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POWER CRISIS IN PAKISTAN: A SURVEY OF ITS IMPACTS ON HUMAN RESOURCES WITH SPECIAL REFERENCE TO SINDH

Ambreen Fazal1*, Muhammad Kamil Lakho2, Zuhaib Uddin Memon3, Zuhaib H Shah3

Abstract

The people in Pakistan have been suffering due to power crisis for the last several years. Small and medium factories of Karachi and Hyderabad are the victims of the same problem. The other aspect of this issue is the sufferings of human resources as delay occurs in completing orders. This in result is causing psychological, economic and other serious problems at work place, business organizations and in the domestic sphere. The present study aims to explore the problems occurred due to power crisis. The study is quantitative in nature. It was conducted in two areas, namely Karachi and Hyderabad through social survey method. Data were collected from one hundred respondents selected through simple random sampling procedure. The study indicates that power crisis has increased a lot during the last several years. People working in industries and smaller firms believe that power crisis directly affect the production system. It also hampers the study of the students. They suffer most especially during the period of examination. On the other hand, it is also quite impossible to complete official assignments within stipulated time due to power crisis. Several health problems like hypertension, blood pressure or psychological troubles due to sleeping disorders were also identified as the consequences of power crisis.

Key words: Power crisis, impacts, human resources, Sindh, Pakistan.

Introduction:

Now a day’s electricity has become the main and fundamental requirement of our everyday life. The role of electricity is especially vital in industrial and agricultural sectors of the country. Electricity is also considered as the symbol of modernization of urban and rural life. It reflects the economic status of the country. In today’s times where the technological innovations are introduced and the same are extremely involving in every sector of social life for grooming it up. In-addition to these innovations are also introduced in the field of producing electricity like wind, solar, coal, thermal power etc. These plants are being installed for producing the electricity in order to overcome increasing power crisis.

1*Corresponding author, Chairperson, Department of Media Studies and Social Sciences, SMI University, Karachi. Email: ambreenfazal@smiu.edu.pk
2Lecturer, Department of Media Studies and Social Sciences, SMI University, Karachi.
3MS Student, Department of Media Studies and Social Sciences, SMI University, Karachi.
The importance of energy has been recognized by various studies as it was identified by Bhutto (2013) as energy is one of the indispensable inputs for economic prosperity and industrialization. For improvements and maintenance of human being’s living conditions a reliable supply of energy is essential. The renewable energy source usages, rational utilization and management of energy sources are vital. Another study carried out by Ahmad (2013) also asserts the value of energy and he considers energy as the life line of an economy. Energy for socio-economic development is a vital instrument. It is also important factor of production process and fundamental in running machinery in factories and industrial units, powering our vehicles and for lighting our cities. Shakeel et al. (2016) in his study states that “Pakistan as an underdeveloped and populous country requires an uninterrupted source of energy to keep its development on track and provide its citizens with a reasonable standard of living. Conversely, the country is unable to fulfill its domestic energy requirements and is undergoing an acute energy crisis. Electricity is a sector that has suffered the most from the energy shortages. The gap between demand and supply is met through blackouts and, at times, the country plunges into darkness for more than 10–12 hours a day. This crisis, that the country is currently facing, did not occur overnight. The root cause of this debacle goes back in history and can be attributed to decades of mismanagement, poor planning and negligence.”

In our country, due to various reasons and lack of planning we are in a crisis of decreasing the rate of economy growth and this is alarming for the future generation. Due to such an economic situation, there is an increase in the rate of poverty, unemployment, crime which in turn creates disorganization in society and various other critical issues are taking birth as well. Karachi and Hyderabad the both cities are considered not only economical hubs for Sindh but for the whole Pakistan. Here in both cities, especially in Karachi, there are thousands of workers who generally come from far flung areas from interior Sind and from other parts of all over Pakistan. They are the great victims of power crisis. These workers live under hard conditions and power crisis adds fuel to the fire for these poor masses. Due to the rising of energy costs, generally the prices of everyday commodities increase. Under the consequences industries get raw material on expensive rates and bear the expenses of the increasing rates of the electricity too which is considered as the primary problem of the industries. It results in shutting down of the industries. For instance, in Karachi more than 30% of the small industries have already been shut down. Under the situation many foreign investors are changing the course of their investment towards other countries of the world. Thousands of employees have lost their jobs in the eve of this turmoil.

As per survey report conducted by International Republican Institute (IRI) in 2014 it is found that 42% respondents identified the shortage of electricity as the most important issue faced by Pakistan, whereas 21% gave the place to inflation, 12% were of the view that unemployment is the current issue of Pakistan, 10% said terrorism, 3% were critics to the prevailing law and order situation, corruption, poverty and other most crucial issues whereas only 1% believed in the shortage of petrol/gas resources in Pakistan. It is clear from the above-mentioned findings that more than 40% people identified power/energy crisis as the main issue of Pakistan. Besides this, it is incumbent upon the governmental agencies and policy makers to find out the core reasons of this deep issue and try to resolve it in an effective manner at the earliest.

Consumption of Energy and Development of Economy:

For the last many years, the relationship between energy consumption and economic development has remained hot debate among the economists and energy experts throughout the world. In this regard, they are sharing their views at national and international platforms. Every developed, developing and underdeveloped country is trying its best to resolve the issue of energy crisis and, in this context they are conducting various studies, arranging conferences, holding symposiums and using different methodologies. In this line, they are also establishing collaborations with international fraternity. According to the Economic Survey of Pakistan, 2013 that “Our periods of high growth rate of energy consumption were followed by high growth rate of GDP, conversely periods of lower growth in energy consumption caused lower growth in GDP. Pakistan enlisted among the list of the countries, whose per capita energy
consumption is very low. However, intensity of electricity here is high as compared to the various developing countries.

Chart-1

The industrial energy consumption has increased by 45% gradually every year. Not only in industrial sector but demand in domestic sector is also increasing day by day due to the increasing usage of home appliances.

The Main Energy Producing Sources of Pakistan

The traditional or conventional energy sources are: Thermal (oil, natural as, coal) Hyderal (waterfalls, dams) and Nuclear (uranium). Currently two nuclear power plants are installed in Karachi and Chashma. While non-conventional energy sources are; Wind energy, Biogas (animal or plants wastes), solar energy, Geo Thermal and Coal burnings. These energy sources are functional but needed to repair or functioning.

Power Supply and Shortage/Demand

The average of shortfall is more than 4000 MW and average demand is more than 27000 MW. According to following survey chart the demand or shortage of electricity will increase day by day.

Source: Nuclear Power of Pakistan 2009-10
Statement of the problem

Power shortage is a common scenario of our life. Every day people in the country tolerate several hours of load shedding and CNG shortage. Several industries are going to be shut down and human resources are trying to achieve alternative methods of their earning. Hospitals, Schools, Courts and other public institutions are also suffering due to power crisis in Pakistan. Official work has become unable to be completed within office hours. In other words, social, official and the domestic life of the people are being disorganized due to power crisis. Though government has tried its level best to overcome the problem and launched various reforms in this regard, but the situation could not be changed a lot. This is the responsibility of the researchers and academicians to come forward to indicate the areas of the reform and reorganize in order to lighten the problem of energy crisis in the best interest of the people of Pakistan.

Objectives

1. To determine the problems faced by workforce due to power crisis.
2. To classify the problems faced by workforce at the place of work and in their domestic life.
3. To observe issues caused by power crisis in order to identify the most pressing problems.
4. To study the impact of power crisis on efficiency of workers.

Hypotheses

1. Power crisis likely causes problems to the work forces.
2. Power crisis likely causes problems and disturbance to domestic life of workers and general public.
3. Power crisis is likely a burning issue of Pakistan.
4. Power crisis likely affects the efficiency and capabilities of the workers.
Scope of the study

The study will be helpful to the managers and administrators to know the reasons behind their workers’ inefficiency and decreased productivity. The study will also contribute to decreasing the stress of people working at large and small industrial units. It will also highlight the challenges and problems faced by human resources and the economy of the country which in turn will be helpful for the policy makers to frame out policies to alleviate the problem of energy and power crisis in the country. According to Ahmad & Gao (2015), “Power crisis in Pakistan needs to be addressed on urgent basis. Different researchers and policy makers have proposed different solutions to mitigate the gap between the demand and supply of power but these solutions have limitations in terms of time, structural establishment and cost effectiveness. In this perspective for any short-term solution; least financial resources and time is an essential requirement”. Therefore, keeping in view the above-mentioned resolve of the researchers it could be hoped that this paper will also contribute a little bit to the resolution of power crisis in Pakistan and especially in the province of Sindh.

Literature Review

Siddiqui et al. (2011) in his study identified that in Pakistan power crisis has randomly increased since 2005. This all happened in the shape of power shortage and slowly turned into the shortage of other forms of energy like gas, CNG and other petroleum products. The severe electricity shortfall compelled the concerned authorities to impose load-shedding schedules of more than eight hours. In addition, unannounced outages in various cities were also observed and duration of this sudden happening was not less than eighteen hours.

(Amartya and Shrestha, 1998; Mukoni, 2012:404) concluded that “unless women’s practical and strategic gender needs are internalized by policy makers and unless gender based programs are planned and implemented rural energy interventions are likely to remain ineffective and unsustainable”. This study reveals that how load-shedding is reproducing, perpetuating or challenging the gender relations status quo and the implications which are posing for sustainable development.

Gadit (2009) stated in his study that Pakistan among the countries of the world falls under the category where a huge majority of population lives below the line of poverty and the environmental conditions of the country are going to the most awful stage gradually. The huge population of the country lives in limited and overcrowded areas and this in turn causes the irritability, depression, hypertension, frustration as well as anxiety among them. The conditions of weather in southern parts of country especially Karachi and other coastal areas of Sindh and Baluchistan are categorized by high temperatures in summer season with humidity and in these areas electricity short falls for many hours and causes heat strokes and exhaustion. Ali & Shah (2012) declared energy as a lifeline of a nation and further elaborated that current energy consumption trends in Pakistan were extremely inefficient especially, in the domestic sector. The researchers recommended the application of only first level of energy conservation because the technique would be able to change in attitude and eventually could save electricity.

It is revealed in the report of Islamabad Policy Research Institute (IPRI) & Hanns Seidel Foundation (HSF) published in 2013 that “access to reliable, affordable and uninterrupted supply of energy is the key to economic growth and welfare of any society. Discussing the current energy situation, it is pointed out that a number of factors which were responsible for the severe shortage -- line losses caused by inefficient transmission and distribution systems, high level of theft, low recovery of revenues by distribution companies (DISCOs) from public as well as private users, and inadequate and delayed payment of subsidy by the government”. Ali & Naseem (2011) described that due to energy crisis electricity rates keep on increasing in Pakistan all the times. Pakistan is facing a huge energy crisis and the demand of electricity is increasing on daily basis. The electricity shortfall has hit the record level and it’s not looking to be resolved in near future. The researchers further narrated the factors responsible for the energy crisis and in this line; they hold government responsible for its inefficient policies as due to these policies rate of inflation...
is also increased in our country. Again, they reiterated that the whole scenario made the life of common people much difficult. Khan (2008) described the views of most popular psychiatrist. One of them is Riaz Bhatti (Head of Psychiatry Department of Mayo Hospital) who recognized the importance of sound sleep in the life of human beings. According to him, sleep is essential for a healthy life and depriving people of uninterrupted sleep is causing depression and anxiety. Another prominent Dr. Haroon ur Rasheed, another prominent psychiatrist, holds load-shedding and power shortages responsible for increasing number of psychological patients. He explains that “the basic reason of the increasing number of patients with psychological problems are the ongoing load-shedding.” He urged the government to revise the load shedding schedule and not to cut the power supply during sleep hours”. According to Mukoni (2012), load shedding has rippled effects in the social fabric of sustainable development through its impact on gender relations. It is proved that load-shedding reproducés and maintains gender relations of inequality, thus holds back sustainable development. Due to load-shedding men’s time in the public sphere increases, while women are tied more to the private sphere.

Khahro et al. (2014) in his study identified that currently Pakistan is experiencing severe shortage of energy. The findings of the study reveal that the country urgently needs new sources of energy which may be affordable and may be helpful to mitigate the troubles of our people. The study identified the efforts of the government in increasing the conventional energy sources like hydel and thermal and focus of it on the immense potential of renewable energy sources like; solar, wind, biogas, waste-to-energy etc. Further it described the need for utilizing economic feasible energy sources having lowest carbon emission as it is essential in the eve of the recent worldwide economic crisis, global warming and climate change. Awan & Khan (2014) in their research asserted that it was energy which played a pivotal role for the economic development of a country. The researchers sorted out the fact that a reliable source of energy is most important and needed to get better living standard of people. They are of the view that though industrial prosperity plays a crucial role in the advancement of any country, but the industrial progress depends on reliable and durable supply of electricity.

**Research Methodology**

**Procedure**

The present study is designed purely as quantitative in nature. In this context, the researchers developed close ended questionnaire and the same was distributed among the respondents by assuring their privacy. These all are the efforts of the researchers carried out within their limited resources.

**Data Collection**

Both primary and secondary data have been utilized for the purpose of the study. Primary data have been collected through survey among the respondents, whereas secondary data have been collected from the previous studies carried out on the concerned topic at different times. In addition, secondary data have also been taken from the books and internet sources. Around 100 survey questionnaires were distributed among the respondents. In the way of data collection, the respondents were given verbal instructions and made them familiar with the purpose of the study. They were given assurance of the privacy of their response and their right to withdrawal at any stage. The participants were assured of their personal information if they provide will be kept as secret and were informed of being anonymous.

**Population of Study**

Karachi and Hyderabad were selected as the population of the present study. Karachi being an industrial hub and Hyderabad second industrial city of Sindh is justified as the representatives of whole Sindh.
Sample Size

Sample size for the study was 100. Out of these 50 respondents were selected from Karachi and another 50 respondents from Hyderabad.

Sampling Method

Simple Random sampling technique was used for the study. Those individuals were selected who have small or large business in both cities of Sindh and having their shops. Besides to this few government employees, bankers and students were also selected.

Setting

Keeping in mind the busy schedule of all the respondents under the study and especially a large number of customers at their shops, they were first asked for their free timings in which they may be available for the purpose of response to the questionnaire. After this the researchers administered questionnaire among them and got their responses. Due care was also given towards the translation of the questionnaire because in case of shopkeepers the researchers faced a few respondents of this category who were not fully aware of English language so they were read out the questionnaire in Urdu and Sindhi by the researchers and their response was recorded.

Data Analysis

The raw data collected for the study were analyzed with help of software named SPSS. Help was also sorted from MS Excel and MS word too.

Discussion of Findings

As stated earlier that the data during the course of the study were collected from 100 respondents through survey questionnaire and the same was administered by the researchers keeping in view the ethical code of social research. Following is the findings of the research and explained as under.

Participant’s Demographics

<table>
<thead>
<tr>
<th>Chart-4: Respondents by Profession</th>
<th>Chart-5: Respondents by Age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government Employes</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td>Shop Keepers</td>
<td><strong>62</strong></td>
</tr>
<tr>
<td>Media</td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>Printing Press</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Students</td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>Teachers</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Computer Operators</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>Bankers</td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
Opinion regarding the degree and duration of power crisis

According to the present study, more than 50% respondents opined that power crisis had increased during the last few years, while 26% responded that power crisis had decreased and 15% was of the view that power crisis remained same as it was in preceding years. This is further elaborated by the charts below:

**Chart -6: Degree of power crisis**

**Chart-7: Duration of power crisis**

Degree of sufferings due to power crisis at work place and in home [Very high (1) to very low (6)]

According to the study more than 40% respondents were highly affected, while only 3% of the respondents are very low affected by power crisis. This scenario is also explained as under with the help of chart:

**Chart-8: Impact of power crisis on workplace and at home**

Impact of power crisis on price of goods and on law and order situation [Very high (1) to very low (6)]

The study revealed that power crisis exerted immense impact on the price of goods, while law & order situation rated at 5th position which indicated that power crisis had little impact over law & order situation. Detailed information is expressed in the form of chart as below:
Impact of power crisis on health

The study indicated that 75% of the respondents were affected by power crisis and faced health problems. Their routine work was also hampered, while 3% of the respondents remained unaffected. Among the respondents who faced health problems due to power crisis 37% respondents suffered from sleeping disorders, 2% from heart diseases while 5% coped to the psychological disorders. All these findings are further illustrated in the form of charts below:
Ways of coping stress during power crisis

A total of 30% respondents told that they released their stress by criticizing the government, political leaders and WAPDA/KE, whereas 21% respondents told that they started to smoke in order to release their stress. Whereas, further ways are explained by the chart below:

**Chart-14: Ways of coping stress during power crisis**

- Nothing/other activities: 2%
- Abusing govt. leaders & WAPDA/KE: 30%
- Overeating or not eating: 2%
- Smoking: 21%
- Taking out stress on others: 13%
- Using drugs/pills to relax: 17%
- Withdrawing from family, friends & others: 15%

Impact of power crisis on routine activities
A countable portion i.e. 23% of respondents mentioned water shortage problems, whereas 23% respondents felt disturbance in office/educational assignments and 23% of the respondents felt trouble in performing the domestic tasks. The findings are further explained in the form of chart as under:

**Chart-15: General impact of power crisis on routine activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing/other activities</td>
<td>11%</td>
</tr>
<tr>
<td>Darkness problems</td>
<td>23%</td>
</tr>
<tr>
<td>Disturbance in assignments</td>
<td>23%</td>
</tr>
<tr>
<td>Water shortage</td>
<td>23%</td>
</tr>
<tr>
<td>No usage of Gidgets</td>
<td>11%</td>
</tr>
<tr>
<td>Fighting with kids/others</td>
<td>10%</td>
</tr>
<tr>
<td>Street Crime/Robbery</td>
<td>9%</td>
</tr>
</tbody>
</table>

Position of previous and current government as the responsible authority for power crisis? (PLS Rank 1-7)

In the response of above question 34% respondents held responsible on second number to the previous government while the response about the current government is 22% and these respondents agreed that current government is responsible for this crisis so first present government and on second is the previous one. Therefore, below mentioned charts 16 and 17 are describing the position of previous and current government as responsible authority for power crisis.

**Chart-16**

**Previous Govt.**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>34%</td>
</tr>
<tr>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>7</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Chart-17**

**Current Govt.**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22%</td>
</tr>
<tr>
<td>2</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>7</td>
<td>13%</td>
</tr>
</tbody>
</table>

The ways to overcome the problems of power shortage and power crisis
The 1/3rd ratio of respondents agreed that we should change our life styles and due care should be taken while using electricity unnecessarily. Almost same portion of the respondents suggested that new technology should be installed and new technological instruments and auto lights should be adopted. Rest of the respondents advised to install low power technological equipment, solar and wind plants.

Chart-18: The ways to overcome the problems of power shortage and power crisis

Conclusion and key findings

The study shows that power crisis has continuously increased during the last few years. In most of the areas of Karachi and Hyderabad where electricity billing is 100% those areas are no more facing power crisis or observing less timings of load-shedding i.e. 2-4 hours. Majority of the people having not enough income and low resources are not able to avail the facility of backup energy powers such as generators, instant power supply (IPS) etc. It was observed that many corporations or companies having facility of power backup completed their tasks with ease. Working people believe that power crisis has direct effect on the production of firms and factories which results in high demand and high price of goods. The students are also the great victim of power crisis in Pakistan especially they suffer during examinations. It becomes very hard to complete official assignments within given time. People suffer in health problems like hypertension, blood pressure or psychological troubles as a result of power crisis. These health problems mainly occur due to sleeping disorders. For the crisis of power respondents under the study mainly have held the government, the political leaders and WAPDA/KE responsible. The surprising findings of the study is that the respondents have held the current government responsible for the power crisis. They are of the view that our country is rich in all natural resources but due to dishonesty, corruption, lack of effective policies, poor planning and mismanagement we are affected by such type of crucial problem. They believe that if we take precautionary measures, such as to switch off extra and unnecessary lights at our working places and at homes we would be in position to save enough energy for the days to come ahead and can control the power crisis.

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SOCIAL AND CULTURAL INFLUENCES ON WOMEN AND CHILDREN HEALTH IN ASIA AND AFRICA

Subhash Guriro1, Jaishri Mehraj2

Abstract

This research article intends to analyze the role of social and cultural beliefs in the life of people and evaluate the effects of such beliefs on the health of people in society. Social and cultural beliefs are prevailing in the societies since a long time and have played a crucial role in establishing some practices which are followed by a larger portion of the population. Asian and African societies are largely affected by these beliefs and this effect is very visible in the health. There are very strong roots of these beliefs in these societies. As far as the health perspective of human life is concerned each culture contains certain beliefs about health. Every society has developed some sorts of typical beliefs for the diseases and their treatment. In order to analyze this effect of social and cultural beliefs on the health of people in a society we have searched for different social and cultural practices among the populations and tried to explore the link between these practices and established social and cultural beliefs in the society. The research was made on the hypothesis that there is a significant relationship of social and cultural beliefs with the attitude and behavior of the people towards the health in the society. This paper has identified different beliefs & practices existing in the Asian and African societies and examined their role on the women and children health. Some practices are playing a major role in developing poor health indicators like high infant mortality rate (IMR) and maternal mortality rate (MMR) in the study population. Research shows that indicators of women and children health in Asian and African countries are very worst in comparison with other developed countries of the world. This paper recommend for preparing different awareness programs for community in the context of social and cultural behavior of people towards health and urge policy makers and public health professional to make appropriate legislation to stop harmful practices and take effective measures for the improvement of women and children health.

Keywords: Social influence, culture, women health, Asia

Introduction

Beliefs and practices among the population are linked to culture and environment of society and play a significant role in the shaping of overall attitude and behavior of the people. Human history is full of such beliefs and practices which

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1*Corresponding Author, Assistant Professor, Department of Media Studies and Social Sciences, SMI University, Karachi. Email: subhash@smiu.edu.pk
2Assistant Professor, Department of Bio Sciences, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST), Karachi.
have been remained dominant part of the social life of the people. Traditional cultural practices can been seen in all societies and these are the reflection of those values and beliefs which were established in the community since the time of early evolution in the history of mankind. There is a great diversity found within cultural groups, beliefs, values, and practices all over the world. Health in ancient societies is affected by different social and cultural factors related with their belief system. Due to these factors variety of effects are observed on the life of the people living in those societies. For example these beliefs had played a significant role in the making of behavior which was more risky for the spread of diseases in certain conditions. Those beliefs increased the vulnerability for many health care problems and diseases especially for women and children population in Asian and African societies. We can understand the different indicators of health like morbidity and mortality rates with the help of these factors (NIH, 2000). Social structures are complex in nature and possess different mechanism. Health is affected by various mechanisms working within social structures existing at different levels. Some structures affect people at large like the government. Economic systems also affect broadly in continuation with social efforts made by people in making their livelihood (Bachrach and Abeles, 2004). Those countries where societies are more inclined to their traditional back grounds, social and cultural beliefs play crucial role in the shaping of behaviors and decision of people in the health and other areas of their life. In order to understand the social and cultural ties with behavior of people it is essential to understand the different dimensions especially in the perspective of health. Those societies where social and cultural beliefs have strong roots are prone to disease and health care threats at broader level and the process of understanding socio-cultural dynamics can be a way forward in dealing health related problems and issues. There can be a greater possibility of identifying various opportunities to improve the health of people. Desired health outcomes can be achieved through the awareness and behavioral change in society by understanding these belief systems. The social psychology depends upon the established cultural norms in society and it may have a link with the abolishing those dogmas and improvement of health in society. It has been observed that such aspect of social and cultural norms on the majority of the population has been ignored previously and deliberately avoided in the discussions and studies.

**Research Hypothesis and Objectives**

The main objective of this review is to explore those ideas in society which have developed some social and cultural practices in relation to the behavior towards health of people. This study will explore those practices and attitudes in the Asian and African societies which have significant influences on the health of women and children. In this way this study analyses the reasons of deteriorated health outcomes for women and children in society. The research was made through the literature review from the secondary sources of data published in various research journals, newspapers, magazines and books on the subject including the internet. Those beliefs and practices were included in the research which were prevailing in the Asian and African societies. The focus has been given to existing social and cultural beliefs prevailing in the societies of Asia and Africa.

The research was made on the hypothesis that there is a significant relationship of social and cultural beliefs with the attitude and behavior of the people towards the women and children health in the in Asian and African society.
Important findings and discussion

This review has been provided valuable insight in the subject of enquiry and revealed important findings in the relation of research objectives of this study. There are great challenges exist in the field of maternal and child health in Africa and Asia. Vast poverty and ignorance of health issues in both continents have threatened the lives of pregnant women and their children (Vermund et al.).

Provision of health care may be related with the cultural issues in older societies. We can find variety of cultures in all over the world. Every culture has its sub-culture and there were also many differences found at geographical areas like rural and urban divide in society with distinct features. Some individuals also maintain their different image despite of being a part of these population groups. The differences at individual level may be linked with their education, experiences and personal understanding. We can also find different classes of the people on the basis of their economic and social status in the society (Manderson, 2003). Traditional beliefs are unique characteristics of societies and also depict their bondage with the social history in that particular area. People make interaction with the support of those beliefs in society and social psychology developed on the basis of those beliefs help in their endeavor to do so. But the negative impact of these beliefs has been observed on the vulnerable groups of populations like poor, women, minorities and children in comparison to other members of society. The cultural values and beliefs within different societies provide real examples of how and to what extent those values and beliefs affect health. We have identified some common traditional believes & practices in the Asian and African societies affecting women and children health and discussed in detail.

Female genital mutilation (FGM)

Custom of female genital mutilation has been developed in different traditions after a long time of thought evolution. Basis of this custom may be traced to social and religious factors dominant in those cultures but there may be other economic and psychological reason of this phenomenon. For example the notion of sexual desire of women in ancient tribes may have played a role in establishing this custom. But this is a fact that this custom was followed in some cultures and it affected the women of that society from different angles and perspectives. It became the cause of serious health implications among women and girl child of those cultures where this custom was common. There were many psychological problems were observed in women population of those countries where FGM observed frequently. As it was performed under the umbrella of cultural rituals so there was no proper attention given in performing the operations of women. The usage of non-sterilized equipment and unhygienic environment always became the cause of drastic women health challenges. Even such practices increased the death cases in women along with other risks of disease transmission in population in Africa and Middle East. FGM is assumed to be practiced frequently in many societies of Africa, Asia, Australia and Latin America (Dorkenoo, 1994).
Son preference on girl child

Son preference is a common desire of the people in the Asian and African societies. In Pakistan and India people usually prefer to get male child in the comparison of female child. This phenomenon is deep rooted in the mind set of people and there are many social and cultural reasons behind it. This preference attitude of people can be seen in variety of practices and rituals in the society. The interesting thing is that this preference attitude is not confined only to developing or poor societies but it can also found frequently in developed countries as well. In developed societies the reasons of son preference may be economically and socially different from the societies of developing world. Son preference is manifested in people behavior as they manifest it on daily life occasions. The son is preferred on daughter because it is to be considered as the only source of family name continuation and property sustenance. This preference sometimes become the cause of neglected girl child health and appeared in the shape of increasing population of malnutrition and poor health female children in the family. This preference attitude also lead to discrimination among children population which create psychological disorders. These attitudes of son child preference actually denies the right of girl child and in future it may hinder in the getting social and economic opportunities for women in the society. This preference also became the reason of early abortions in some societies like India and Bangladesh which have posed the serious repercussions for women health (UN, 1979).

Early marriage and dowry

Practice of early age marriages has been observed in some ethnic populations across the Asia and Africa. Child marriages cases are reported from different countries for different age groups of children. The girl virginity is assumed to be main cause behind such marriages in some societies but the price of bride is also linked with this practice in some cases. There is also a perception of less sexual contact of younger age girls as compared to older age females has been established in such societies. Dowry is another important factor contributes in establishing this notion of virginity and early age marriages. In some communities of South Asia especially India, there is a practice of getting huge amount for dowry from low status girls which is given by the girl parents to make sure the contract of marriage and age is always of little concern. Due to system of dowry the poor girl parents suffer more and victim girls also face serious mental and physical problems. Three are many factors which are linked with the women health and child marriage especially in the societies where health care facilities are not provided in an adequate manner. Early marriages may be the cause of abnormal deliveries, abortions, malnutrition and other health problems in younger girls (UN, 2006).

Beliefs and practices during pregnancy

In the world, Asia and Africa bears the highest share of all forms of malnutrition. According to the one report of World Health Organization (WHO) more than half of all the stunted children under five belonged to Asia and more than one third to Africa in 2015. About 33.9 million children suffering from wasting and severe wasting have been reported to live in Asia (WHO, 2016). Malnutrition is the significant factor affecting the health of pregnant women in the societies of poor and developing nations. It has been observed and reported in the previous studies that there was strong
relationship in the malnutrition and social and cultural behavior of people towards food consumption. Intentionally reduced dietary intake during pregnancy has been reported in some parts of India, and it is also observed that less food intake was due to the fear of a big fetus, causing obstruction and pain during pregnancy (Bishnoi et al., 1994). Some beliefs are often associated with the concepts of “hot” and “cold” foods. Hot foods are assumed as meat, egg, fish, onions, garlic, and mango etc. The general concept of avoiding these food items was that they caused premature delivery, miscarriage, or abortion. On the contrary cold food items like coriander, coconut water, peas, radish, and yoghurt were believed to be cause of cold and cough to the mother and child. Such established concepts lead to deteriorated women and children health in Asian and African societies. It has been reported that these dietary restrictions lead to anemia, malnutrition, low birth weight and intra uterine growth retardation, which consequently worsen the pregnancy outcome (Mahmood, et al. 1997).

Breastfeeding practices

Breast-feeding is considered to be good for the health of new born babies and has been encouraged in most of the societies. The duration period of breast feeding varies in different societies. It may be up to six months for minimum time period and last till three years. In India and Pakistan the practice of breast feeding is followed by all communities but in some ethnic populations it has been observed that the first five days after delivery are not assumed favorable for breast feeding due to some established notions and believes. For such practice it was thought that before the discard of colostrum the milk of mother is not pure and mothers should not feed their babies in this period of five days. In such scenario the goat milk was assumed as better milk or some in areas the cow milk was given to new born for five days. It has been also observed that in some areas the sweet water has been mixed with milk of cow and goat. Most of the communities also added other light food products like honey in the milk. In some African countries like Ghana, babies are fed with tea in addition to breast feeding. These practices have some sort of traditional and cultural thinking behind it and it has played a role in the health of new born babies. Some practices may have developed malnutrition and vitamin deficiencies in children population of these countries including high infant mortality in developing countries (UNICEF, 2003).

Vegetarianism

The roots of vegetarianism can be found in the ancient religions of south Asia and many societies belonging to these religions are following this practice. It has been reported that people from East Asia also take vegetarian food due to their beliefs and also in the western world some people prefer vegetarianism for some cultural and social reasons. Some Hindu communities in India and Pakistan even have enforced severe restrictions on food taking on the basis of their religious faith and narrowed down their scope of food intake for protein rich diets. Especially the women population in these societies follow the concept of vegetarianisms more in comparison with male members of the society. This restriction of food intake resulted in the several vitamin and protein deficiencies in the women and children. The vegetarian women and children have been found to be affected from protein malnutrition and thiamine
deficiency. In some areas this practice is also the cause of pellagra or niacin deficiency, iron-deficient anemia, and Lathyrisim (Knipe, 1991).

Local scenario in Pakistan

Pakistani society is made of the cultures of different geographical areas from the mountain areas of northern Pakistan and Kashmir to vast plains of Punjab and Indus civilization. Pakistan has four province and each province has its unique culture. In different parts of Pakistan there are some practices which play an important role in the making of behavior towards health of people. In remote areas of Pakistan, there are some rituals which have made adverse effects on the health of women and men. Honor killing (Karo-kari) is such practice which has made serious life threats for poor women and men in those areas where lack of awareness and poor law and order situation is common. In the declared cases of Karo-Kari, the killer enjoys the support of family because of saving the so called honor of family. Figures of honor killing in Pakistan in one of the study show that 1957 honor killing cases were occurred during the period between 2004-07 with average honor killing rate of 15.0 per million. Majority of these adult women of 15-64 year age were killed by their family partner (Nasrullah, et al. 2009). The exchange marriages (Wata Satta) and dowry is also frequently observed in many areas of Pakistan. Such an arrangement often leads to a complicated situation, since a woman ends up becoming a mere object of revenge in the instance that her brother mistreats or physically abuses his wife. Another practice of taking price of bride is also reported which is locally called Walwar. All these practices have some sort of linkages with social and cultural back ground in history. Forced marriages have been reported from many areas and these type of marriages are likely to convert in family clash and deportation. The divorcee and widow women are not given priority in the society and spend miserable lives. Due to such practices there are increased events of suicide and acid burn cases reported from country in recent days (Nasrullah, et al 2014). The experience of abuse erodes women's self-esteem and put them at a greater risk for a number of disorders like depression, post-traumatic stress disorder, suicide, and drug abuse. Pakistani society is a patriarchal society where deeply held beliefs & practices are reflected in the form of poor health indicators (Niaz, 2004). Population growth is high due to high total fertility rate that directly causes poverty which in turns leads to poor health of the women. This entire complex is an important cause of underdevelopment of the country (Sultana, 2004). Pakistan is among one of those three countries where polio eradication is still a big challenge and each year polio cases are surfaced at different areas of Pakistan. The main obstacles in getting free polio society in Pakistan are social and cultural determinants along with other factors which affect badly the targets of full coverage of polio vaccination (Hussain, et al. 2016). According to recent figures there are 18 polio cases are reported from the 13 districts of Pakistan in 2016 (End Polio, 2016). In some areas people are hesitant for polio immunization and this situation has resulted in the increase of significant number of refusal cases during the various polio campaigns in Pakistan.

The members of society practice those things which are generally acceptable in the environment and even compelled to do whatever required from their culture and tradition. People generally feel some extent of pressure to do the accepted practices because of dominant cultural norms. This is now well understood that the ill health of people in most of the Asian and African societies is linked with deep rooted cultural practices. These cultural practices play
decisive role in the health of people. Some common practices are FGM, preference of male child over girl child, dowry, early marriages etc. There are also other issues found in the Asian and African countries due to some social and cultural norms. These issues include the increasing number of children without proper spacing, malnutrition in women and children, lack of family planning and violence against women.

Conclusion and recommendations

Healthy life can be enjoyed through the accepting healthy beliefs and practices but globally people do experience many harmful beliefs & practices which result in disease & deaths. Hence we correlated the health indices especially for women of developing countries to the beliefs & practices prevalent in the society of those countries. It has been observed that the health of the population in the Asian and African societies is linked with the existing social and cultural norms and this linkage has made significant influences on the health of vulnerable portion of the population like children and women. Pakistan seems to be relatively better off than their counterparts in other developing countries of Africa and Asia. However, fundamental changes are required to improve quality of life in Pakistan. It is the need of time that constructive steps be taken to implement laws against harmful practices and opportunity to be provided for the cross-cultural learning in the society. Strategies should be devised to enhance the status of women in the society which is the most vulnerable population in such societies. Those programs should be designed which can bring positive change in the society and can also help in the understanding that what are the cultural and social aspects of their behavior which affects badly their quality of life. A good way can be to encourage people to develop new standards of healthy life by using media techniques such as TV drama and theatre. The NGOs and the private sector can be engaged in the awareness programs and welfare activities including family planning. Female education and empowerment of women are essential part of social justice and development. Involvement of all stakeholders like scholars, opinion leaders, elected representatives should be ensured to point out the adverse consequences of population growth at micro and macro level. Success outcomes and practices of other countries on the basis of scientific knowledge and research need to be replicated as appropriate within our social-cultural beliefs and framework.

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PRESS CLUB FUNCTIONS AND STRUCTURE: FROM GENERAL TO SINDH PROVINCE LEVEL IN PAKISTAN

Bashir Memon

Abstract
This paper defines the concept, functions and structure of press clubs as a general and then at Sindh province level in Pakistan. It also discusses the nature of the relationship between press clubs and governments. The paper further highlights that how press clubs have grown as an international phenomenon, and what are its purposes. Moreover, the paper discusses the criteria and categories for becoming a member of press clubs. Finally, the nature, working and functioning of the press club system in Sindh province, Pakistan has been presented.

Keywords: Press club, functions of press club, press club structure, press club management

Introduction

In Sindh province, Pakistan one of the platforms for journalists to be unionized is observed in the shape of establishing a press club; where journalists are found doing their various professional activities; i.e. information seeking, sharing and newsgathering, newswriting and entertaining. In this way, the main purpose of this article was to expound the concept of press club, to highlight the functions of the press club, its structure and membership categories from general to Sindh level.

Key objectives
1: This study aims to assess that for what purpose Press club culture has grown at international level
2: This study aims to know about the nature and method of seeking press club membership in Sindh province

Hypotheses

In the light of above mentioned objectives following two research hypotheses were developed
H1: The main purpose of establishing any press club is to arrange leisure time activities for journalists.
H2: In Sindh province there is no hard and fast rule to be implemented fairly for seeking press club membership for novice journalists.

Press Club

A press club is defined as an organization which facilitates the meeting and sitting of the journalists on a regular basis, as they can have their growth socially and professionally. In this regard, Taketoshi (1989, p.373) adds that in America a press club is a social organization for people in journalism and they have no relationship with state agencies and the club is supported financially by the reporters. However, Trelford (2006) states that:

'press clubs came into being in different countries for different reasons. Sometimes they were formed primarily for social reasons, sometimes with a more professional-agenda and they have continued to develop in different directions, with various forms of funding, in the many countries'.

Trelford (2006) further suggests that ‘press clubs should find their own way forward, according to the kind of societies in which they operate; there need be no blueprint’. In particular, pointing to the delegates who came to participate in the dinner at Stationers’ Hall, London from the new democracies of Eastern Europe, and from the former Soviet

1Associate Professor, Department of Media and Communication Studies, University of Sindh, Jamshoro. E-mail: bashir.memon@usindh.edu.pk
Union, Trelford (2006) expressed his desire that he ‘wish them every success in establishing press clubs of their own’. However, simultaneously for the maintenance of credibility characteristic in journalism Trelford (2006) mentions that ‘We insist, however, that we remain non-political in a party sense’.

**Relations between press club and government**

Regarding development of a relationship between press clubs and governments, Trelford (2006) concludes that ‘some press clubs will be closer to governments than others. Some will be closer to business than others’. However, Trelford (2006) stipulates that ‘We insist, however, that press clubs remain non-political in a party sense’. The reason is that ‘above all, we believe in freedom of speech and freedom of expression. We believe in the promotion of professional standards, such as integrity, accuracy and honesty. We believe press clubs can encourage and develop these standards’ (Trelford, 2006).

To the contrary, however in Japan, it was found that the press clubs are permanently established as professional organizations which are offered perquisites such as rooms, equipment, and staff by major news sources within the government, important industries, and other corporate bodies (Horsley BBC correspondent in Tokyo Japan and the President of the Association of Foreign Correspondents in Japan), and the news sources in Japan give to the press clubs not only rooms but also telephones at no charge, and ministry staff to take care of the needs of the journalists. In addition, if any journalists’ reports portray the Japanese government negatively the club’s president would take action to isolate that journalist (Yamamoto, 1989). In this way, therefore, the Japanese government allows the right to obtain important information exclusively to the members of the club in Japan, and in return, or by the fear of losing their membership, the media that have their employees in the club demonstrate some restraint in criticizing their news sources (Keita, 2007).

**Evolution of Press Clubs at International level**

With the day by day rapid growth of media and technology the press club system is not just confined to anyone local or national entity. However, on the contrary surpassing all the geographical boundaries it has taken roots as an international phenomenon. For example, at an international level an organisation has been formed with the rubric of the International Association of Press Clubs (IAPC). This international association of media personnel came into existence in 2002 establishing its permanent General Secretariat in Dubai, United Arab Emirates, particularly with the vision to “foster dialogue, cooperation and exchange of practical experience and ideas between IAPC Members. It aims to uphold the ethics of journalism and free access and distribution of information and widen the channels of information for journalists in countries represented by the members to ultimately create a global information access network”. The IAPC has 20 member Press Clubs representing Europe, the Far East, Asia and the Middle East. The basic idea behind establishing this international platform is to weave a network for Press Clubs, Foreign Correspondents’ Clubs, and International Press Centres all over the world so “they could interact, communicate and get access to information for their member journalists in an independent and free manner” (International Association of Press Clubs, 2008).

The present members of the IAPC are: Dubai Press Club, Overseas Press Club of America, National Press Club of Australia, Berlin Press Club, Foreign Correspondent’s Club, Hong Kong, Geneva Press Club, International Press Club of Munich, London Press Club, Press Club de France, Singapore Press Club, Foreign Correspondents Association – Singapore, The Foreign Correspondent’s Club of South Asia, New Delhi and finally the European Federation of Press Clubs representing thirteen (13) European press clubs. In this way the main purpose of the IAPC is to foster dialogue, cooperation and an exchange of practical experience and ideas among all IAPC members. It also offers facilities and improves accessibility between IAPC members. The further objectives of IAPC are:
(1) Upholding the ethics of journalism and free access and distribution of information in the spirit of prevailing constitutional charters, parliamentary resolutions and international conventions.

(2) Broaden the availability of services and mutual advantages between IAPC members.

(3) Develop and facilitate information exchange with political, economic, social and cultural institutions and with the world of communications across the world.

(4) Set up links between other Press Clubs and International Press Centres particularly via the Internet.

(5) Promote the language and culture specific to the various member countries of the International Association of Press Clubs.

In this regard, the Foreign Correspondents Press Club of Hong Kong reports that “representatives of IAPC members met to discuss ways to increase the profile of the organization and promote cooperation among international press clubs. The organization resolved to explore ways to also promote the education of young journalists around the world (International Association of Press Club, 2008). However, despite the press club culture which has taken on an international status, the situation in Japan is entirely unlike. For the mainstream newspapers in Japan, the Kisha Club (Japanese press club) system dominates the way news is gathered there. Therefore, there are two types of news conferences in Japan. First, official news conferences are chaired over by government ministries and are open to any journalist. Second, unofficial conferences are organized by the Kisha Club itself. As officials are afraid of offending the Kisha Club, if sometimes when correspondents ask questions, ‘they (officials) will say I’d like to answer that question, but I can’t because we have not told that to the Kisha Club yet. If we tell you first, they ‘would be annoyed’ (Sample, 2002, pp. 23-26).

Finally, the point to be carried out here is that if studied deeply, the press club system in each country and region will almost certainly provide different contexts and forms of the aims and objectives regarding the functioning of press clubs. However, in essence the press club is a league of journalists who share various commonalities. The press club serves as a platform to bring together media people and those who have an interest in media. Its objectives are to work for the welfare and betterment of journalists and their profession. In addition, the working relationship between press clubs and states has been found with a critical eye by academics and intellectuals and even media itself. Press clubs are founded upon the base of constitutions which require all their members follow the discipline determined in the constitution. And with the passage of time the press club culture day by day is gathering international status. However, there is a need for this journalism related phenomenon to be deeply studied, particularly, to know its latent functions and objectives and how they affect the development and standard of journalism, particularly in third world countries.

Methods

Related literature from various resources i.e. websites, and articles were taken. In this way, in the search for below referred literature, key words press clubs were put in google scholar search engine. Additionally, short and unstructured interviews were conducted with Government Information Officers and journalists in Sindh to collect the required data about the structure and membership criteria and categories of the press clubs in Sindh.

Manifested and latent functions of press clubs

Manifested functions

Press clubs celebrate various social and professional activities both of national and international stature during different periods of the year. For example, some activities arranged by the Singapore Press Club during the year 2003 are the launch of the club’s website and a talk on the topic ‘The Threat of Terrorism’ and the most significant event
of the year was a talk by Dr Lee Boon Yang, Minister for Information, Communication and the Arts. In addition to those were a talk on ‘China’s threat to Asia’s tigers’ and an annual lunch with the Institute of Public Relations of Singapore (IPRS) (Aggarwal, 2003). Moreover, during the year 2007 the high profile activities of the Singapore Press Club were a Goodwill Mission to Pakistan, in which a 35-member delegation visited the main cities of Pakistan i.e. Karachi, Rawalpindi and Lahore and more important during that visit the delegation held wide ranging discussions with the Pakistan Prime Minister, Cabinet Ministers, the Karachi and Lahore Press Clubs, Pakistan TV and the Chambers of commerce. In addition to that the Singapore Press Club invited a prominent TV personality, Riz Khan, to give an after dinner talk and Steve Forbes was also invited to give a luncheon talk (Aggarwal, 2007). However, Aggarwal (2004) also noted that there was a poor response of the club members to the social events organized by the club; on the other hand there is a good response to activities related to media professions such as talks by leading newsmakers, and that events probably had more appeal because members found them more rewarding professionally. Further, the events organised at the London Press Club are listed as lectures, exhibitions, outings, monthly drinks and quarterly grills etc. (London Press, 2010).

Finally, by visiting the websites of various press clubs and studying their activities one can conclude that as a social organization press clubs provide the following facilities and benefits for members: Bars, health club restaurants, function-rooms, banqueting, souvenirs, hotel discounts. However, as a professional organization they provide and facilitate for: tips for visiting journalists, human rights awards, photographers of the year awards, establishing press freedom committees etc. In this way the arrangements of such activities by the press clubs indicate that the press clubs are in fact both social and professional organizations. They serve as a platform not only for entertainment but also for professional development and generation of news and discussions about current issues by inviting the newsmakers to talk.

**Latent functions**

One significant underlying motive or functions of press clubs may be the efforts to institutionalise a press club culture. So journalists, while maintaining the relationship with governments and newsmakers, can also create a way to protect themselves and groom further the profession of journalism. This may be the case particularly in developing countries where journalism and journalists are victims of strict and draconian laws by dictatorial or civil governments. However, in the light of the account by Trelford (2006) that ‘some press clubs will be closer to governments than others’ it can be inferred that such press clubs which remain closer to governments possibly compromise professional journalistic standards and gain personal or union benefits.

**Membership criteria and categories**

Every press club has its criteria of accepting membership applications from candidates. In addition the membership categories as well vary slightly from the press club to press club. For example Japanese press clubs generally give membership to employees of newspapers that belong to the Japan Newspaper Publishers and Editors Association. In this way, they not only exclude Japan’s small and medium-sized newspapers and trade papers but also large magazine companies and freelance journalists who belong to no single news medium (Yamamoto, 1989).

However, the membership of the National Press Club of Australia consists of the influencers and decision makers of Australia; be they Federal or State parliamentarians, political advisors, Government Heads of Departments, diplomatic community, academia, legal and other professions and the foundation members – journalists (National Press Club of Australia, 2008). Moreover, the membership categories of the Foreign Correspondents Club of Hong Kong are: Correspondents, those who are bona-fide members of the foreign media based in Hong Kong; journalists, those who are bona-fide journalists based in Hong Kong; Associates; and for those who are not in journalism but like to take
advantage of particularly social activities, Corporate; this is a transferable membership with certain restrictions; Diplomatic; bona-fide full-time members of the Hong Kong diplomatic corps (Foreign Correspondents Club Hong Kong, 2008).

Discipline
Press clubs have written constitutions to allow the smooth running of the clubs and the maintenance of discipline. These constitutions are generally drafted to address issues which include membership qualifications, membership criteria, membership categories, the cessation of membership, establishment of executive bodies, powers of the executive bodies, proceedings and conduct of elections, accounting and constitutional amendments, etc.

Press Club system in Sindh province, Pakistan

In the context of Sindh province, there are press clubs in all twenty three (23) administrative districts. However, the trend of establishing press clubs has not remained restricted just to the district level rather it has gone to sub-division levels. Therefore, in a majority of the sub-divisions in Sindh we can find press clubs. In Sindh, the press club is basically an association that consists of journalists who may be working for newspapers, magazines, news agencies, television channels and radio stations as reporters, photographers, cameramen, sub-editors and editors. These press clubs have been formed for the purpose not only to promote unity among journalists but also to facilitate their professional working. For instance, it is very common in Sindh that member journalists visit their press clubs on a daily basis and utilize the available facilities at press clubs for performing their professional duty in the form of dispatching their news content to their respective media outlets. Moreover, it has also become customary for common men in order to get the attention of media and bring to the notice of government their issues and problems to use the press clubs as platform or venue for public protest. Moreover, press clubs adopt formal constitutions which specify the rules, regulations and ethics governing the various aspects of the smooth running of the clubs and which is applicable to all the member journalists. Further, it is significant to notice that according to some senior journalists and Sindh Government Information Officers, all the press clubs which have been established in district headquarter cities are officially registered, recognized and to some extent are funded by the government. However, the status and condition of those press clubs at sub-divisional level are not the same thing as district headquarter press clubs.

Structure of press clubs in Sindh

Membership categories
Commonly in press clubs of Sindh membership is awarded in two categories; that are named as General and Associate.
(A) General Membership: This category includes the working journalists of the media organizations both print and broadcast. The following is the criteria for general membership in the press clubs:
1. Any media person with some years working experience in any newspaper, news agency, magazine, and radio or TV channel has the right to be a member of the press club.
2. He/ she should submit a formal application for membership.
3. He/ she should pay monthly or annual membership fees.
4. He/ she should abide by the rules and regulations of the press club.
5. Membership will be terminated if: (a) He/ she violates the rules and regulations or constitution of the club. (b) He/ she does not pay his/her fees.

(B) Associate Membership: In this category those people are made members of the press clubs who are intellectuals, ministers and senior citizens. However, associate members have no right either to vote or contest in the election of officers of the press clubs.
Table 1: Membership of the District Press clubs in Sindh

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<tr>
<th>S.No.</th>
<th>Name of press club</th>
<th>Membership</th>
<th>S.No.</th>
<th>Name of press club</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Jamshoro</td>
<td>16</td>
<td>17.</td>
<td>Shikarpur</td>
<td>23</td>
</tr>
<tr>
<td>11.</td>
<td>Larkana</td>
<td>30</td>
<td>23.</td>
<td>Umerkot</td>
<td>25</td>
</tr>
<tr>
<td>12.</td>
<td>Matiari</td>
<td>17</td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1881</strong></td>
</tr>
</tbody>
</table>

Management

Operation of the press clubs is supervised by an executive board elected by member journalists for a fixed term. Generally the executive body is comprised of the following: (a) The President, (b) Vice President, (c) Secretary, (d) Joint Secretary, (e) Treasurer and (f) executive members. In such body, the working and status of Joint Secretary is after Secretary like Vice President after President. The overall management and control of a club are vested to its executive body. The president presides over the meetings of the policymaking body and he/she has the power to supervise the working of the secretary and other office bearers. However, the secretary is in charge of doing all the business of the club. He/she will be in-charge of all office management in the office and carry out authorized correspondence with all concerned parties on behalf of the club. The table 1 gives the membership statistics of all district headquarter level press clubs in Sindh in 2008.

Separate-Group Press Clubs in Sindh

Preliminary telephone interviews reveal that in some sub-divisional and district headquarter cities more than one press club is functioning. Though they (press clubs) may possibly be working in tandem and to some extent cooperating with each other, they nevertheless exist and function separately. The main reasons for the development of these Separate-Group-Press-Clubs as expressed in preliminary interviews were that (1) when the incumbent office bearers or executive bodies of the main press clubs (District Press Clubs) breach the press club constitutions and do not conduct press club elections at the end of the board’s fixed term, particularly due to their personal interests or to establish a monopoly and dominance over the press clubs, then as a result conflicting pressure or revolutionary groups develop among the member journalists of the main press clubs. (2) The second reason mentioned is that when those journalists who do not fulfil membership criteria are refused membership they form Separate-Group-Press-Clubs. However, it was stated by one Sindh Government Information Officer and a senior journalist during a preliminary telephone interview that such Separate-Group-Press-Clubs in the district headquarter cities are neither officially registered and recognized by the government nor are the members of such press clubs accredited by the Government District Information Office, nor can they avail themselves of those privileges which are enjoyed by member journalists of the main district headquarter press clubs. The membership figures for 2008 of five such Separate-Group-Press-Clubs are given in table 2.
Table 2: Membership of the Separate-Group Press Clubs in Five Districts of Sindh

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of press club</th>
<th>Membership figure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>District Badin Aiwan Sahafat Press Club</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>District Dadu National Press Club</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>District Khairpur National Press Club</td>
<td>12</td>
</tr>
<tr>
<td>4.</td>
<td>District Mirpurkhas National Press Club</td>
<td>17</td>
</tr>
<tr>
<td>5.</td>
<td>District Sanghar National Press Club</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>121</strong></td>
</tr>
</tbody>
</table>

**Non-Member Journalists**

In addition to District Press Clubs (Main Press Clubs) and Separate-Group-Press-Clubs some journalists work independently without being a member of any press club. In one district (District Larkana), for example, there are about 44 journalists who are working for various media organizations, but are not members of a press club. It is very likely that such journalists who are not members of any press club may also be working in other districts of Sindh. However, the exact number of such journalists who do not form part of any press or journalistic organizations is not known.

**Conclusion**

Generally press clubs are organisations which facilitate both the social and professional development of journalists. Ideally, press clubs should remain non-political, but it is usually hard for them to remain detached from the political influence. With the ever growing maturity of the profession of journalism press clubs have come together as an international forum particularly in the form of the International Association of Press Clubs (IAPC) since the year 2002. Simultaneously, press club culture in Sindh province is also firmly established. There are press clubs in all twenty three administrative districts of Sindh. Moreover, though the tendency to establish press clubs to sub-division level is also continued, however these sub-division level press clubs have not yet got status equal to district headquarter press clubs. Sindh journalists use press clubs for both their professional and leisure time activities. Management of Sindh press clubs is operated by elected body of members for a fixed term. Generally, such body is consisted upon the following positions: President, Vice President, Secretary, Joint Secretary, Treasurer, and Executive Members. Because of differences among Sindh journalists due to various personal, vested interests, professional and ethical reasons there are Separate-Group-Press-Clubs in Sindh. However, those Separate-Group-Press-Clubs are neither registered nor officially recognized by the government like district headquarter press clubs. Additionally, there are also journalists working for diverse media organisations who are not members of any press clubs either district headquarter press club or separate-group-press-club.

**References**


Biographical note

Bashir Memon (PhD, University of Leicester, UK) is an associate professor in the Department of Media and Communication Studies, University of Sindh, Allama, I.I. Kazi Campus, Jamshoro-76080, Sindh, Pakistan. E-mail: bashir.memon@usindh.edu.pk
SPEECH VARIATIONS IN PAKISTANI ENGLISH AND SINGAPOREAN ENGLISH

Muneeb-u-Rehman¹, Abdul Malik Abbasi²*, Ajab Ali Lashari³

Abstract

This paper presents acoustic analysis of six English vowels /aː/, /ɔː/, /iː/, /ʊ/, /ɒ/, /uː/ in three minimal pair of English words produced by second language learners in Pakistan. The paper aims to analyze acoustic realizations of Pakistani English vowels and compare them with Singaporean English vowels to investigate as to how much acoustic difference is in terms of F1 and F2 measurements between Pakistani English and Singaporean English. This study used the parameters of vowel quality (F1 and F2) Fundamental frequency 1 and 2 of English vowels. In addition, the analysis compares English vowels between the groups and within the groups. The data were collected through recordings of voice samples from nine subjects (5 male and 4 female) students. The study hypothesized that there are two varieties and will be different from each other, in terms of the production of Pakistani English vowels and Singaporean. The paper also looked at the male and female speakers’ acoustic variations within the group recruited in Pakistan. The speakers were the undergraduate students from the department of Computer Science, Sindh Madressatul Islam University, Karachi. Speech differences between female and male voices are associated with multidisciplinary variations. Not only do these refer to acoustic (fundamental frequency) and perceptual judgments but also to the size of the vocal track in individual capacity coupled with educational background of the speakers. The study focused on the height and quality of the vowels to determine the acoustic differences between male and female students and Pakistani vs. Singaporean English.

Keywords: Acoustics, Speech Variation, Singaporean English, Pakistani English.

Introduction

English is spoken as an international language all over the world. It is spoken as the first language in more than fifty

¹Mr. Muneeb Rehman, Student in Department of Computer Science, SMI University Karachi.
²*Dr Abdul Malik Abbasi, Corresponding Author, Assistant Professor of English, Allied Subjects, SMI University, Karachi. Email: amabbasi@smiu.edu.pk
³Mr. Ajab Ali Lashari, Lecturer Education, Department of Education SMI University, Karachi.
independent States or countries of the world. Almost half of the population of the world speaks English language as a source of communication. These days, English language plays vital role in term of science, medicine, arts, literature, business, engineering and most importantly computer and internet sciences. It is widely recognized as a language of trade and the language of science and technology, which meets the optimum level of reliability as the lingua franca (a language which is shared by non-native speakers). English is spoken in hundred different varieties and accents across the globe, many people speak different languages, in terms of English most people speak in different style like BBC (British Broad Cast) and RP (Received Pronunciation) etc. This study basically focuses on phonetic-acoustic differences between male and female frequencies objectively. The sounds of vowels are produced without obstacle, restriction and constriction of air mechanism from lungs through vocal track. These differences may be considered as a variety of pitches; however, they are also distinguished from each other by two characteristic pitches associated with their overtones (Ladefoged, 1993). One of them corresponds roughly to the difference between front and back vowels and the other corresponding to what we call vowel height in articulatory terms. These characteristic overtones are called the formants of the vowels. This study analyzed the acoustic parameters of vowels whose F1 frequency corresponds to the height of tongue and F2 corresponding to the back-ness of English vowels between male and female in terms of height (F1) and quality (F2) by Praat Speech Processing Tool.

**Objectives of the Study**

- Determine the acoustic differences between Pakistani English and Singaporean English.
- Investigate speech variations in terms of production of English vowels corresponding to (F1) and (F2) frequencies between male and female.

**Statement Problem**

Pakistani English is spoken differently accented English from Singaporean English. The problem statement of this work is to determine whether female spoken English is different from male English i.e., the quality (F1 and F2) of English vowels and to investigate the differences between these two varieties spoken in Pakistan and in Singapore.

**Research Questions**

1. What are the Acoustic variations in vowel quality of Pakistani and Singaporean (F1 and F2)?
ii. What are the Acoustic variations in vowel quality of Pakistani male and female (F1 and F2)?

Hypothesis

If the Pakistani learners of English produce English vowels, then there will be English speech variations in F1 and F2 height and quality of the speech in comparison to Singaporean English.

Literature Review

Languages differ in terms of not only its acoustic-phonetic corresponding but also its perceptual phenomenon. Each language contains its peculiarities regarding sound system of language. More work is available on acoustic analysis of native English vocalic sounds and the vowels of other languages. In so far as second language learners’ production is concerned, there is not much work seen particularly in South Asian regions. Several researchers have really done work and their analyses in Pakistani spoken languages i.e., (Hussain, 2010 & Abbasi, 2015). However, some more scientific approach is required to look at the basic acoustic cues for the speech analysis. There are basically many parameters which correspond directly to the acoustical measurements i.e., Fundamental frequency (F0) or the pitch contours and pitch tracks, vowel quality (F1-F2). Researchers have also studied acoustic differences in male-female speech as a second language learners. F0 a fundamental frequency which is associated with the perceptual notion of pitch, is commonly regarded as the major difference between adult male and female voices. Takefuta et al. (1972) states that the mean F0 would be around 120 Hz for men and 200 Hz for women, however, these values slightly vary with the passage of age as argued by Pegoraro-Crook (1988) and become broadly lower for smokers as noted by Gilbert & Weismer (1974).

Previous studies have shown that there are cross-gender acoustic differences i.e., the vowel formants of female speakers tend to be located at higher frequencies (Hillenbrand, J., Getty, L.A., Clark, M., & Wheele, K, 1995; Pépiot, 2009). Takefuta et al., 1972 and Olsen, 1981, suggested that F0 range values are larger for female than for male speakers, even though there is no consensus on this point (see Simpson, 2009). Phonation type also seems to depend on the speaker’s gender: female voices are often considered more breathy than male voices (Klatt & Klatt, 1990).

Fant (1966) states that the cross-gender acoustic variations can generally be accounted for by anatomical and physiological differences that arise during sexual maturity. Vocal cards become longer and thicker in male speakers (Kahane, 1978), that simplifies why they tend to vibrate more slowly than women. A second important anatomical issue is vocal tract length, that is, the distance from the vocal folds to the lips all things being equal, the longer the
vocal tract, the lower resonant frequencies (Fant, 1970). The normal length of the adult female vocal tract is about 14.5 cm, while the normal male vocal tract is 17 to 18 cm long (Simpson, 2009).

Acoustic-phonetic analysis of speech has been made practical by the advent of the speech spectrograph (Koenig, Dunn & Lacy, 1946), which has also encouraged a number of foundational questions regarding the perception of speech because spectrograms shown that speech is highly variable both within and between talkers. Among early researchers, Liberman, A.M., Cooper, F.S., Shankweiler, D and Studdert-Kennedy, M. (1967) focused on within speaker variation in the acoustic signs for stop place of pronunciation, while others focused on between speaker variations in the acoustic signs for vowels.

Helmholtz (1885) argues that speaker normalization refers to this research addressing on the fact that phonologically identical sounds show a great deal of acoustic variation across speakers, and that listeners are able to recognize words spoken by different speakers despite this variation. In defining speaker normalization in this way, we assume that phonological identity occurs when sounds are identified by listeners as orders of the same linguistic object (word or phoneme). For example, the word “cat” spoken by a man and a woman might be recognized. The importance of vowels formants (resonant frequencies of the vocal tract) in showing vowel sounds has been known for over a century, Helmholtz (1885) produced vowel sounds with resonators having frequencies that matched the vowel formant frequencies. The role of vowel formants in vowel observation was also confirmed by Fry, D.B., Abramson, A.S., Eimas, P.D. & Liberman, A.M. (1962) using a variety of artificial vowels.

In addition, Miller (1953) doubled the fundamental frequency of vocal fold vibration (F0) of two-formant vowels (from 120Hz to 240Hz) and found vowel category boundary swings for most of the vowels of English. Fujisaki and Kawashima (1968) also studied the role of F0 in vowel perception and found F1 boundary shifts of 100Hz to 200 Hz for F0 shifts of 200 Hz. Slawson (1968) predicted that an octave change in F0 produced a perceived change in F1 and F2 of about 10-12%. Listeners are also strongly affected by incompatible F0. Lehiste & Meltzer (1973) found lower vowel perception accuracy when they put children’s high F0 with male vowel formants, and (to a lesser extent) when they put low male F0 with children’s vowel formants. Gottfried & Chew (1986) found that listener vowel identification performance was less accurate when vowels were produced by a counter tone at a much higher F0 than is typical for a male voice.

It is well established that acoustic differences between male and female vowel systems are the result of both biophysical and socio-phonetic factors. However, there remains a good deal of uncertainty and storm about which
differences are to be attributed to which set of factors, and there are areas of disagreement within the different biophysical reasons which have been offered. (a) The female vowel system has a larger acoustic area. (b) There are non-uniform acoustic differences between male and female vowels. In specific the acoustic differences between male and female tokens of the same vowel category increases with formant magnitude: the $F_1$ difference rises with vowel openness while the $F_2$ difference rises with vowel frontless. By contrast, differences between the male and female back vowels /o:/ and /u:/ are slight. Average differences in male and female vocal tract geometry have gone some way to accounting for non-uniformity but have failed to resolve the magnitude of the comparable differences in vowel space size which have been found. So, for instance, Fant suggested that female speakers lower the formant values of the back vowels [o:] and [u:] thus bringing them closer to male values by using tighter and longer dorso-velar and labial strictures, exploiting the double Helmholtz resonate or like properties of these vowel categories. The socio phonetic aspect in vowel space magnitude differences becomes clear from cross-linguistic comparison. Although the larger female vowel space has been frequently found in data from different languages, the size of the difference is by no means constant.

Voice quality is a term that considers wide range of possible meanings (Abercrombie, 1967; Laver, 1980). Women and children have been somewhat mistreated groups in the history of speech analysis by machine. One reason is that most acoustic studies tend to focus on formant frequencies as signs to phonetic contrasts. The higher fundamental frequencies of women and children make it more difficult to estimate formant-frequency locations. Additionally, informal observations clue at the possibility that vowel varieties obtained from women's voices do not conform as well to an all-pole model, due perhaps to tracheal coupling and source tract interactions (Fant, 1985; Klatt, 1986b). Examinations of the physics of larynx behavior (Stevens, 1981) suggest that the possible modes of sound generation fall into a small number of natural categories. Similarly, cross-language comparisons of phonemic contrasts comprising different laryngeal modes suggest the existence of only a few distinguishing contrasts (Ladefoged, 1973). According to Ladefoged, languages use the larynx in three typical ways: (1) by varying laryngeal tension so as to produce changes in fundamental frequency of voicing; (2) by adjusting the separation between the arytenoid cartilages to realize different phonation types such as glottal stop, creaky voice, modal voice, breathy voice, voiceless, and fully spread for breathing (see also Catford, 1964, 1977; Halle and Stevens, 1981; and Laver, 1980, for similar categorizations of phonation types); and (3) by varying the timing of the onset of voicing relative to supra-glottal articulatory movements to realize, for example, pre-voiced, voiceless-unaspirated, and voiceless-aspirated consonants.
Ladefoged proposes a set of multivalued distinctive features to capture linguistic contrasts along each of these continua and provides examples of languages that use each category distinctively. A similar set of laryngeal states has been identified by Halle and Stevens (1981) and described using binary distinctive features, called spread glottis, constricted glottis, stiff vocal cords, and slack vocal cords. The best set of distinctive features for characterizing the phonological/physiological behavior of the larynx continues to be an area of some controversy. For our purposes, though, it is sufficient to note the contrasts five use versus normal vowels in languages such as Jalapa Maxatec (Kirk et al., 1984), the phonemic use of glottal-stop/glottalization gestures in Danish, or laryngealization as one of the characteristic properties of tone 3 in Mandarin Chinese, and the contrastive use of breathy versus normal vowels in languages such as Gujarati (Pandit, 1964; Fischer-Jorgensen, 1967). There is also the related use in some languages, such as Hindi, of voiced-aspirated stops, such as [bh], which are characterized by an interval of simultaneous voicing and aspiration following release (Dixit, 1989). To further in this research paper tries to find differences in male and female spoken English and to determine whether female speakers produce vowels are separate variety as compared to male varieties of English.

**Methodology**

**Sampling**

Nine participating subjects (five male and four female) were recruited from SMIU Karachi for collection of data recordings on laptop. They recorded their 162 voice samples on Speech Processing Tool Praat Software (64-bit edition: Praat 6.0.19 by Paul Boersma and David Weenink, 2016). The speakers were under graduate students of Computer Science Department Sindh Madressatul Islam University Karachi. Their age ranged from 19 to 25 years. Whereas, the Singaporean English speaker’s recordings of the same vowel variation measurements was downloaded from internet (Low, E. L, 2015) in order to compare with vocalic acoustic realizations of vowel variations of Singaporean English and Pakistani English.

**Speech Material**

Speech material consists of a single carrier phrase, which were six vowels tokens (/æ:/, /ɔː:/, /ɹ: /, /ɒ/ /ɒ/, /u:/) / hɑːt/, /hɔːl/, / hiːd/, / hʊk/, / hɒt/, / hʊt/ used as voice samples in between the carrier phrase as vowel minimal pairs as follows:

I say *heart* now. I say *hall* now.

I say *heed* now. I say *hook* now.
I say *hot* now. I say *hoot* now.

**Procedure**

The subjects were given A4 size paper hand written for recording purpose. They were given a brief explanation as to how they could record their voice samples. These tokens were recorded on Praat Speech Processing tool on laptop. They were instructed to read aloud three times each carrier phrase. All speakers recorded their three repetitions on each voice sample of six tokens. They were also instructed to keep the microphone away three to six inches. The voice samples were recorded in noiseless room of computer laboratory SMIU Karachi.

**Data Collection**

The data were collected through recordings of second language learners’ English speech of five male and four female students. The data of Singaporean English was collected through internet from NIE corpus link (Low, E. L, 2015).

**Data Analysis**

Data were analyzed with certain steps in a sequence. Firstly, the location of F1 and F2 was determined manually utilizing spectrographic red dots on Praat as point of F1-F2 values. The curser was kept on the first and second red dots on the spectrographic horizontal lines. However, the measurement was taken on the mid vowel keeping curser on it. The measurements were also checked on machine auto-check system navigating through options for their values. It was found that all speakers (male and female) had different F1 and F2 for English vowels. Thirdly, summary of each speaker (male and female) was taken from excel file so that their individual differences can also be seen and noticed. Finally, the data of four female speakers were measured statistically by applying *t-test* and compared with five male speakers. All English vowels were compared, and to find their probability *p-value*. The researcher took minimum three tokens of each sound in both varieties of English (male and female). Thus, total 162 voice samples (06 English vowels x 03 repetitions from each person x 09 speakers) for almost each English vowel was taken, measured, and compared with each other. The results are summarized as follows:
F1 values are compared in between male and female speakers and found that female F1 values are higher than the male speakers. *P-value* was considered significance at *p < 0.05*. This study shows that the results are highly significant. The data is based on the voice sample of Pakistani English.

*Table 1. Six English vowels mean values of F1 across male and female speakers*

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Sound</th>
<th>Male Speakers</th>
<th>Female Speakers</th>
<th>P - Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
<td>/a:/</td>
<td>672.121 Hz</td>
<td>843.855 Hz</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>/ɔ:/</td>
<td>680.01 Hz</td>
<td>747.664 Hz</td>
<td>0.02</td>
</tr>
<tr>
<td>Hood</td>
<td>/ʊ/</td>
<td>388.745 Hz</td>
<td>424.047 Hz</td>
<td></td>
</tr>
<tr>
<td>Hook</td>
<td>/ɨ/</td>
<td>472.800 Hz</td>
<td>532.362 Hz</td>
<td></td>
</tr>
<tr>
<td>Hot</td>
<td>/ɑ:/</td>
<td>684.849 Hz</td>
<td>746.845 Hz</td>
<td></td>
</tr>
<tr>
<td>Hoot</td>
<td>/ʊ:/</td>
<td>474.350 Hz</td>
<td>513.903 Hz</td>
<td></td>
</tr>
<tr>
<td>Total Mean</td>
<td>562.1826</td>
<td>634.7841</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 1. Bar chart illustrates the data of F1 across male and female speakers*
Table 2. Six English vowels mean values of F2 across male and female speakers

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Sound</th>
<th>Male Speakers</th>
<th>Female Speakers</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
<td>/a:/</td>
<td>1429.306 Hz</td>
<td>1628.21 Hz</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>/ɔ:/</td>
<td>1353.023 Hz</td>
<td>1367.942 Hz</td>
<td>0.01</td>
</tr>
<tr>
<td>Hood</td>
<td>/u:/</td>
<td>2266.491 Hz</td>
<td>2530.676 Hz</td>
<td></td>
</tr>
<tr>
<td>Hook</td>
<td>/ə/</td>
<td>1157.952 Hz</td>
<td>1501.391 Hz</td>
<td></td>
</tr>
<tr>
<td>Hot</td>
<td>/ʊ/</td>
<td>1196.755 Hz</td>
<td>1314.391 Hz</td>
<td></td>
</tr>
<tr>
<td>Hoot</td>
<td>/ʊ:/</td>
<td>1412.647 Hz</td>
<td>1590.424 Hz</td>
<td></td>
</tr>
<tr>
<td>Total Mean</td>
<td></td>
<td>1469.362</td>
<td>1655.986</td>
<td></td>
</tr>
</tbody>
</table>

F2 values are compared in between male and female speakers and found that female F2 values are higher than the male speakers. P-value was considered significance at p < 0.05. In this study, the results show that it is highly significant. The data is based on the voice sample of Pakistani English.

Figure 2. Bar chart illustrates the data of F2 across male and female speakers

There are more than hundred varieties of English spoken throughout the world. Languages differ in terms of speech variations. This may be phonetic, acoustic and phonological variations. This study has analyzed physical properties of English speech by Pakistani English and Singaporean English. The results of Pakistani and Singaporean speakers are summarized as follows:
Table 3. Six long vowels mean values of F1 across male and female speakers

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Sound</th>
<th>Pakistani speakers</th>
<th>Singaporean speakers</th>
<th>P Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
<td>/a:/</td>
<td>672 Hz</td>
<td>364 Hz</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>/ɔː/</td>
<td>680 Hz</td>
<td>628 Hz</td>
<td>0.358</td>
</tr>
<tr>
<td>Head</td>
<td>/i:/</td>
<td>395 Hz</td>
<td>386 Hz</td>
<td></td>
</tr>
<tr>
<td>Hook</td>
<td>/ʊ/</td>
<td>475 Hz</td>
<td>490 Hz</td>
<td></td>
</tr>
<tr>
<td>Hot</td>
<td>/ɒ/</td>
<td>665 Hz</td>
<td>706 Hz</td>
<td></td>
</tr>
<tr>
<td>Hoot</td>
<td>/uː/</td>
<td>475 Hz</td>
<td>385 Hz</td>
<td></td>
</tr>
<tr>
<td>Total Mean</td>
<td></td>
<td>562</td>
<td>505</td>
<td></td>
</tr>
</tbody>
</table>

F1 values are compared in between Pakistani and Singaporean speakers and found that there is less significant difference. P-value was considered as significance at p > 0.05. In this study, the results show that it is not significant different.

Figure 3. Bar chart illustrates the data of F1 across Pakistani and Singaporean speakers of English
Table 4. Six long vowels mean values of F2 across male and female speakers

<table>
<thead>
<tr>
<th>Vowels</th>
<th>Sound</th>
<th>Pakistani speakers</th>
<th>Singaporean speakers</th>
<th>P Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
<td>/æ:/</td>
<td>1429 Hz</td>
<td>1250 Hz</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>/ɔ:/</td>
<td>1353 Hz</td>
<td>1156 Hz</td>
<td></td>
</tr>
<tr>
<td>Heed</td>
<td>/i:/</td>
<td>2266 Hz</td>
<td>2134 Hz</td>
<td>0.76</td>
</tr>
<tr>
<td>Hook</td>
<td>/u:/</td>
<td>1158 Hz</td>
<td>1306 Hz</td>
<td></td>
</tr>
<tr>
<td>Hot</td>
<td>/ɒ/</td>
<td>1197 Hz</td>
<td>1309 Hz</td>
<td></td>
</tr>
<tr>
<td>Hoot</td>
<td>/ʊ/</td>
<td>1413 Hz</td>
<td>1377 Hz</td>
<td></td>
</tr>
<tr>
<td>Total Mean</td>
<td></td>
<td>1469</td>
<td>1445</td>
<td></td>
</tr>
</tbody>
</table>

F2 values are compared in between Pakistani and Singaporean speakers and found that there is less significant difference. P-value was considered as significance at p > 0.05. In this study the results show that it is not significant.

Figure 4. Bar chart illustrates the data of F2 across Pakistani and Singaporean speakers of English

Discussion

As noted in the paper that the study analyzed the quality of female speakers’ vowels and to highlight the difference between female and male speaker’s English vowels in terms of their F1 and F2 frequencies. During the analysis, it was assumed that female and male students would be different from each other in their speech variations in Pakistani English. After the analysis, it was found that there was major difference in frequency 1 and frequency 2 between the..
two (male and female speakers). It was also found that Pakistani speakers as compared to Singaporean speakers do not make much different quality of sound from Singaporean speakers.

Conclusion

To conclude the data of Pakistani speakers and Singaporean speakers, it is claimed that Pakistani English vowels are not completely different from Singaporean English vowels. Though there are differences in the values of F1 and F2 of these sounds, but the probability values show that there is no much difference in the two varieties of English language. In so far as male and female speakers are concerned, Pakistani English speech has highly significant difference in the production English vowels.

References


CHALLENGES OF E-LEARNING IN PAKISTAN FROM STUDENT’S PERSPECTIVE: A PHENOMENOLOGICAL APPROACH

Nosheen Hussain

Abstract

E-learning is an emerging trend which is promoting technological advancement in creating new knowledge and to spread information and ideas. Keeping in view the current tech-era, its bright future can easily be predicted and it can be suggested that e-learning will be the basic means of getting education for the next generation. But with any advancement there comes some drawbacks. This study aims at exploring the challenges a student face during the process of e-learning. This qualitative research tries to find out the major issues that create hurdles in effective learning process. Semi-structured interviews conducted with students having experience of e-learning. The result shows that students take e-learning as an empowerment given to them to enhance their educational capabilities. It provides access to information at their own pace with cost effectiveness to help them in being multi-skilled & multi-tasking. Study also reveals that for students it is difficult to maintain their focus, concentration and interest on serious learning portals due to over flow of information & entertaining stuff available on internet at the same time. Also the internet penetration in the country restricts a major population to get benefit from it. Students sometimes find it difficult to continue their learning due to the absence of face to face interaction. The results suggest that the curriculum devised for online learning should be interesting & attention catching so students do not get bored and are not distracted. Further, the more internet penetration will increase; the more students can get benefit from it.

Keywords: Challenges, e-learning, students, experience, Phenomenology

Introduction

With the technological advancement in 21st century, concepts have been shifted and transferred to entire new ideas and different paradigm. Among these concepts, a very important notion of learning has been introduced as e-learning.

1Lecturer, Department of Media Studies and Social Sciences, SMI University, Karachi. Email: nhussain@smiu.edu.pk
This has changed the whole idea and has now challenged the old practices of learning. With increasing technological scenario, we can anticipate further growing future of e-learning. Here, understanding the concept and challenges of e-learning becomes important.

E-learning itself has different understanding among scholars.

**Defining e-learning**

“E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning.” (Sangra et al., 2012). E-learning can be defined as the process in which computer technologies are being used. ((NRW Medien GmbH, 2003). Another study relates e-learning as a tool which is supported through software. (Baumgartner, Hafele and Maier-Hafele, 2001). Rosenberg (2001) suggests e-learning as a different paradigm as compared to the traditional and usual model. One study combines the use of computer technological advancement along with the aim of creation of knowledge with relevance of individual’s experiences, observations and practices. (Tavangarian, 2004).


According to Khan (2003) e-learning is a novel approach that is well-structured, accessible, self-paced and a combination of digital resources and offline study material. (Khan, 2003)

Another definition of e-learning is the learning process through computer which requires four processes, starting from presenting, participating, accessing and then reviewing. (Brown & Voltz, 2005).

**Criteria of e-learning**

Rosenberg (2001) defines the criteria of e-learning as,

- It reaches the user through proper internet connection.
- It has the ability of immediate updating which transfers most updated information to the audience.
- It caters big audience as compared to the traditional & classroom learning. (Rosenberg, 2001)

**Types of e-learning**

Clark and Mayer (2008) classified e-learning as,
Standalone courses aim to serve solo learner, Virtual-classroom courses are online classes just like normal and traditional classes. Blended learning is the combination of online and offline learning, mobile learning needs mobile devices like smart phones. Knowledge management is the type which aims at educating and informing large groups rather than individuals. (Clark and Mayer, 2008)

Wagner (2012) explains few common ways in which e-learning is implemented like online learning, virtual classroom, rapid e-learning & mobile learning. (Wagner, 2012)

**Internet penetration in Pakistan**

In a report called, “The State of Broadband 2015: Broadband as a Foundation for Sustainable Development” which aims to identify the situation of digital development worldwide is published annually by a body of UNESCO to measure the indicators. The report suggests that Pakistan is among the countries with lowest internet penetration, the data on the web was outdated and didn’t get corrected and updated by PTA specially. (bb-annual report, 2015) According to internet service providers associations of Pakistan until October 2014, estimated internet users in Pakistan were 25 million, among which 15 million are mobile users and the number is further increasing. (ispak, 2014) PTA (Pakistan Telecommunication Authority) has claimed that mobile broadband subscribers will go up to 47 million by 2020 and will further increase to 79 million by 2025. (Dawn, 2015) PTA also called 2015 a huge turnout for Pakistan in internet world due to the access and availability of 3G and 4G networks, bringing more mobile subscribers to the market as compared to the past. It resulted in 34 % increase in internet users, which estimated 3.8 million in July 2014 to 16.9 million users by the end of 2015. (PTA, 2015)

**Review of the Literature**

**Advantages & Disadvantages of e-learning**

Any technological development may have positive as well as negative impacts on the target audience or on the users. The effect usually depends on the use of the product, experiences of individuals, background, observations, educational qualification and other basic parameters. So it can’t be same for all and varies among situation to situation. Cook (2007) recommends web-based learning as a very powerful medium but at the same time recommends that it comes with its pros and cons. According to him the advantages includes the reduction of the barrier of time and space, different economical settings and options, innovative ideas and presentation of variety of multimedia tools like audio, video and text altogether to make it more interactive and novel. This study also reveals the drawbacks of e-learning
includes lacking in effective learning approach, creating societal isolation, increasing costs and too much technicalities lead to common technical problems. (Cook, 2007)

Offline education has a big drawback of time constraint but e-learning has majorly cope up with this issue and is now available to a bug variety of audience 24/7.

One more study discussed the drawback of e-learning as it has de-individualized people and the study also suggests the solution for this problem that online curriculum should be more individual focused rather than making it too general for a massive audience of millions online users. (Tavangarian et al., 2004)

Study on the comparisons of advantages and disadvantages of online learning suggest that this type of learning is highly flexible with time and location of the user. But at the same time, limited affordability, lacking in face-to-face interaction and feelings of isolation are coming as big threats. (O'Donoghue et al., 2004)

A study discussed uses of internet among students concluded that students use internet to maintain online identity, to impress their peers. They also entertain themselves while remaining online. They are updated on social media most of the time while keeping an eye on the world happening while being online. (Anderson, 2001)

A study suggests that students who performed well in traditional learning usually found it difficult to give output at online platform (Zhang, 2004). Another study intended to check the motivation of students in online versus offline or traditional classroom and it was concluded that motivation level of graduate students was high in online system as compared to the face-to-face classroom system. No difference in motivation level of undergraduate students was found (Rovai, 2007). One study on the same subject suggests that e-learning is although individual focused but needs to be more engaging between content and the learner so the interaction could be possible (Tavangarian, 2004).

Research Problem

E-learning is an emerging trend worldwide and with increasing internet penetration among the globe, its flow among the masses will be increasing. Students now take great benefit of these easily available tools and technologies in Pakistan as well to improve their skills, to get updated knowledge and to share what they know. Thus, this study aims at identifying the difficulties and challenges of e-learning that students face in Pakistan.

Research Questions

From the perspective of students,

I. What actually e-learning is?

II. What opportunities e-learning provides?
III. What challenges they face during the process of e-learning?

Objectives of the study

- To understand the concept of e-learning.
- To understand the opportunities e-learning provides.
- To ascertain the challenges students face during the process of e-learning

Husserl’s phenomenological Method

Husserl’s phenomenological method will be employed for this study to identify the actual phenomena. As this method deals with live experiences of individuals experience the same phenomena. To understand any situation, individuals’ experiences are collected to take out the actual meaning lies behind it. These experiences are then gathered and interpreted to describe phenomena. Here, participants’ understanding and experiences of e-learning and its challenges will be kept in consideration.

The Design

Semi-structured interview questionnaire was prepared and participants were interviewed according to their availability. Interviews were transcribed in a verbatim way. Experiences of participants in form of statements with relevance of the study bracketed out. Themes and clusters emerged from these statements to help in understanding the desired phenomena.

Limitation of the study

As study is qualitative in nature and the sampling size is less as compared to the usual sampling size in quantitative research, so the result requires similarity in context to match in order to be applicable.

Data Collection

Primary and secondary data used in the study in form of previous researches and in-depth interviews of participants. They were assured their privacy and were informed the purpose of the research and its implications. Whole procedure of the interview was explained to each participant before the actual interview was conducted. Participants were given necessary instructions and their anonymity was assured.

Data Treatment

- Transcribed interviews of all participants were read.
- Relevant statements were highlighted and extracted.
- Meanings were derived from extracted statements.
- Themes emerged and formulated.
- Clusters of created themes were formed.
- Clusters were then explained to answer research questions.
- Analysis was then matched with the raw data to find the synchronization.

Population

Research has a very limited population due to its qualitative nature. Small but focused individuals were interviewed to get the desired data. 50 individuals with vast experience and exposure of e-learning were part of this research. Specially, those who are getting professional education including certificates, diplomas or degrees (in any discipline) through e-learning process are preferred.

Sampling

Participants have been chosen through purposive sampling technique. Only individuals with sound knowledge, background and experience of e-learning have been chosen.

Setting

Participants were asked for their availability and they were interviewed in a very informal meeting to make the environment comfortable for them and to make the process of interview smooth.

Validity and Reliability

Final interpretation of the created themes and clusters were matched with raw data to validate the findings. Outcomes were also shared with participants to confirm whether it is true representation of their thoughts and ideas.

Discussion of the findings

<table>
<thead>
<tr>
<th>Table 1: Participants understanding of e-learning (significant statements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Something related to the electronic device</td>
</tr>
<tr>
<td>2. Learning through internet</td>
</tr>
<tr>
<td>3. It is online learning</td>
</tr>
<tr>
<td>4. Surfing ideas through the web</td>
</tr>
<tr>
<td>5. Process of online teaching</td>
</tr>
<tr>
<td>6. Getting information on my own</td>
</tr>
<tr>
<td>7. Knowledge that is accessible</td>
</tr>
<tr>
<td>8. Self-paced learning</td>
</tr>
<tr>
<td>9. Instruments that teach me what I want</td>
</tr>
<tr>
<td>10. Learning through internet</td>
</tr>
<tr>
<td>11. Accessing degrees online</td>
</tr>
<tr>
<td>12. Quick and easy information</td>
</tr>
<tr>
<td>13. Learning skills online</td>
</tr>
<tr>
<td>14. Interacting with others to learn</td>
</tr>
<tr>
<td>15. Getting information in seconds</td>
</tr>
<tr>
<td>16. E means electronic</td>
</tr>
<tr>
<td>17. Reliable way of learning</td>
</tr>
<tr>
<td>18. Every electronic gadget involved</td>
</tr>
</tbody>
</table>
10. Using Internet to get knowledge
11. Surfing the web
12. Learning while sitting at your own place
13. A way of learning involve modern technologies
14. Learning in the technological era
15. Getting full advantage of electronic gadgets in learning things
16. Modern way of learning
17. Online learning world wide web
18. Learning that spread to millions of people worldwide
19. Communicating new ideas to the world through internet
20. Introducing more advance way in learning
21. Learning online
22. Learning through machines
23. Knowledge of World Wide Web
24. Easy flow of information
25. Flexible form of learning
26. Cost effective process of information gauging
27. Process of self-improvement
28. Online learning that saves time
29. Learning that is available online all the time
30. Individual focused
31. Electronic methods involved
32. Learning that requires technological expertise
33. Way of finding solutions online
34. Accessible mode of getting information
35. Cost effective, self-paced, time-saving
36. It involves you with gadget
37. Self-paced form of learning
38. Learning online through computer
39. Learning online through internet

Example 1: Statement 2-4 has been taken from this thought of a participant “It is online learning, basically it relates with surfing the web for getting the relevant information and ideas. Shortly, we should call it the process of learning through the internet.”

Example 2: Statement 21-24 have been derived from following account of participant “This is online learning which involve machines and give knowledge through World Wide Web. It has very easy flow of information. Basically, it is the usage of internet for learning.

Example 3: Statement 41-45 have been taken from “A form of learning that requires technological expertise, to find out solutions in the online world, it is easily accessible, cost effective, self-paced & time-saving. It completely makes you involved in your gadget.”
### Table 2: Opportunities e-learning provide

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>It is good, time saving</td>
</tr>
<tr>
<td>2.</td>
<td>It is easy</td>
</tr>
<tr>
<td>3.</td>
<td>It teaches self -responsibility</td>
</tr>
<tr>
<td>4.</td>
<td>E-learning saves time</td>
</tr>
<tr>
<td>5.</td>
<td>No need to go anywhere</td>
</tr>
<tr>
<td>6.</td>
<td>Self-paced</td>
</tr>
<tr>
<td>7.</td>
<td>Being at your own place in great</td>
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<tr>
<td>8.</td>
<td>Multimedia helps</td>
</tr>
<tr>
<td>9.</td>
<td>It’s not boring and monologue</td>
</tr>
<tr>
<td>10.</td>
<td>Online community helps</td>
</tr>
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<td>11.</td>
<td>Not so expensive</td>
</tr>
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<td>12.</td>
<td>Vast audience</td>
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<td>13.</td>
<td>Multimedia is interactive</td>
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<td>14.</td>
<td>Presents innovative ideas</td>
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<td>15.</td>
<td>It’s different</td>
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<td>16.</td>
<td>It facilitates in all ways</td>
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<td>17.</td>
<td>Time saving</td>
</tr>
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<td>18.</td>
<td>Your study in your own room</td>
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<td>19.</td>
<td>Its empowerment</td>
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<tr>
<td>20.</td>
<td>It adds new skill to profile</td>
</tr>
<tr>
<td>21.</td>
<td>Greater access to information</td>
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<td>22.</td>
<td>It is cost effective</td>
</tr>
<tr>
<td>23.</td>
<td>Saves time</td>
</tr>
<tr>
<td>24.</td>
<td>Don’t have to go anywhere</td>
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<td>25.</td>
<td>Great opportunity for skill development</td>
</tr>
<tr>
<td>26.</td>
<td>Money saving, time saving</td>
</tr>
<tr>
<td>27.</td>
<td>Multimedia creates interest</td>
</tr>
<tr>
<td>28.</td>
<td>Bundle of information available</td>
</tr>
<tr>
<td>29.</td>
<td>Mass audience creates intercultural harmony</td>
</tr>
<tr>
<td>30.</td>
<td>Increase online socialization</td>
</tr>
<tr>
<td>31.</td>
<td>Easy way of getting knowledge</td>
</tr>
<tr>
<td>32.</td>
<td>Variety of options</td>
</tr>
<tr>
<td>33.</td>
<td>Always available according to needs</td>
</tr>
<tr>
<td>34.</td>
<td>Caters demands</td>
</tr>
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<td>35.</td>
<td>Helping hand</td>
</tr>
<tr>
<td>36.</td>
<td>Time saving</td>
</tr>
<tr>
<td>37.</td>
<td>Less hectic and empowering</td>
</tr>
<tr>
<td>38.</td>
<td>Make you realize your inner strength</td>
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<tr>
<td>39.</td>
<td>Create attitude of Self-dependency</td>
</tr>
<tr>
<td>40.</td>
<td>Reliable and cost effective</td>
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<tr>
<td>41.</td>
<td>Works on one on one basis</td>
</tr>
<tr>
<td>42.</td>
<td>Provides sense of responsibility</td>
</tr>
<tr>
<td>43.</td>
<td>Teaches time management</td>
</tr>
<tr>
<td>44.</td>
<td>Provides number of opportunities</td>
</tr>
<tr>
<td>45.</td>
<td>Great way of networking</td>
</tr>
<tr>
<td>46.</td>
<td>Group work and discussions become helpful</td>
</tr>
<tr>
<td>47.</td>
<td>Minimize the distance</td>
</tr>
<tr>
<td>48.</td>
<td>24/7 availability</td>
</tr>
<tr>
<td>49.</td>
<td>Do whenever you want</td>
</tr>
<tr>
<td>50.</td>
<td>Location doesn’t matter</td>
</tr>
<tr>
<td>51.</td>
<td>Save money and time which consumes in transportation</td>
</tr>
<tr>
<td>52.</td>
<td>Focused and individual based</td>
</tr>
<tr>
<td>53.</td>
<td>Variety of topics available</td>
</tr>
<tr>
<td>54.</td>
<td>Easy to understand</td>
</tr>
</tbody>
</table>

Example: Following is the transcript for Statement 1-3 “It’s good, easy and time-saving, which teaches self-responsibility by making the user responsible for completing target within given deadlines, although there is much other entertaining stuff available. But user completes his task and shows the gesture of responsibility.”
Example 2: Statement 19-23 have been derived from this transcript: “e-learning empowers students; Students become able to learn new skill and expertise by sitting at home. It has great amount of information which we get easily and the good part is that it’s not much expensive and saves time.”

Example 3: Statement 47-51 concludes from “It has minimized the actual distance and is now available 24/7. Learn whenever you want, location literally doesn’t matter. In this way, it saves time and money which may otherwise consume through transportation.

<table>
<thead>
<tr>
<th>Table 3: Challenges of e-learning in Pakistan (Significant Statements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is difficult</td>
</tr>
<tr>
<td>2. Too much technical</td>
</tr>
<tr>
<td>3. Gives feeling of loneliness among millions</td>
</tr>
<tr>
<td>4. It’s tough to focus</td>
</tr>
<tr>
<td>5. Electric Load shedding is a big issue</td>
</tr>
<tr>
<td>6. Slow internet connection disturbs</td>
</tr>
<tr>
<td>7. Can’t Concentrate</td>
</tr>
<tr>
<td>8. There is no face to face interaction</td>
</tr>
<tr>
<td>9. Feeling virtually bound</td>
</tr>
<tr>
<td>10. Difficult to focus on reality</td>
</tr>
<tr>
<td>11. It is tough</td>
</tr>
<tr>
<td>12. Concentration usually diverted</td>
</tr>
<tr>
<td>13. There is too much flow of communication</td>
</tr>
<tr>
<td>14. Have to struggle to focus</td>
</tr>
<tr>
<td>15. It’s boring, I can’t focus</td>
</tr>
<tr>
<td>16. If internet doesn’t work properly, you are lost</td>
</tr>
<tr>
<td>17. Hard to concentrate among other entertaining stuff</td>
</tr>
<tr>
<td>18. Lack of interaction with course instructor</td>
</tr>
<tr>
<td>19. Concentration usually distracts</td>
</tr>
<tr>
<td>20. Slow internet speed</td>
</tr>
<tr>
<td>21. Technical issues are hard to solve</td>
</tr>
<tr>
<td>22. Lacking in direct and one on one interaction</td>
</tr>
<tr>
<td>23. “Teacher” element is missing</td>
</tr>
<tr>
<td>24. Proper classroom system is missing</td>
</tr>
<tr>
<td>25. Entertaining material on the web distract serious learning mood</td>
</tr>
<tr>
<td>26. Involved technicalities</td>
</tr>
</tbody>
</table>
27. Hard to focus  
28. Direct interaction is really missing  
29. Internet connection  
30. Lack of interaction  
31. Electricity problems  
32. Feeling of loneliness  
39. Difficult to get immediate reply  
40. Lack in Face to face, one on one interaction  
41. Not according to the mood of all individuals  
42. Not friendly  
43. Requires extra skills  
44. Internet speed matter  
45. Speed at both end requires

Example 1: Statement 1-3 has been derived following thoughts of a participant “It is difficult because too much technicalities involved in it, which sometimes become hard to manage. Although there are millions of registered participants in any course or many surfing the net for the same material and learning the same things but still it creates the feelings of being lonely among many. Because usually there is no classroom setup and you are alone to work on it.”

Example 2: Transcript for the statement 37-41 is as following “In an online learning, everything in the real world feels like virtual. Information is over-loaded and there is no one to one interaction so it becomes highly boring which diverts the attention towards other interesting material which is more attention catching and interesting.”

Example: Statements 61-65 have been taken from, “It usually is not according to the mood of all individuals, and for me it is not all the time friendly, it also requires extra skills. Not only this, but internet speed also matters at your side as well as at the other end.”

Table 4. Clusters of Common themes of “e-learning”

1. **Online learning**
   a. Learning online through internet
   b. Surfing the websites for the purpose of learning

2. **Learning through technology**
   a. Learning with the help of technological advancement
   b. Involving electronic gadgets in the process of learning

Table 5. Clusters of common themes of “Opportunities of e-learning”

1. **Time saving and self-paced**
   a. E-learning saves time of students by making it available at their free time
   b. It is also self-paced and reaches the audience at their own place.
2. **Easy access to information**
   
a. Great amount of information is available online all the time.
   
b. Easy access to most of the information makes it easier for students to learn more.
   
c. Bundle of information helps in being multi-tasking and multi-skilled

3. **Create Self-dependency**
   
a. It teaches time management and positive learning attitude
   
b. Help learner in being self-dependent
   
c. Create the ability to focus and concentrate

4. **Networking**
   
a. Provide networking opportunities
   
b. Offer Groups work and team building exercises
   
c. Chances of knowing the unknown

5. **Cost effective**
   
a. Most of the information online is available free of cost.
   
b. In case of fee or charges, it is very nominal and reasonable.

Table 6. