

Pakistan Review of Social Sciences



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- Economics
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**SECTION ONE:
Book Reviews**

Book Review: Foundational Thoughts of Pakistan Movement

Inter Services Public Relations (ISPR). (2019). Foundational Thoughts of Pakistan Movement. Rawalpindi: Hilal Publications, Hilal Road, Rawalpindi Cantt. Pp. ii, 110: ISBN: 978-969-7632-06-0

This book is based on the speeches/letters of all those renowned figures who contributed well in the making of Pakistan. It also includes Texts of the Pakistan and Delhi Resolutions. The prominent names of all those personalities are: Sir Syed Ahmed Khan, Dr. Allama Muhammad Iqbal, Quaid-i-Azam Muhammad Ali Jinnah and some other known leaders. Sir Syed speeches depict, 'Soul of Pakistan' which was based on 'Two-Nation Theory' as it is now known as 'Ideology of Pakistan'. This theory shows his 'Rational approach' for an independent and separate homeland for Indian Muslims. It seems like a reason and a spirit for them to be united under the flag of a separate country. Allama Iqbal's speeches and letters show his 'Emotive reasoning' as a vibrant demand of an independent state. He gave a comprehensive speech at All India Muslim League's 21th session on December 29, 1930 at Allahabad. This book presents his thought as, "Sind, Punjab, Baluchistan, and the NWFP be amalgamated into a single Muslim State." He also wrote some confidential letters to Jinnah which show how both great leaders were on a same page for demanding of an independent country. Jinnah himself endorsed it in 'Foreword' of book, 'Letters of Iqbal to Jinnah'.

Meanwhile, Jinnah's continuous determination, struggle, and prudence for a separate homeland have been observed in his speeches/addresses in this book which is a great source of inspiration to all Pakistanis. Quaid's speeches and addresses show that he was urging his people to make great efforts to achieve the milestone and turn the dreams into a reality. He always presented the idea, 'Muslims in India as a 'Nation' not as a minority. They have different social customs, literary traditions and religious philosophies which do not match with Hindus' at all.'

This book mainly comprises eight parts. The first part i.e. Sir Syed Ahmed Khan and Genesis of Two Nation Theory covers his speeches which highlight the Muslims as a separate nation, different from others in India. Chronologically moving forward, Presidential Address by Dr. Allama Muhammad Iqbal All India Muslim League 21th Session-1930, and Few Letters of Allama Muhammad Iqbal to Quaid-i-Azam Muhammad Ali Jinnah show his ideology for an independent country. Similarly, other remaining parts are named as: All India Muslim League Twenty-Seventh Session – 1940, All India Muslim Legislator's Delhi Convention – 1946, Address by Quaid-i-Azam Muhammad Ali Jinnah – 11 August 1947, Address by Quaid-i-Azam Muhammad Ali Jinnah – 14 August 1947, and Pakistan ---- Birth of a Nation.

The publication of this book, at a time when country is facing both internal and external threats to its security and safety is highly needed step. The rich historical recollection of the speeches and addresses of the great Muslim leaders who played a vital role in making the separate homeland for the Muslims seems as a reminder both to its citizens and the world. It shows the vision of its great leaders and their sacrifices to achieve a milestone as separate homeland. Reading of these speeches and details of historical events can also serve as a reference source for those who have keen interest in history. It is also suitable to be used as a text book as it gives an insight of Pakistan Movement. But, it may also include speeches/statements of other Muslim leaders who did not move with Pakistan Movement like Moulana Abdul Kalam Azad and there should be an encounter of such

speeches/statements by those leaders who supported that movement. This will enhance the beauty of this book and readers may enjoy and explore it more critically.

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Book Review:
The Routledge Handbook of Strategic Communication

The Routledge Handbook of Strategic Communication. Edited by Derina Holtzhausen and Ansgar Zerfass, First published (2015) by Routledge: 621 pp. ISBN: 978-0-415-53001-9

The phenomenon of strategic communication means communication as intentional, planned, goal-oriented and planned by professionals for a specific purpose and it emphasizes that, no matter how much strategizing and planning take place behind the scenes, the ultimate aim is to communicate in the public sphere. Further, the concept of strategic communication is a communication process that follows from an organization's plan and focuses on the role of communication in enabling the organization's goals and objectives, its success and impact.

The Routledge Handbook of Strategic Communication provides insights into ongoing discussions that build an emerging body of knowledge of strategic communication. Comprised by 37 chapters, the editors explore what the different communities of communication practice can learn from each other, offering complementary perceptions and, to some extent, opening new fields for interdisciplinary research.

As a wide-ranging book, it is divided in four parts wherein the first part deals with conceptual foundations of strategic communication and it provides insights about the arising of the expression "strategic communication" and sheds light on the appropriation of some concepts and theories from communication studies.

Part II elaborate the institutional and organizational dimensions in the discipline of strategic communication and explore the organizational factors that inhibit excellence in strategic communication. This part defines the institutional structures where strategic communication is a result of regulative, normative and cognitive structures where communicators conform with certain professional competences and tasks. The book further explores the organizational culture and knowledge; discursive practices and polyphony in management messages; organizational interaction and social practices that involve communication and language, and contribute to the construction of strategic practices; the role of executives in good governance and building communication capital and the impact of executives' roles, competencies, identities and legitimacy in strategy and strategizing.

The third Part of this book is focused on the communication between strategic communicators and their stakeholders, as well, as it highlighted some key concepts, like strategic messaging, persuasion, image repair, semiotic analysis, visual literacy, relationship cultivation and participatory culture. In this part the book proposes theoretical framework for strategic communication messaging and highlights the persuasion disciplines, mostly message framing, in the production of effective messages. This part further discusses the image repair strategies in crisis situations and emphasizes the use of strategic communication and visual means to reinforce cultural values. The book appraises the extent to which relationship cultivation strategies traditionally studied in the context of public relations' organization-public relationships theory may be relevant to strategic communication outcomes.

The final portion of this book deals with domains of strategic communication practice and it is explored that how strategic communication is practiced in areas such as: public relations, advertising, political communication, and government communication, health

communication to change perceptions, attitudes, and behaviors in the population in the field of strategic communication. The final portion discusses the strategic activism for democratization and social change, while highlights the role of strategic communication in public diplomacy and also elaborates the strategic communication performed by international nongovernmental organizations through the use of international public relations literature. The last part also examines the role of strategic communication in terrorism, crisis communication, risk communication, organizational change, digital communication and global strategic communication considering the lens of coordination, control and standardization.

The book provided a comprehensive review of research in the field of strategic communication which has become a major discipline of communication studies since the second decade of the twenty-first century. Considering that strategic communication is at the main component of communication studies, the book informed about some omissions, particularly in the area of branding, consumer behavior and marketing. They justify this omission with the need to focus strategic communication in the “soft” disciplines where it is much harder to determine and measure outcomes. The book offers a wide-ranging picture of an emerging and pervasive domain that encompasses various goal-directed communication activities.

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Book Review:

Measuring Women's Political Empowerment across the Globe: Strategies, Challenges and Future Research

Alexander, A. C., Bolzendahl, C., & Jalalzai, F. (Eds.). (2017). *Measuring Women's Political Empowerment across the Globe: Strategies, Challenges and Future Research*. Springer.

This book addresses an important facet of women political empowerment across the globe. It is a fundamental requisite for gender equality in society. Women global political empowerment can be described as the process of improvement of assets, abilities, traits, develop greater choices and achievements of women to gain equal access to men in influencing and employing political authority worldwide. This book has central point that women political empowerment demands equal distribution of power between men and women and represent women as separate entity in social system. Alexander and Coffé cover global public opinion from project and discusses women political empowerment in different ways such as (1) Mainstream political engagement and participation (2) Political activism, and (3) Attitudes concerning the political empowerment of women. This book provides recapitulation of the status of women's political empowerment across the globe. Gender differences as well as attitudes towards women role in politics may be different across various cultures in different countries. The authors narrate that in countries where are higher levels of economic and human development, women are more engage in the labor force and to reach higher levels of education which increase their levels of political participation and thus gender gaps are decreased. Quantitative measures were adopted which measured attitude towards women political empowerment. The book mainly addresses the role of women as political leader and second revolves around women have same right of democracy as men.

The authors divided book in to twelve chapters. The women can only have empowered politically when they have equality with men as political elites in social system. Women political empowerment is limited because they belong to femininity, it also incorporates inequality and marginalization within social system. The authors skillfully explain women political empowerment across the globe and examine women's election to representative office at various levels and within the legislature. There are perspectives of citizens on women's political empowerment, with women being overall less participatory but more supportive of a role for women in politics. Gender also plays major role in political empowerment. In countries where there are higher levels of economic and human development, these women actively participate in the labor force and to reach higher levels of education in return it increases their political participation. The authors argue disempowerment is main cause of insecurity which leads women towards less political empowerment. They also stressed out that equality promotes women empowerment. Democratic government also plays an important role in promoting women political empowerment. It gives gender equality and also strengthens minorities or different ethnic groups to participate in politics. The structure and ideology of political parties is important for women's empowerment. There are many social, political and economic aspects that shape women political empowerment. In many parts of the world, politics is only the sole property of men and women cannot enjoy their political and social rights. It is an established fact that economic status plays an effective role in promoting stability, financial freedom and it has direct influence on women capability to participate in political proceedings.

In nutshell, this book draws perfect picture of women political empowerment in different scenarios. This book is a treasure for scholarly research of gender and politics. It dexterity narrated that women political empowerment is basic for understanding the phenomena of political empowerment. In addition, women social movements in developed and developing nations were measured in a quantitative manner. The authors extensively covered all the aspects of women empowerment at local level, electing women to national legislature, measuring women judicial movement and women incorporation in parliament and cabinet. In this context, gender remains a relevant factor in women global political empowerment. The book presents an excellent literary work for gender studies and feminist politics.

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SECTION TWO:
Research Articles

Sectarianism and Social Identity in Pakistan

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ABSTRACT

The main aim of this study is to explore the role of social identity in inter-group discriminatory behavioral patterns among the religious groups of Shiite and Sunni in the capital city of Pakistan. The theoretical framework of social identity proposed by Tajfel and Turner was utilized to look into socio-cognitive processes influencing the inter-group settings. For selection of the respondents from both religious groups, purposive sampling technique was utilized. The gathered data in the study was looked into with respect to the social identity theory. The results of the study suggested that socio-cognitive processes of social categorization, social identification and social comparison in the individuals resulted in discriminatory patterns in the inter-group relations among the Shiite and Sunni religious schools of thought. The data also illustrated that additional factors of international actor's involvement, state policies, socialization process and real/ perceived deprivation influenced the social identities of the respective religious groups in inter-group settings. The results of the study showed a positive correlation between the role of social identity and inter-group discriminatory patterns supporting the utilization of Tajfel and Turner theoretical framework in the universe of the study. Hence, social identity results in inter-group discriminatory patterns in the universe of the study.

Keywords: In-group, Out-group, Inter-group, Social Identity, Social categorization, Social Identification, Social Comparison, Discrimination, Sectarianism

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Introduction

After the independence, over the period of decades, the societal divides among different ethical and religious groups intensified in the Pakistani society. Social identities on sectarian grounds are found to be affecting the social order in the society very severely. The sectarian divides in Pakistan is an outcome of dysfunctional religious institution as it is considered failed to create social harmony in society resulting in serious challenges to the nation building process (Javaid and Hashmi, 2012). The ideological divides between the Sunni and Shiite sect's resulted in members' intensive attachment to their specific social group identities in such a way that it created lack of social cohesion in the society impacting on all sectors of life. Hasan (2011) proposes that the clash of interest due to religious divides has manifested itself over the years in Pakistan and resulted in the victimization of humans with brutal acts of violence. The hatred and discrimination in inter-group behaviours are deep rooted in the socio-cognitive patterns of Pakistani society.

Pakistan as a society has witnessed time and again, brutal acts of violence happening between different ethnic and religious groups (Zaman, 1998). Various religious groups are involved in making other groups victims of brutal sectarian violence and in this process also become a victim of same from others. Hundreds of humans lost their lives in sectarian violence in Pakistan in recent decades (Hasan, 2011). Extreme ethnocentric behaviours are found to be involved in harming the cause of social order, as each religious group tries to exploit and subjugate other in various social settings. Hasan (2011) in his studies on sectarianism in study area of Jhang, Pakistan proposed that the ideological divides in the society were present there, even before the partition of Sub-continent.

It is further highlighted in the study that Islamic revolution in Iran and the General Zia regime's Islamization policies in Pakistan played a significant role in shaping the antagonistic behaviors in the inter-group relations between Shiite and Sunni sects. The research study further reveals the lethality of discriminatory patterns in the society by providing the statistical data.

Social Identity Theory

The social identities² play a vital role in the construction of in-group attachment and out-group detachment. To understand complex nature of inter-group relations, sound theoretical foundation is required to analyze the formation of social identities and their effect on individual's behavioral patterns within in-group³ and out-group⁴ (Tajfel, 1982). Social Identity theory is proposed by English scholars, Tajfel and Turner in 1979. The theory look

¹ According to English Oxford dictionary, sectarianism is defined as, "Sectarianism is excessive attachment to a particular sect or party, especially in a religion". According to Cambridge dictionary, sectarian can be defined as, "A person strongly supporting a particular religious group and not willing to accept other beliefs (Audi, 2015). Keeping in view the above definitions, the researcher has devised definition of sectarianism for the convenience of study in the local context as, "Sectarianism is an intensive sense of affiliation in the individuals with a specific religious group within a religion resulting in a self constructed perception of positive evaluation of in-group and negative evaluation of out-group (s)".

² In a research work to elaborate the basic assumptions of social identity theory, McLeod (2008) utilised the definition of social identity proposed by Tajfel, as, "An individual's sense of who they are based on their group membership(s)".

³ It is defined by Robertson (1987) as, "A sense of belonging and identification to a specific group".

⁴ It is defined by Ian Robertson (1987) as, "A group of people to which an individual do not have a sense of belonging and identification".

into the cognitive processes in inters group⁵ behaviors. The theoretical assumptions of social identity theory proposed by Tajfel and Turner in late 1970's comprehensively encompasses the cognitive process involved in analyzing the inter-group behaviors in the socio-cognitive settings (Reicher, Spears and Haslam, 2010).

The socio-psychological theory looks in to the deep rooted hidden processes, functioning at the back of scene to understand the individual's behavioral patterns in the inter-group settings. The theory assumes that individual personality is influenced by the prevailing patterns of the belonging group (Turner and Tajfel, 1986). The perception of social association with a specific group shapes the way of looking towards their own group as well as others. The individuals undergo various processes in social life, in which they get accustomed to the guidelines with respect to respective socio-cognitive settings, resulting in a specific course of behavioral actions (Turner and Tajfel, 1986). These behavioral patterns in the inter-group settings are an outcome of ideological foundations of the in-group internalized in the individuals. As group of scholars mentioned that social group ideological beliefs are internalized in individuals, resulting in the creation of affection to the in-group and aloofness against the out-group (Turner and Tajfel, 1986).

Social identity theory studies the influence of social structures on individuals with respect to internalization of behavior in social settings (Stets and Burke, 2000). The individual affiliation to the in-group results in identities formation, giving rise to discriminatory⁶ behaviors against the individuals of the out-group, which are an outcome of deep rooted ideological foundations internalized through the process of socialization (Schwartz et al, 2009). Social Identity theory looks into the socio-cognitive processes and conditions in the fabrication of social identities, resulting in ethnocentric and antagonistic behaviors against the other groups (Turner and Tajfel, 1986).

The theoretical framework of social identity theory comprises of three socio-cognitive processes of Social Categorization, Social identification and Social Comparison to explain the inter-group discriminatory behaviors. These three socio-cognitive processes are briefly elaborated in the below as per Mcleod (2008) understanding of the social identity theory:

Social Categorization: It is a first stage phenomenon which draws lines between the in-group and out-group on meanings attached to the objects in socio-cognitive settings. The classification explains about the humans with respect to "us" and "them", which enhance the perception of attachment in in-group and detachment with out-group. This socio-cognitive process of social classification gives rise to distinction between in-group from out-group.

Social Identification

In the second stage, humans by categorization, move on to internalizing the identity of a particularly attached group. In this socio-cognitive activity, humans show conformity to

⁵ It is defined by Sherif (1966) as, "Whenever individuals in one group interact, individually or collectively with another group or its members".

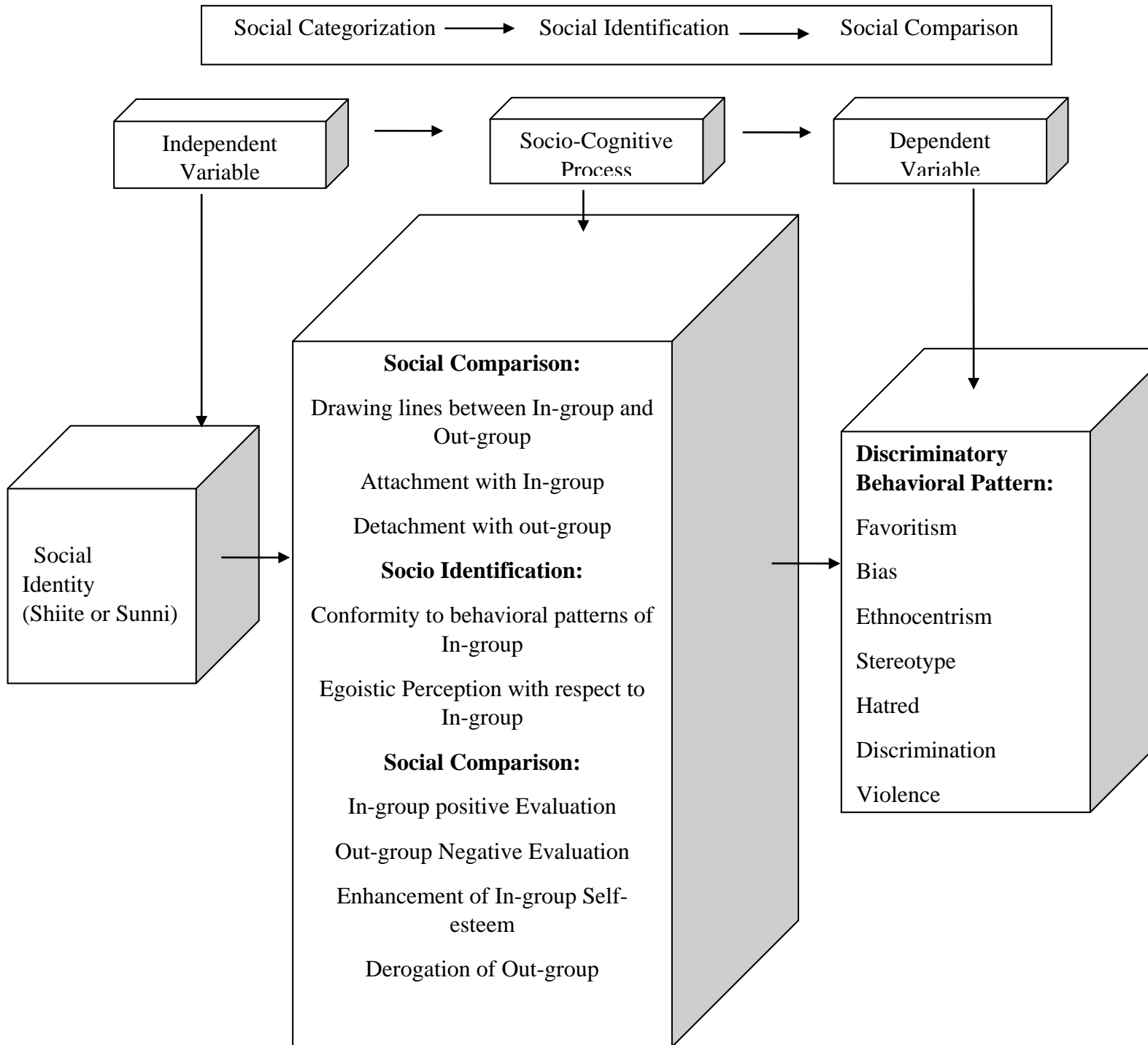
⁶ According to English Oxford dictionary, discrimination can be defined as, "The unjust or prejudicial treatment of different categories of people, on multiple grounds". According to Webster dictionary, it can be defined as, "Discrimination is an act of making or perceiving difference" or "the process by which two stimuli differing in some aspect are responded to differently". For the convenience of study, the researcher has devised definition as, "The conduct or meditation of, or generating a peculiarity in favor of or against, a person or thing based on the group, class or category to which that person or things belongs rather than on individual merit". Keeping in view the above definitions, the term discrimination includes the inter-group patterns of prejudice, bias, bigotry, stereotype, intolerance, hatred, unfairness, inequity and favoritism on part of individual or group against others.

behavioral patterns of the group, to one which is opted for more affiliation than others. This supposed process of affiliation leads to emotional attachment to the specific group resulting in egoistic identity of perceiving oneself better than others.

Social Comparison

In the third and last stage, after the process of categorization and identification to one particular group, humans do comparisons with others, in a way to enhance their self-esteem due to attachment and favoritism with the specific group. These socio-cognitive processes result in discriminatory and antagonistic behavioral patterns in the inter-group relations. Social Identity theory explores the favoritism, discrimination, bias, stereotypes, hatred and violence in human's society.

Social Identity Theory Model of Mcleod (2008)



Research Question

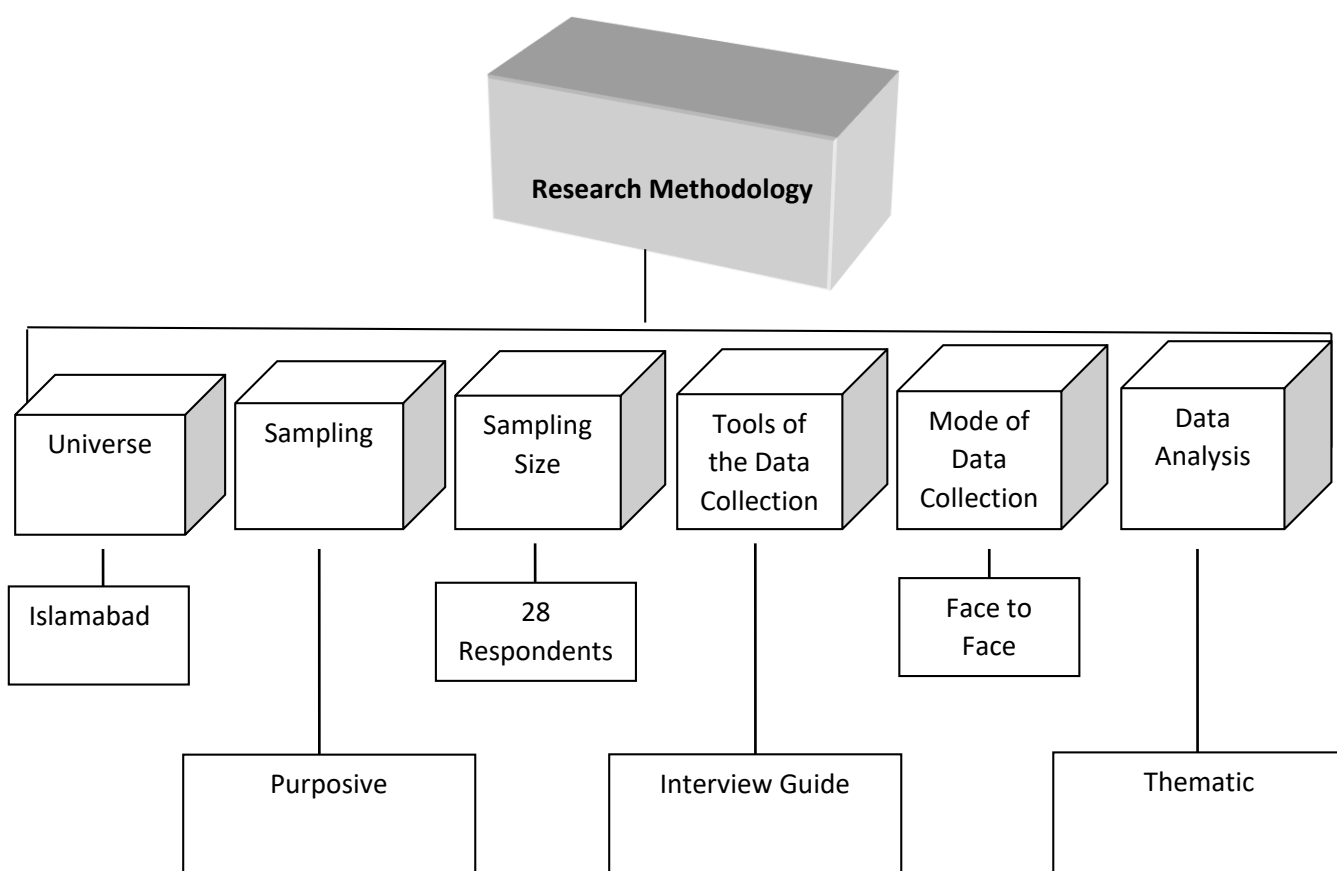
The study primarily answers the following question.

How social identity is resulting in inter-group discriminatory behavioral patterns in the study area?

Research Methodology

The research study utilized qualitative method for the collection and analysis of data. The aim of the research study was to identify the role of social identities in inter-group settings. Both primary and secondary data was used to draw conclusions. An utmost attempt was made to observe the socio-cognitive processes through the lens of social identity theory in the respondents on inter-group discriminatory behavioral patterns.

The methodological steps taken in this research study are depicted in the following figure.



The research study was conducted in capital city of Pakistan. The key reasons for selecting Islamabad as universe of the study were as follows:

Capital city of Pakistan is multi-ethnic, as people from different parts of the country come and live here.

No research study was carried out to look into the topic of sectarianism in context of social identity theory.

Along with familiarity of the area, the aspect of safety and security was also ensured.

The combination of above mentioned factors affirmed the capital city as a suitable study universe to carry out study of social identities and sectarianism.

Sampling

Taking into account the research objectives, a purposive sampling technique was used to select the respondents. In purposive sampling technique, respondents are chosen for convenience, believing that they are suitable for research (Sarantakos, 2005). Respondents are selected in accordance with the understanding and professionalism of the researcher and their relevance for research. For this study, 28 respondents were selected as study respondents. A qualitative method requires the use of sample size that can provide rich and relevant data. As Patton (1990) suggested that quality researchers as a whole strive to conduct

in-depth interviews, trusting relatively small sample sizes. Thus, unlike the quantitative research method, qualitative research method does not depend on large number of respondents, but rich and detailed data are the goals of the study (Hitzler & Honer, 1994). Considering this, the researchers chose 28 respondents as sample size of the respondents. Drawing on Bryman (2004), the researchers' decision about sample size was based on available time and resources for the study.

Data Collection

Data collection is one of the most significant stages of social research. Data for this research were collected through personal interviews (face to face) using the interview guide (See appndx I for interview guides). In addition, field observation was used to enrich the data. Because of the sensitivity of the topic and immense attachment of the respondents with their ideology, access to respondents and data collection was a challenging step in Pakistani society. The researchers used the services of my friends and fellows to curb the problem during data collection. The assistance of friends helped in establishment of mutual understanding, which was important for effective data collection. After the establishment of mutual understanding, researchers conducted in-depth interviews with the respondents. All interviews were conducted until the saturation stage of the data was achieved.

Data Analysis

The thematic analysis of the qualitative method was used to analyze the data collected in the study. Codes were assigned to similar answers of the interlocutor. That made it possible to identify similarities and differences in respondent's perceptions of a particular aspect of the phenomena being studied. During, further analysis, researchers collected similar answers together and worked out the themes out of them. These themes have been presented and discussed in Chapter four. The answers, after the recording, were considered as text. The text was analyzed and inferred in the light of available literature.

Result and Discussion

After analysis of the interviews following results were drawn. As proposed by the Social Identity Theory, the result was categorized into following features.

Social Categorization

The result clearly shows that respondents segregated themselves in in-group and out-group social categories. The derived themes are given in the following diagram. Each in-group believed that Islam and their particular sect is complete code of life. They felt very strong

association with their sect. They also believed that their sect is distinct and in seeking the righteous path and that they were very committed to their sect. They also said they are recognized by their sect by other sects. As result, we could derive the outcome that they strongly draw classification in in-group and out-group categories. The results are shown in the chart below.

