confident the organizations shall

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Contribution of Authors:

1. The first author found the gap to initiate and conduct this study, provided theoretical frame work, formulated objectives and research questions, crafted policy recommendations and finalized the first draft.
2. The second author has devised methodology, analyzed the data and infers the results.
3. The third author has reviewed the literature, collected the data, constructed variables, and incorporated the valuable suggestions to finalize the final draft.

make regular and reasonable amount/percentage of payments to their shareholders, which show the centrality of dividend policy in the organizations (Ringborg & Dai, 2016). The residual theory of dividend states that reinvestment of the net profits in the companies is a normal practice due to the effect of clients along with a considerable force on the companies to pay a portion of these earnings in the form of dividends. In this way it is concluded that dividend policy is key as well as contentious angle of corporate finance. It basically refers to the dividend evaluation that is planned by management to make payments set aside portion of earnings i.e. dividends to financiers or stockowners, that is also refers to the "dividend per share". A regular distribution of these dividends is the key point for financiers to be loyal with the company in the long run. In simple words there is a direct relationship between regular dividend payment and dividend policy. Further, the high valued image of the company is also attached to the regular payment of dividends. In a study of Khan et al., (2016), it is concluded that researchers have three various distinct viewpoints regarding dividend payout. Firstly, the conservative group is of the view that increase in dividend payout ratio is a sign of high organizational value. Secondly, another group believes in an opposite viewpoint as compare to first group and shows an inverse relationship between dividend payout and organization value. Thirdly, another category of various groups believe on no linkage of F.V to that of D.P (Miller & Modigliani, 1961). Furthermore, a huge research work have been carried out to check the importance of D.P specially in advanced economies while rare studies have done in Pakistan like developing economy, which caused a thicker information space (khan et al., 2016). Furthermore, current study focuses on specific financial factors in specific sectors (i.e. Food and Electrical Machinery) that influence the dividend policy in Pakistan economy. Therefore, this study is centered on the impact of financial variables like Lvg, B.R, Prof, Lqd, and GO on corporate D.P.

As per the study findings of Khan et al., (2016), majority studies regarding dividend policy were conducted in advanced economies of the globe while developing economies like Pakistan got less attention in this regard that there is a huge research work to check the dividend payout with different perspectives in advanced economies across the whereas very lesser attention is given to the developing economies like Pakistan where dividend payout and its determinants are still need attention of the researchers. The findings of Brealey et al., (2012) declares that among the ten unresolved issues of corporate finance, controversial status of dividend policy is one of them that needs more research to simplify this potential area of research. Similarly, various economies have different research results by taking the same variables of interest subject to pick various industries. Majority of previous studies conducted in Pakistan in the same area of interest like Khan, Naeem, Rizwan, and Salman (2016) but none of them has taken two sectors with 100 % population as sample size. Therefore, this study picked two sectors like food and electrical machinery sectors to check the effect of considerable variables on dividend policy which will increase the generalize applicability of results of the study. Furthermore, based on the previous assumptions and various study findings, like for instance the one of the perception is that there is a direct association between a company's profitability and the D.P of the company (Mehta, 2012; Zameer et al., 2013). On the other hand, the study of Kaźmierska (2015) concluded an inverse relationship between profitability and dividend payout ratio. In this way, mix results are found where some of the researchers like, Ahmed and Javid (2009), got a direct relationship between liquidity and dividend payout while some researchers like Zameer et al., (2013) have declared an indirect relationship between these two variables. According to the study of Ringborg and Dai (2016), further research work shall be conducted to test other elements of D.P including B.R, Lqd and GO. It is another uniqueness of this study to pick the gap of the above mentioned research work with the pointed out three variables in order to gauge the worth of dividend policy keeping the effect of various variables in two main non-financial sectors of PSX.

Research Question

1. Is there any effect of leverage on dividend payout of food and electrical machinery sectors in Pakistan Stock Exchange?
2. Is current ratio influences D.P of the sample sectors?
3. Is Profitability effects dividend payout of sample sectors?
4. Is growth influences dividend payout of sample sectors?
5. Is business risk effects dividend payout of food and electrical machinery sectors of PSX?

Research Objectives

1. To analyze association between L.V and D.P of food and electrical machinery sectors in PSX.
2. To analyze the connection between C.R and D.P in the sample sectors.
3. To evaluate the connection of P.B and D.P of sample sectors.
4. To check the association of G.R and D.P in sample sectors.
5. To examine the association of B.R and D.P in sample sectors.

Literature Review

Dividend is paid from earning and the rest is retained as a rule. Its payments reflects it affordability of its own and borrowing cost and it is profit distribution to the shareholder reaching the goal of multiplying wealth of the real owners called shareholders. Further, the common practice that the management of the firms pursue to decide about the dividend payments based on this specific or in simple words it is the common method to distribute a specified portion of the earnings of the firm at a stipulated time frame (Lease et al., 1999). Similarly, Yusof and Ismail (2016) found a positive significant association of Prof, size of the venture, policy of investment and D.P and negative significant link of debt and dividend policy. Charitou (1999) pointed a positive relation between earnings, cash flow and dividend changes whereas losses reduce dividend payment.

Similarly, Kaźmierska (2015) pointed out an indirect association between Prof and D.P. Likewise, Chen and Dhiensiri (2009) considers free cash flow and dividend payment as positively associated. However, Imran (2011), Utami and Inanga (2011) partially resembles Charitou (1999). Similarly, Al-Kuwari (2009) also found an insignificant relationship of cash flow and dividend policy.

Al-Malkawi (2007) established negative and significant relationship between debt financing and dividend policy. The study associated the payment of higher dividends to that of increasing amount of debt financing. On the other hand, contribution as a result of the endeavors of Ahmed and Javid (2009) and Ullah et al., (2019) signals irrelevant association between debt and D.P. similarly, Gakumo and Nanjala (2016) studied about the D.P considers earning per share, B.R along with financial Lvg highly noteworthy. Khan, Naeem, Rizwan, and Salman (2016) found negative significant association between profitability and dividend payment. Amidu and Abor (2006) consider B,R, GO, M/B value and institutional ownership negatively associated with dividend policy. Sanjari and Zarei (2015) found a positive significant association between that liquidity, leverage, company size and dividend payment however negatively associated with profitability and growth.

Bushra and Mirza (2015) shows a positive significant relationship that is, the earnings on shareholders equity along with earnings on total assets and dividend payment with exception of growth negative relation. Furthermore, they reveal lower D.P is pushed by lower Prof of the company. Shares attentiveness inside the managing persons and individuals shows a negative

relationship with dividend payment (Ahmad & Javid2009). Similarly, they also view a positive association of market liquidity and ownership concentration and negatively linked with dividend payment. Asghar, Shah, Hamid, and Suleman (2011) clues a positive significant relationship of price instability, firm size and dividend payment as well as dividend yield.

Afza and Mirza (2011) found direct association of institutional shareholding with that of earnings on shareholders equity while an inverse connectivity with GO. Nazir, Nawaz, Anwar, and Ahmed (2010) exhibit a positive significant relationship between dividend policies and stock price volatility going for F.E.M along with R.E.M on the data. Asghar, Shah, Hamid, and Suleman (2011) reflected a positive significant relationship dividend payout and dividend yield and price of the stocks and size of the ventures.

Musiega et al., (2013) showed a positive relationship between earning, growth, return on equity and dividend policy. Soondur, Maunick, and Sewak (2016) indicated a positive relationship between net income dividend payout ratio and a negative relationship between retained earnings and dividend policy using fixed and the random effect model. Further, Arif and Akbar (2013) considered positive association between size, profitability, investment opportunities and dividend policy furthermore tax was negatively associated with dividend policy. Likewise Al-Kuwari (2009) affirmed a positive significant relationship between firm size, government ownership, profitability and dividend policy and further evidenced negative relationship of leverage and dividend policy. Anil and Kapoor (2008) shown no effect of M/B value, cash inflows/out flows, firm Tax, and GO in terms of the D.P, that results no impact of these factors on D.P.

Exploring the Malaysian emerging market, the study of Al-Twajiry (2007) found that previous dividend is influenced by current as well as next year dividend. There is mild relationship between Dividends and net income. The study explored that dividend per share and size of firm are strongly related as compared to next year, current and previous net income.

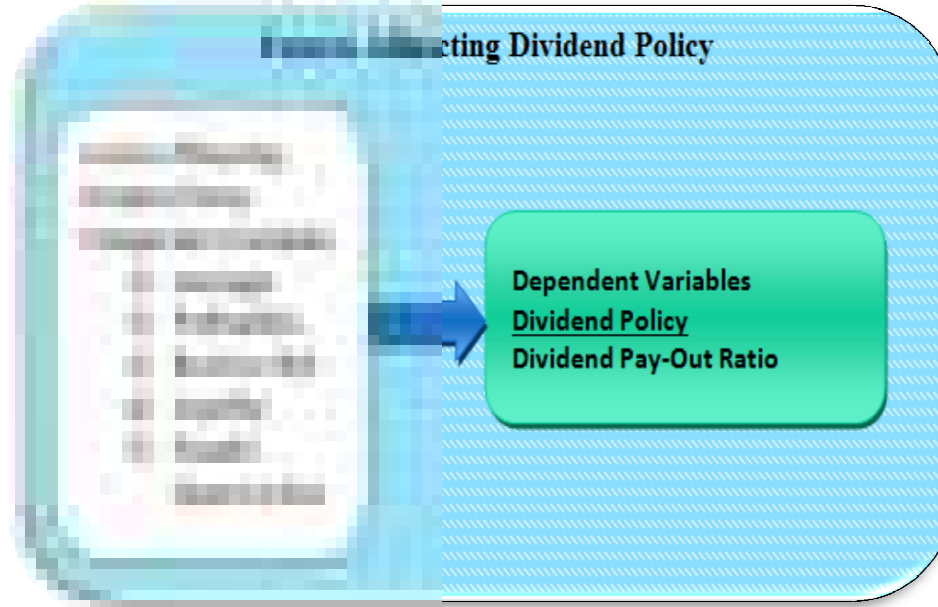
Lee (2009) argued that profit and risk were strongly related dividend policy in the Korean financial sector. Al-Kuwari (2009) argued that firm size and dividend payout ratio are positively related. The study further revealed that there is negatively relation between leverage dividend payout ratios. The study of Afza and Mirza (2011) explored that size of firm profitability and liquidity has positive significant effect on D.P. The study of Mat et al., (2017) has explored the factors those disturbing the D.P in the perspective of Malaysia. This study revealed and shows that there is positive relationship between GO, volume of the firms, investment prospects, Prof as well as cash inflows/out flows, and D.P. Similarly, the study shows negative significant impact between dividend policy and debt. Further, in the endeavor of Nnadi, Wogboroma, and Kabel (2013) revealed that there is negative relationship between dividend policy and debt and agency cost, while the firm age and ownership structure has positively related to the dividend policy.

The study of Adhikari (2015) explored that market easiness to buy or sell and Prof are having direct connection to that of D.P, however size of firm was negatively related to the dividend payout. Similarly, Forti et al., (2015) explored that, return on assets, size of firm, liquidity , M/B value and growth in earnings has positive relationship to the D.P. so, the endeavor declared that having large size of firm, market value, earning growth liquidity were correlated to dividend that were paid out to shareholders. The study also found that risk and debt are having negative relationship to dividend policy.

Ahmad and Muqaddas (2016) arrived at a positive association between safety, profitability and dividend policy, with negative link between financial efficiency and risk and dividend policy. Awad (2015) positively led associated size, profitability and financial leverage and the dividend policy.

Khan et al., (2016) suggested that under developed and developing countries like Pakistan had a rare contribution on the studies associated with dividend policy and need to be explored. Dividend policy due to its controversial and debatable nature needs more exploration. Furthermore, as per the endeavor of the Brealey et al., (2012), the disagreement with respect to D.P among the top 10 unsettled conflicts that is existed in the field of corporate finance that needs further exploration extensively comprehends the topic. Numerous endeavors have been carried out around the world in the same area of interest, but there is no common agreement among them.

Research Model /Theoretical Framework



Source: Ringborg and Dai (2016).

Growth Opportunities

There are mix views of the researchers regarding the dividend payout in light of increase/decrease in growth opportunities (GO). According to the findings of Ahmed and Javid (2009), increase in GO of the company will decrease the payment of dividend to their shareholders. On the other end, the association between growth of the firm and dividend is directly proportional to each other; it means dividend payout will be higher when there are more opportunities for a company to grow (Al-Malkawi, 2007).

H₁: There is an inverse association between DP and GO of the firm.

Profitability

The popular picking order theory declares that in case of paying lower dividends the firm will go for investment of retained earnings on priority basis. Similarly, Mehta, 2012; Amidu and Abor (2006) concluded an inverse and significant linkage between profitability and DP. It is declared that

instead of paying dividends a firm invested their dividend in other profitable ventures. Furthermore, the findings of Kania (2005) concluded that more will be the retained earnings as a result of higher returns on firm equity and resultantly the smaller the DP. According to Aivazian, Booth and Cleary (2003), the larger and profitable firms pay more dividends.

H2: There is direct association between DP and Prof. of a company.

Business Risk

According to the studies of Fama and French, (1998), it is declared that the ability to create higher earnings of the company in terms of its prices will lead to be more confident future "GO" in comparison to the contra situation of the earlier statement. Increase in dividends lesser cash inflows/out flows projections associated risks of the equity holders while it boost prices of the stocks, which will, eventually, jumps up the prices of the stocks as well as the P/E ratio. Similarly, Amidu and Abor (2006) found that an increase in dividends and reduction in risk is associated to the high price earnings ratio.

H3: There is an inverse association between DP and B.R of the company.

Leverage

As per the previous pragmatic evidences from various endeavors, the connection between Lvg and D.P is diverse. Similarly, Rozeff (1982) examined an indirect association between leverage and dividend payout. Similarly, other same findings has been derived by Al-Malkawi (2007) as a result of a research study. Furthermore, Kania (2005) pointed out a direct as well as significant association between leverage and DP.

H4: There is a direct association between DP and Lvg of the firm.

Liquidity

As per various studies higher liquidity results in higher dividend payout in comparison to the lesser liquidity. Similarly, the dependency of DP on cash flow is considerable that is, the ability of the firm to pay dividend. It is supported by another view of Ahmed and Javid (2009) that is, a firm's weaker liquidity position refers to the lower frequency of dividend payments caused by the lack of dividends.

H5: There is direct linkage between DP and Liquidity of the firm.

Method

Sampling Frame

The study includes 30 sample Firms of which 20 food and 10 electrical machinery firms listed on Pakistan Stock Exchange (PSX) as taken by (Arif & Akbar, 2013; Mat et al., 2017). Population for this study is all registered sample sectors firms. The secondary data of the sample sectors has been extracted from the annual reports, yahoo finance, and PSX and business recorder for a period of eight year from 2009 to 2016. To analyze data, the study adopted E-views to draw the results regarding the explained as well as explanatory variables while the detail description is mentioned in above table1.

The Estimation Method

$$DP_{i,t} = \beta_0 + \beta_1 LE_{i,t} + \beta_2 PRO_{i,t} + \beta_4 BR_{i,t} + \beta_5 LIQ_{i,t} + \beta_5 GR_{i,t} + \varepsilon_{i,t} \dots \dots eq(1)$$

In the above equation 1, dividend payout ratio is explained variable denoted by DP for firm i in period t. similarly, the leverage ratio is shown with LE, PRO shows profitability ratio, BR is for the business risk, the liquidity ratio is abbreviated with LIQ and growth opportunities is denoted with GR or GO. Similarly, β_0 denotes the intercept in the model and ε is the error term of firm i in period t.

Table 1*Description of Explained and Explanatory Variables*

Variables	Variable Name	Description	Empirical evidence
Lvg	Leverage	Total Liabilities by Total Assets	(Kuzuzh, N.(2015)
Porf	Profitability	Net Profit by Total Assets	Eduardo K.Kayo and Herbert Kimura (2011)
B.R	Business Risk	(Current year earnings less Preceding year earnings) by preceding year earnings	Kania, 2005)
Lqd	Liquidity	C.A/C.A	Kania (2005)
GO	Growth	Assets _t Less Asset _{t-1}	Sayilgan, Karabacak, Kucukkocao (2006)
D.P	Dividend Payout	Dividend/Net earnings	Mat et al., (2017)

Author own source

Leverage Ratio

The dividend policy factors as revealed by the study of Mat, Mokhtar, Ali, Kasim and Zaini (2017) in Malaysian context and explored that the cash flows, earning, investment opportunity, growth and firm size influenced the dividend policy significantly, while there was negative significant effect on debt. The study used total liability to total asset for measuring leverage ratio.

Leverage Ratio $i, t = \text{total liability} / \text{total asset}$ where i denotes firms and t denotes time period

Profitability Ratio

The hierarchical determinants of capital structure were explored by the study of Eduardo Kayo and Kimura (2011). The study used the proxy of net profit / total asset for measuring Prof Ratio.

Profitability Ratio $i, t = \text{net profit} / \text{total asset}$ where i denotes firms and t denotes time period

Liquidity Ratio

To motivate the corporate dividend decision, the study of Kania et al., (2005) explored different factors, and argued that liquidity, risk, growth, inside ownership, expansion and profitability has significantly negative relationship with dividend policy. The dividend payout has positive relationship with leverage and profitability growth. The proxy used for measuring the ration of liquidity as current asset/ current liability

Liquidity Ratio $i, t = C.A / C.L$ where i denotes firms and t denotes time period

Growth Opportunity

The study of Sayilgan, Karabacak, Küçükkocaoğlu (2006) revealed the capital structure determinants in Turkish firms. They argued that size of firm and growth opportunity has positive significant effect to the level of the debt. Whereas there is negative relationship between leverage ratio and tangibility, plant property and equipment, profitability and non-tax shields. The growth opportunity was measured by $(\text{Asset}_t - \text{Asset}_{t-1}) / \text{Asset}_{t-1}$

Results and Discussion

Descriptive Statistics

In the given schedule 2, the dependent variable mean and standard deviation shows dividend payout and measured by formula of (dividend paid / net profit) are 0.298 and 0.394 respectively whereas the mean and standard deviation of dividend payout in sector of electrical machinery is 0.210 and 0.301 respectively.

Descriptive statistics Interpretation

In the above tables 2 and 3, the value of variables (minimum and maximum) is -.07, 1.607 and -0.071, 1.501 respectively. The mean value i.e. (.076) and the value of standard deviation is .102 for independent variable for food sector and 0.070 and 0.101 for electrical machinery sector. It shows the average profitability in the sectors and the variation from the mean profit across the sectors. The value of variables (minimum and maximum) is-. 220 and .462for food and -0.201 and 0.410 electrical sector respectively. Similarly, business risk has mean and SD of .151 and .1.017 that reflects B.R on average in the sample sector is .151 and the variation of the data from the mean is 0.102.

Table 2

Descriptive Statistics (Food sector)

Variables	Mean	Median	Max	Min	SD
D.P	0.298	0.133	1.607	-0.076	0.394
B.R	0.151	0.110	3.213	-4.553	1.017
GO	0.155	0.114	1.183	-0.893	0.256
Lvg	0.488	0.530	1.105	0.000	0.256
Lqd	5.669	1.407	138.519	0.000	18.019
Prof	0.076	0.060	0.462	-0.220	0.102

Author own Source

Table 3

Descriptive Statistics (Electrical Machinery sector)

Variables	Mean	Median	Max	Min	SD
D.P	0.210	0.133	1.501	-0.071	0.301
B.R	0.141	0.110	3.201	-4.444	1.019
GO	0.144	0.114	1.171	-0.888	0.260
Lvg	0.455	0.530	1.101	0.000	0.267
Lqd	5.321	1.407	111.501	0.000	19.122
Prof	0.070	0.060	0.401	-0.210	0.101

Author own Source

Descriptive statistics Interpretation

In the above tables 2 and 3, the minimum (Min) and maximum (Max) values of variables is - 0.07, 1.607 and -0.071, 1.501 respectively. The average (0.076) and S.D (0.102)of explanatory variable for food sector and 0.070 and 0.101 for electrical machinery sector. It shows the average profitability in the sectors and the variation from the mean profit across the sectors. The Min and Max values of the variable is -0.220 and 0.462for food and -0.201 and 0.410 for electrical sectors respectively. Similarly, business risk has mean and SD of 0.151 as well as 0.1.017correspondinglythat is an indication of the fact that 0.151 is the mean BR in the food sector while the deviation from the average stood at 0.102 for food sector while the same variables has values of 0.141 and 1.019 in the

electrical sector respectively. The Min and Max values of the variable are -4.553 and 3.213 as well as -4.444 and 3.201 for the two sectors consecutively. The average along with S.D of explanatory variable that GO is 0.155 and 0.256 for food and 0.144 and 0.260 for electrical machinery sectors respectively while the Min and Max value of the variable is -0.893 and 1.183 as well as -0.888 and 1.171. Similarly, leverage has mean of 0.488 and SD is 0.256 for food as well as 0.455 and 0.267 for electrical sectors respectively while the Min and Max value of the variable is 0.000 and 1.105 as well as 0.000 and 1.101 for food and electrical sectors respectively. Further, Liquidity has the mean and standard deviation of 5.669 and 18.019 as well as 5.321 and 19.122 for food and electrical sectors respectively with the minimum and maximum values of 0.000 and 138.519 for food as well as 0.000 and 111.501 for electrical sectors respectively.

Correlation

The tables 4 and 5 show correlation between the variables for both of the sectors of the study.

Table 4
Correlation (Food sector)

	D.P	B.R	GO.	Lvg.	Lqd.	Prof.
D.P	1.00					
B.R	-0.15	1.00				
GO	-0.22	0.11	1.00			
Lvg	-0.01	0.01	0.19	1.00		
Lqd	0.30	-0.10	-0.05	-0.41	1.00	
Prof	0.31	0.35	-0.02	-0.10	-0.04	1.00

Author own Source

Table 5
Correlation (Electrical Machinery sector)

	D.P	B.R	GO.	Lvg.	Lqd.	Prof.
D.P	1.000					
B.R	-0.131	1.000				
GO	-0.201	0.101	1.00			
Lvg	-0.008	0.008	0.145	1.000		
Lqd	0.260	-0.101	-0.041	-0.389	1.000	
Prof	0.301	0.321	-0.011	-0.101	-0.040	1.000

Author own Source

Interpretation

In the above tables, a correlation between the profitability and dividend payment stood at 0.314 and 0.301 for food and electrical machinery sectors respectively. This represents a significant positive relationship among the stated variables. Similarly the same positive and significant relationship is found in the D.P along with Lqd of the sample corporations that stood at 0.289 for food and 0.260 for electrical machinery sectors respectively but the intensity significance of food sector is high than the electrical sector.

The negative and significant association between the D.P and Lvg of the sample firms is found that is -0.009 for food and 0.008 for electrical sectors respectively. Similarly the same negative

correlation is found in between dividend payment and growth with values of -0.218 and -0.201 for food and electrical sectors respectively. Similarly, the correlation between the D.P and B.R of the sample firms stood at -0.146 and -0.131 for food and electrical sectors respectively.

Regression Results

In order to get reliable results multiple regression analysis is used on the panel data collected from audited financial statements of the sample sectors of PSX accompanied by different models like Fixed Effect, Random Effect and ordinary least square (OLS) Panel. Fixed Effect model is picked to be fit while dividend payout is regressed with the help of the explanatory variables of the study. Furthermore, the estimated model is good fit in light of the values of the adjusted R-square and calculated F-statistics, which in simple words means that it explains a considerable variation in the regressed variable.

Table 6

FEM of the Panel Regression: Explained Variable: DP

Variable	Coefficient	t-Statistic
C	0.014	0.182
B.R	-0.092***	-2.859
GO	-0.291***	-2.621
Lvg	0.346***	2.596
Lqd	0.008***	4.319
Prof	1.667***	5.227
R-squared	0.321	
Adjusted R^2	0.29	
F	10.80	
P(F)	0.000	
Hausman (P)	0.0026	

B.R (Business Risk), G.R(Growth), Lvg (Leverage), Lqd (Liquidity), Prof (Profitability), D.P (Dividend Payout)

FEM of the Panel Regression

In the above tables 6 and 7, after using Hausman Test, p-value is 0.0026 (food sector) and 0.0023, which are statistically significant and therefore, accept alternative hypothesis. The estimated coefficient of Profitability for both of the sectors indicates a considerable direct relationship to the dividend payout. The DP is influenced by profitability of a firm and it is a considerable factor and results are supporting hypothesis while in lining the findings to that of Yusof and Ismail (2014) and Imran (2011) that is the similarity in the studies. Further, another indicator is the coefficient of liquidity that clearly indicates a direct and considerable association to the DP. So, The present study results recommend that the more strong the liquidity position of a firm the higher the DP capability and hence the results are in line with that of the results of Sanjari and Zarei (2015) .The estimated coefficients of leverage for food and electrical machinery sectors show that it has a direct and considerable association to the DP. Likewise, Kowalewski et al., (2007) is in line with these results and found the same results. The estimated coefficient of business risk for both the sectors shows an inverse but significant association with the DP.It is further indicates that firms who are facing more volatility in their earnings, will pay lesser dividend to their shareholders due to their uncertain position. Consequently, such type of firms either will be unable to make payment of dividend or may

go for a decision to make payment with lesser dividend. These results are in line with that of the results of Gakumo and Nanjala (2017) that shows the uniformity. So, these results pointed out that growth has an inverse effect on the dividend payout. There is an agreement of the results of Amidu and Abor (2006) with the results of the current endeavor.

Findings, Policy Recommendations and Future directions

The study is conducted to analyze the effect of various factors (i.e. Leverage (Lvg), Profitability (Prof), Business Risk (B.R), Liquidity (Lqd), and Growth Opportunities (GO)) on dividend policy (D.P) in the sample two non-financial sectors that are, food and electrical machinery from Pakistan stock Exchange. Total 30 firms have been taken, of which 20 firms from food sector and 10 from electrical machinery sector for a period of 8 years (2009-2016) by analyzing sample firms panel data. The results for both of the sectors that is generated through E-views via estimation of fixed effect model (F.E.M), show that independent variables like Prof, Lqd and Lvg have a positive and significant association to the explained variable of the study i.e. D.P, while a contra relationship is witnessed for business risk and growth opportunity to the dependent variable. Therefore, in food sector the results are more significant than the electrical machinery sector and it can be concluded that increase in the given variables will ultimately boost the D.P to shareholders that is the most attracting factor in the eyes of the majority of the stockholders. The endeavor concludes considerable results which will help the key stakeholders particularly the Board of Directors in order to formulate and restructure their D.P backed by the considered variables of this study that will ultimately maximize the stockholders wealth as well as the organizational value of both the sample sectors of the study. These results are in line with that of the results of Gakumo and Nanjala (2017) that is on the same page of interest. So, these results pointed out that growth has an inverse effect on the dividend payout. There is an agreement of the results of Amidu and Abor (2006) with the results of the current endeavor.

Policy Recommendations

The study provides considerable results which will help the key stakeholders particularly the Board of Directors of the sample sectors of the study to formulate and restructure their dividend policy based on the considered variables of this study that will ultimately maximize the stockholders wealth as well as the organizational value.

Future Research Direction /Out look

It is suggested for potential researchers to conduct their research on financial sector of PSX as well as there is potential to go for an endeavor in terms of comparing the financial and non-financial sectors of Pakistan.

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