Results of First Stage Socio-cognitive Process

Socio-cognitive Process	Derived Themes	Outcome
Social Categorization	<ul style="list-style-type: none"> • Complete code of life • Association • True Representation of Islam • Seeking of righteous path • Distinctiveness • Self-recognition • Commitment • Reflection of groups ideology by personal traits • Recognition by others 	<ul style="list-style-type: none"> • Drawing of imaginary by classifying in-group and out-group

Social Identification

Once the individuals are done with the categorization process by segregating themselves in the in-group and out-group, they move on to internalization of social identity with respect to their particular group. This is carried out through the socio-cognitive process of social identification. In this socio-cognitive activity, humans show conformity to prevailing behavioral patterns within the group, to one which the individual has opted for more affiliation, in comparison to others.

Each group showed a sense of satisfaction and pride for being members of particular sect. Their particular sect ideology was appealing to them. They believed that the values and teachings of their sect were universal. They also showed trust only the religious scholars of their own sect. The outcome of the interviews was that respondents from each group showed conformity to the prevailing behavior in the group and showed increased self-esteem and emotional attachment to it. The following diagram shows the results of Social Identification of respondents.

Results of Second Stage Socio-cognitive Process

Socio-cognitive Process	Derived Themes	Outcome
--------------------------------	-----------------------	----------------

Social Identification	<ul style="list-style-type: none"> • Source of satisfaction and pride • Connected to divine forces • Values and morals are universal • Linkage of worldly and spiritual life to group beliefs • Appealing Ideology • Notion of Perfectness • Religious scholars are inspirational • Group is reason for sense of pleasure • Involvement 	<ul style="list-style-type: none"> • Conformity to the prevailing patterns in the in-group • Emotional attachment with rise in self-esteem
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Social Comparison

In the third and last stage, after the process of categorization and identification to specific group, individuals do comparisons with others, in a way to enhance their self-esteem due to attachment to the in-group and acts in favoritism with respect to the in-group and discrimination towards the out-group. These socio-cognitive processes result in favoritism, bias, stereotypes, hatred and discrimination in the inter-group relations.

Results of Third Stage Socio-cognitive Process

Socio-cognitive Process	Derived Themes	Outcome
Social Comparison	<ul style="list-style-type: none"> • Teachings mechanism better than other • Religious teachings are more real than other • Experience of prejudice/ discrimination • Others lost the original message • Structural victimization. • Our ideology ensures peace • Other ideology internalize hatred • Main stream media and social media used for negative portrayals • Acceptance and support for in-group • Our group members more capable 	<ul style="list-style-type: none"> • Positive Evaluation of in-group • Negative Evaluation of out-group

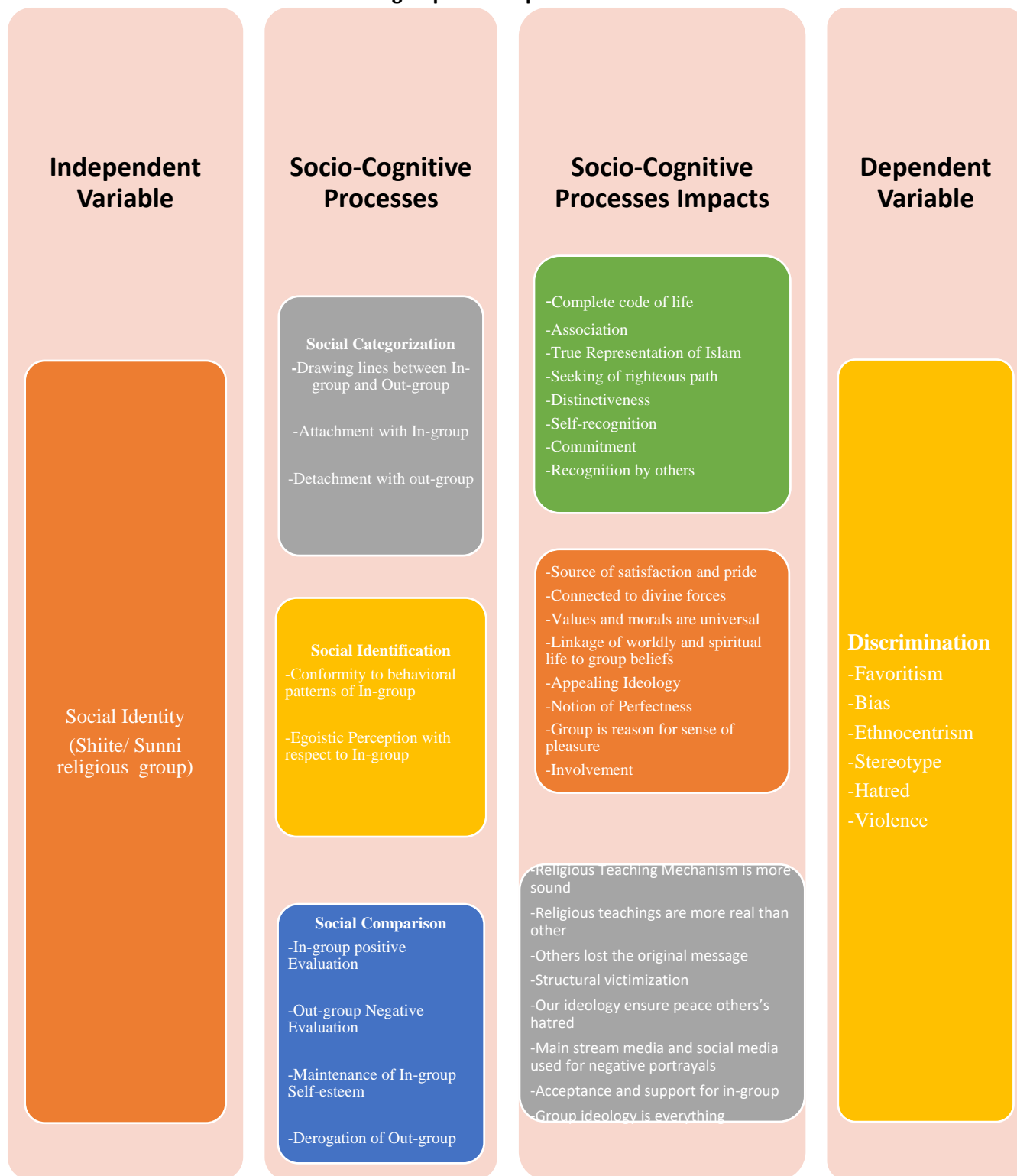
	<ul style="list-style-type: none"> • Group ideology is everything 	<ul style="list-style-type: none"> • Maintenance of self-esteem
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This research finding in the study universe supports the Tajfel and Turner theory of Social Identity with following additional assumptions:

- Involvement of international actors influenced the formation of strong social identity in both religious groups leading to inter-group discriminatory behavioral patterns.
- Curriculum taught in the formal education sector was one of the additional factors to influence the social identity in both religious groups.
- One of the factors was religious institution teaching mechanism in both religious groups leading to inter-group discriminatory behavioral patterns.
- The controversial literature was found to be involved in creating social identities resulting in inter-group discriminatory behavioral patterns.
- Real/ perceived deprivation in the individuals was one of the major factors influencing the inter-group behavioral patterns.
- Frustration/ aggression was one of the factors seriously impacting on development of social identity in both religious groups.
- Non-deliverance of state is impacting severely the reach out of the state. It was found to be involved in influencing the inter-group behaviors in multi ways.
- Lack of sovereign policies was also impacting on the masses in both religious groups.
- Lack of inter sect harmony set up was also found to be involved in influencing the inter-group discriminatory behavioral patterns.

The study was aimed to explore the role of social identities in inter-group discriminatory behavioral patterns between the religious groups of Shiite and Sunni in the capital city of Pakistan. The study focused on the socio-cognitive processes involved in creation of inters group discriminatory behavioral patterns. The research findings have a positive correlation with the aim of the research questioned. These findings are given in the diagram below.

Research Finding as per Conceptual Framework



Recommendations

Pakistani society is in the transitional phase but sometimes it seems that society is in reverse mode since the ideologies of extreme religious groups are prevailing at local and national level harming the social order. Unfortunately, in last few decades, the divides between the two major religious groups (Sunni and Shiites) reached to alarming levels together with increase in soft and hard discriminatory patterns in the society.

A comprehensive and inclusive approach is required to cope with the radical attitude of different groups regardless of their affiliations with peculiar ideology. Structural reforms determine the attitudes and guide the society in a very organized and systematic way. Policies should be formed at micro, meso and macro level to deal with the issues in an effective way. On the basis of the findings of the research study, few suggestions are shared below.

Access to Quality Education

Without any doubt, education is the strongest tool that helps individuals and groups to deal, manage and cope with the different challenges. Access to education is the basic right of every citizen and providing the quality education to the citizens is the fundamental duty of the state. In a society like Pakistan, where individuals are attached to their social identities to extreme levels, are badly in need of effective formal education system. The quality education is the best weapon that may eliminate the extreme behaviors of different religious groups. The more society is educated; the more tolerant behavior will prevail. Hence, government must come ahead to introduce reforms in the education system and implement it on prior basis to deal with the extremism.

Curriculum Reforms

Another important point is to bring reforms in the typical education system through consensual approach of educationists and policy makers. Therefore, launching the innovative curriculum country wide, based in ethics and civility to produce pluralistic mind set across the society is essential for creating harmony in the masses. An intensive research study is to be carried out by policy makers for creation of a diversified type of curriculum, accommodating all segments present within and without the society.

Madrassa Reforms

One of the significant points is to revisit the role of madrassa education system in the country. A comprehensive strategy that covers the multiple aspects like structure of madrassas, funding system and curriculum must be adopted. In addition, the subjects like science and technology must be incorporated along with the traditional moral literature; such reforms definitely would guide the students in modern global affairs as well. All the relevant stakeholders including government, religious scholars and politicians must communicate and develop a formal Erudite Forum for regular discussion, where all the stakeholders may share their reservations and suggestions to amend and improve the madrassa education system. Government should come up with organized plan for check and balance like it does in formal education system.

Inter-Sect Harmony

Since Pakistan is a multicultural and multi sect society, promoting social solidarity is the top challenge in such societies. The ethnocentric approaches prevailing within different religious groups resulted in escalation of tensions on the basis of identity. Therefore, the interfaith (sects) harmony is of utmost importance in this context as it creates balance and support

cohesion among different religious groups claiming different identities. To establish the pattern of inter sect harmony, there is need to develop a multi-dimensional common platform on local and national levels.

Provision of Security to Citizens

The provision of security to the public is the prime responsibility of the state. The secure feeling as a society enhances the feeling of trust and confidence. Pakistani society is tragically affected by the catastrophe of terrorism and it has seriously damaged the sense of security and self-esteem as a nation. Recently, Government has launched a National Action Plan to eliminate terrorism; however, there is also need to incorporate the socio-cultural aspects in the plan for effective outcome.

State Writ

The writ of the state is a serious challenge to the country since sectarianism is causing deterioration in social order not only in the far areas from the centre but also within the established urban areas. The effective governance is the key to impose the writ of the state on peculiar areas through fair and just legislation and their subsequent implementation. All the state organs like Parliament, Executive and Judiciary must be on the same page with the same level of understanding regarding the intensity of the issue.

Political Participation

Political participation and representation at the local and national level of all the sects on the basis of their strength and capacity must be encouraged. This will ensure that individuals in the religious groups instead of other means will use the political framework to solve their problems. Government must win their confidence by giving them their deserved representation and implement development plans above the sight of sect and ethnicity.

Sovereign State Policies

The policies that have been adopted by the State of Pakistan were not said to be independent and according to the cultural and religious dynamics of the society throughout the history. Such policies have hampered the situation in inter-group religious settings and divides between the Shiite and Sunni went on high. The sovereign and independent policies should be developed by excluding the vested interests of the international states and collaborating with the specific and relevant local and national actors.

Long-Term Counter Terrorism Strategies

Pakistan is facing the challenge of religious extremism since long but still no decisive plan is devised. The current situation of religious divides is very alarming with respect to the peace and stability in the state. Hence a very calculated, intensive and long term approach including preemptive and proactive strategy need to be introduced to eliminate the extreme factors.

Role of the Media

No one can deny the significant role of media in disseminating the messages in a short time to the wider audience. Government should effectively engage the media and promote the inter faith harmony while diminishing the misconceptions between religious groups at a broader level to create harmonious identities in the society. It is significant to mention that media needs to avoid presenting the extremist elements as a role model. Religious scholars need to participate in the media forum to raise voice for unity.

De-weaponization and Private Security

Extreme religious identities become lethal by the availability of bulk of weapons. Pakistani society is facing a chaotic situation due to the violent activities inflicting serious material and non-material losses. De-weaponization and private security practice abolishing is indispensable across the country especially in the FATA, as armed people in both religious groups are victimizing each other on the basis of religious divides. But it is also pertinent to mention here that before the process of de-weaponization, the state must ensure the masses for provision of security, as there is intensive feeling of threat in the society.

Reliable Justice System

Weak justice system is one of the reasons of extremism in Pakistan, as a basic trust of masses on state is deteriorated over the passage of time. A fundamental element for building sense of security and self-esteem as a Pakistani nation is by creating an environment in society where there is an effective rule of law, including respect for property rights. Efficient, strong and reliable justice system is a key to bring betterment in the situation. Criminal justice system not only needs reforms but also the implementation of the laws on equality basis.

Identity Crisis

Pakistani nation is facing serious identity crisis right from its existence. The society became so polarized on socio-religious basis that it has harmed the statehood. In a vacuum like situation, the individual's gets refuge in different socio-religious identities to get the socio-psychological support. To get the nation out of identity crisis is one of the significant factors in countering the discriminatory social identities, to create a sense of security and self-esteem as a nation. The conflicting orientations are to be reconciled in efficient ways in order to get harmonious nationalistic identity across the board.

Conclusion

Social identity through the socio-cognitive processes of social categorization, social identification and social comparison with respect to the religious groups of either Shiite or Sunni played a significant role in the inter-group discriminatory behavioral patterns in the inter-group relations. In first stage, the individuals from both religious groups classify themselves as belonging to in-group different from the out-group creating binaries as "us" and "them", which enhances the perception of attachment in the members of the in-group and detachment with the out-group. The socio-cognitive processes of social categorization, gives rise to drawing of imaginary lines between in-group and out-group by the factors of perception of belongingness to the in-group with respect to true representation of Islam, utilization of efforts to attach to the righteous path, distinctiveness from others, self-recognition with the in-group, involvement, commitment, reflection of group ideology by personal appearance and recognition of attachment by others. These perceived factors result in categorization of individuals to the in-group with respect to their religious groups by classifying themselves from the individuals of the out-group.

In the second stage of social identification, individuals from both religious groups internalized the identity of associated group by showing conformity to the prevailing behavioral patterns in the in-group. The conformity to the prevailing patterns in the in-group results in the sense of self-esteem in the individuals with respect to belongingness to the respective religious group arousing the emotional attachment levels. The patterns of identification like group ideology as source of satisfaction and pride, connectedness with

divine forces, universalism of values and morals, linkage of worldly and spiritual life with the group beliefs, perception of appealing Ideology, sensation of perfection and sense of pleasure due to the in-group attachment leads to emotional attachment to the specific group resulting in egoistic patterns of perceiving oneself better than others by indulging in judgmental and stereotype approach. The individuals perceive themselves with positive distinctiveness to the in-group and negative distinctiveness with the out-group. The feeling of positive distinctiveness acts as a foundation for the adaption of bias and stereotype approach in the socio-cognitive setting against others.

In the exploration of the third socio-cognitive process, the results of the study are in positive correlation with the assumption of social identity theory that members in the in-group are involved in positive evaluation with respect to their in-group and negative evaluation with respect to out-group. The individual do comparisons with the out-group, in a way to enhance their self-esteem indulging in favoritism with the in-group and discrimination with the out-group. The aspects like teaching mechanism, interpretation of religious teachings, experience of prejudice and discrimination, others involvement in losing of original message, structural exploitation, our ideology ensure peace and theirs internalize hatred, acceptance and support for the in-group, in-group capability and group ideology is everything results in positive evaluation by indulging in favoritism to the in-group and discrimination against the out-group. The sense of superiority in the individuals over the others gives rise to judgmental and bias approach towards them. These patterns directly contribute in strong affiliation to the in-group and also create antagonistic behavioral patterns with respect to the out-group. Almost all the individuals in the study were doing evaluation of in-group and out-group by non-adaptability of reasoning approach in the inter-group setting. The socio-cognitive processes of social categorization, social identification and social comparison in the individuals results in discriminatory and antagonistic behavioral patterns in the inter-group relations.

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Appendix I

Interview Guide

The interview guide covers the three socio-cognitive processes of social categorization, social identification and social comparison.

Social Categorization

1. Do you associate yourself to a particular religious group?
2. Do you think your religious group is real/ true sect of Islam?
3. Do you think special efforts need to be made to get attached to a righteous religious group?
4. Do you think that members of other religious group are different than yours?
5. Do you think that it is necessary to get recognition of attachment to a particular religious group in social life?
6. Do you spend enough time with the members or in activities of your belonging group?
7. Do you think that all members of your group have strong religious ideology?
8. Do you think that your personal appearance should show your religious group's identity in social life?
9. Do you think it is favorable to be categorized by others in accordance with your religious group identity?

Social Identification

10. Do you think that attachment to your religious group is a source of satisfaction and pride to you?
11. Do you think sense of belonging to your religious group is natural or divine forces driven?
12. Do you think membership to your religious group is a source of trust and security?

13. Do you think that your values and moral standards practiced in your religious group are universal standards?
14. Do you think that worldly and spiritual life is linked with your group beliefs?
15. Do you think that your group has a wider appeal or has appealing ideology?
16. Do you feel that your group religious interpretation leads to perfect life in society?
17. Do you think your group religious scholars are inspirational and role models?
18. Do you feel happy to see your religious group members?

Social Comparison

20. Do you think that teachings mechanism of your religious group is sounder than others?
21. Do you think your group religious teachings are more real than others?
22. Do you think members of other group are involved in discriminatory behavioral patterns?
23. Have you or your religious group members ever experienced discrimination from members of other group?
24. Do you think that other group has lost the original message of Islam?
25. Do you think that your group is systematically victimized by others group?
26. Do you think your group religious teaching can ensure peace in society?
27. Do you think that other group religious teachings are internalizing hatred against you?
28. Do you think that main stream media and social media are utilized by other group to construct negative portrayals of your group?
29. Do you socialize more with your group members in comparison to others?
30. Do you believe in supporting members of your sect in social life?
31. Do you think that your group members are more capable than others?
32. Do you think that your group ideology matters a lot than other affairs in life?

Sociological perspective of Suicidal Ideation and Attempts in Adolescents living in District Swat of Pakistan

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ABSTRACT

Social Dimensions of suicide specifically through qualitative research approach have hardly been examined by researchers in Pakistan, the particular qualitative study conducted in Swat; A District of (KPK) Pakistan tends to deem the social perspective of the issue. The study aims at scrutinizing the underlying social factors' role in the production of suicidal ideation in youth which ultimately convinces them to attempt suicide. Ten respondents who attempted suicide but survived are interrogated through a semi-structured interview technique. Interpretative phenomenological analysis (IPA) strategy is utilized for the analysis of collected data. The findings reveal that social determinants like family pressure, family structure, customs and traditions, social exclusion, religious perceptions and social status play an extensive role in suicidal ideation and attempts among adolescents living in Swat. Durkheim theory of suicide (integration- regulation theory) up to a greater extent supported the primary social factors' role in suicidal ideation among youth living in district Swat. The study concluded that the identified Social features of the study were crucial in the suicide attempts of the selected respondents. The study clarifies that both psychological and sociological perspectives are correspondingly vital which need to be contemplated in the investigation of suicide.

Keywords: Sociological perspective, suicidal ideation, adolescents, Swat

Introduction

Suicide is one of the major reasons of death; its figures are extremely high across the world. One million individuals take their own lives each year across the globe while 10 to 20 million people have attempted suicide so far. One individual becomes an enemy of one's self and dies after every 16 minutes, it is the third major factor of death in superpower country USA. The figure of suicide in the USA reached to 14% as compared to 5% in the past (Buchanan & Harris, 2014). Suicide contributes 50% violent deaths in men and 71% in women throughout the globe. The intensity is shifting now from western Europe to Eastern Europe and then to Asia. In Asia, the recent figures reveal considerable increase as compared to developed countries (Perry, Pullen, & Oser, 2012).

Pakistan is one of the thickly populated countries in South Asia, the country is developing with 200 million population in which nearly 50 percent is under the of 25 years (Shekhani et al., 2018). Analytical work on suicide in Pakistan is quiet marginal, due the fact official mortality statistics are not available which could be utilized to acquire data for access easily. From the last few years studies related to suicide have been conducted but these are merely individual level studies carried out in various cities of Pakistan, thus individual level studies cannot be considered adequate for overall national representation of suicide pertinent studies (Shekhani et al., 2018). According to WHO recent published estimates in 2012, Round about 13377 total suicides committed (female 7085; 6021 male) in Pakistan. The rates of these figures are 7.5 per 100,000 which showed 2.6% increase from (2000) data of WHO (M. Khan, 2015). Further reports like HRCP (2012) illustrated that 1,153 people attempt and 2,131 commit Suicides across Pakistan yearly. More than 1,00000 people yearly try suicides in Pakistan. Despite such huge figures, Suicides data is missing in National Annual Mortality Statistics in Pakistan (S. Khan, 2017). Certain legal, cultural, religious and social restrictions are quite robust in Pakistan. The Islamic religion forbids Suicide and as per Pakistani Law Suicide and attempt of it is deemed illegal and punishable with prison and finical penalty (Faheem, 2016).

Keeping under consideration the underlying analytical research gap related to suicidal ideation in Pakistan, this study focuses to explore sociological angle of suicide which has not been given enough attention by researcher in Pakistan. I believe that sociological perspective can be best examined through qualitative research approach, hence this study is qualitative in nature confined to one administrative District of Pakistan named Swat. This study is concerned to probe social determinants significant for suicidal ideation in the youth of Swat which eventually leads to attempt suicide. The study is also involved to pursue answer that up to what extent Social forces are crucial in the development of suicidal tendencies in adolescents of the targeted area

The Swat Valley is one of the major and significant District of Malakand division of Pakistan. The area has the distinction of being founded by Jirga in 1915 of the swat valley. The state had its own Army, administrative system, budget and tax mechanisms. In 1969 after constant endeavors and negotiations the Swat State was ultimately merged into Pakistan (Adnan, 2012).

The Swat valley is famous for its utmost beauty not only in Pakistan but in many parts of the World. The valley population is almost 2,309,570 according to 2017 census, a huge chunk of the particular population is comprises of youth (Adnan, 2012). The area societal structure and equilibrium have been disrupted by conflict which dragged the attention of some researchers to carry out studies on conflict and 2011 flood aftermaths, however the significant issue of suicide is overlooked in both the pre and post conflict eras in Swat. It is cleared from the

studied literature on suicide that no analytical qualitative and Quantitative studies have been conducted on suicide in conflict-stricken Valley Swat. Despite substantial analytical research gap some news agencies like; (Dawn, The News, Sama TV) recently endeavored to unveil the figures suicide in Swat. From January to August 2018 a total number of 222 suicide deaths reported in swat (khaliq Fazal, 2018). This study is motivated by the mentioned massive figures of suicide, I believe that qualitative analytical work regarding the issue would be essential addition to the existing literature of Suicide in Pakistan in general and Swat in particular. Another purpose of this study serves to identify the social determinants exist in the society of Swat which may be responsible for the suicidal ideation in youth. while probing the subject comprehensively the study is also pertinent to manifest that how social factors inject suicidal thoughts in the minds of youth, specifically in the targeted area which in turn convince them to attempt suicide. Role of social dimensions may be decisive in suicidal ideation but its magnitude in the production of the particular thoughts are congruently important to explore for this study.

This study brings forth important social dimensions of suicidal ideation in the youth of swat that eventually leads them to commit suicide. Although without understanding the cause solution to an issue is not possible that's why this study put forward the unnoticed factors of suicide risks to the policymakers. This study adds some qualitative work to the existing literature of suicide and also intended to grab the attention of the researchers towards this issue in a particular area. This study unfolds the reasons of how negative emotions produce in individuals' mind.

Operationalization of Terms

Suicide refers to the act of hurting oneself in order to take one's own life; it is a tragedy for the family, the threat for the community and a challenge for religion. A person opts for suicide when he or she is going through dejected conditions of life (S. Khan, 2017). Suicidal behaviour encompasses Suicidal ideation, attempts and completed Suicides (Shekhani et al., 2018). Suicidal ideation is defined, the consideration of taking one's own life. Such thoughts arise in a person when they completely lose hope. Suicidal ideation differs from only thoughts to extreme obsession or too detailed planning. The definition of suicide has some distinctions made by numerous authors, for instance, it is not the deliberately performed act but rather carried advisedly—the particular person knows the consequence of the act but death may not be his goal. On the other hand, Durkheim stance is somehow different, he refers suicide to be applied to all sort of deaths either directly or indirectly from a negative or positive act of victims which they know about the desired result (Alun, Emile, An, Major, & Beverly, 1986). Some people during these thoughts eventually attempt while some do not (Amitai & Apter, 2012). The sociologist took interest in the sociological investigation of suicide in the 1970s, the ending decades of the twentieth century proved vital for this topic. Policy reports have demanded engagement of social scientists but the response of sociologists was fragile, that's why less research work has been done in the field of sociology with regard to suicide (Wray, 2011).

Background of Sociological work on suicide

Social forces role in Suicide has significant intellectual history, sociological writing on suicide can be viewed in three major eras. The Pre-Durkheim period was restricted to know about the increased rates of suicide while linked it with the rise of modernity. The presumption was that the loosening of the agrarian society structure provided an opportunity to individuals in the expansion of their freedom. Subsequently, Durkheim up to some extent agreed with the cause of modernity but his angle of judging the issue was wider than the previous thinkers.

Durkheim coined a multi-dimensional theory of suicide in order to justify his stance that negative emotions in individuals produce due to some abrupt and dramatic social changes. The Durkheim era provided a lot of support to sociological writing of about suicide. The Post Durkheim period has also been influenced by the previous work of integration and regulation theory though integration has been regarded with different names like social isolation, social cohesion and social support. This period also produced some critique of Durkheim, for instance Douglas (1964) who considered Durkheim work flawed reasoned that Durkheim failed to incorporate the social and cultural meaning of suicide and also argued that quantitative approaches are not an adequate way to unfold social contexts of suicide.

Suicide is contemplated as one of the World alarming issues. Roundabout one million individuals take their own lives each year across the globe while 10 to 20 million people attempt suicide. The most populous Asian continent accounts for higher Suicide rate which is almost 60%. Numerous studies of this continent revealed that suicide ratio is greater in adolescents particularly in college students (Foo et al, 2012). One individual becomes an enemy of one's self and dies after every 16minutes, it is the third major factor of death in superpower country USA. The figure of suicide in the USA reached to 14% as compared to 5% in the past. Suicide contributes 50% violent deaths in men and 71% in women throughout the globe. The intensity is shifting now from western Europe to Eastern Europe and then to Asia, In Asia, the recent figures reveal considerable increase as compared to developed countries (Shekhani et al., 2018).

Marsiglia (2014) studied the impact of religiosity on suicidal ideation in youth. The study was carried out in Central Mexico in which they tried to explain whether and how religion can be considered as a productive tool to obstruct suicide. Previous studies in Europe and America with regard to suicide provided limited consciousness that's why the particular authors attempted to explore the nexus between suicide and religiosity in specific youth of central Mexico high school students. Authors hypothesized that both external and internal religiosity diminish the risk of suicidal ideation in central Mexico. It is mentioned in this article that the previous researcher applied for Durkheim work regarding suicide and their findings showed close linkage with the theory of Durkheim. One of the opinions in the article is that despite not everyone obliged to follow the church's practices in Mexico still, suicide ratio is lower than many parts of the world. Majority of the respondents almost 90% were high school students for this study while the dependent variable is suicidal ideation. In spite of the fact that numerous concepts and theories are put forward over the period of time, the relationship between suicide and religion are still vague which require further attempts. The researchers of the particular study are of the opinion to incorporate some additional factors to this juncture because existing endeavours are inadequate and on the basis of completed suicide records.

A huge intellectual histories of social forces role in suicide have incorporated, sociological writing on suicide can be viewed in three major eras. The Pre-Durkheim period was restricted to know about the increased rates of suicide while linked it with the rise of modernity. The presumption was that the loosening of the agrarian society structure provided an opportunity to individuals in the expansion of their freedom. Subsequently, Durkheim up to some extent agreed with the cause of modernity but his angle of judging the issue was wider than the previous thinkers. Durkheim coined a multi-dimensional theory of suicide in order to justify his stance that negative emotions in individuals produce due to some abrupt and dramatic social changes. The Durkheim era provided a lot of support to sociological writing of about suicide. The Post Durkheim period has also been influenced by the previous work of integration and regulation theory though integration has been regarded with different names

like social isolation, social cohesion and social support. This period also produced some critique of Durkheim, for instance (WALLIS, 1989) he considered Durkheim work flawed reasoned that Durkheim failed to incorporate the social and cultural meaning of suicide and also argued that quantitative approaches are not an adequate way to unfold social contexts of suicide (Wray, 2011).

In youth, suicidal ideation enhances when friends suicide has encouraged, suicidal tendency, higher depression and trauma among youth are prevalent as well. Other reasons like household composition intensify the risk of suicide, on the other hand, a person having social support and adequate integration is less likely to opt for suicide (S. Khan, 2017). Sociologists offer more interest to comprehend suicide after Durkheim grand work on this particular subject (Mueller & Abrutyn, 2015). An enormous number of researches have been conducted on youth suicides, considered it a psychological matter and mere focus of these researches were to examine individual-level risk factors, for instance, exposure to traumatic events, mental illness and substance use (Nowotny, Peterson, & Boardman, 2015). This study focuses on to examine suicide from an angle of social forces, in other words, social factors which are often overlooked by researches in the investigation of suicide causes, particularly in Pakistan. Social factors play an excessive role in suicide behaviour (Shekhani et al., 2018). Durkheim in his outstanding work concerning suicide recognized some of the social instruments that influence the rates of suicide. Durkheim argued that it is significant to judge suicide not only from a psychological or individual point of view but it is a societal issue as well (Nowotny et al., 2015).

Studies in Pakistan

A South Asian developing country Pakistan has shown a considerable increase in suicide rates over the period of time. According to WHO one million people around the world including 15,000 Pakistanis commit suicide per year. Further reports like HRCP (2012) illustrated that 1,153 people attempt and 2,131 commit Suicides across Pakistan yearly. More than 100,000 people yearly try suicides in Pakistan. Despite such huge figures, Suicides data is missing in National Annual Mortality Statistics in Pakistan (S. Khan, 2017). Certain legal, cultural, religious and social restrictions are quite robust in Pakistan. The Islamic religion forbids Suicide and as per Pakistani Law Suicide and attempt of it is deemed illegal and punishable with prison and finical penalty (Shekhani et al., 2018).

S. Khan (2017) took initiative to study suicide in Hunza and Gilgit Baltistan because the author considered suicide a rising issue in the said area. Suicide issue in Hunza and Gilgit Baltistan is often overlooked by many researchers due to the fact very less analytical work has been carried out. The aim of the study was to examine the causes and consequences. A qualitative approach was used in the study and the data has been acquired from the family members, friends and relatives of the suicide committers. The teenagers were the targeted population, for this purpose five teenagers have been thoroughly interrogated accompanied by the relatives and friends of the deceased suicide committers. The study tends to discover the impact of adolescents' suicide on other young population of Hunza and how causes of male suicide are different from female suicides. The author utilized feminist procedure, a total of thirty in-depth interviews were conducted in order to reach out to the issue. The data was compiled in the form of stories as narrated by the respondents due to the fact that suicide in the area is contemplated as a matter of shame and dishonour.

Theoretical Framework

This study is concerned to examine social factors and its role in the promotion of suicidal thoughts in youth, concerning to it one mega-theory about the suicide of Durkheim; (*Integration-regulation theory*) which I believe will support many aspects of this study. Some relevant concepts of psychological theories have also been linked with the study, for instance hope theory (Inquiry & Snyder (2018), Cognitive behavioral theory of Beck and Ellis (Romero, Edwards, Bauman, & Ritter, 2014), The three steps theory (Klonsky, E.D. & May, 2015) and the interpersonal theory of suicide (Tekin & Markowitz, 2008). Moreover, other perspectives of sociologists apart from Durkheim with regard to suicide have been incorporated to provide sustenance to the primary data.

Durkheim Theory of Suicide

Suicide is generally deemed as a private or personal subject while Emile Durkheim assumed in his theory that only social facts could explain why one group has more inclined towards taking their lives compared to another. Durkheim was merely interested to deal with suicide differences in suicide rates. Durkheim proposed two ways to assess suicide rates, one is to compare different societies while another is related to fluctuation in suicide rates in the same group over time. He assumed that such differences with the passage of time would be the result of discrepancies in some sociological factors. Durkheim argued that individuals may have some reasons to commit suicide but that is not a brute cause. Durkheim carried out a series of tests to explore the causes of suicide from individual psychopathology, alcoholism, race, heredity, to climate but simultaneously he rejected many of the particular alternatives. Durkheim also rejected the theory imitation concerning to study suicide, he reasoned this rejection that if imitation is the real cause of suicide then nations with closed borders will have same suicide rates but in fact, no such relationship was found. Durkheim believed that different groups have different sentiments which ultimately yield some social currents which further leads an individual to frame his/her decisions about suicide. Durkheim illustrated the relationship of two existing social facts—integration and regulation and types of suicide. According to him regulation and integration go side by side with suicidal rates (Wray, 2011).

Research Methodology

This study is qualitative and particular approach may be placed in any one of three paradigms, positivist, interpretivist and critical. A paradigm refers to construction or ideas that enable someone to look at the world reality (S. N. Khan, 2014). The qualitative nature of this study requires different dimensions of reality that's why interpretivism is chosen instead of positivism. Interpretivism in this regard is more relevant because it will allow the researcher to know more about the participants of the particular study. Paradigms are further grounded on the essentials of ontology and epistemology. Ontology refers to deal with the nature of reality, however, the reality is subjective and depends how the participants and researchers comprehend it while epistemology is concerned that how to acquire knowledge (Creswell, 2014).

S. N. Khan (2014) acknowledged two types of epistemologies one is objectivist epistemology which suggests that explored reality is factual and the other is subjectivist which refers to that reality is created and constructed. According to the topic of the study which is related to know the concept of suicidal ideation from the perspective of suicide attempt victims, in order to get a deeper understanding of the phenomenon suicide through sociological angle through the respondents own understanding I chose subjectivist epistemology for this study.

Method and Approach

The methodology is a process through which a researcher tends to get knowledge about the world (Creswell, 2014). The origin of qualitative research emerged from anthropology, sociology and humanities for the reason different books have been summarized just to clarify the method. Different strategies for analysis of qualitative data have been incorporated by numerous scholars, for instance, grounded theory, interpretative phenomenology, ethnographic research and discourse analysis. Qualitative research is interpretative in nature which requires a researcher to be involved in a sustained process of engagement with participants. A wide range of ethical dilemmas is also involved in qualitative research methods which sometimes compromise researcher fairness and validity. The number of respondents also varies in qualitative research studies, for instance in narrative research one or two participants; phenomenology requires three to ten individuals while grounded theory range from twenty to thirty respondents (Creswell, 2014).

The approach of this study is qualitative just to ensure profound observation of the respondents, keeping under consideration the subject in question qualitative method is selected because I want to deeply observe the phenomenon from the sense which the people make about the real world. Qualitative study deals to study people sense that how they make of their world and experience events (J. Osafo, B. L. Knizek, 2013). My method of analysis for this study is Interpretative Phenomenology analysis (IPA) which is intended to discover the meaning which respondents make on the basis of their experiences. An interpretative method depends upon both the views of respondents and the researcher (S. N. Khan, 2014).

IPA refers to discover the lived experience of the participants and the meaning they give to the phenomenon in question (J. Osafo, B. L. Knizek, 2013). IPA is a suitable strategy because if the researcher is concerned to know how an individual understands the particular situation they face and how it is judged in order to make sense of both personal and social world (Silverman, 2006). This method deals with people who create their own forms of reality by interacting with the external world, in order to comprehend the meaning the researcher need to approach them for extraction of their meanings (S. N. Khan, 2014). I chose this method due to the reason that this method is pertinent to the interpretative paradigm. The perspective is considered as postmodern on the way to recognize that human experiences are quite complicated to comprehend which can be viewed as intersubjective followed by attached meaning (Bevan, 2014). I realized in this study that the participant's experiences are real, active and will definitely give meaning. The renowned phenomenological researcher (Creswell, 2014), that this technique requires questions to be broad and open for discussion which may eventually provide an opportunity to the participants to express themselves. The particular author differentiated between descriptions and interviews because he emphasized that the phenomenological interview approach is to obtain descriptions of context which comes from an interview for producing meaning. "Georgi" mere focus was on the broadness of questions rather than other procedures of the interviews. This method is practical, active and personal experience centred which helps to generate more explicit meanings (Bevan, 2014).

IPA technique of analysis has been used in suicide studies by (J. Osafo, B. L. Knizek, 2013), the researchers conducted the study in Ghana for which he set up objectives to know about the religious influence towards suicidal behaviour. The authors selected seven adults in contrast to my study in which I nominated ten participants. (J. Osafo, B. L. Knizek, 2013), in their study mentioned the cause of opting IPA analysis technique, they illustrated that (IPA) aim was to

explore the lived experience of the participants and what meanings they attach to their experiences was also the focus of the strategy. They utilized (IPA) because they considered it suitable approach for those researchers who tend to know how individuals make sense of the experiences.

Instrument and Procedure

Semi-structured interview technique has been used in this study. The study is restricted to only one unit of data collection due to one versatile research question due to which the respondents who attempted suicide but survived have been interviewed. Besides respondents’ opinions and considerations existing published articles, books, journals and other secondary sources are utilized to study the link between suicide and social determinants. 10 open-ended major questions followed by other sub-questions were part of the interview guide.

Number and Age of Respondents

10 male youth who have attempted suicide and survived have been interrogated through the above-mentioned tools. The age limit of youth participants ranged from 16 to 28. Although no preference has been given to education, income status or other social ranks. Brief profile of the respondents has been stated in the table below.

Sampling

Purposive sampling technique is used for primary data collection. Purposive sampling (also called judgment, selective or subjective sampling) is a method in which researcher depends upon his or her own decision when choosing associates of the population to take part in the study (Neuman, 2014). Access to respondents was through the use of social contacts such as friends, family networks and help also been taken from clinical psychologists as well for the identification of particular respond

Table (1) Demography of the participant's

Total respondents=10	Age	Education	Married(M) Unmarried (UM)	Suicide attempt	Income level in thousands	Area/UC Village	Year of attempt
1	23	Bachelors	UM	once	40-50	Bunr	2017
2	19	F. A	UM	twice	30-40	Bunr	2018
3	26	middle	M	once	40-45	Saidu	2016
4	21	F.S.C	UM	once	50-70	Tahrabad	2017
5	28	nonliterate	M	once	30-45	kanju	2015
6	27	graduate	UM	once	40-50	derae	2017
7	26	Bachelors	M	once	70-80	kabal	2014
8	24	nonliterate	M	once	60-65	Tahrabad	2016
9	18	F. A	UM	once	30-45	Mata	2017
10	22	F.S.C	UM	once	90-1.7lak	Saidu	2015

The above table labels the respondents' brief profile encompasses age, education, marital status, number of suicide attempts, gender and area. The table reveals that the majority of the participants are between the age of 18-26 while excluding one all have attempted suicide just once. The methods they had applied for suicide attempts are different from one another although poisons and pills are used by a majority among them. Eight out ten respondents are literate with different level of education while the majority of them were unmarried at the time of suicide attempt. Most of the participants' hails from average class however their income level showed different figures as mentioned in the table. All of the respondents were chosen to be Male due to cultural sensitivity and restrictions of the area.

Findings and Discussions

This chapter discusses the findings of the study which have been obtained through collected data. The data is properly compiled and generated transcripts which is consistent with interpretive phenomenological analysis (IPA). The particular method is utilized in order to extract meaning from the content. Analyzing the qualitative data with IPA technique the mere attention is given to generate significant themes (J. Osafo, B. L. Knizek, 2013). The initial phase was to read the transcripts deeply and to pinpoint things of interest which is the ultimate objective of many qualitative studies. Major important themes were identified which is followed by further relevant sub-themes. Logical links with respect to the gathered data and extracted themes through theoretical and analytical order are ensured just to make more general categories (J. Osafo, B. L. Knizek, 2013).

As a result, different themes and sub-themes are identified, for instance; *family aspects* which are further subdivided in; "*family structure, marriage, family pressure, severe regulation, more expectations*": "*Religious factor*" is another important theme which was mentioned by many of the respondents. Analyzing the societal perspective, the themes include; "*Integration of individual in society, regulation of society, Social exclusion, social status, and customs of society*". The emergent themes from the data explicitly manifest the consent of the interviewed respondents, the opinion regarding all these showed no proper differences across the locations.

Family Aspects

A family a close domestic group of people associated with each other through the bond of blood, sexual mating or legitimate ties. The family is a significant social unit of any society, it is an institution where individuals learn to love, to care for each other; ethics and morality also attributed to family (Crossman, 2011).

Individuals anywhere across the globe must have an association with family in one way or another. The issue of suicide, however, couldn't be studied without taking the family aspects into consideration. More than half of the respondents (n=7) clearly mentioned family factors during interviews which clearly reflected the influence of family on their attempts. Some of the respondents indicated that despite having a positive relationship with family, some decisions still influence them which according to the respondents bother them. One of the respondents stated,

"I like my family and my relationship with them apparently looks sound, but sometimes their interference exceeds which leads me to a state where I feel lonely and useless. The reason for my attempt was not merely because of my family disruption but the attention they have given to society rather their own son." (*Respondent from UC Bunr*).

The family is an important social unit must presume to follow the norms and structure of society which sometimes instigate them that they reluctantly overlook their member's desires. Durkheim theory of integration and regulation was many times tested on family data in order to empirically test it. It was shown that family data presented an exact empirical test for Durkheim theory of suicide. There was a connection found in various empirical tests that anomic and egoistic suicides are actually associated up to some extent with interaction and factors inside family (Danigelis and Pope, 1979). All of the participants view their family from different angles, these angles are either positive or negative but they explicitly specified a very strong nexus between their suicidal ideation and family factors. According to a respondent,

“Sometimes I think that my life is only for my parents and siblings, being an elder one I devoted my entire life to them, but I am not satisfied the way things are going on that's why I preferred to take my life because I could not tolerate the burden of my sacrifices further for my family” (*respondent from Saidu*).

Depression and stress though may be deemed psychological issues but some external forces are involved to push these factors. According to a study, depression is related to difficulties and performance in academic adjustments, the study further concluded that poor performance in school also made individuals depressed which ultimately compel them to attempt suicide (Tekin & Markowitz, 2008). Poor performance in school is an external factor which makes someone depressed so referring to this point family burdens and determinants indeed brought the participants of the study to attempt suicide due to extreme depression.

The respondents were of the opinion that family operate according to the social structure. According to many of them, their parents wish to accept and surrender to their demands sometime but due to the expressions and reactions which they expect from society made them reluctant to do so. Marriage, education, family structure and financial status distinguished one respondent approach to the questions from another. The conservative family's intensity of influence was more than that of slightly liberal. Generally, family aspects influenced a lot for some in greater intensity while for others less but the role cannot be denied when it comes to the issue of suicide attempts.

Family Structure

Family structure refers to the way in which family is shaped according to roles, power, rules and hierarchies (Crossman, 2011). family is concerned to perform different functions for society, for instance, socializes children, provides emotional and practical support and give identity to its members. On the other hand, sudden changes in the family's structure or processes can adversely affect its stability. The conflict theorists assume that family can be a source of conflict, including physical violence and emotional brutality for its members (Bidler, 2018). More than half of the participants (n=6 out of 10) are of the opinion that family structure was essential to fuel the fire of their mind thoughts at the time when their suicidal ideation turned into a practical suicide attempt. They elaborated that the family structure is quite orthodox and elders particularly parents up to a greater extent inclined towards the old set norms of society on which they won't compromise. Cast system in the study area is quite prevailing due to pakhtoons' identity concerning to these setups the elders of the family feel reluctant to upgrade their thinking which eventually culminates in the precarious decision of their young updated individuals.

The functionalist's view of the sudden change in the conventional organization of the family disturbs its stability (Buchanan & Harris, 2014). This is applicable here as the opinion of the

respondents suggest. Respondents of the study being exposed to various sources of awareness and the blessing of education up to a level alter their view regarding extreme conservativeness of the family. One of the respondents illustrated,

“We have adequate immovable property but due to the conflict in the family, I am not getting any benefit of it due to which I had to work hard to complete my bachelors. The reason for the conflict is the conventional thinking of our family elders to give less share to female, inherited shareholder in the property.” (*Respondent from UC Tahir abad*).

Conservative societies particularly the study area swat’s people are still less likely to give legitimate shares to their female heirs from the inherited property. This thinking creates many dilemmas for the family itself because modern laws and easy access to state justice system obstruct them to sell the property without assuring legitimate stake for all the shareholders. The ego of the parents and other elders who don’t want to give equal shares sometime affect the youngsters of the family. The particular victim kept on saying that I constantly tried to persuade my father to give up his ego, but in vain which made me hopeless and helpless due to severe financial constraints despite having an abundance of immovable property.

Durkheim in his grand theory of suicide put forward the idea of adequate social integration which he believed a barrier suicide to suicide attempts. The stronger social relationship individuals have; the less prone they are to suicide (Mueller & Abrutyn, 2015). Zimmerman & Zimmerman (2013) pointed out in another study that social strong integration can also be a factor of social harm, both the ideas are indeed right but depends upon the underlying cause, the suicidal ideation and attempts of the said respondents may be linked with the idea of stronger integration leads to social harm as well due to the fact that in traditional society like swat one’s family strictly follow social norms and integration of the decision makers of the family are quite strong in the society. This strong integration of the family sometimes creates difficulties for some members of the family and according to the respondents of this study, the family strong integration and structure disrupted them which ultimately resulted to add more strength in their suicidal ideation.

Marriage

The sociological explanation of marriage is concerned with the engagement of two or more individuals regarded as a contract between these individuals which is based on mutual rights. Marriage requires some legal and religious agreements depend upon the society set rules and norms for the specific contract. Marriage is a social institution carrying out by all cultures. According to Talcott Parson Marriage forms the hierarchy of power with respect to it in the majority of societies across the globe father/husband enjoys more power in the hierarchy (Zimmerman & Zimmerman, 2013). Marriage arrangements and selection of partner in traditional societies are often preferred by the power holders of the family which is sometimes not acceptable to the concerned individuals. The respondents of the study expressed their grievance over this issue and considered it one of the significant contributors to their suicidal tendency. Many of the selected participants who are unmarried (n=4) feel disinclined to get married despite having a desire, the reason of the reluctance they expressed was only the deliberate arrange marriage because they already know the structure and decision-making process of the family. On the other hand, the married youth (n=4) unfolded the cumbersome they faced due to discontent in their post-marital life. A married respondent said,

“Love marriage was my dream, I loved a girl but she was rejected by my family because of her lower cast, though I accepted my parents’ choice but could not sustain it properly which expose me to judge life meaningless” (*Respondent, UC Tahir abad*).

According to Bidler (2018) most common factor in suicidal ideation and attempts is the fragile marriage relationship, in other words, a breakdown in marriage or relationship of an individual. Durkheim grand work on suicide pointed out that integration is a sort of social belongings which include love, care that can flow from social ties, he further explained that individuals who receive proper care and support from social networks and unit such as family are less likely to see life meaningless. Marriage is the greatest source of love and care but if such pleasure is not received by an individual contrary to Durkheim argument of integration will indeed have crises in life which may lead them to attempt suicide. The respondent quoted above mentioned his hopelessness due to the demise of his personal desires assured by the family self-preferred decisions (Wray, 2011).

Family Pressure

Family pressure is encouraged by the inequity of power among the relationships of members. The hierarchical structure of the family is intrinsic in which parents have more power and decision-making authority. On the basis of the authority, the particular members want to dominate and influence other members (Nowotny et al., 2015). Family pressure is considered one of the essential contributing factors of suicidal ideation as mentioned by many of the targeted population. Seven out of Ten respondents were indulged in severe family pressure at the time when they thought about suicide. The intensity and reasons for such pressures were different among the victims of suicide attempts. Some of them expressed the cause of unemployment and less contribution to the family due which parents or other elders scorned them constantly. Other mentioned that they are supposed to live life according to the family set conservative norms spread through the culture of society. The contagion theory up to some extent back these causes, the theory refers to that “social factors may enhance the stress of already stressed individuals which ultimately lead them to depression (Tekin & Markowitz, 2008). One of the suicide victim and respondent of the study stated,

“My father always believes what my uncles like to tell him, they want me to take part in family’s small business which has already been occupied by five persons of our family. I want to perform something different for which I desire to complete my education although my family do not freely allow me to do rather discourage me for not contributing to the family.” (*Respondent from Derae*).

The traditional nature of society up to a greater extent effect family structure, involvement in the single business of family is practised in many parts of traditional societies. The respondent, however, wants diversification and change which eventually disturb the orthodox nature of family concerning to it the power holder created a lot of pressure on the particular individual.

Severe Regulation

Durkheim in his masterpiece work of suicide provided an adequate explanation to regulation and integration and even the entire theory is based on integration and regulation. In his views lacking or severe regulation either in whole social structure or in family promote moral issues that encourage Anomic and Fatalistic suicide respectively (Zimmerman & Zimmerman, 2013). In the context of family regulation may be a factor of frustration for an individual when it goes the extra mile, the respondents (n=7 out of 10) were of the opinion that family strictness and set rules bared them to carry out their life according to own choices. The educated participant

(n= 6) of the study expressed issues regarding their careers selection and dedicated their failure to a wrong decision made by them during their pre-graduation period, the family absolute decision-making authority remained an obstacle in the way of their choice as mentioned by the educated suicide attempt victims of this study. They further elaborated their existing status of being unemployed due to poor performance and feeble academic record and attributed this failure to the family severe kind of principals. The reason for pushing them into depression all they mentioned of limited career opportunities and unemployment. Various empirical researches suggest that there is a strong link between depression and suicidal behaviour and this relationship is conditioned by family support and cohesion (Alun et al., 1986). family support, however, contributes a lot to make life meaningful but under the guise of support, severe regulation and confiscation of individual's decision authority may lead to depression which ultimately results in a suicide attempt, the same circumstances faced by the study respondents. One of the victims articulated,

“My family is really supportive and endure all of the education cost but simultaneously I have to follow all of their instructions irrespective of my desires. I can't hang out with my friends, I had not been allowed to opt my graduation subjects, my elder brother did it for me but now I am the useless person that's why I thought to take away my life.” (*Respondent, UC Bunr*).

The above-mentioned statement of one of the victims of suicide attempt explicitly manifests strict family monitoring and regulations. Durkheim integration and regulation theory suggests that strong integration and regulation make life meaningful but these two variables must be in a state of equilibrium (Danigelis and Pope, 1979). Moderate regulation hence essential for cooperation, social integration but its severity may culminate in an individual's conflict inside themselves.

More Expectations

Parents in every society expect better from his children, sometimes these prospects exceed which may not be compatible with the underlying qualities of an individual of the family. Generally, all of the respondents pointed out the mentioned cause of excessive expectations without an understanding of their capacity and capabilities. Participants viewed this variable as one of the important factors because the performance they assure and the expectations from them have a large gap at all, in response, the family exert too much pressure and the people surrounding them accompanies the family to declare the particular individual useless. According to a cognitive behavioural theory which deals with depression assumes that people get depressed when they consider themselves worthless and expect worse future (Romero et al., 2014). The concept of the theory may be linked with a view of the respondents that when they are unable to perform and family expect them to do more and more, definitely depression will easily secure a place in the minds of these particulars.

Some of the study population (n=4) illustrated the dual nature of their families. Without proper autonomy in decisions because all of the options the respondents hold was just due to the absolute authority of the family. Now according to them, the contribution is less than expectations, lead them to be contemplated useless. Durkheim argument of strong social relationship protect the individual from suicide but another study of Mueller & Abrutyn, (2015) argued that social integration also exposes someone to attempt suicide. by linking the two statements with the existing study it is clear that the latter up to someone extent backed the statement of participants because when individuals are more integrated more expectations will also be from them. One of the respondents among them articulated,

“I always wanted to deliver what my family expect, but the way they deal with my crises is not acceptable to me. My parents don’t comprehend what I am looking for but they want me to contribute beyond my capacity. My underlying status and family expectations had pushed me to a level of a suicide attempt.” (*Respondent from Kanju*).

An evolutionary framework suggests that there is a very strong link between burdensomeness and suicide, further in modern liberal democracies perceived troublesome is often linked with things like physical illness and unemployment (Button, 2016). The framework can be compared with the views of the respondent by only considering the unemployment factor because performance and contribution are totally dependent upon status and employment define status in middle-class societies.

Perspective of Religion

Numerous researches have been carried out to disclose the connection between suicide and religion. The modern work with regard to this begun since Durkheim formulated a grand theory of suicide. Durkheim gave proper place to religion by considering it a protective tool from suicide (Marsiglia, 2014). Colucci, E, and Martin (2007) put forward the embedded assumption of Durkheim about religion, he exemplified the Catholic church’s strong religious affiliation which resulted in its members less prone to suicide. Durkheim further finds out that protestant, on the other hand, has weak religious integration which brought their members on the verge of suicide and showed higher suicide rates. While exploring social determinants of suicide questions regarding religion have been given more significance. Participants of the study responded differently to the question of religion, generally, all of the participants endorse the value of religion and all of them expressed that Islam their religion explicitly forbid Muslims to commit suicide.

The participants, however, were already the victim of suicide attempt, so it means that all of them attempted it despite religious prohibition. Some of the respondents (n=6) mentioned that frequently practice religion, for instance offering the obligatory five times prayer and attending other religious sermons. In spite of the fact that they were more integrated into religion but the option of choosing to take away their lives was beyond the scope of Durkheim argument of strong religious integration. The respondents expressed that though suicide is a big sin in their religion sometimes things are not simply the situations they faced when they thought for suicide were far more intolerable than their prospects of life hereafter. One of the among them said,

“I was a firm believer in my pre-attempt life that religious practices bring peace and calm to mind and soul. Despite regular practices of religion, I thought for suicide because that time I just wanted to get rid of this life and did not even think about life after death which is the strong faith of every religious person.” (*Respondent from Kabal*).

Psychologically if we consider it a mental illness for a while due to deliberate denial of the religious ban but a study of H. F. Unterrainer (2011) suggested something beyond psychological assumptions, articulates that religiosity and spirituality are positively associated with mental health and can help anybody to recover from mental illness. Sometimes people don’t think what will happen next but want to control the situation. Suicide is the last step a person thinks about when all doors close in someone’s life, he/she opted for suicide.

Sturgeon & Morrissette (2010) asserted that religiosity has also been refined over the period of time, he mentioned two major dimensions which include (1) “Internal religiosity” refers to personal beliefs or opinions and the other is (2) “External religiosity” for instance, religious

practices. Some of the respondent's integration with religion up to some extent was found weak in terms of their religious practices, however, their internal religiosity as mentioned by Kelmendi (2014) was up to the mark. The study participants' belief on God and religion Islam was strong but the practices, for instance offering prayer five times a day was expressed sporadically. Such reluctance of some of the victims may compromise their integration with religion. Durkheim assumptions of religion as a protective factor from suicide (Marsiglia, 2014) can be accepted in the context of particular individuals who opted for suicide without considering religious restrictions. The external religiosity is significant in someone religious integration because having a close association with the religious community, for instance, religious sermons or other activities may prove vital to cope suicidal ideation. Another respondent in this regard stated,

"I have a firm belief in Islam but due to the misinterpretation of religion by our religious scholars, I am not preferring to offer the prayer collectively behind these people. My perspective about religious practices is different, I believe that God Almighty may forgive his rights but will not pardon other humans' rights."
(Respondent, saidu sharif).

Different perspective towards religion also have repercussions for the individuals. previous researches and grand theory of Durkheim about suicide clearly endorse the role of religiosity in protection from suicide. religious practices are however essential but the reluctance or intentionally denying those practices may disintegrate someone from religion. Religiosity and spirituality when observed from a psychological point of view, both gives meaning related to sacred therefore religiosity and spirituality contemplated as influential dimensions that can ensure meaning and purpose in life (H. F. Unterrainer, 2011). Keeping away himself from religion by giving a logic from his own framework of mind may culminate in suicidal thoughts because the purpose and meaning of life can be obtained from religiosity. Both humanity and religious obligatory practices are important in any religion, ignoring one of it according to numerous studies and theories play a vital role to produce suicidal thoughts.

Influence of Society

Society refers to a group of people with a shared territory, interface and ethos (Crossman, 2011). humans in society interact with each other and society is to serve individual and society is an extremely essential condition for a human to exist and survive. In society individuals are ought to follow the culture as a social force, in other words, society has set norms values and traditions which influence an individual of that particular society (Sturgeon & Morrissette, 2010). The sociological definition of society clarifies that society has influence over individuals, however suicidal ideation in individuals must have links with social factors. Durkheim though had not fully rejected the idea that suicide is a psychological subject but he further unfolded the it that some other forces also exist which push individuals to take away their lives and these forces are social forces (Mueller & Abrutyn, 2015).

Society of the study area is still not too much advanced and most of the people living here still have orthodox beliefs. The respondents of the study were basically adolescents and due to fast-growing communication era, they seemed too much exposed to modern ways of life. Many among the targeted population (n=8) indicated that their family structure is in a way what our society defines it. They were of the opinion that many of the decisions are taken in our families by excessively considering the social structure no matter those decisions are better or not in our way. The elders of their families are always very much obsessed about what other people in surroundings would think. Society influence is quite perceptible in

producing suicidal thoughts and how it's happening some factors are identified which will be discussed in the following sections.

Integration of Individuals in Society

Durkheim contemplated social integration as a cornerstone in his grand theory of suicide, in other words, social integration has been referred to social isolation, social cohesion and social support (Wray, 2011). The study is concerned with the individual level phenomenon of suicide rather than the group as a whole, however, the respondent's response in the context of social integration is quite complex. By integration Durkheim means the constant and active relationship of individuals, if this interaction and engagement are weak, it will lead to individualism, fragile social ties and ultimately higher suicide rates (Nowotny et al., 2015). The suicide victims of the study expressed different views, six out of ten respondents have a very positive relationship with family and they were well integrated but despite the fact they attempted suicide. One among them said,

"I have a very close relationship with my family but the way society demands and my family inclination towards it bothered me a lot. My family all decisions never cross the societal set norms due to which sometimes I get affected, for instance, love marriage was my dream but my family turned down my decision due to social pressure and strong associations of my parents with society." (*Respondent, UC Tahir abad*).

A family is a social group and a significant institution of society. The strong integration of family with surroundings makes them disinclined to carry out decisions that are desirable for internal members but unacceptable to outside society. Durkheim placed marriage as a significant tool of integration, he stated that married people are more integrated than unmarried (Romero et al., 2014). To the extent this assumption is right but keeping the views of the respondent the marriage decided by the family without the consent of an individual also create issue and compromise integration as mentioned in the above statement by respondent. In his theory, Durkheim also mentioned that when integration is too strong it causes altruistic suicide, contrary to egoistic which is the result of weak integration (Danigelis and Pope, 1979). In the particular findings' integration is too strong and the individual was unable to cope up the situation, in order to evade anything disparaging to the family the individual opted to sacrifice his own life. Some of the participants (n=4) attempted suicide due to social isolation or weak social integration. Among them one asserted,

"I am running the family business, working from dawn to dusk like a servant but still my family attention was not up to the mark compared to my other small brothers. My parents were always sceptic about me despite my endeavours, they never responded in a way I deserved that's why I felt myself isolated from the family and other people." (*Respondent from Kanju*).

Durkheim argument of weak integration promotes individualism clearly applicable here. The individual isolation as mentioned by him caused due to family negative response, this factor not only isolated him from the family but according to him he didn't trust other people of society as well, for instance, friends, relatives and neighbours because the thought he developed in his mind signals him that if family the closer entities behave in this passion so how can someone anticipate anyone else to be good. These thoughts, however, can really cause isolation which eventually culminates in the last option of killing himself.

Regulations of Society

Perry et al (2012) analyzed Durkheim stance about regulation, for Durkheim regulation is a sort of monitoring and guidance that an individual receives from social ties. Durkheim further kept on saying that moral guidance and external restriction are essential for the individual because lacking these will lead an individual to exceed their desires which may ultimately result in failure and extreme desolation. Regulation up to some extent acceptable to everyone, the participants were also of the view that the family regulation in many ways keeps them secure and integrated. One of the respondents said,

“Every family has some principals and I had no issue regarding these, for instance, my family set time schedule for all of the brothers that when to come and go but there were some rules which were intolerable for me. My family constantly compelled me to quit my friends and only focus on my studies, they also instructed me not to socialize myself in society, however, I am not in favour of exceeding my limits but extreme limitations led me to depression.” (Respondent, UC Tahir abad).

The statements of the study participants manifest that they are not against the rules and regulations of the family as directed by society norms but the over-regulation and obstructions on their each and every independent activity, in fact, caused concerns for them. Durkheim pointed out this matter in an obvious way, for Durkheim egoistic suicide happen when there are low integration and altruism occur when integration is robust, simultaneously when care and concern surpass from its moderate limit cause anomic and fatalistic suicide. both these types of suicides occur respectively when social structure is either under or over-regulated. In other words when social forces of both integration and regulation are very low or enormously high (Wray, 1968). The particular concept of Durkheim’s theory entirely supports the statements of the participants without any clear contradiction. The suicide attempt victims of the study (n=7 out of 10) contemplated the over-regulation factor an essential contributor to their suicidal thoughts. Besides comparing Durkheim’s concept of regulation in the context of family, the participants also specified the social control of society and its influence on the family. The conservative structure of the study area society also played an important role in the qualms of certain individuals. they articulated (n=6) that family follows the norms firmly as put forward by the society, for instance, the dress codes, marriage ceremonies, and many other aspects. Family being a unit of society owe to move with the flow of societal norms which sometimes become intolerable for its members as expressed by the individuals of the study.

Social Exclusion

Social exclusion is a multi-dimensional process involves denial of resources, goods and services and the inability of an individual to engage in the normal relationships and activates which is accessible to the mainstream of people of society. Such exclusion disturbs the quality of life of that particular individual and cohesion of the society as well.(Sturgeon & Morrissette, 2010). Loddon Mallee (2011) conducted a study to examine about suicide among farmers, the researcher identified that severe financial crises also compel individual to take away their lives. Financial dilemmas have a direct connection with poverty. Some of the individuals of the study (n=5) whose economic condition was not good attributed to their poverty one of the significant factors in their suicide attempt. The participants considered themselves excluded part of society due to the reason of their financial faintness. One among them said,

“I belong to a poor family due to which I am not getting enough attention in the society. People everywhere judge us on the basis of our economic status that’s why we are deprived of many social gatherings, even middle class and rich people don’t invite us in their

ceremonies, for instance, marriage etc. etc. I always remained so obsessed about our status, in order to get proper consideration, you need to have sound financial status in my opinion.”
(Respondent from Derae).

Poverty is the main factor when it comes to social exclusion and it has a profound effect on an individual in order to reach to resources. Political, cultural and social participation is up to greater extent associated with one’s economic status (Stack, 2014). The respondent overtly expressed that he faced some deprivation and disengagement from different activates of society due to his poverty. Low integration causes social isolation as put forward by Durkheim when a group or individual are in crises so they require well-integration in society otherwise the individual will opt for suicide which Durkheim refers as egoistic suicide (Wray, 2011). Lack of integration, though gives birth to social isolation but the status of an individual also matters a lot, the respondents in question mentioned the cause that due to poverty they are excluded from society, so for well-integration financial status may play significant role because people in society are most probably materialistic and judge others on the basis of their wealth and class. Perry et al., (2012). Carried out a study in which they argued that stress is too much related to the socio-economic condition, social capital, cultural norms and values which influence an individual to remain in extreme stress. Stress is considered one of the greatest psychological cause of suicide as numerous studies suggest, this stress is pushed forward by various social causes as mentioned.

Social Status

Status refers to the position an individual hold in a social group, status is determined on the basis of certain roles performed by an individual. Both role and status are inter-connected, in a social group every person has a status and position followed by his/her role. Status varies from individual to individual in a society. The status which is based on age, sex, race, kinship and family called ascribed status while status that requires personal efforts, ability, education and earning wealth refers to achieved status (Amitai & Apter, 2012). Referring to this definition a traditional society gives more value to ascribed status, similarly, the study area society is still conventional and people status are judged on the basis of cast, race and inherited property. The respondents (n=6) indicated that our ascribed status in society has no enough strength due to their fragile family background and people are judgmental about such material things in the orthodox structure of society. The nexus between social status and suicide have always been found very close and sociologist offered proper attention to this subject (J. Osafo, B. L. Knizek, 2013). Durkheim with regard to social status argued that suicide rates are higher in the highest class of society but other findings also suggested that economic status and poverty also have a significant role in intensifying suicide rates (Abrutyn & Mueller, 2014). The participants of this study, however, belong to the middle or lower class with low ascribed status prefer to attempt suicide by referring to lower social status one of the prominent factors. One amongst them specified,

“My family status is not high because our cast is lower as considered by society. I wanted to marry a girl comparatively belongs to an upper family cast, they turned down my proposal due to my cast and status. I was trying to work hard in order to earn wealth which was expected to give me and my family prestige in our society but couldn’t succeed which turned me into hopelessness.” (Respondent, UC Bunnr).

The suicidal tendency in poor people of society contradict with Durkheim assumptions of upper-class higher suicide rates but the study participant statement support the findings of Li (1972) due to the reason that being a member of lower family with low ascribed status prefer to attempt suicide by attributing the particular cause one of the major ones in the

production of suicidal ideation. (Dublin, 1963) concluded in his study that in lower social status, rates of suicides are higher due to hopelessness, poverty and unemployment. These findings also back the main crux of the respondent declaration which he described hopelessness.

Role of Customs and Traditions of Society

Custom refers to a regular pattern of behaviour that is contemplated as a characteristic of life within a social system while tradition is defined as, the customs rituals, beliefs and habits of a social group. In other words, tradition is an evolution of knowledge, ability and attitude from one generation to the next (Crossman, 2011). The impact of culture on suicide is prevalent both at an individual and aggregate level (Lester, 2010). Customs and traditions are the organs of culture which vary from society to society. The study area's society is not entirely modern and still the structure follows orthodox customs, more than half of the total targeted respondents (n=5) revealed the exasperating aspects of their traditions and customs, for instance, marriage ceremonies, rituals and other traditions. One of the respondents said,

“I wanted to get married once, but the traditions regarding marriages in our society are quite hard to manage. For example, dowry, and other formalities required for such occasions are very much expensive and I couldn't afford it that's why since then I was so frustrated. All that happens to me was because of the society set traditions and customs.” (*Respondent from Matta*).

Severe customs and traditions of society as mentioned by the participant clearly indicates that these forces are also significant in the creation of suicidal thoughts or fuel the prevailing suicidal feelings of an individual. Durkheim or any other theorists haven't explored much about customs and traditions influence on suicide, but the fact is different in the study area.

Conclusion and Recommendations

Suicide is contemplated as one of the World alarming issues. Roundabout one million individuals take their own lives each year across the globe while 10 to 20 million people attempt suicide (Foo, et al, 2012). The most populous Asian continent accounts for higher Suicide rate which is almost 60%. Numerous studies of this continent revealed that suicide ratio is greater in adolescents particularly in college students (Foo et al, 2012). One individual becomes an enemy of one's self and dies after every 16 minutes, it is the third major factor of death in superpower country USA. A South Asian developing country Pakistan has shown a considerable increase in suicide rates over the period of time. According to WHO one million people around the world including 15,000 Pakistanis commit suicide per year. Keeping under consideration the gap in literature related to the subject in question, the study aim was to understand the suicide from a sociological perspective the study area swat, a district of Khyber-Pakhtunkhwa Pakistan has shown a considerable increase in suicide rates, round about 222 suicide cases have been reported recently in 2018 (Dawn,2018). This qualitative study concerning “Sociological perspective of suicidal ideation and attempts in the youth of swat”, explored the social angle of the particular subject. Although suicidal ideation is too much related to psychology it is not merely a psychological subject, some other forces, like social, cultural and political drive suicidal tendency as well. Durkheim in his integration-regulation theory also recognized that suicide is not only an individual phenomenon but a societal problem (Nowtony et al,2015).

The findings of the study suggest that social factors played a pivotal role in the suicide attempts of the concerned youth of Swat. Durkheim theory of social integration and regulation up to greater extent supported the underlying factors mentioned by the respondents of the study, however, some other concepts of sociological perspectives of numerous authors have also been linked with the statements of the participants. Family aspects role is found quite prevalent and all the respondents endorsed the fact by clearly indicating the various lens of family factors. Family pressure, strict regulations of the family, family structure and more expectations of the family have been discussed which demonstrate a substantial role of these factors in the intensification of suicidal thoughts which ultimately led the respondents to attempt. To look at the phenomenon from the lens of religion which acquired enough place in Durkheim theory of suicide. Durkheim contemplated religious integration as a protective tool from suicide (Hoffman and Marsiglia, 2014). Religious perceptions have been found differently, some were less integrated in terms of religious practices and attempted suicide while remaining were inclined towards these practices but in spite of these, they opted to commit suicide. The religious integration part of Durkheim theory is found contradictory with the findings of the study.

Suicide cannot be examined through a single dimension; biological, psychological, social and cultural factors have a profound influence on suicidal behaviour. A plethora of causes produces suicidal thoughts however the study here is concerned with social factors. Majority of the targeted respondents mentioned family pressure as a major of their suicide, to address this cause the elders of the family need to establish close connections with those individuals of the family who prefer to aloofness, showing resistance to family decisions or gesturing towards taking away their lives because connectedness will keep them motivated. Based on the study findings no psychological treatment or proper counselling received by the participants in both of their pre and post suicidal tenures which may protect them from such intentions.

Knowledge related to suicidal risk and its protective measures is inadequate in Pakistan, particularly in the study location. Micro-level analytical studies require in the area to closely scrutinize the individuals because without such endeavours both quantitative and qualitative data would not be available for stakeholders who desire to prevent suicide. Proper education and training should be provided to key concerned personnel of the process, these stakeholders may be police, medical officers, academic teachers, religious scholars, and family doctors. Social impacts of trauma must be clarified in order to seek manifold possibilities for intervention and protection because the study individuals mentioned some characteristics of trauma due to unanticipated past terrible events.

A national suicide surveillance system needs to be established in Pakistan, the system may work in a such a way to disseminate information of suicide attempts, the exploration of causes and immediate training programs for those individuals who attempt suicide but survive luckily. Professional health organizations should prioritize training to health care providers for the prevention and assessments of suicidal risks. Both public and private academic institutions need to initiate skills and support programs for adolescents. Hope and optimism for such individuals are extremely important the trainers of the institutions should enhance their coping skills and design such tactics which may help in bringing forth a ray of hope for the youth. Hopelessness is deemed one of the major causes of suicide, so the school & college-based programs need to be operated in a way that provides skills to particular individuals whose behaviours reflect their hopelessness.

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List of Abbreviations

IPA	Interpretative Phenomenological Analysis
GDI	Gender Development Index
USA	United States of America
GID	Gender Identity Disorder
NADRA	National Data Base Registration Authority
HRC	Human Rights Commission of Pakistan
KPK	Khyber Pakhtunkhwa
UN	United Nation

Lack of Water, Sanitation and Hygiene facilities in Schools -- An Obstacle in Girls' Education in Rural Sindh

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ABSTRACT

Education is certainly an undeniable right of every child. Similarly, getting education in a clean and healthy environment in school is also a fundamental child right. Water and sanitation services are also required in schools, if these are not available as a result, the children are often exposed to unhygienic conditions that can make them sick and prevent them from attending school. Government of Pakistan is nationally and internationally committed to provide water, sanitation and hygiene services and facilities to all. The said commitment has been made in National Sanitation Policy 2006 & Sustainable Development Goals (SDGs) No 4 and No 6, which are related to availability of water and sanitation for all and inclusive & equitable quality education. A large number of school-going girls either drop-out or are discouraged to go to school on reaching puberty. A descriptive cross sectional study was conducted in four government higher secondary schools in district Khairpur Sindh in November 2019. Both qualitative and quantitative methods and tools were used to collect the data and information. Data was analyzed by triangulation of all information collected. Results showed that non-availability of water sanitation and hygiene facilities in schools are main hindrance for the girls to attend school during menstruation. Understanding these important challenges and experiences is essential for developing effective interventions to enable girls to attend and participate in school successfully. This includes better understanding the school WASH facilities which helps or hinders girls in managing their menstruation during school hours and how these may be hindering girls' attendance, performance in class and school completion.

Key Words: *water and sanitation, hygiene, menstruation, education, school environment, girl's education, Pakistan*

Introduction

According to Asian Human Rights Commission report 2012, Education is certainly an undeniable right of every child, as enshrined in all UN and International Conventions and Protocols. Similarly, getting education in a clean and healthy environment in school is also a fundamental child right; however, thousands of children are being denied to their basic right as they have no or very limited access to clean and healthy sanitation facilities in their schools, especially located in rural areas of the country. This is certainly an unfortunate fact that lack of clean and healthy sanitation facilities are not only harmful and injurious for the health of little children but also consider as an obstacle in girls' education.

Government of Pakistan is nationally and internationally committed to provide water, sanitation and hygiene services and facilities to all. The said commitment has been made in Pakistan's National Sanitation Policy (2006) & Sustainable Development Goals (SDGs) No 4 and No 6, which are related to availability of water and sanitation for all and inclusive & equitable quality education. SDG 4 is on inclusive and equitable quality education and promotion of life-long learning opportunities for all focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. Sustainable development goal 6 is about ensuring access to water and sanitation for all Industry accounts for over 19% of global water withdrawal, and agricultural supply chains for 70% more.

According to Sindh Strategic Plan Wins 2017-22; emphasizes upon WASH related awareness through school teachers establishing sanitation clubs at school level and initiation of sensitization program for health and hygiene at school. Provisions of safe water and sanitation facilities have been marked as mandatory actions for all school under the policy.

According to Water Aid's report on WASH in Schools in Pakistan it is illustrated that in Pakistan, 1 in 3 schools lacks sanitation facilities. As a result, the children are often exposed to unhygienic conditions that can make them sick and prevent them from attending school. Particularly, a large number of school-going girls either drop-out or are discouraged to go to school on reaching puberty. A substantial volume of research exhibits the relationship between girls' education and improved population health. However, there is a little evidence on the WASH challenges adolescent schoolgirls may face when they start to menstruate. Understanding these important challenges and experiences is essential for developing effective interventions to enable girls to attend and participate in school successfully. This includes better understanding the school WASH facilities which helps or hinders girls in managing their menstruation during school hours and how these may be hindering girls' attendance, performance in class and school completion.

The World Economic Forum's Global Gender Gap Report (2018), which measures economic participation and opportunity, educational attainment, health and survival, and empowerment, ranked Pakistan second-to-last globally and last regionally in South Asia. Markers such as socioeconomic status, locality, and language have an impact on education outcomes, but gender most significantly impacts a student's ability to perform well academically in Pakistan. Sindh province, in particular, illustrates this reality.

There was a time when Sindh province excelled, competing country's number 1 province of Punjab in education outcomes. But OXFAM Pakistan's report on a comparative analysis of gender responsive financing in Punjab and Sindh provinces (2016) revealed that gender parity has increased in Punjab by 3 per cent, whereas it has declined by the same

percentage in Sindh. It also highlights that the majority of girls' schools in Sindh do not have basic facilities like toilets, drinking water, or boundary walls.

Significantly, there are huge gender disparities in budget allocation for education in Sindh with only 19 per cent of its budget in 2016-17 earmarked for girls' education, compared to 48 per cent of the budget for boys' education. Gender responsive budgeting is also complicated by the opacity of major categories in the education budget, which are not disaggregated by gender.

Pakistan's education statistics from 2016-17 also reveal alarming gender disparities in education in Sindh. Eight million students are enrolled in education institutions from primary to degree level in Sindh, of which just 42 per cent are girls. However, approximately 6.4 million children are still out of school, the majority (53 per cent) of which are girls. Effective Transition Rate (ETR) between primary and lower secondary levels, which flags potential barriers in the education system, is also less than 80 per cent in Sindh.

Another key issue is the low number of female-only education institutions in Sindh. From pre-primary to degree colleges, there are 55,247 public and private educational institutions. The majority (61%) are male-only institutions, 19 per cent are mixed, and only 21 per cent are female-only educational intuitions. Institutions for girls in rural areas are mere 15 per cent of the total educational institutions in Sindh, illustrating the inequality in providing access to education, which directly and disproportionately affects women and girls living in rural areas of the province. According to a study *Neighboring Risks* by RDPI and Plan International in 2010, like other socioeconomic development sectors, Khairpur appears, in the light of official development statistics, to have made progress in the field of education and literacy too. Khairpur has second highest number of government primary schools following Tharparkar and second highest primary school enrollment after Karachi, in the Sindh Province. The district has 6th and 7th ranks when it is compared to the proportion of literacy among population aged 10+ and aged 15+, respectively in other districts of Sindh. Government schools have an important place when it comes to providing education facilities to people of Khairpur. 9 out of 10, primary school attending students go to government schools. The education sector in Khairpur, like rest of the country is flawed with a number of grave issues. Some of them are:

1. The level of literacy is not satisfactory. Compared to 46% population that is considered to be literate, 38% population has completed primary or higher levels of formal education.
2. There exist stark gender, urban rural and intra district disparities in the district. 25% females compared to 65% males, and 17% rural compared to 47% urban females are literate. Only 12% rural women have completed primary or higher levels of education as compared to 38% urban women.
3. There are much lesser educational facilities for girls than those for boys. There are 509% more primary, 107% middle and 350% high schools for boys than those for girls.

Schools can play a very important role in helping to shape children's futures and through the provision of quality education. In Pakistan many schools do not have basic infrastructure, with inadequate or no latrines or other sanitation related facilities. These result in high dropout

and low enrolment rates, particularly for girls, especially when they reach puberty – also considered a sign that they are ready for marriage. In rural areas many boys and girls travel long distances to attend school, many returning home to use toilets due to inadequate or no facilities in school. Girls face further challenges during menstruation when they have to remain absent from school for up to a week or more every month. These absences affect children's learning achievements.

As per global Gender Gap report 2018, a significant gender gap continues to exist in health and education in Pakistan. Pakistan ranks 148 out of 149 countries in the overall Gender Gap Index, indicating a lack of women's equality in economic participation, educational attainment, political empowerment, and health and survival.

According to World Bank Report (June 2017), there is a huge gender gap in the public education system and also a significant number of students (both boys and girls) who do not transition to the secondary level. The enrolment of boys in Sindh far outnumbers girls across all levels of the public education system. Gender parity is relatively higher at the middle-secondary level: data show that for every 100 boys, 64 girls are enrolled at the primary level, 74 girls are at middle-secondary level, and 54 girls are attending higher secondary school. Annual School Census data from FY15 also show that enrolled girls fare better than boys in the transition from the primary to the middle-secondary level, but face higher drop-out rates than boys at the postsecondary level. Data from SEMIS FY15.

According to UNICEF Annual report 2016, Unhygienic environments have serious implications for all aspects of children's wellbeing. For example, lack of WASH facilities in school has been shown to deter children from education, especially girls as they reach puberty and begin to menstruate. 38.9 per cent at the primary level girls are out of school. The situation analysis for WASH in School 20117-22 indicates that in Sindh province, 46% female primary schools; 30% female middle schools; and 4% female high schools do not have latrines. Similarly, 54% female primary schools; 38% female middle schools; and 13% female high schools do not have drinking water facilities. Learner's curriculum though incorporates concepts of health, hygiene, and sanitation in some subjects but these concepts, knowledge and skills are grossly inadequate to bring about a possible change in behavior of students about WASH. Besides, WASH in School is not given due emphasis in pre and in-service teacher training. Hence overall the situation regarding WASH in Sindh public schools is not encouraging.

The limited existing evidence suggests that girls in Pakistan have insufficient knowledge about menstruation, have inadequate access to affordable sanitary materials, and experience high levels of fear and anxiety at menarche. In a cross-sectional survey of 1,267 girls, 60% reported limiting their movements and avoiding socializing and religious practices because of menstruation. Among girls in school, 79% did not use hygienic materials to manage menstruation, and many girls described poor nutritional intake due to misconceptions about foods that should be avoided during menstruation. Knowledge and habits regarding menstruation have shown to differ by educational background, suggesting that additional in-depth research is needed to better understand how the onset of menstruation may impact girls' education, socialization and health in Pakistan (Ali & Rizvi, 2010).

The potential impact of menstruation on girls' education in Pakistan has been insufficiently studied. Finding from the grey literature suggest women and girls have restricted mobility when menstruating, and inadequate resources related to hygiene and education. A lack of latrines, restricted mobility, and insufficient access to affordable sanitary materials may pose challenges to successful menstrual hygiene management. These challenges may be

augmented by the presence of male students and teachers in schools, and the absence of other "girl friendly" supports in the school environment. For example, many rural schools lack adequate water (e.g. 75% of hand pumps and 28% of latrines were found to be non-functional) and lack sex-segregated toilets (UNICEF, 2012). A recent UNICEF/Pakistan report (2018) suggested the high rates of female school dropout may be related to poorly maintained facilities as lack of female latrines, many schools lack a boundary wall to separate male and female students; these boundary walls are often considered a necessity for female students to be present.

Focus of Research

This paper has attempted to assess the availability and functionality of water, sanitation and hygiene facilities in girls' schools. Furthermore, it has also aimed to determine the attitude and practices of adolescent girls in those schools about the menstrual hygiene management.

Methodology

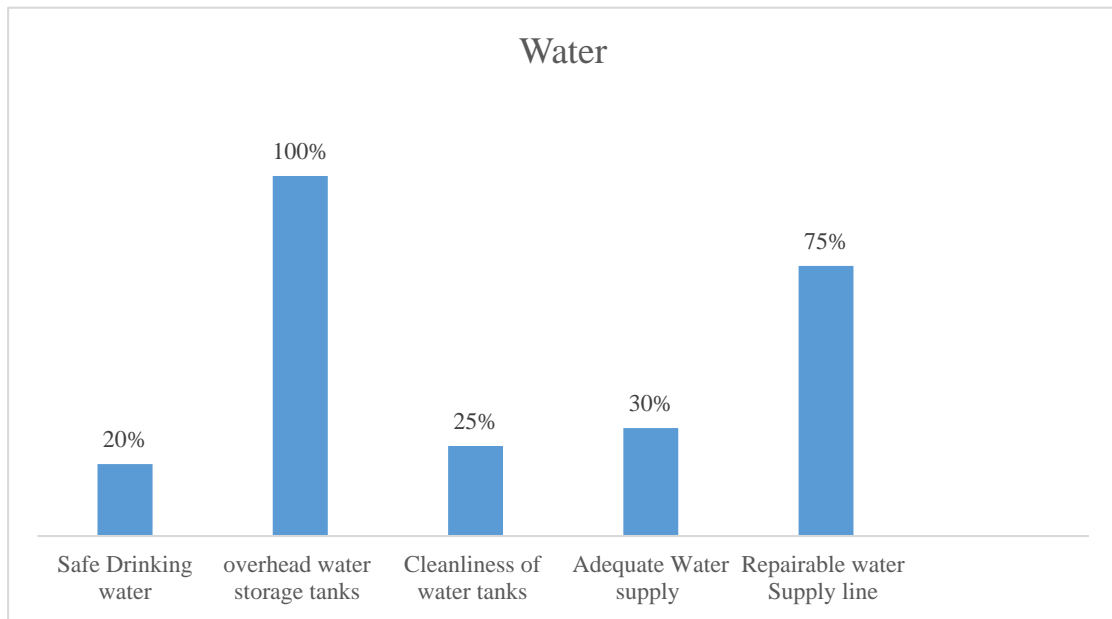
A descriptive cross sectional study was conducted in four public sector girls higher secondary schools located in district Khairpur, rural Sindh in the month of November 2019. The students' respondents are enrolled in class 9th and 10th. Total 20 students of the respective schools responded to the questionnaire. Questionnaire (Qualitative and Quantitative variables) was developed to collect information from individual students (respondents) of class 9th & 10th. Total 20 interviews were conducted. The individual respondents (girl's students) were selected through simple randomization technique. From each of five schools five girl's students were selected for interviews. Two Focus group discussions were conducted in the selected schools. WASH facility observation checklist was developed. Observation check list was filled from the above mentioned five schools. The collected data was mined and analyzed with the help of data analysis software SPSS version 21 by triangulation of all information.

Results and Key Findings

The study focuses on the girl's education with respect to the availability of Water, Sanitation and Hygiene (WASH) services in School. It also looks into the practices and attitudes of adolescent girls in those schools about the menstrual hygiene management.

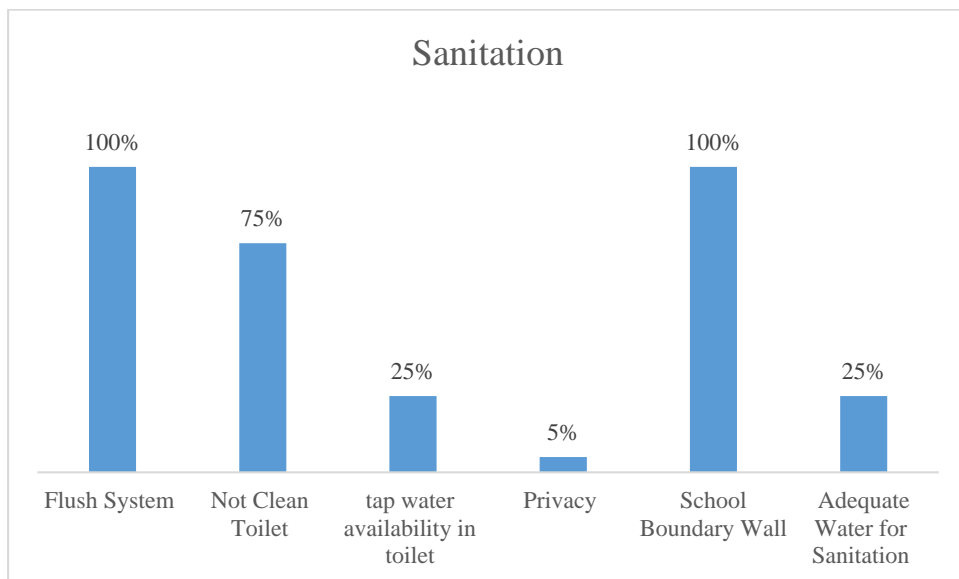
Water

From the selected schools it is found that only 20% schools have safe drinking water, 30 % schools have adequate water supply for drinking and for sanitation purposes. It was also found that all the schools have overhead water storage tanks. In 25% schools these tanks are cleaned once in a year. 75% of the water supply schemes needs to be repaired. While talking about the sanitation and hygiene practices most of the girls were not aware of the critical times of washing hands i.e. after using toilet, before eating, before cooking, etc. same finding was also found during the focus group discussions, girls told that they were not aware of washing hands on critical times. They further told that no one in their family have ever practiced it as well. Water and sanitation infrastructure was found only 35% functional.



Sanitation

It is found that 100 % of the schools have flush latrines. Results shows that 75% of the toilets were not clean. It is also found that 100% of the schools had boundary walls but there had been no privacy while using a toilet. Results depict that only 5% of the schools have privacy in terms of bolt on the door, otherwise if one girls is using toilet the other stands outside to hold the door to close it. Results shows that toilets do not have adequate water supply for meeting sanitation demands. Girls further told that sometimes there is no water available in the toilets. The availability of tap water for meeting sanitation need is only 25%. It is also found that 75% of the toilets were found not clean, so girls avoid using toilets in normal days and during menstruation. While talking to girls they told that there had been no privacy while using the toilet. Girls told that during menstruation they usually do not use water which shows their practices towards menstruation.

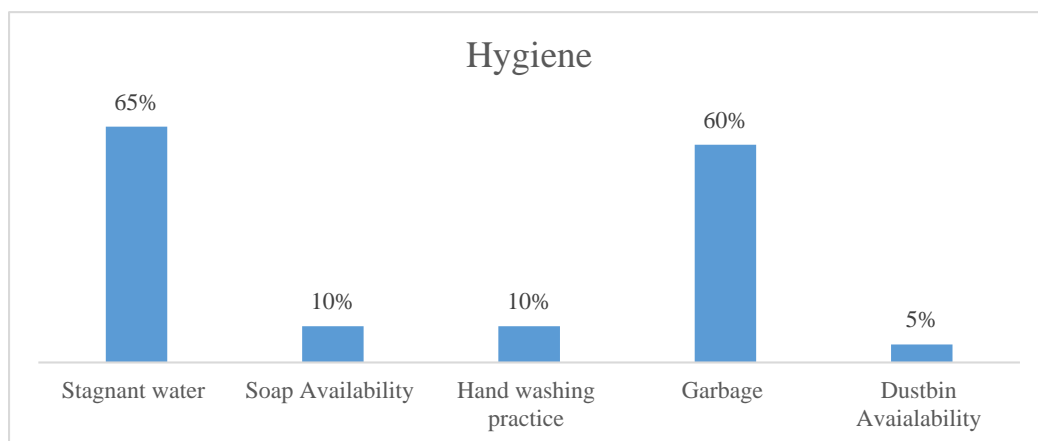


Hygiene

65% of the schools had stagnant water, only 10% of the schools had soap available, 60 % of the garbage was found in the schools and only 5% of the schools had dustbin available in the

toilets. Hands washing practice was found only 10%. Non availability of the soap is the main reason of this. Though the school was having a boundary wall but there had been no privacy while using a toilet. There had been no bolt on the toilet door. If someone uses the toilet other girl stands outside so that she could close the door. They further told that there had been no dustbin available in the toilets. Majority girls usually avoid attending schools during their menstruation. As they say they are afraid of having blood stain on their uniform, as there is no soap available in school. Most of girls told that there was no proper information given to them on menstruation management either by their mothers or teachers.

Majority girls usually avoid attending schools during their menstruation. Most of girls told that there was no proper information given to them on menstruation management either by their mothers or teachers. 65 % of the schools do not have functional WASH facilities.



Conclusion and Recommendation

Presence of WASH infrastructure and awareness of good menstrual practices is of utmost importance. Understanding these important challenges and experiences is essential for developing effective interventions to enable girls to attend and participate in school successfully. Education of girls, and subsequently that of women, will not improve without deliberate efforts, which are currently missing, notably in allocation of resources and implementation. Improving gender parity in education, with a focus on girls' education, should be the first priority of the Sindh Education Department. This goal can only be met by working systematically to address gaps, allocate resources, improve ground conditions, recruit female teachers, establish institutions, and strengthen gender analyses, reviews, and feedback loops to achieve equitable quality education. Teachers and mothers needs to be educated on the issue so that they may help students and their daughters to understand menarche and associated fears with it. Also teachers ensure the availability of essential materials required to management menstruation. This includes better understanding the school WASH facilities which helps or hinders girls in managing their menstruation during school hours and how these may be hindering girls' attendance, performance in class and school completion. However, thousands of children are being denied to their basic right as they have no or very limited access to clean and healthy sanitation facilities in their schools, especially located in rural areas of the country. This is certainly an unfortunate fact that lack of clean and healthy sanitation facilities are not only harmful and injurious for the health of little children but also consider as an obstacle in girls' education.

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A qualitative study on the effect of linguistic discrimination on the university students

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ABSTRACT

This research is an attempt to investigate the impact of linguistic discrimination on the academic performance of BS level students in Iqra University Islamabad. Linguistic discrimination is defined as the ideologies and practices which are used to legitimate, regulate and reproduce an unequal division of power and resources defined on the basis of language. Academic performance is how well a student meets the standard set by the institution. These standard includes grades, oral and written tests, presentation performance, homework completion and participating in class activities. The objective of the study is how linguistic discrimination impacts the academic performance of undergrads. In order to achieve the objective, qualitative research design was used. For the purpose of data collection, interviews were conducted on 20 undergrads students of Iqra University Islamabad. Using content analysis method, Findings of the research indicate that linguistic discrimination most likely affects student's performance in ways like fear of negative evaluation, restricts communication with others, isolation, low self-esteem and discriminatory jokes by fellow students. This research can be very useful for the university authorities in creating a policy that could address the issues faced by students due to linguistic discrimination.

Keywords: *linguistics discrimination, undergrads, academic performance, negative evaluation. Low self-esteem, isolation, discriminatory attitude.*

Introduction

Often, people treat others differently on the base of their use of language. This use of the language includes the use of the native language or use of characteristic of language like the accent, size of vocabulary. Sometimes people treat others differently because of someone's ability or inability to use one language.

In every institute whether Educational or Occupational, individual come from different ethnic group where they interact with each other. Same is the case of a university, everyone including students, lecturer, administrates and staff members come from different ethnic origin. Their origin provides them with a rich cultural background including a different language and dialect. Their classrooms are also linguistically heterogeneous. This diversity can have a positive as well as a negative impact on individuals. We see that in university environment students get bullied, laughed on, devalued and criticized. These behaviours from students effect their interaction patterns. Similarly, in the classroom settings, students get judged because of their use of language or accent. This ultimately affect their performance in class presentation, participation, tasks ultimately leading them to self-isolation and demoralization.

The study has examined how students coming from different background to a common place influence the lives of others. Students from different ethnic identities come together, interact and influence the lives of others. This interaction is carried with the help of language. However, on the base of the difference in language they speak, people sometime makes judgment about others. These perceived judgments often lead them to treat them unjustly. This unjust treatment often effects the lives of others at many level including their view about themselves, how they interact with fellow students as well as the teacher, and in the educational context by effecting their class performance. The primary objective of this study is to how linguistic discrimination impact the academic performance of students of Iqra University Islamabad Campus. More specifically, this study has addressed the aspects of student that get effected including personal, social and educational.

In the recent years, researchers have greatly emphasized on linguistic discrimination in educational settings. A study done by a Colombian researcher examined the effect of linguistic discrimination in the English teaching program. Result concluded that standard language, native-speaker idealization, pressure from professor, disesteem of own language and the discriminatory behaviours affected student's performance like anxiety, communication hesitation, devaluation of student's language, academic performance homogenization, mother-tongue restriction, prominence of high-proficiency students, discriminatory jokes, difficulty in interaction, and isolation. This study concluded that academic performance is affected by all types of discriminating attitudes, either in professors or classmates. Linguistic discrimination limits class participation which affects academic performance (Rojas et al., 2016).

Another study stated that in a hierarchical scale English is at the top as the language of empowerment because of employment followed by Urdu, and the mother-tongue comes last (Mansoor, 2005). If the mother-tongue happens to be Punjabi—the language of the dominant majority—there is more culture shame for it than if it is Sindhi, Pashto, Balochi or Brahvi (Mansoor, 1993).

One of the study focused on the effect of language policy on the poverty reduction in Pakistan. Using qualitative study, this study focused on how the language used in government and private school affect poverty reduction differently. The government school participants

faced social and academic disadvantage due to language based exclusion and marginalization (Tamim, 2014).

Another paper, "Policy and Linguistic culture" provides an extensive review on the usage of language in the Pakistani context. Examples are cited from different socio-ethnic groups in the country to understand the language policy that is related to the linguistic culture in Pakistan explaining that despite clearly articulated policy promoting all regional and ethnic languages in Pakistan, English and Urdu remain the dominant language. The linguistic culture although being vague, informal, abstract and unwritten still influences the outcomes of formally written language policy which hinders the implementation of formal language policy.

A study "Language Controversy: impacts on national politics and secession of East Pakistan" shed light on the role of language in determining the future of a nation that led to the creation of Bangladesh. East Pakistan faced problems after the time of partition on the basis of Urdu being the national language. Language became the major factor in contributing the feeling of mistrust between the east and west Pakistan that gave rise to the voice of separation (Boasberg et al., 2019).

A study "Urdu Medium Intermediaries Issues Getting Higher Education in English Medium Institutions: Evidence from Pakistan" examines the role language choice in the educational system of Pakistan and how these influence the education of a student. Educational system of Pakistan promoting English medium studies leaves most of the country with confusion and threat to pursue higher education. System discrimination affects the confidence of Urdu medium students and cease their choice to pursue higher education (Mubin, 2014).

Another study studied the problems of linguistic discrimination in the communicative space of Tajikistan. Many individuals as well as the minorities faced discrimination due to language, religion, nationality or social background. This paper addresses the problem of rights of educational, sociolinguistic and legal basis of linguistic discrimination. It proposes to make certain adjustments in language building and securing the interest of ethnic and interethnic groups by making a justified language policy (Studies & Bilgiler, 2017).

One of the study examines the discrimination in education ranging from gender to face, social class, age, financial status and other characteristics while particularly focusing on the discrimination on the basis of social class and financial status. Results concluded that the language classes in the private schools involves translation and memorization teaching methods where stress and inattention disturbs students while students receive laughing or criticizing from the teacher (Ghaffarzadeh, 2016).

Pakistan is a country with multiple ethnic identities residing in a proximal area. Each ethnic group has different set of ideas, belief, traditions, customs, language and religion. People with different ethnic identities come together at different platforms like offices, educational institutes, governmental settings.

The prior studies have identified and addressed various issues faced by individuals as well as a student in Pakistan. Adequate researches are done on the issues of English supremacy in the institutes, language policies, language created issues that led to partition of a country and the effect of linguistic discrimination on the Urdu mediums. Though remarkable work has been done but these studies have not identified the possible influence of the discrimination on the basis of language they speak on the account of a student in a formal institute.

However, this research will investigate how linguistic discrimination can affect undergrads academic performance in Iqra University Islamabad. No study has yet addressed the effect of any discrimination of the student and the career of education in Pakistan.

A concept of linguistic human rights provides a ground to this research. Linguistic human rights include the “right to be recognized as a member of a language community; the right to interrelate and associate with other members of one’s language community of origin; the right to maintain and develop one’s own culture” (UNESCO, 1996, p. 5). Linguistic human rights are the human and civil rights regarding the individual and collective right to choose the language for communication in a private as well as public atmosphere. These rights include the right to one’s own language in an authorised, organizational and legal actions, in education, and in media that is freely chosen by concerned individuals. Linguistic human rights give rights on individual as well as on collective, private as well as public level. Often we see the linguistic rights of students were and are continuously crushed.

The concept of social justice provides support to the issue under study. Social justice is basically the fair and just relation between the individual and the society. Every individual must be provided with equal wealth, opportunities for personal activities and the social privilege. In the concept of social justice, a theory of justice addresses the problem of distributive justice. One of the principle of this theory, “the greatest principle equals liberty principle” concerns with the distribution of rights and liberties equally among individuals. These rights include the right of freedom to speech.

The two principle of justice state that First: every individual is to have an equivalent right to the broadest essential freedom good with a comparable freedom for other people. Second: social and financial disparities are to be arranged with the goal that they are both (a) sensibly expected to be to further everybody's potential benefit, and (b) appended to positions and workplaces open to all.

Methodology

In order to examine the influence of linguistic discrimination on the academic performance of students of Iqra University Islamabad, the qualitative research approach was chosen because the qualitative methods are designed to discover meaning that people give to certain events that they go through (Merriam, 1998). Moreover, with the help of qualitative research design, the depth, complexity and richness in the phenomenon can be explored. More specifically, the case study method was used to get an in-depth information about a situation rather than going with a statistical finding. This design is useful for testing whether the scientific theories and models have application in the real world i.e. the effect of linguistic discrimination on the academic performance of undergrads students. The qualitative research method used for this study are listed with description below.

Target population

The population targeted in this study were the undergrads students of Iqra University Islamabad from the following departments: Department of Business Administration. Department of Computing and Technology. Department of Electronic Engineering, Department of Fashion and Design and Department of Social Sciences using convenience sampling. Convenience sampling is the simplest technique for inspecting, on the grounds that members are chosen dependent on accessibility and readiness to partake. Helpful outcomes can be acquired, however the outcomes are inclined to huge inclination, on the grounds that the individuals who volunteer to partake might be unique in relation to the individuals who decide not to and the example may not be illustrative of different qualities, for example, age or sex.

Research Sample

A sample of 20 participants were drawn out from the target population using convenience sampling as it makes participant recruitment convenient and easily accessible. 10 male undergrads students were taken and 10 female undergrads students were taken from the target population.

Research tool

Semi-structured questionnaires were administered on the students with prior informed consent using one-on-one interviewing. The questionnaires included a demographic sheet and open-ended questions measuring the impact of linguistic discrimination on personal, social, educational (classroom setting) domains in a university setting.

Data analysis

For the purpose of data analysis, content analysis method was used. Words and concepts answered in the open ended questionnaires were quantified and analysed in terms of their presence, meaning and relationship, then inferences about the message within those were made. The data collected through interviews was analysed by coding the text into manageable code categories for analysis. Then it was further categorized into the code-category which was summarized further. Conceptual analysis was used that involved quantifying and counting the presence. The goal was to examine the occurrence of selected terms in the data.

Results and Discussions

Three distinct themes emerged from the research data. The major themes identified from the result of this study included:

1. Preferring few students.
2. The effect of Discriminatory attitude on other students.
3. Group formed on the basis of ethnicity.

A few minor but important themes in addressing the research question:

4. Fear of judgment
5. Mocking

The above mentioned categories answered the research question; how linguistic discrimination effect the academic performance of students.

Theme 1: 13 out of 20 participants reported that few students are preferred by other students and teachers while ignoring others. Teachers prefer students that are fluent in English

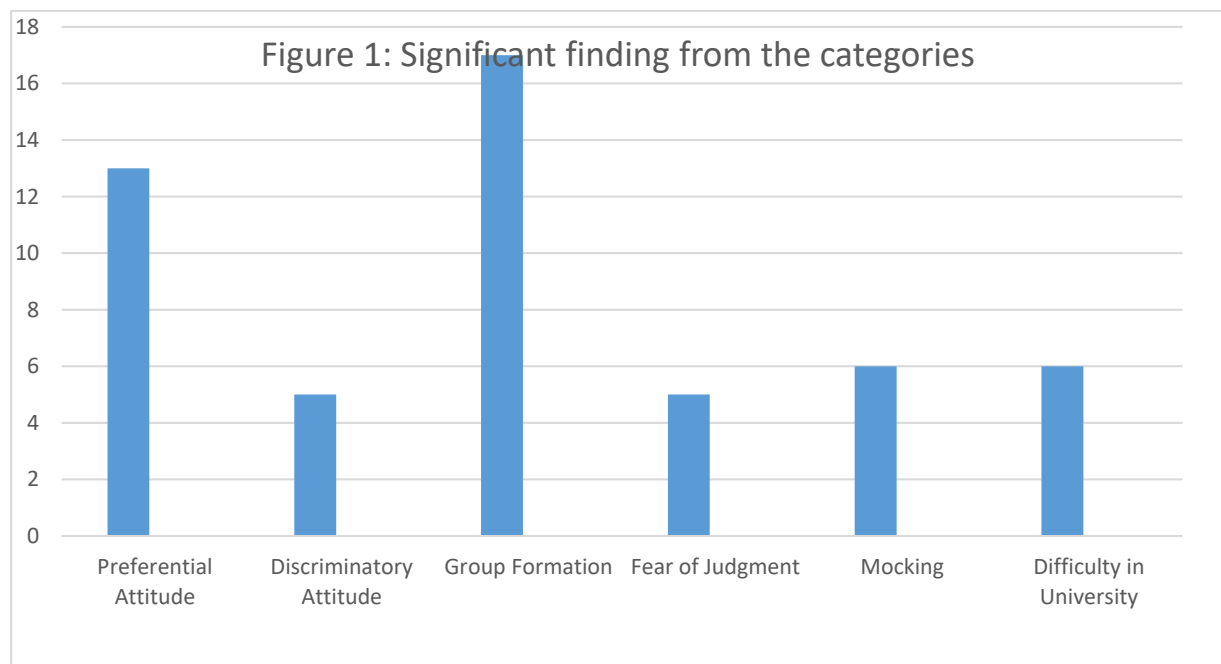
Theme 2: 15 out of 20 participants highlighted how badly discrimination effects the academic performance of students as well as their self-perception. Few students dropped courses, got F grade, remain silent and less interactive. They lost confidence. As well as they excluded themselves from participation in activities that would put them in front of others.

Theme 3: 17 out of 20 participants highlighted on the fact that in a university setting, the group are formed on the base of ethnicity. Students make those students friend who are of their ethnic group. They have a shared sense of oneness. While on the other hand teachers also give more importance to students who are of their ethnic group.

Theme 4: 5 out of 20 respondents added that students fear being judgment because of which they don't interact with others. They start to hesitate to speak in the classroom. Also they avoid in participatory activities which in turn effect their grades.

Theme 5: 6 out of 20 respondents reported that students are mocked in the university setting by fellow students.

Theme 6: 9 out of 20 respondents added that students coming from other cities had a difficult time adjusting in the university. They don't feel comfortable while talking to others as well as participating in the class because of their incompetency to speak fluent English.



The *figure 1* demonstrated the results in the form of graph. 13 out of 20 participants reported preferential attitude. 5 out of 20 participants reported discriminatory attitude by others. 17 out of 20 participants reported that groups are formed on the base of ethnicity. 5 out of 20 participants reported fear of evaluation. 5 out of 20 participants reported preferential attitude of teachers while 6 out of 20 participants reported mocking by other students.

The finding of the analysis backs to the theory of justice. Every individual has the right to equal and fair relation between people in the society. Every individual should be provided with equal rights. These rights also include the right to expression, we have the right to make up their mind, to say what they want to say, to think what they like and to share their ideas with others. Results provide evidence of discrimination among people on the base of the language they speak. A significant number of respondents reported that people have preferential attitude because of the language they speak. Every individual should be provided with the right to speak in the language they want to speak and communicate with others. In the same way, every individual has the right to be accepted the way they are and to be treated with equality but results show that students discriminate others because of the language they speak or their inability to speak in English. A striking findings of the research explains that people often form group with other on the base of their ethnicity. In the university, students make groups with students who are of their ethnic group as they are aware of the people of their ethnicity. This also points out to another issue within our society which is the non-acceptance of the other ethnic group or considering them inferior or incompetent. While in the classroom setting, students make group with students who can speak fluently in English

as our education system considers a person competent who can communicate in the university as well as in the classroom in English.

A significant number of student reported that they come across fear of evaluation. Students in university fear being evaluated or criticized due to which they do not take part in university activities which in turn effects their academic performance. According to the theory of justice, no one has the right to discriminate others. It is the right of everyone to enjoy opportunities equally.

Students in university are mocked in number of ways. Other students make fun of them on the way they talk, the medium through with they talk, the way they behave and the way they dress. The theory of justice puts light on the provision of equality among people. Each individual has the right to be free of any harm or hurting attitude by others.

Significant respondents highlighted the issues faced by student who come from far off cities as they have difficult time adjusting with other as well as in the environment. Student as well as our general population are not welcoming to a different person or even a different ethnic group. Due to which they lose the ability to understand the other person. Every individual is entitled to acceptance and freedom. But due their non-accepting attitude students get discouraged leaving them incompetent, discouraged and left behind.

The current study found that people treat other differently on the basis of language they speak. It was found out that teachers and student prefer students who are fluent in speaking in English. While a few students also group up with students that are fluent in English as they consider them competent. Few students judge others on their dressing and the way they talk. The most important finding was that students who are discriminated are not only effect on the academic level but are badly effected on their personal level as well as in their social domain. While ethnicity seemed to play an important role in group formation in the university. This group can actually benefit many while is not in favor of a few who don't belong to a certain ethnic group. The findings also indicated that students are mocked in the university premises which leads them to fear of evaluation and negative judgments. The results had supported the research objectives that not only linguistic discrimination effects the academic performance but also badly impaired the individual on the personal and social account.

Conclusion

The paper has argued how linguistic discrimination effects the academic performance of students in Iqra University Islamabad. The most obvious finding to emerge from this study is that ethnicity plays a very crucial role in group formation as well as preferential behaviors are also backed on the account of ethnicity. The finding of the study contributes in several ways to our understanding of the role of ethnicity in our country. Ethnicity contributes a sense of ones among people of one group which is in turn favorable in the university setting while on the other hand, few students are badly affected by the highlighting role of ethnicity in the university setting. Students not only are demoralized on their academic account but their social interaction and self-perception is also affected. Not only students fear being judged, they also stop interacting and participating in the class as they are discriminated on the base of language they speak. They also lose confidence and start considering themselves incompetent for the university. However, this approach will be useful in creating insight among teachers and students of the effect of linguistic discrimination on the academic, personal and social level of a student. This issue needs an immediate attention as it is affecting our present generation while affecting their future progress.

Limitation

This study is an attempt to address the influence of linguistic discrimination on the academic performance of Iqra University Islamabad which can be very helpful for the universities authority to regulate policy designs that could minimize discrimination, create an accepting environment for students of different ethnic background in classrooms and well as other university settings.

However, it limits to investigate the same issue in other educational institutes as all of the universities are linguistically heterogeneous. It fails to address the perspective of teachers who is coming from a different linguistic background teaching linguistically different students in a classroom. It limits to investigate if a similar phenomenon occurs on MPhil and PhD level.

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Appendixes

Informed Consent Form

The following research is conducted by a social sciences student of Iqra University Islamabad. The aim of the study is to identify the effect of linguistic discrimination on the academic performance of undergrads in Iqra University Islamabad.

If you agree to participate, one-on-one interview will be conducted in which you will be asked a few questions. The interview will take 15-20 minutes approximately. The interview will be recorded so that the answer can be transcribed for the purpose of research.

Your participation will be entirely voluntarily. The data collected will be confidential and will be used only for the purpose of research. Your identity will not be enclosed at any stage of

research. You can clear any doubt related to the research before or during the interview. If you feel uncomfortable at any time of the interview, you can leave the interview without any consequences.

Your participation will be highly appreciated.

Consent

I am aware that all of the information I will provide will be kept confidential. I may clear any doubt about the research at any time I wish. I can leave the project any time I wish without any consequences.

Signature of Participant

Demographic sheet

1. Sex _____
2. Age _____
3. Enrolled degree title _____
4. Birth place _____
5. Current Residential city _____
6. How long have you been staying in the current city? _____
7. Ethnic background _____
8. Mother tongue _____
9. Language spoken at home _____

Questionnaire

1. Do you think that your ethnic/regional language allows you to perform well during the class?
2. Do you think the class environment is affected by different ethnic languages of students?
3. Do you think your ethnic language doesn't hinder your interaction with others?
4. Have you observed any preferential attitude toward some of your classmates? If yes, what is the possible reason?
5. Do you think that people make group with others for a particular reason?
6. Have you witnessed that a student has left a class because they were considered different on the base of language they speak?
7. Have you observed a discriminatory attitude toward a classmate because of his/her regional language?
8. Do you think that there is situation that result in exclusion of some students in the class?

9. Have your motivation and fear to speak in the class increased or decreased?
10. What would you suggest to a student who is faces linguistic discrimination?

**Micro-Finance Banking (MFB) in Pakistan and Its Impact on the Well-Being of Low Income
Individuals Living in Rural Areas of Pakistan.**

(Case Study: Peripheries of Rawalpindi / Islamabad)

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ABSTRACT

Micro-Finance Banking (MFB) in Pakistan is one of the focused channels in poverty alleviation projects undertaken by State Bank of Pakistan and Government of Pakistan in general. This study examines the procedures of Loan Processing System (LPS) of MFBs in Pakistan. The study helps in analyzing the impact of loan processing formalities with regards to emancipation of low income groups or individuals of Pakistan's rural areas, peripheries of Rawalpindi & Islamabad, in particular. The study tests the theoretical model in relation to MFBs and their impact on above-stated dimensions by using sample data on the low income individuals living in the peripheries of Rawalpindi & Islamabad cities. The data gathered from MBFs, organizations through field work and directly from the borrowers / clients of MBFs were analyzed by statistical tests of correlation and regression with a sample size of 200 out of which 190 respondents' data was appropriate to use for analyses. The conclusion drawn are significant with high positive correlation of MFBs with the well-being of low income groups / individuals living in rural areas. The results confirm the role of moderating variable indicating that the well-being of the low income groups / individuals is contingent on the easy loan processing systems / procedures of MFBs. Areas of further research have been suggested in this study report.

Keywords: Micro-Finance Bank (MFBs), Loan Processing Formalities (LPF), Well-Being of Individuals Living in Pakistan's Rural Areas located in the Peripheries of Rawalpindi / Islamabad.

Introduction

The World Bank defines two edges of poverty – the ‘extreme-poor’ who live on less than \$1.25 a day and the ‘merely poor’ who live on less than \$2 a day based on consumption per capita. In Pakistan, micro-finance businesses constitute ten “micro-finance banks”, sixteen “micro-finance institutions”, including eight “rural support programs”, nineteen “non-governmental organizations” and two “commercial financial institutions”. It is also discovered that most appropriate poverty alleviation is based on Islamic Micro-finance Institutions in Pakistan.

Micro-Finance, or the establishment of small loans to the poor with the purpose of lifting them out of poverty is a key poverty reduction strategy that has extent rapidly and widely over the last 20 years, currently operating in more than 60 countries.

Micro-Finance has played an important role in decreasing poverty and supporting economic growth. Moreover, conventional microfinance institutions were inheritors in Muslim countries but these are not proficient for overall Muslim clients in Pakistan. A focus of study is on the procedures of loan processing system that what could be the outcomes of loan processing formalities to the people of rural areas whether, these formalities are easily comprehensible to the prospective borrowers or not. An adequate loan processing formats should provide in order to achieve the goal of providing loans to the low income groups of Pakistan’s rural areas. So, Micro-Finance Banks need to simplify their loan processing formalities and systems enabling the target market to avail maximum benefit of the desired lending.

It is also observed that 80% of the respondents belonging to Lahore, Karachi and Islamabad cities of Pakistan considered loans disbursed by conventional Micro-Finance Institutions as not sharia compliant or adhere the Islamic mode of financing. Therefore, there is approximately the potential of 20 to 24 million borrowers in Pakistan for Islamic Micro-Finance market.

Agriculture is considered as an important economic sector, not only in rural areas, but also in urban areas. Moreover, farmers in rural areas in developing countries still find it difficult to access credit to enhance their productions. Financing micro-entrepreneurs with small, but collateral free loans, has emerged as a promising and effective tool for alleviating poverty, as it focuses on providing credit services to the poor, yet income generating ventures without collaterals.

Another study on Micro-Finance in Nigeria for the period (2000-2015) investigates that the impact of microfinance activities on rural economic growth and savings in not only contributed to agricultural productivity but had also assisted in increasing rural savings habits in Nigeria.

About two-third of the nation’s population lives in rural areas and a dominating portion of this population is poor. Even so, rural clients face difficulty in accessing credit due to their inability to comply with conventional loan collateral requirements, lack of credit history and high appraisal costs relative to the generally small loan size needed.

Significance of the study

In-depth study of the impact of MFBs on the wellbeing / emancipation of low income groups / individuals through easy loan processing formalities constitutes the rationale of the present research. In addition, the relevance of easy to avail small loans is an integral part of this study. Pakistan's significant population belongs to medium and low income groups. Whereas, Pakistan is also considered to be as agriculture-based and cottage industry based economy. Thus the results of the study are of paramount importance for the strategic planners, policy formulators, development sector practitioners and researchers.

Since the scope of this study is broad therefore, it is decided to restrict the scope to the specific area which revolves around the loan processing formalities of MFBs in terms of easy to avail bank's loan facility by the low income groups living in the peripheries of Rawalpindi / Islamabad. All other aspects such as training and development of MFBs staff, Directives of the regulatory framework, loan size and loan criteria have been excluded from the study enabling other researchers / practitioners to explore the possible perspectives of these areas in their future studies.

Key objectives and research questions

This study aims to find out answers to the questions by analyzing statistically the impact of MFBs on the emancipation of under-privileged / low income individuals through easy to avail small loans. The objectives of the study are to explicitly identify the following aspects:

- To assess the availability of Micro-finance Facilities in the peripheries (Rural Areas) of Rawalpindi / Islamabad
- The extent of effectiveness of Micro-finance Banks in terms of well-being / emancipation of low income groups living in the peripheries of Rawalpindi / Islamabad.
- To analyze the Micro-finance Banks' loan processing formalities in terms of convenience for the perspective borrowers.

The research questions were structured to check relationship of independent variable (IV) with the dependent variable (DV). One issue pertained to checking of the strength of relationship of IV with the DV given the likelihood of the MV to affect MFBs at various level of loan processing procedures. Following questions were formulated for testing the hypotheses in the study:

- What will be the impact of MFBs on the wellbeing of low income groups / individuals living in the peripheries (Rural Areas) of Rawalpindi / Islamabad?
- How the well-being of low income groups / individuals will get benefited by the loan facilities offered by MFBs?
- How the loan processing formalities of MFBs will moderate the wellbeing of low income groups / individuals living in the peripheries (Rural Areas) of Rawalpindi / Islamabad/

Variable of key interest.

The scope of the definition "Micro-Finance refers to small scale financial services primarily credit and savings-provided to people who farm or fish or herd; who operate small

enterprises or small business enterprises where goods are produced, recycled, repaired, or sold; who provide services; who work for wages and commissions; who gain income from renting out small amounts of land, vehicles, draft animals, or machinery and tools; and to other individuals and groups at the local levels of developing countries, both rural and urban”.

Micro-finance is often defined as financial services for poor and low-income clients. In practice, the term is often used more narrowly to refer to loans and other services from providers that identify themselves as — Micro-Finance Institutions (MFIs). These institutions commonly tend to use new methods developed over the last 30 years to deliver very small loans to unsalaried borrowers, taking little or no collateral. These methods include group lending and liability, pre-loan savings requirements, gradually increasing loan sizes, and an implicit guarantee of ready access to future loans if present loans are repaid fully and promptly”.

Micro-Finance is basically known as an establishment of a wide range of financial services such as credit, deposit, savings, insurance, and payment services to poor and low-income households who are excluded from conventional financial services for lack collateral. The logic is that by offering financial services, poor and low income people will be able to participate in economic market through forming and developing their micro and small enterprises. Consequently, they will be able to improve their households, make their decisions independently and manage their businesses.

Loan is a main and important product of Micro-Finance Banks and Institutions which refers to the small amount of credit given to poor people at reasonable interest for generating income through self-employment. The terms and policies of the given loan are important elements to the clients’ well-being and household improvement and their businesses’ performance. For example, increasing the size of the given loan is important for prolong the market and the size of micro and small enterprises. The flexibility of loan disbursement which includes the facilities of easy access to services, time responsiveness and providing suitable information about the terms of service is important determinants for improving the clients’ well-being. Furthermore, the flexibility of loan repayment policy which includes loan grace period, interest rate and repayment period all are critical factors for determining the role of micro-finance services on clients’ well-being. Micro-Financing emphasis is on the social objectives of poverty alleviation towards economic objectives of sustainable development of the local community. The potential importance of Micro-Financing is to uplift the financial inclusion and decrease the poverty alleviation.

In developing countries illiteracy rates are mostly high in rural areas. Poorly educated people face difficulty in retrieving financial services: it is difficult for them to analyze credit risks and the profitability of a loan or savings scheme, to provide all documents and information (such as a business plan) required to apply for a loan, and to understand conditions and contracts. Some institutions fail to communicate interest rates and commissions in a see-through manner, and small prints in contracts can contain more costs for borrowers. In contrast, financial institutions that want to broaden into rural areas experience difficulties in finding, hiring and keeping well-trained staff that is keen to work in a rural region. Lack of experienced staff leads to poor institutional capacity among rural financial institutions.

The challenges faced by Micro-Finance Institutions, which exterminate Poverty and empowering of women in Pakistan. Women empowerment and poverty alleviation are the

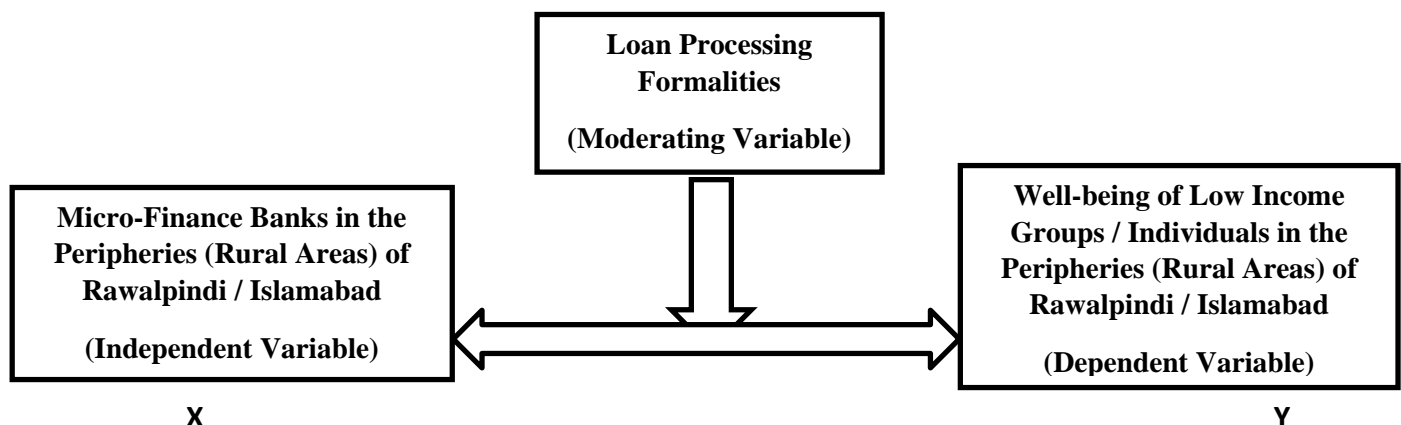
main problems in Pakistan. Some problems faced by micro-finance banks were low Literacy rate, absence to reach the financial facilities. In rural areas in Pakistan the level of credit use for agriculture inputs is high and credit for consumption is 5% more than for agriculture inputs, which is largely met through informal sources; and keep the poorer households at the level of better-off households. Without credit the former would drop below poverty line. Theoretically, credit increase income of households and as income of household increases more resources are available for expenditure, savings, and investment in assets. Studies have shown micro credit improves capacity to cope economic difficulties because there is a positive influence of micro credit on well-being of borrowers. The argument is that micro credit does not create assets of poor and very poor borrowers, but only increases income to the extent to meet daily expenditure. In certain situations, it decreases assets because the demand for repayment of loan is so intense that borrowers are get to sell assets to repay loan. At “lower levels of income there is greater risk that improvident or unlucky borrowers may be forced by their exposure to debt into selling assets which will permanently lower their income possibilities”.

Repayment of micro credit installment is burdensome for poor borrowers whose assets and income are at subsistence level. Persuasive loan staff insists on payment on time leaving no flexibility and thus rural households either further borrow or sell liquid asset in certain cases. Micro-credit loans lean to be distributed to women as well as groups of borrowers, who share the responsibility of repaying the money (social collateral); lending to both women and groups results in high micro-loan repayment/refund rates.

Micro-credit provided by micro-finance banks affects subjective well-being of low income groups in the form of overall life satisfaction with different life domains (satisfaction with financial security, standard of living, achievement in life, health, family, and community), and feelings of happiness, worry and depression. Positive and negative emotions, aspirations, social comparisons, and a sense of fulfillment, recognition and purpose are significant in how people feel about their lives; these are unlikely to be fully, or even partially, reflected in objective measures of well-being such as income. Therefore, focus on subjective well-being measures, such as life satisfaction, happiness, worry, and depression, provides a more holistic view of the well-being effects of micro-credit entrepreneurship.

Theoretical / conceptual framework

Based on the above-cited theory and extensive literature review, the following conceptual framework is developed for the study:



Hypotheses

It can be assumed that MFBs have direct and positive impact on the wellbeing / emancipation of the low income groups / individuals of Pakistan living in the rural areas. Furthermore, easy to fulfill or complete the loan processing formalities is a key to leave a positive impact on removing the poverty stigma from the low income / under-privileged groups / individuals of Pakistan's rural areas. It is therefore, hypothesized that:

H₁: Micro-Finance Banks have a positive and significant impact on the well-being / emancipation of low income groups / individuals living in the peripheries (Rural Areas) of Rawalpindi / Islamabad.

H₂: Loan Processing Formalities (LPF) moderates the impact of MFBs on the well-being / emancipation of low income groups / individuals living in the peripheries (Rural Areas) of Rawalpindi / Islamabad.

Methodology

This is a quantitative study and cross-sectional research. Survey was conducted through structured questionnaires to collect data from Banks, organizations and the borrowers / clients of MFBs. Data was collected through primary sources. Due to limited time, convenient sampling was used in this research. 200 respondents were requested to fill the questionnaire and 190 useable questionnaires were returned with response rate of 95%. 5 point Likert Summation Scale was used to measure the nature of all variables strongly disagree= 1 to strongly agree= 5. Respondent were assured of confidentiality and participation as a voluntary basis. NFMB was measured using 5 item scaled. LPF was measured using dichotomous YES NO item scale. WBLIG was measured using 5 item scaled strongly disagree= 1 to strongly agree= 5. Demographically, population was comprised of combination of both males and females, respondents belong to variety of designation, experience, age and education. The majority of the participants were single (50.9%) males (70.2%) with average ages from 21 to 25 years (30.4%). Most of were general public (63.7%) who had been not educated. Their average education was intermediates degree (59.1%).

Equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 M + \dots \dots \dots \mu$$

Control variable

One way ANOVA was performed to control the variation in well-being of low income groups on the basis of demographic variable used in the study. Result obtained from one way ANOVA indicated significant differences in well-being of low income groups (dependent variable) across gender (F= 2.51, p < .01), age (F= 5.42, p < .01), marital Status (F= 4.41, p < .01), qualification (F= 3.52, p < .01). While no significance differences was found in mean values of well-being of low income among group on the basis of gender, age and qualification.

Subsequently, factor identified as significant were entered as control variables in step 1 of regression analysis for dependent variable.

Table 1: One-way ANOVA

Well-being of Low Income Groups		
Sources of variation	F statistics	P value
Gender	2.51	0.00
Age	5.42	0.00
Marital status	4.41	0.54
Qualification	3.52	0.71

Results and Discussions

Mean, standard deviation and correlation matrix are presented in Table 2.

Table 2: Means, Standard Deviations, Correlations and Re-liabilities

	Mean	.D	1	2	3	4	5	6
Gender	.21	.41						
Age	.65	.82	.09**					
Marital status	.65	.82	.02*	.01**				
Qualification	.83	.86	.07*	.08**	.89***			
MFB	.56	.81	.08**	.04***	.05**	.14***	(0.84)	
WBLI	.61	.89	.28***	.27***	.19**	.27***	.35***	(0.88)
LPF	.52	.48	.15**	.12***	.05**	.13***	.19***	.06*** (0.79)

NMFB = Network Of Micro-finance Banks

LPF = loan processing formalities

WBLI = Well-being of Low Income Groups

* $p < .05$, ** $p < .01$, *** $p < .001$

n= 200;

Alpha re-liabilities are given in parentheses ()

For gender, 1, "male"; 2, "female".

Age ranges from 1, "below18 to 25";2, "26 to 40"; 3, "41 to 60"; 4, "above 60".

For marital status, 1, "single"; 2, "married";

For Qualification, 1, "uneducated"; 2, "below metric"; 3, "bachelor"; 4, "master".

This table indicates that there is a strong positive significant relationship between Network of Micro-finance Banks and Well-being of Low Income Groups ($r = 0.35$, $p < 0.001$) the hypothesis 1 receives empirical support from the correlation results. On the other hand loan processing formalities exhibited a strong degree of association with Well-being of Low Income Groups ($r = 0.27$, $p < 0.001$) thus initial supported for H2.

Regression Analysis

Multiple regression analysis was used to test the main effect as well as the moderation effect of these variables. Result of regression for main effect of Network of Micro-finance Banks with Well-being of Low Income Groups is reported in Table 3.

Table: 3		Investment Decision		
Moderated Regression Analysis		B	R²	Δ R²
Predictor				
Step 1				
Control Variables			0.03	
		7		
Step 2				
MFP	0.49***			
LPF	0.35***	0.33	0.27	
Step 3				
MFP x LPF	0.21***	0.34	0.03**	

* $p < .05$, ** $p < .01$, *** $p < .001$

N=200

Control variable is gender.

The result indicates that NMFP strong significant positive relationship with WBLI having β value 0.49*** at a significance value of $p < 0.001$ thus the H1 is supported. Regression analysis further indicates that LPF have a strong positive significance relationship with investment decision having β value 0.35*** at a significance value of $p < 0.001$, therefore H2 is supported.

H2 was tested using moderated regression analysis technique developed by Cohen, Cohen, West, and Aiken (2013), where control variables were entered in step 1. In step 2 independent and moderator variables were entered. Finally, in step 3 the interaction term (product of independent and moderator variables) was entered, which if significant, verifies moderation.

In Table 3(step3) the result of moderated regression analysis show that LPF moderates the relationship of NMFP and WBLI ($\beta = 0.21^{***}$, $p < 0.001$; $\Delta R^2 = 0.03$, $p < 0.01$) and, as a result, H2 was supported.

Future directions

For future prospects of the study on this issue, it is strongly recommended that study may also be carried out covering other relevant areas such as, MFBs' role in decreasing deflation in Pakistan, empowering under privileged women in Pakistan, forecasting the agriculture industry's yield for onward conversion process from agricultural growth to industrialization prosperity. In order to further authenticate the relationship of variables which have been analyzed in this study.

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Collaboration in Secondary School Classroom

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ABSTRACT

Collaboration and group work has a positive effect on the social and cognitive development of students. There is a need to understand the practices of collaborative learning to successfully create authentic student centered and collaborative learning environment. The study focused on identifying the factors that underlined the positive outcomes of collaborative learning and the impact of collaborative environment on students' participation in a secondary school classroom. Primary data was collected directly through questionnaires given out to secondary level students in two branches of the same school in Islamabad. Questionnaire given out to students focused on their perception of collaborative learning in classroom and how it affects their learning and participation. The study uses descriptive analysis to identify the factors that have an impact on student learning when using collaboration. The students in their responses have highlighted that even when they understand the effectiveness of collaboration, there are gaps in use of collaborative strategies in the class. The research has helped in accentuating the complexities of the practice of collaboration and emphasizes a need to further research for better understanding and effective implementation of collaborative strategies in teaching.

Keywords: collaborative learning, collaborative environment, group work, social and cognitive development of students.

Introduction:

Teachers use many different pedagogical strategies to create a learning environment for students to work together for learning. Collaboration is an important learning strategy that helps creating a class environment that helps stimulating and motivating students. It not only supports students in taking responsibility of their learning but also create an opportunity for them to learn through social interaction.

The theory of Social Constructivism recognizes the importance of social interaction and cultural context in the learning process. Vygotsky (1978) presented the idea of Zone of Proximal Development (ZPD). ZPD is the potential of a child to learn with support of an adult (teacher/parents) or a more knowledgeable peer. Building on the theory, Tolmie, Topping, Christie, Donaldson, Howe, Jessiman, Livingston and Thurston (2010) also found a positive relationship between the social and cognitive development and collaboration and group work in school children at primary level.

Research in the past many years has effectively demonstrated that class participation, discussions, interaction and collaboration between students is an effective way for promoting cognitive and positive learning outcomes. It is very challenging for teachers to create a collaborative learning setting, as it requires discussions and student talk in the classroom. Teacher training is very important in this regard as a well-trained teacher will be able to effectively set up a learning environment where students will remain focused on task. The students perform better when they take responsibility of their own learning therefore, training the students to effectively utilize group work and collaboration for their own benefit is also equally important.

Collaboration and student centered are two pedagogies that are widely being used in many developed countries. These are two concepts that have recently been introduced into the educational platform in Pakistan. Many private schools advertise the implementation of these strategies as a selling point for their schools. It is important that teachers are trained to effectively implement the strategies for creating an interactive learning environment.

It is important to focus on participation and development of social skills in learning for secondary school students. According to social constructivism learning happens when students interact with each other and work together to build new knowledge from the available educational material. The objective of this study is to identify factors of collaborative learning strategies that positively affect students' participation and interaction, learning outcomes and development of social skills. The study is focused on student's perceptive and attitudes towards the effectiveness of collaborative learning strategies. The study will help in highlighting the effectiveness of collaboration and in identifying gaps that needs to be filled with further research. The research is a first step towards helping teachers to align their teaching methods with the needs of the students and adopt teaching practices that have a positive effect on the learning and behavior of their students.

Collaboration is an effective strategy if implemented correctly and it creates a learning environment that helps students to develop critical thinking and social skills that will help them in their future. Therefore, the finding of this research will help create awareness about the importance collaboration as a learning strategy. It will help schools to consider this learning approach effectively for the benefit of their students. For the researcher it will help

in uncovering critically areas that may have been overlooked and will help the researcher to improve her teaching.

It is very important to understand the difference between collaboration and cooperation. These terms are usually taken as similar but research has shown that there is a slight difference. Panitz (1999) explains that collaboration means independent learning by students by taking charge of their own learning. Collaboration gives more independence to the students and they as a group take responsibility of each other's learning also. As compared to collaboration cooperative learning involves completion of a topic specific task in a group. The task can be completion of an exercise, questions or a worksheet. Collaboration is more based on discussions and exchange of ideas and more centered on the students.

Students' achievement and success is positively affected by using collaboration in the classroom. The students are able to help each other while executing an assignment while working in collaboration. Citing the misanalysis of Johnson et al (1981), Davidson and Knoll (1991) found that achievement and productivity of the students increases when teachers use collaboration in classroom.

Miller et al (1994) in their research focused on the expectations of the students they have with their teachers, classroom environment and their fellow students. Students have a preconceived idea about the classroom and they may feel anxious, confused and shy to share their ideas and difficulties. Collaboration provides a good platform for them to get to know their fellow classmates as it provides an opportunity to socially interact.

Johnson et al. (1981) when reviewing 122 studies highlighted that during collaboration the goals of the group take priority over individual goals. Each member of the group takes the responsibility for ensuring the success of the group as the tasks are structured in a way that assess the students individually as well as their role in the group. Individual accountability during group work is extremely important as stressed by Salvin (1996). According to Salvin (1996), tasks should be planned in a manner that motivates the students to collaborate with each other. In his research Slavin (1983) emphasized the importance of planning the assignments that have a positive effect on the achievement of the students. While collaborating with each other the students socially interact and are forced to take responsibility for the learning of each other. Students' individual success is dependent on the success of the group leading to not only better grades Individually but for the group also.

Summers (2006) while studying effects of collaboration in mathematics on 6th grade students found that students sometimes fail to perform better in a group as they become more dependent on their group members or do not feel confident in sharing their ideas. She suggests that the teachers need to be aware of the problems of the collaboration in the classroom and readjust the tasks as per the requirements of the group to attain maximum benefits from the activity.

Fantuzzo, King and Heller (1992) discussed peer tutoring in their research and forum that peer tutoring have a positive effect on classroom dynamics. Not only does the academic results are positively changed but also classroom management becomes easier. Peer tutoring leads to better social interaction in the classroom and helps in managing behaviors. Whereas, Whicker, Bol and Nunnery (1997) found that collaboration promoted better achievement

levels in mathematics classroom. Students found peer help useful and were comfortable working in different groups each time.

Entonado and Garcia (2003) mentioning the study by Robertson et al (1994) found that collaboration and group work provided an opportunity for students to discuss explain and express themselves. Collaborative environment leads to success and academic progress. They also suggest that collaboration and group work should be introduced at an early stage and at all levels of school. This will train students to collaborate from an early stage.

Pang, Lau, Seah, Cheong, Low (2018) conducting a study on collaborative learning in Secondary School found that social interaction did not take place both in classroom and online setting. They stress to further investigate the social drawback of collaborative learning strategies. The researchers also emphasize the understanding of everyday communication habits of students and use of ICT in the classroom.

Zakaria, Solfitri, Daud, Abidin (2013) found that collaboration improves self-confidence among students but they accentuate the training of both teachers and students for preparing them to create a collaborative learning environment. The study also stresses collaboration among teachers as they can also learn from each other.

Entonado et al (2003) promotes the role of the teacher as a facilitator and someone who creates educational material that stimulates curiosity in the new topics. The teacher only intervenes to clarify difficulties and or when asked to help out.

According to the social interaction theory learning is an outcome of social interaction. Students develop social skills when they interact with each other in a collaborative learning environment and if they fail to develop these skills that as Tolmie (2010) emphasizes the teacher must revisit and readjust the learning environment according to the needs of the students.

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Collazos, Guerrero, Pino and Ochoa (2002) emphasize the influence of the personal style and individual behavior on the group dynamics and members. They stress that the collaboration and material to student should be designed keeping in mind the individual learning styles of the group members. It is not necessary that a well-coordinated and well-informed group may be the most collaborative. Tanner (2009) while study student talk in biology class stresses the need to promote student talk as that encourages students to share their ideas and peer tutoring can help the understand the material easily.

Makela, Helfenstein, Lerkkanen and Poikkeus (2017) in their research found that not only study material and tasks but also the physical aspects of the collaborative learning environment matters in helping in social interaction and learning. Specified private spaces and transparent surfaces help in complement the needs for communality and individuality. Spacious areas with enough and comfortable seating and fresh air was found to be helpful in

creating a space for collaboration. In addition, the use technology and books with teacher led and self-regulating learning can be valuable for students for social interaction.

Salvin (1983) found that a reward system during group work provides incentives for students to take responsibility for their own learn and be accountable for the performance of the group as a whole. He suggests three kinds of rewards systems that can be used.

STAD: Students Team Achievement Division

TGT: Team Game Tournament

TAI: Team Assisted Individualization

A teacher can devise their own reward system according to the age group they are teaching. Especially the teachers need to understand that in a heterogeneous group with high ability and low ability students, performance of high ability students can be adversely affected. This is where Salvin (1983) suggests the use of TAI strategy by compiling the final result based on the work of same ability students.

Research Question:

The following research focuses on finding out if the use of collaborative learning strategies in secondary classroom leads to increase in class participation and has a positive effect on the learning outcomes of the students. As the research is based on the theory of Social Constructivism that advocates that learning experiences are social in nature. In a social context the learners need to develop their identity firstly from a social perspective and then as an individual. Collaborative Learning strategies help in building social support for learning where they learn to interact with students from diverse backgrounds and teachers and develop social skills for interaction, develop a positive atmosphere for learning and cooperation. These learning strategies help building the self-esteem of the students and reduce anxiety.

The research question being investigated is, “Does Collaborative learning strategies help students increase their classroom participation, have a positive effect on learning outcomes and develop social skills?”

Methodology:

The study is focused on middle school children, grade 6,7 and 8, ages between 10 – 14 years. Middle school is the time when children are exposed to many new concepts and build new knowledge. The data was collected through questionnaires (Appendix A), using likert scale. It was given out in two different branches of the same private school. The School XYZ is one of the leading private schools and is following both UK National curriculum and IB Curriculum. Branch A was chosen as they follow the IB curriculum, use collaborative learning strategies and has more trained staff. Branch B follows UK National Curriculum and it is believed that traditional teaching methods are used.

The questionnaires were placed at the reception of the school and middle school students were asked to fill out on volunteer basis. A total of 75 form were received, 35 from Branch A and 40 from Branch B. The two sets of data were analyzed using percentages to determine the effectiveness of collaborative learning strategies.

The confidentiality and anonymity of all the respondents, school, teachers and student, was assured and respected. A formal approval was taken from the school administration for carrying out the survey.

Results and Discussions

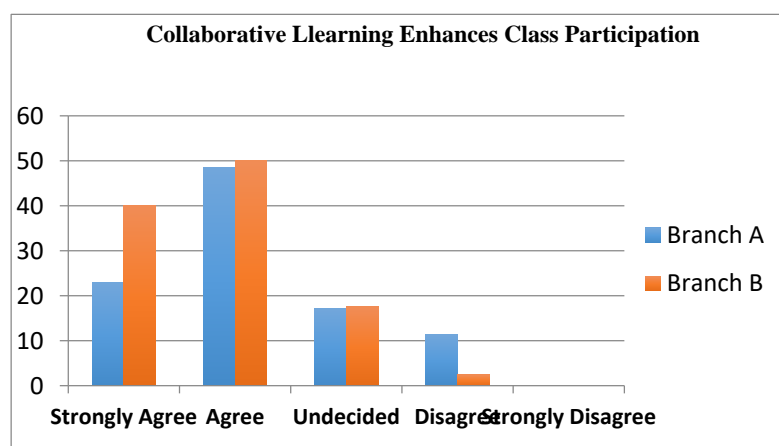
The study focuses on the students' attitude and perspective towards effectiveness of use Collaboration Learning Strategies in the classroom. The research is based on three aspects of collaboration:

1- Effects of collaborative learning on class participation and interaction among students

This was studied through questions 1,2,3,6,9 and 10 of the questionnaire. All items over all showed that students in both branches had a positive overall response when asked about their opinion of the effects of collaborative learning on their participation and interaction in the classroom. (Table 1.1 a and b)

For each of the question there was a high percentage of students strongly agreeing or agreeing. In response to question 2 on enhancing in participation in class in Branch A 23% strongly agreed and 49% agreed. For the same question 50% strongly agreed and 50% agreed in Branch B, as shown in Figure 1.

Figure 1



Effects of Collaborative Learning on Class Participation and interaction among students

Table 1.1(a): Branch B

Sr. No	Question	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
1	Collaboration learning facilitates greater student participation in class activities	17.14	65.71	5.71	11.43	0
2	Collaborative Learning Enhances class participation	22.86	48.57	17.14	11.43	0

3	Collaboration Learning improves my attitude towards participation	34.29	25.71	25.71	11.43	2.86
6	Collaboration learning makes me express opinions, argue, debate, negotiate and ask questions	40	42.86	11.43	2.86	2.86
9	Collaboration encourages interaction between students	42.86	34.29	17.14	5.71	0
10	Collaboration learning has helped me to raise my hand to answer and discuss	20	37.14	14.29	22.86	5.71

Table 1.1 (b): Branch B

Sr. No	Question	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
1	Collaboration learning facilitates greater student participation in class activities	27.5	60	7.5	5	0
2	Collaborative Learning Enhances class participation	40	50	7.5	2.5	0
3	Collaboration Learning improves my attitude towards participation	27.5	40	17.5	10	5
6	Collaboration learning makes me express opinions, argue, debate, negotiate and ask questions	40	35	12.5	7.5	5
9	Collaboration encourages interaction between students	60	25	7.5	5	2.5
10	Collaboration learning has helped me to raise my hand to answer and discuss	25	35	10	20	10

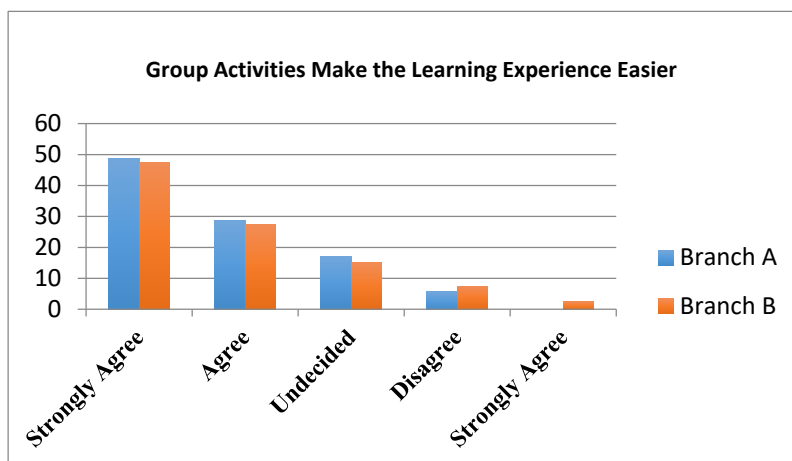
2- Effects of collaborative learning outcomes

This aspect was studied through questions 4,7,11,12 and 13. All responses from the students indicated a positive effect on learning outcomes using collaborative learning strategies. (Table 1.2 a and b)

In response to question 7.49% strongly agreed and 29% agreed in Branch A that group activities make learning easier. In Branch B the same question had a response of 48% strongly agreed and 28% agreeing.

In response to the question on use of collaborative learning by the teachers, the students of both the branches felt that teachers do not use collaboration, as shown in Figure 2. This indicates that students prefer Collaborative Learning strategies to traditional teaching and want teachers to use more collaborative teaching practices.

Figure 2:



Effects of collaborative Learning on Outcomes

Table 1.2 (a): Branch B

Sr. No	Question	Strongly Agree %	Agree %	Undecided %	%Disagree %	Strongly Disagree %
4	Collaboration Learning makes learning Easier	45.71	28.57	22.86	2.86	2.86
7	Group activities make the learning experience easier	48.57	28.57	17.14	5.71	0
11	Collaboration learning has a positive impact on the student about learning	20	51.43	28.57	0	0
12	Collaboration learning is a good example for active learning strategies in the educational process	34.29	40	20	5.71	0
13	Teachers use a lot of collaboration learning strategies in the classroom	17.14	25.71	25.71	25.71	5.71

Table 1.2 (b): Branch B

Sr. No	Question	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
4	Collaboration Learning makes learning Easier	40	35	15	7.5	2.5
7	Group activities make the learning experience easier	47.5	27.5	15	7.5	2.5
11	Collaboration learning has a positive impact on the student about learning	27.5	20	30	20	2.5
12	Collaboration learning is a good example for active learning strategies in the educational process	25	52.5	10	10	2.5
13	Teachers use a lot of collaboration learning strategies in the classroom	7.5	30	12.5	42.5	7.5

3- Effects of Collaborative Learning on Individual students’ feeling and social skills

The nine survey questions that investigate into the third aspect 5,8,9,14,15,16,17,18,19 and 20. Mostly the responses for all question indicated a positive effect on students’ social skills. (Table 1.3 a and b)

In response to question 5, 29% strongly agreed and 34 % agreeing from Branch A, that students achieve more when they work together. For Branch B the response was 55% strongly agreeing and 15 % agreeing, as shown in the Figure 3.

The question, which had a negative response from both the branches for question 19. Mostly students felt that collaborative learning strategies did not have any positive effect on behaviour in the classroom, as shown in Figure 4. This indicates that students are not able to make a connection between changes in their behaviour with collaboration and group work in class. Any change in the behaviour due to collaboration happens very slowly and is not very easy to realize.

Figure 3

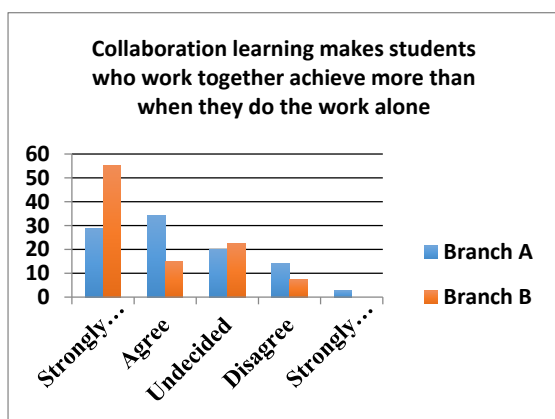
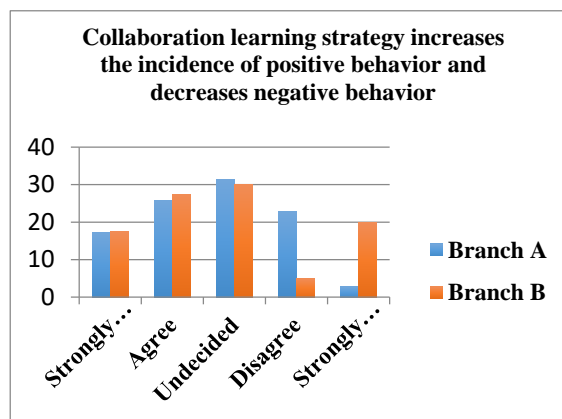


Figure 4



Effects of Collaborative Learning on Individual Students' feeling and Social Skills

Table 1.3 (a): Branch A

Sr. No	Question	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
5	Collaboration learning makes students who work together achieve more than when they do the work alone	28.57	34.29	20	14.29	2.86
8	Collaboration learning enhances good working relationships among students	40	25.71	22.86	11.43	0
9	Collaboration encourages interaction between students	42.86	34.29	17.14	5.71	0
14	Collaboration learning contributes in development of real collaborative skills among students	20	54.29	20	5.71	0
15	Collaboration learning contributes in development of real collaborative skills among students	20	28.57	45.71	5.71	0
16	Collaboration learning strategy motivates students to use more of the mental processes of thinking	25.71	31.43	17.14	20	5.71
17	Collaboration learning strategy promotes self management skills for students	17.14	34.29	22.86	20	5.71
18	Collaboration learning strategy promotes self confidence	37.14	25.71	20	14.29	2.86
19	Collaboration learning strategy increases the incidence of positive behavior and decreases negative behavior	17.14	25.71	31.43	22.86	2.86
20	Collaboration learning strategy helps students to solve problems, make decisions, plan and organize	28.57	37.14	20	8.57	5.71

Table 1.3 (b): Branch B

Sr. No	Question	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
5	Collaboration learning makes students who work together achieve more than when they do the work alone	55	15	22.5	7.5	0
8	Collaboration learning enhances good working relationships among students	32.5	47.5	15	5	0
9	Collaboration encourages interaction between students	60	25	7.5	5	2.5
14	Collaboration learning contributes in development of real collaborative skills among students	27.5	42.5	12.5	10	7.5
15	Collaboration learning contributes in development of real collaborative skills among students	22.5	17.5	27.5	27.5	5
16	Collaboration learning strategy motivates students to use more of the mental processes of thinking	32.5	15	17.5	20	15
17	Collaboration learning strategy promotes self management skills for students	25	30	17.5	15	12.5
18	Collaboration learning strategy promotes self confidence	37.5	30	15	5	12.5

19	Collaboration learning strategy increases the incidence of positive behavior and decreases negative behavior	17.5	27.5	30	5	20
20	Collaboration learning strategy helps students to solve problems, make decisions, plan and organize	35	35	17.5	7.5	5

Conclusion

The aim of this study was to examine students' perspective and attitude towards use of collaborative learning strategies in the classroom. The results support that collaborative learning has an overall positive effect on learning outcomes and student participation. The development of social skills is one area that needs to be looked into as the results indicated that many students were undecided whether collaboration has any effect on development of social skills. It is significant to understand that effect of collaboration on behavior very subtle and very slow. It is important that teachers make their students aware that development of social skills and a positive behavior towards learning is vital for their future lives.

Another important question is the frequency of using collaborative learning where again students responded that teachers do not use the strategy very often. There can be many factors that influence the decision of the teachers to use collaborative learning strategies. It is noteworthy that many times teachers feel overwhelmed by the curriculum that has to be covered. Also the training of teachers in the practice of collaboration and group work is essential.

The study confirms the perspective examined through literature review, which signifies that collaborative learning strategies improve classroom participation and learning outcomes of the students. The study emphasizes the importance of using collaborative learning strategies in classrooms as compared to the traditional way of teaching.

Recommendations

- As most of the students were of the view that teachers do not use collaborative strategies therefore there is a need to ensure that collaborative learning strategies are included in curriculum planning and lesson planning.
- It is also essential that teachers get the training on regular basis to understand and use collaborative strategies to achieve better results. Also the school needs to remove any external pressures like completion of syllabus that leads to teachers to focus more on completing the syllabus and using traditional method of teaching.
- Another result that needs further investigation is that mostly students could not relate collaborative learning and development of social skills. There is a need also train the students to use group work and collaboration in a way that they are able to develop their social skills. As the students eventually will be entering the real world where they need social skills to survive.
- There is a need for further research with a larger and more diverse sample size. This study was only focus on one private school. For better understanding of the process of collaborative learning strategies there is a need to conduct further research in the public sector schools where the class size is large and mostly traditional way of teaching is used.

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Appendix A:

Students’ Questionnaire: Collaboration in Secondary School Classroom

Read the following statements and indicate whether you strongly agree (1), agree (2), are undecided (3) disagree (4) or strongly disagree (5) with the following statements:

		strongly agree (1)	agree (2)	undecided (3)	disagree (4)	strongly disagree (5)
1	Collaboration learning facilitates greater student participation in class activities.					
2	Collaboration learning enhances class participation.					
3	Collaboration learning improves my attitude towards participation.					
4	Collaboration learning makes learning easier.					
5	Collaboration learning makes students who work together achieve more than when they to work alone.					
6	Collaboration learning make me express opinions, argue, debate, negotiate, and ask questions.					
7	Groups activities make the learning experience easier.					
8	Collaboration learning enhances good working relationships among students.					
9	Collaboration learning encourages interaction between students.					
10	Collaboration learning has helped me to raise my hand to answer and discuss.					

11	Collaboration learning has a positive impact on the students about learning.					
12	Collaboration learning is a good example for active learning strategies in the educational process.					
13	Teachers use a lot of Collaboration learning strategies in the classroom.					
14	Collaboration learning contributes in development of a real collaborative skills among students.					
15	Collaboration learning strategy increases students' motivation to learn.					
16	Collaboration learning strategy motivates students to use more of the mental processes of thinking.					
17	Collaboration learning strategy promotes self-management skills for students.					
18	Collaboration learning strategy promotes self-confidence.					
19	Collaboration learning strategy increases the incidence of positive behavior and decreases negative behavior.					
20	Collaboration learning strategy helps students to solve problems, made decisions, plan and organize their work.					

**UNDERSTANDING THE ROLE OF PERSONAL DEVELOPMENT IN UNDERGRADUATES
PERSONAL, ACADEMIC, SOCIAL AND PROFESSIONAL GROWTH, AND FUTURE
EMPLOYABILITY: CHALLENGES & OPPORTUNITIES**

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ABSTRACT

Sociologist G. H. Mead's renowned theory on self-development and social behaviorism proposed that the self was composed of a self-image and self-awareness, which was a part of an individual's greater personality. This personality is a product of personal and social experience, and interaction. For this study, the process of personal development is viewed through this spectrum within a university environment. The purpose of this study is understanding the role of personal development in academia, and undergraduates' future employability prospects by factoring into the opportunities and challenges it presents. This study aims to determine how personal development undertaken by undergraduates at Iqra University Islamabad, serves as a foundation for students to build on their personal and academic development, and discover their career pathways. Selecting a sample of respondents from the academic year of 2018, this study investigates the response of 90 first semester undergraduates. It advances on data gathered through a student answered survey, uncovering students' response, feedback, and challenges.

Keywords: self-development, self-awareness, social behaviorism, personal development, academic development, undergraduates

Overview

If we were to consider the current state of affairs across the globe with respect to prospects around future graduate employability, we will come to find that the idea of 'graduates co-creating and developing opportunities for employability' is more relevant now than ever. If career management skills are placed as a pivotal focus for graduates academic and personal development, then breaking in and excelling in a global knowledge economy would become second nature to the course of their career evolution. Personal Development, with a core focus on academic and career development, especially within the realm of higher education serves as a pivotal platform by engaging students in personal and career driven experiences that further translates into enhanced skills and characteristics applicable in multiple facets of their lives.

Benefits of personal development in higher education:

Personal development is a self-education process. A personal development plan as a process, enables students to become independent, and well-rounded through the following spheres:

Personal: It enables consistent improvement in personal attributes, self-confidence, planning and achieving aspirations.

Academic: It helps create self-directed learners who thrive on independently achieving higher levels of academic excellence.

Social: It increases the ability to empathize with others, reinforces the importance of co-existence, and builds greater awareness of recognizing other people's needs.

Professional: It encourages students to discover and develop skills that can greatly increase their chances of employment.

According to Edwards and Usher (2000), the global future employability agenda has observed a shift from the enlightened student to the more autonomous self-directed lifelong learner. Barnett (2003) reinforced the same argument with a similar view, highlighting the growing interest in the self-generational capacities of students. PDP is conceptualized as a tool through which such changes are being implemented (Clegg, 2004), and similar patterns can be seen emerging across UK, Europe and in other advanced higher education systems around the globe (Hudson et al., 2004).

Introduction

Growth in essence is a continual and endless process, and once observed on an individual level, it translates into personal development. This process is enabled when an individual begins to develop their knowledge parallel with skills, characteristics, and traits that add to the quality of their life. To look at it from a slightly different angle, say if we yearn for our future to be progressively and exponentially better from where we stand today, we then must actively equip ourselves with appropriate knowledge, skills and credentials that would help curb it into that which we desire.

Defining concepts

Personal development

Personal development is widely recognized as a process that helps discover our strengths, the good parts of us, and then translates these attributes into creating a reality where we are able to fully

embrace, and actualize the greater purpose of our existence. To begin, it requires cultivating or identifying an already existing sincere inherent desire within the individual to want to become the best version of their self (Maslow, 1943). It stands in need of identifying the image they have created for themselves, and acknowledging the image the society as a whole has created of them. Finally, it calls for the individual to realize how far they are from the version of who they would like to become, in terms of their life purpose, personal values and self-importance, their ideal self (Morris, 283). This means that self-actualization begins to manifest when an individual's ideal self is congruent with their actual behavior, their self-image (Rogers, 1959).

Self-concept

If we were to imagine looking into a mirror, what do you think we would see? Our ideal self or our actual self? The ideal self is the image of our self which we aspire to become, the one we hope possess attributes and characteristics similar to someone we idealize in reality or our imagination. The actual self on the other hand is the one that we actually see, the image of self that embodies attributes and characteristics we were born with and have nurtured over the years.

Both these ideas of self are broader categories of self-concept, the ideal self and the actual self. Self-concept explains the level of self-awareness we exhibit, negotiating between the two selves. It identifies and separates the ideal self from others, while defining all the behavioral attributes of the actual self that help attain the ideal self.

Self-knowledge

Self-knowledge is the basis that births the actual self, derived by social interactions, it demonstrates how others react to us. Actual self defines who we inherently are, it embodies our thinking, feelings, outlook and behavior. More transparent to the viewer from the outside, since its truly difficultly to be able to fully understand how we are viewed by others, in a sense the actual self is our self-image.

On the other hand, the ideal self defines how we desire to be. It embodies a persona of our most idealized image of ourselves which has been developed over our lifetime, directly based on our exposure, experiences and knowledge. It exhibits a mix of fractions of our heritage, what is passed down to us and taught by our parents, the ideas we idealize and admire in other individuals, what we consider best in our interests and what the society describes as desirable.

Numerous complex exchanges between the ideal and actual self-demonstrate the negotiation that exists between the two. Derived from outcomes of social interaction, these exchanges present themselves in the social roles that an individual evolves from the age of infancy to adulthood. Once the way that an individual is (the actual self) in absolute harmony with the way they want to be (the ideal self), then they are likely to be at peace and experience highest degrees of mental wellbeing. If however, this alignment is derailed, and the way that we are does not align perfectly with the way we want to be, then the chances of anxiety, distress and mental illness magnifies drastically. The greater the level of incongruity between the two, the higher the degree of distress. Personal development focuses on targeting these two personality domains by ensuring that perfect levels of alignment are reached and sustained through the greatest levels of self-knowledge and awareness.

Personal development planning

Personal Development Planning (PDP) is widely recognized as a method of identifying one's strengths and areas for improvement. It is a process of recording achievements and reflecting on personal progress. It assists in creating a personal future vision map, and subsequently helps set clear achievable goals and action plans. A personal development plan creates a roadmap to the best version of an individual's personal, academic and professional future self. It makes an individual proactively involved in all aspects relating to their life, especially with regard to preparing for their future.

Before being able to impact a work place, a local community, or the whole world at large, an individual must begin by self-reflecting and focusing on their personal development. The underlying logic behind this self-centric evolutionary model lays in the simple idea that the stronger an individual's personal development, the more valuable their contributions to the collective society. The influence and impact an individual can generate on a larger society is directly dependent on how successfully they have evolved through the following phases of their individual journey:

Self-actualization: Self-actualization (Goldstein, 1934) is achieved once an individual feels they have self-fulfilled (Maslow, 1943) their true purpose of existence, and have become the closest version to their self-proclaimed ideal self. Personal development focuses on personal growth by enabling individuals to achieve these personal milestones and needs that they have set out for their lives. A personal development plan helps individuals identify these needs, and motivates them to enable the process of self-actualization.

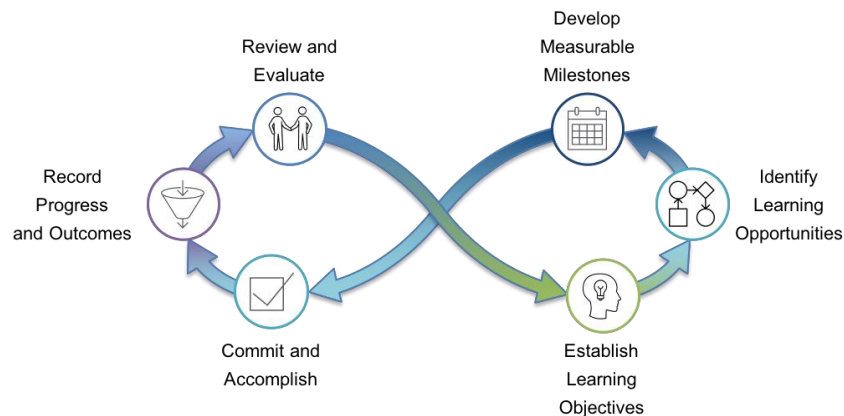
Life's purpose: While many of us continue to live without realizing there is a greater purpose (Metz, 2012) behind our existence here in this world, personal development is a tool that awakens individuals inherent understanding of their existence. This understanding helps individuals create lifetime goals and achieve them, giving more meaning and purpose to the quality of their everyday life experiences. Personal development starts with an individual accessing and assessing their current state. They first determine their areas of strength, and then reflect on areas in their life that can use further improvement. In the eventual course of discovering solutions for such areas, individuals begin a self-evolutionary process by following their passions. They narrow their focus on self-improvement, and align their goals with skill and talent advancement. This is one of the quickest and most effective method of uncovering one's true calling and greater life purpose.

Personality development: Personal development helps create opportunity to build a great personality which is essential to achieving one's lifelong milestones and goals (Rogers, 1959). It goes hand in hand with an individual developing varied interests, and new approaches to life. Benefits of positive personality development encompass a healthy self-image, a high level of self-love, a positive and warm outlook on life, a strong sense of self-initiative, improved self-confidence, pro-active character building skills, healthy brain-storming, effective communication and presentation skills, and an improved overall demeanor.

A life vision map (life direction): Personal development encourages and enables individuals to envision who they want to become, and what kind of a life they want to be living (Covey, 1991). It helps them identify with the potentially best version of themselves, and sets them out on a journey of actualizing their ideal self into reality. It also makes goal-setting and decision-making easier (Loehr and Schwartz, 2011).

Figure 1.

Personal Development Plan



Personal effectiveness

Personal effectiveness defines the act of taking advantage of all the personal resources such as our numerous talents, skills, knowledge, attributes, time and energy, in order to achieve our goals.

The knowledge we hold regarding our self, our self-awareness, and how we manage ourselves has a direct impact on our personal effectiveness. Key elements to improving our personal performance include and are not limited to:

- being self-aware
- make most of our strengths
- refine old and acquire new skills and techniques
- behavioral flexibility
- high levels of positivity and motivation
- self-initiating outlook

An individual's personal effectiveness is dependent on their innate natures, attributes, and characteristics, such as the experiences, skills, talents and knowledge inhibited over the course of their personal development process. It is important that the practitioners are aware of using only the most effective methods, that not only help identify talent but also guide to developing and implementing it in the right field i.e. art, science, politics, sports, literature, sociology, etc.

Skills and knowledge acquired through the processes of practical and cognitive activities also account for personal experiences. Knowledge is pivotal to goal setting, defining action plans and consequential risk assessment and evaluation. Skills gauge and determine whether action steps have been undertaken in accordance with the plan. One the same ability is routinized and used a number of times in the same method and situation, it evolves into a habit, which absorbs into our inherent nature.

Following is a list of personal effectiveness attributes that has the potential to greatly enhance efficiency with respect to personal development:

Self-determination: This attribute once manifested allows to maintain focus only on achieving a specific goal, with minimal distractions. It amplifies discipline, self-restraint, and helps control urges towards less important distracting things or spontaneous desires.

Self-confidence: This attribute can be developed and refined through personal development activities such as becoming more self-aware. Once manifested it can appear visible in a person's body language, communication, thinking, dressing, and appearance. A positive attitude, outlook and self-belief are the setting stones for progression and success.

Stress management: This attribute without doubt helps maintain calm, composure and avoid anxiety, emotional distress, fatigue, breakdowns and burnouts. It combats stress consequentially arising from other people and the environment, and helps increase efficiency instead.

Persistence: This attribute helps enable consistency and aids in managing performance during roadblocks, obstacles and impediments. It reduces risk of disruption and delay, and help in maintaining continuity and completion.

Creativity: This attribute allows room for experimentation, and development leading to innovation. It helps in discovering extraordinary solutions to various problems, it also develops new methods and techniques of representation.

Idea generation: This attribute encompasses the use of unconventional ideas, and leads to the innovative creation of new original ones. Mental mapping, brainstorming and mind mapping are just a few tools used to visualize, create, manage, materialize and scrutinize ideas for rewarding results.

Problem solving: This attribute is solution oriented and aids in encountering and tackling issues, impediments and problems effectively. It looks to uncover the most effective ways of undertaking tasks, and adds to new experiences.

Research aims and objectives

My study will focus on the following research questions:

- To what extent does Personal Development by way of creating a self-images help Iqra University's undergraduates identify with their natural human inclinations, individual talents, and personal interests and passions?
- To what extent does Personal Development Plans help these students discover their potential career pathways, aligned with their personal passion?
- To what extent does this treatment assist the university in directing students to identify their core area of specialization within the first year, and subsequently select appropriate coursework through the course of their undergraduate degree?

Materials and methodology

A qualitative research design is implemented through a comprehensive review of existing literature in the first phase, and then a web-based survey is undertaken in the second phase. An online portal and survey tool recognized as the 'Survey Monkey' is used to conduct the survey. A self-completion questionnaire based on the reviewed literature along with the prescribed coursework with respect to the taught course manual of the subject was developed. It contained a combination of structured and open ended questions. 'Survey Monkey,' a web-based survey tool was used to make the questionnaire accessible to the respondents. It collected the data from 70 respondents, who had previously taken

the course in their first semester, in the academic year of 2018. The respondent list only included students from the first semester who had completed the coursework in this academic year at the university. They were approached via personal emails, and WhatsApp messages. This data was collected within the span of two weeks. Prior to the research, the students were briefed about the research and the intent of the study, and they were requested to respond fairly and honestly. It was made known that the information being gathered will be used to assess the effectiveness of the course, and will contribute to progressive policy reform, if needed and wherever applicable.

The objective was to study and assess the response of the students in regard to their experience curtaining to the effectiveness of “Personal Development” course at the Department of Social Science, Iqra University, and its institutional methods. Specifically, the objectives are:

- Investigate the impact of the course on Personal Development Students with respect to their personal, academic, social and professional development,
- Find out if the curriculum is effective with respect to achieving its aims and if it requires any change to meet its desired aims, and
- Seek student response and feedback along with suggestions to review and improve implementation policies for the future

Students were challenged to set their personal development plans, after reflecting on their strengths and weaknesses, identified and observed especially through:

drawing out self-images and conducting SWOT analysis, a personal JOHARI window used in class (Luft & Ingham, 1955)

- three self-assessment questionnaires
- personal manifesto essays
- self-profiling through personal statements
- online personality assessment quizzes

These activities were aimed to assist them both in the short term for the learning process at the university and in the long term for developing their future careers. However, the survey as part of the research was voluntary; thus, there were 70 students who agreed to undertake the self-assessment and evaluation survey.

Numerous policies and practices are already found to be in place, therefore, the aim of my research is to understand the implementation and practice, and research models already available for supporting and developing PDP. It also looks to consider the views of different stakeholders involved, especially with particular emphasis on the students, about the place and effectiveness of PDP in the curriculum. My research contributes to the growing sociology research on student learner experience in personal development, building on existing research, and adding to the insightful and innovative work by sociologists such as George Mead, Charles Cooley, Lawrence Kohlberg and Carol Gilligan.

Personal Development is conceptualized as a continuous process, with each level building on the previous. The first academic year by design tends to focus on the personal and academic development of students. The second academic year gears towards professional development, work-based learning and off-campus study. The third year rotates around preparing students for interviews, and helping them in-still a vision to able to use this experience to either create employment opportunities, or initiate self-employment through start-ups. Identification of the students’ needs, through the use of

skills audit and reflection on personal skills, is designed to support preparation for the prospective employment placement interview questions. Encouragement in the development of an action plan and target setting is then used to develop skills and confidence in areas that require improvement. The focus on portfolio creation varies widely, including the development of portfolio assessment as a diagnostic tool (Barootchi & Keshavarz, 2002) and the development of self-reflection and target setting (Schroeder, 1996). Although it is a part of university curriculum and practice, my area of research does not focus on transcript creation, portfolio handling or skill auditing.

A rising trend has been observed where the instructor or professor is seen as a facilitator instead of a supplier of knowledge and information for the students. It is also a known fact that students are greatly influenced by their emotions and sense of self awareness in their process of learning. They cannot develop properly unless a considerable amount of focus and emphasis has been given to self-reflection and evaluation, incoherence with personal development planning. While the general goal of the course is to enhance the educational process and increase learning motivation, this paper aims to evaluate and explore students' self-awareness and its utility with respect to their career development and employability. A case-study method is used by relying on the voluntary participation of students who agreed to draw out some ideas about their strengths and weaknesses, and undertake a series of SMART objectives are meant to prove useful for their future careers. Students were also asked to explore some ways to attain their objectives. When analyzing their works, the focus was put on the reflective approach and on the students' motivation to learn.

Results and discussions

Personal development at an academic level

Education and students' development plans

In education 'motivation' refers to the various factors that play a part in stimulating and energizing the learning process (Hrbackova & Suchankova, 2016; Radu, 2016; Ryan & Deci, 2000). As many authors have suggested in their works, self-reflection and personal development planning should be used in education in order to support students' motivation. In order to develop leadership skills and boost their individual careers (Benjamin & O'Reilly, 2011; Hunt, Langowitz, Rollag, & Hebert-Maccaro, 2017; Nesbit, 2012). A lot of emphasis is laid out on understanding that self-reflection is a combination of self-judgement and self-reaction (Zimmerman, 2002). Thus, while self-reflection is initiated with thoughts (self-judgement), it should be followed by a series of emotions and actions (self-reaction).

Relationship between personal development and employability

This paper advances on the proposition that the one dimension that stands central to the developmental capacity of learners and their ability to recognize, articulate and evidence their learning is the relationship between Personal Development Planning (PDP) and Employability. This relationship is key to the learners' overall development, and effective progression through the course of their academic learning as well as throughout their work life. The closer their academic and career is to their personal passion, the more they are expected to excel and become successful.

Employability itself has been defined and has been given meaning to through a number of classifications, however Enhancing Student Employability Co-ordination Team (ESECT) has defined it as:

‘a set of skills, knowledge and personal attributes that make an individual more likely to secure and to be successful in their chosen occupation(s) to the benefits of themselves, the workforce, the community and the economy ’(Yorke, 2004, reissued 2006).

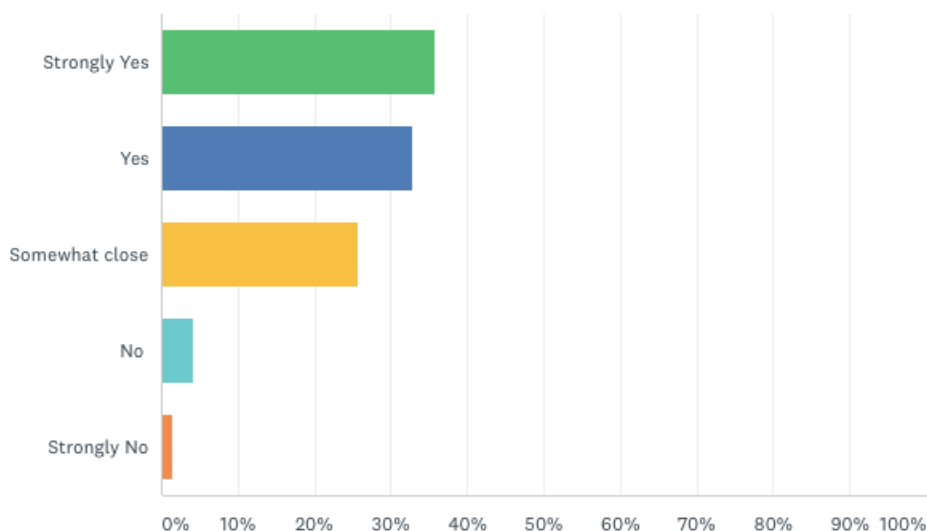
ESECT’s (Knight and Yorke, 2004) approach focuses on connecting learning support with enhancing employability, and emphasises on defining employability as a process instead of a state. This approach accords a central role to Personal Development Planning and it bases its arguments on the importance of:

- Students knowledge bank in terms of knowing what they should be learning, and being aware of the purpose behind how their credentials and achievements will be judged.
- The need for students to develop effective approaches and ways for presenting these credentials and achievements to their future prospective employers, and graduate schools.

Figure 2.

Is your academic focus and potential career choice same as your personal passion?

Answered: 70 Skipped: 1



35.71% students responded with ‘Strongly Yes’ when asked if their academic focus and potential career choice was aligned with their personal passion. 32.86% responded with ‘Yes’ and 25.71% responded with ‘Somewhat Close’ with only 4.29% retorting to ‘No’ and 1.43% choosing ‘Strongly No’. 48 out of the 70 respondents were following their desires

ANSWER CHOICES	RESPONSES
Strongly Yes	35.71% 25
Yes	32.86% 23
Somewhat close	25.71% 18
No	4.29% 3
Strongly No	1.43% 1
TOTAL	70

and seemingly happy with their choice. Remaining 18 were satisfied, while 3 were not content and only 1 was extremely discontent.

In order to explain the importance and relevance of encouraging students to follow their passion and talents, and how this may relate to their academic and career progression, allow me to reference the following case of UK's education and development policy: Taking the case of UK's development policy on Personal Development, the National Committee of Inquiry and Higher Education (the Dearing Report, 1997) have presented guidelines that are incorporated with Progress Files (QAA, 2001):

Defining PDP as a support process structured to develop and strengthen the existing skills, natural talents, and capacity of learners to be able to reflect on their personal development, learning and achievements, and to be able to independently plan for their educational and career development.

States PDP's primary objective is focused on improving learners' capacity to understand what they are learning, the methods of learning being adopted, the skills being learnt, and the ability to be able to review, plan, and take proper responsibility for their own learning.

It enables and equips students to:

- grow in effectiveness and enables them to become independent and confident self-directed learners
- grow in understanding of what and how they are learning, and relate the methods of learning and the knowledge being gained to a wider context
- grow in skill acquisition and improve their capacity with regard to their study and career management
- grow in their capacity and ability to evaluate their progress towards their achievements, and articulate their personal goals
- grow in developing a positive attitude towards learning, progression and self-sufficiency throughout the course of their lives

The development of both student self-understanding and the ability to present themselves accurately to others, as identified by Knight and Yorke, are explicitly identified within many if not all elements of PDP provisions.

Inferring from the existing literature available on practices of Personal Development, the literature is known to vary widely. Personal development planning has had various incarnations within the higher education sector (Assiter & Shaw, 1993; Ashcroft & Foreman-Peck, 1994). It is not a phenomenon relative to only a hand few regions (West & Hore 1989; Hudson, 2003), instead it is widely applicable across various academic sectors around the world. The development of PDP is fetched far beyond evidence collection; it forms an intermediary stage leading to continuing professional development (CDP) and lifelong learning (Slusarchuk, 1998; Pickles, 2000). PDP concentrates an integral portion on aspiring to provide the opportunity for students to develop skills relevant in the workplace (Kneale, 2002). It is used as a dominant model to develop a holistic view of personal development in undergraduate education.

The EPPI-Centre review of PDP (Gough et al., 2003) as part of its systematic review surfaced over 14,000 references. Analysis of the Generic Centre (Clegg, 2004), now known as the Higher Education Academy, 'Guides for Busy Academics' finds that a wide range of arguments have been adopted, and a broad scope of practices exist. It is this holistic nature of the concept that gives it its pedagogic power,

and a variety of distinct practices can only justifiably describe implementation of PDP by higher education institutions.

UK's higher education emphasizes academic and professional development through support process, focused on enhanced student learning and development (Floud, 2002). While ensuring academic practices are kept consistent with Quality Assurance Agency Guidelines (QAA, 2001), and acknowledging the diversity of disciplinary and professional traditions. UK's organization responsible for defining and setting explicit standards for higher education institutions, The Quality Assurance Agency recommends inclusion of the following in the personal development student progress files:

the transcript: which is identified with as a record of an academic individual's learning and achievement, provided by the institution;

the portfolio: is considered an individual's personal records of learning and achievements, it includes progress review reports and future plans that are used to clarify personal goals. This also serves to provide a resource from which material is further selected to produce personal statements (e.g. CVs) etc. for employers;

structured self-evaluation processes that develop the capacity of individuals to reflect on their own learning and achievement so they can plan for their personal educational and career development independently. Personal Development Planning (PDP) is used as a term to denote this process (QAA, 2001).

Figure 3.

Overall, how would you rate the course?

Answered: 71 Skipped: 0



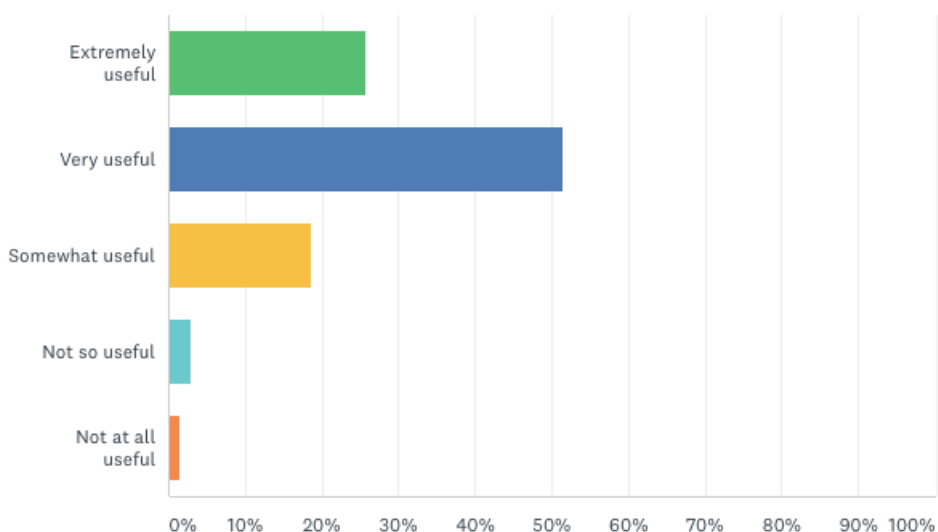
ANSWER CHOICES	RESPONSES	
Excellent	54.93%	39
Very good	18.31%	13
Good	25.35%	18
Fair	0.00%	0
Poor	1.41%	1
TOTAL		71

When questioned over how well the students would rate the course, 39 respondents (54.93%) rated it 'Excellent,' while 13 respondents (18.31%) rated 'Very Good' and 18 respondents (25.35%) selected 'Good.' 70 respondents gave a positive review in favor of the effectiveness of the course, while only 1 respondent (1.41%) responded negatively. A clear trend of a positive response can be seen in favor of the course, thereby showcasing a clear majority for its implementation and effectiveness. 70 students benefitted from the course and strongly recommend its inclusion in the curriculum.

Figure 4.

To what extent did Personal Development help you identify your natural human inclinations, personal interests and individual talents?

Answered: 70 Skipped: 1



Students were requested to share to what extent personal development aided them in identifying their natural human inclinations, personal interests and individual talents, to which 18 respondents (25.71%) found it to be 'Extremely Useful', 36 respondents (51.43%) found it to be 'Very Useful'. 13 respondents (18.57%) felt it was somewhat useful while 2 respondents (2.86%) felt it was 'Not so useful' and only 1 respondent (1.43%) found it 'Not at all useful'. 67 students responded in favor of this enquiry while 3 took a stand against it. Again, a clear majority seem to find it effective in self-identity and self-awareness.

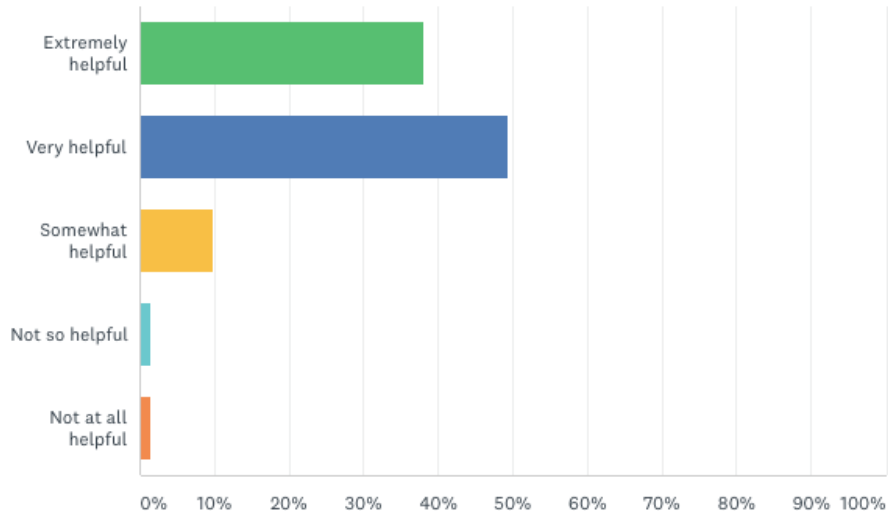
ANSWER CHOICES	RESPONSES
Extremely useful	25.71% 18
Very useful	51.43% 36
Somewhat useful	18.57% 13
Not so useful	2.86% 2
Not at all useful	1.43% 1
TOTAL	70

Building on strengths and working on weaknesses

Figure 5.

How helpful was the class activity of creating self-Images in identifying your strengths and weaknesses?

Answered: 71 Skipped: 0



By drawing out self-images and conducting personal swot analysis, students were encouraged to uncover their strengths, weaknesses, and potential areas of academic opportunities based on these finding. This activity assisted them in identifying and actively working on their areas of improvement, and helped them better equip themselves to

ANSWER CHOICES	RESPONSES
Extremely helpful	38.03% 27
Very helpful	49.30% 35
Somewhat helpful	9.86% 7
Not so helpful	1.41% 1
Not at all helpful	1.41% 1
TOTAL	71

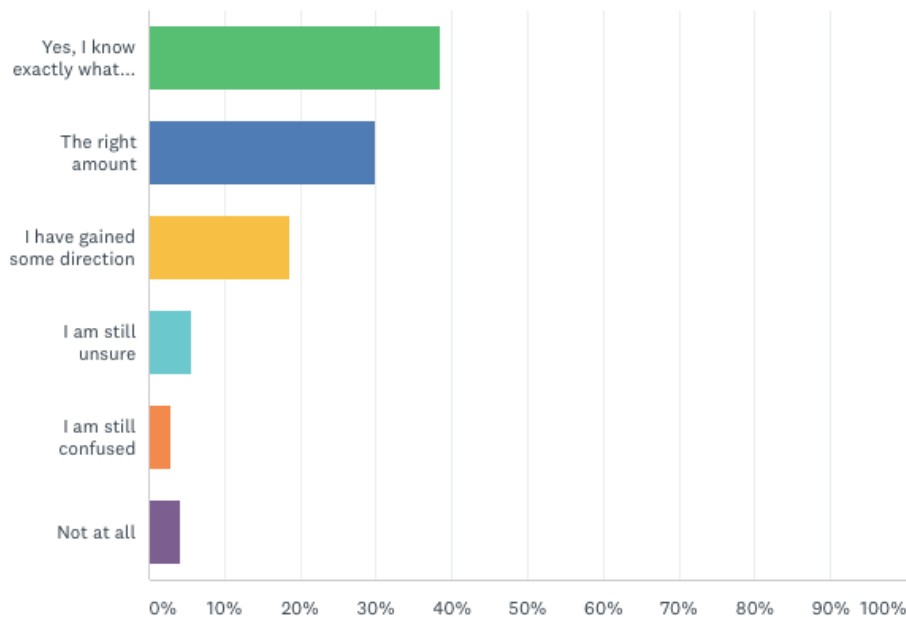
counter any potential threats or roadblocks. Most failures emanate from weaknesses that have not been fully recognized, and if they have then they have not been given appropriate attention or remedy. These weaknesses could range from poor communications, to a poor personality or lack of ability. Instead of simply focusing on their weaknesses, and recognizing their talents and abilities, students realized and shared that saw opportunities to build on these areas, aiming to utilize them to their greatest

advantage. This allowed them to build on their name and popularity through planned personal development. They felt more encouraged and motivated to take action, instead of giving up or indulging in self-pity.

Figure 6.

Did Personal Development coursework help you identify the academic and career path you want to pursue?

Answered: 70 Skipped: 1



27 respondents (38.57%) reported to now know exactly what they wanted, while 21 (30%) felt personal development coursework helped them identify their academic and career pathway the right amount. 13 respondents (18.57) felt they gained some direction, while 4

ANSWER CHOICES	RESPONSES
Yes, I know exactly what I want to do	38.57% 27
The right amount	30.00% 21
I have gained some direction	18.57% 13
I am still unsure	5.71% 4
I am still confused	2.86% 2
Not at all	4.29% 3
TOTAL	70

(5.71%) remained uncertain. 2 (2.86%) respondents were still confused and 3 (4.29%) felt they gained no assistance at all. For those who responded positively, implementation of personal development plans enabled them use this information to draw out a personal

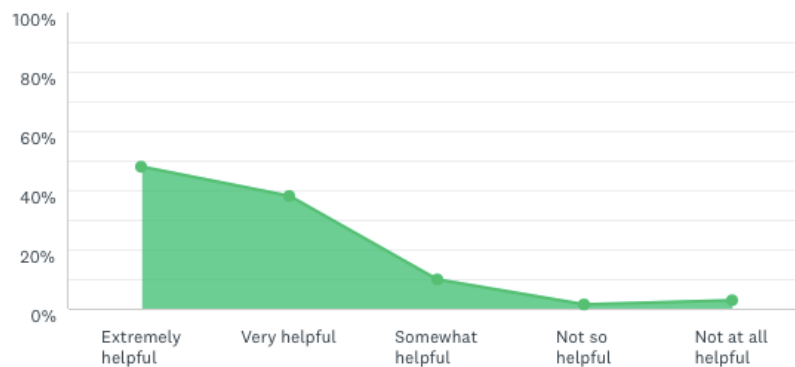
vision map of their future self, which further directed them to set out clear academic goals and objectives within timelines adhering to their university academic tenure.

By identifying their academic goals and career pathways, students shared they were easily able to identify with and seek support to find opportunities of future employment with respect to their ongoing academic endeavors. This helped them narrow down potential areas of employment that they were seeking to become eligible to qualify for. It also helped outline prospective positions of employment and created opportunity for them to direct their academic progression towards sought out areas of employment at an early stage. This information helped students vision out a list of achievements, and enabled them to assess and measure where they stand in terms of their future employment probability and current academic qualifications.

Figure 7.

How helpful were the assignments and activities to your understanding of the material?

Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely helpful	47.89%	34
Very helpful	38.03%	27
Somewhat helpful	9.86%	7
Not so helpful	1.41%	1
Not at all helpful	2.82%	2
TOTAL		71

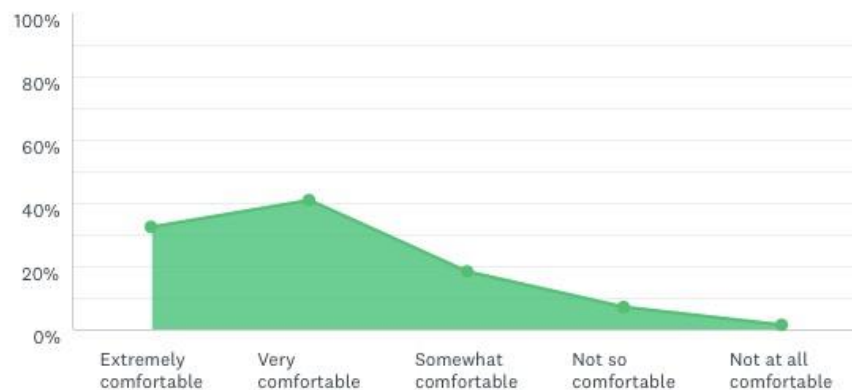
34 respondents (47.89%) found the assignments, activities and techniques ‘Extremely helpful,’ 27 respondents (38.03%) found them ‘Very helpful’ while 7 respondents (9.86%) found them somewhat helpful. 68 students presented a positive response whereas 1

respondent (1.41%) found it ‘Not so helpful’ whereas 2 respondents (2.82%) found them ‘Not at all helpful.’

Figure 8.

How comfortable did you feel voicing your opinions in class?

Answered: 71 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely comfortable	32.39%	23
Very comfortable	40.85%	29
Somewhat comfortable	18.31%	13
Not so comfortable	7.04%	5
Not at all comfortable	1.41%	1
TOTAL		71

In order to evaluate the effectiveness of personal development techniques, the confidence and self-assurance level of the students was judged by asking them how comfortable they felt voicing their ‘Opinions’ in class. 23 respondents (32.39%) felt ‘Extremely comfortable’ while 29 respondents (40.85%) felt ‘Very comfortable’ and 13 respondents (18.31%) felt ‘Somewhat comfortable’. 65 students accounted for a positive response while 5 students (7.04%) felt ‘Not so comfortable’ and only 1 student (1.41%) felt ‘Not at all comfortable’.

Personal development at a social level

Relationships

It is no secret that relationships can either make you or break you which shows that they are two-sided. Through the process of personal development by working on ourselves, we become capable of increasing the capacity we withhold to become better individuals not only on a personal level, better also in terms of our behavior towards others. It enables the creation and sustenance of prolonged, healthier and more fulfilling relationships, while discarding unhealthier ones. It helps us grow in realization of our self-worth, which allows us to identify the relationships that contribute to our growth and are worth keeping from the ones that dampen our growth and should be discarded.

Personal development as a tool assists in refining and acquiring new skills that further add to strengthening our existing relationships, creating a positive impact on our life as well as on those in our company such as our family and friends. Personal development integrates personal and career development with high quality academic learning and employability. Reinforcing the fact that success doesn't come by chance, but by making plans and executing them.

Full of useful practical features, it enables its practitioners to improve their abilities to co-relate with others at higher levels of understanding, and allows for their newly gained knowledge, learning and skillset to ultimately be transferred and applied to all facets of their lives.

Drawing out a personal development plan is relatively easier than the process of implementing and following through on the plan. A good amount of motivation is essential to begin this process of self-improvement.

Setting personal targets: Also widely recognized as mini-goals they aid in achieving lifelong goals in the long run. In their absence, the idea of achieving a goal may begin to seem like a pipe dream which may lead to demotivation and a low morale. The grader a goal, the more targets should be set to make them achievable.

Maintaining a positive, calm and controlled outlook and attitude: Needless to say, there may exist various many instances and impediments along the way that can de-motivate. Tackling them immediately may at times seem to be a bit out of our own control, therefore remaining calm and positive in the tough times helps create solutions and keeps the process going. It helps build resilience which can help strive towards the goals without quitting or giving up. Failing to do so can result in problems caving in, making success further out of reach. There is no denying that there will always be hurdles, but believing in the end, you will be the winner is key.

Developing and building on positive relationships: It is essential to be surrounded in the company of people who lift you up, motivate you, help you strive towards your goals and support you through all aspects of the journey. Never allow yourself to be dragged down and under by of someone else, and never become victim to others validation. Realizing that your goals are your own, therefore, so keeping them yourself is extremely pivotal. Only allow the right people with the right energy around you, who have the skills and qualities to help you run towards your goals. Surround yourself with likeminded strong successful people who grow on building each other up and find strength in one another's progression.

Personal development at a professional level

Workplace

The following are ideas combined with practical initiatives developed with the purpose of connecting personal development with work, to enhance prospects concerning student employability. Under the umbrella of personal development, students are taught to value their personal, academic and prospective professional lives through the same spectrum. The idea of valuing oneself is closely linked with personal development, which is further closely tied to professional development and achieving lifelong personal and career goals. When an individual is focusing and working on their growth, be it in a private or professional capacity, both relate to them personally developing themselves. When growth is tied to organizational goals, personal development can play a key role in assisting and enabling individuals to achieve outstanding results.

Personal development benefits in the workplace:

Drives, uplifts and boosts motivation: Personal Development enables you to run a personal SWOT Analysis, and makes you more aware of your strengths, weaknesses, opportunities for growth and improvements, and possible threats blocking potential growth and development. This knowledge can help you become more productive, and make effective decisions, resulting in achieving positive outcomes which not only boosts confidence but also motivates to achieve more.

Enhances skill advancement: Personal Development plan involves creation of a vision board and life plan, including career goals which highlights a roadmap to initiatives that must be undertaken. This helps identifying skill development in detail, enabling Individuals to devise a step by step process of skill improvement and acquisition of new ones.

Mastering goal-setting: Personal development planning encompasses both short-term and long-term goal setting and planning. It allows you to break down major goals into achievable smaller goals, through a daily plan which not only makes the process easier and less intimidating, but also a lot less burdensome. Committing to goals set personally are also easier to follow compared to the ones being imposed on you, which makes personal development planning a much more effective choice.

Beneficial for everyone: Personal development does not only benefit an individual alone, it has an impact on a greater level, such as the productivity of an entire organization. This is the primary reason why professional development training and employee self-evaluation is an integral part of some of the most successful organizations across the world.

Conclusion

By undertaking personal development strategies, exercises, assignments and techniques, and through successfully task completion students can obtain more in terms of discovering

themselves and can also take substantial steps further towards being more self-motivated to learn and achieve.

Although the results from my findings express the reality of the context in which my research took place, they cannot be generalized. Moreover, it is important to highlight that these results reflect only one side of the educational process (the learner), it should be taken into account that it is just as important to consider the other side's perceptions (the teachers and institutions)—to gain a more objective perspective.

There is little doubt that a student-centered approach enables better communication with students, and also plays a vital role in implementing a proper method of challenging them to be more self-aware. Although these are easily some fundamental keys to success in the process of teaching and learning, it must be noted that personal development has some potential for improvement in future by initiating and undertaking a more structured approach.

Recommendations

By endorsing a paradigm shift from behaviorism to constructivism, research can be used as an effective tool as a much needed addition to personal development. Research in itself is an explorative learning activity, adaption of which involves the natural development of cognitive and psychomotor skills. Introduction of more rigorous methods of implementing 'Applied Theory' can help take this process a step further. Equal importance needs to be reflected on teaching them supplementary skills need to translate the theory into a practical demonstration of work so effective value addition is seen to the implementation and application process of the knowledge being gained. This will help ensure students understand the basis of their learning and research. Including the multiple aspects and areas of their life they can guide and apply this knowledge to, inclusive of the methods required for converging theory into practice. Enabling them to develop the tools and craft they have a natural inclination towards, all the while encouraging them to be their most authentic selves so the development and practice can be sustained over a very long course of time. Another important aspect to be recognized is that teachers should be given the space and freedom to innovate, devise appropriate methods of communication and activities relevant to the needs and concerns of their students as this ultimately improves the quality of institutes education, and no one understands the needs of the students better than them.

Research limitations

Personal Development literature encompasses several multiple meaning concepts which are often ill-defined. They are poorly under-researched, and found to be highly dependent on context. This research therefore is only focused on students understanding, and response to a range of activities involving self-reflection, identification, visualization, goal setting, planning, monitoring, decision-making and career management. I have not explored issues relating to the production of transcripts, creation of student portfolios, or the issues relating to student employment. It is highly unlikely that such problems can be fixed through some conceptual resolutions which is why my research was restricted to conducting an empirical study of the

experience of students who have undertaken personal development as part of their undergraduate coursework.

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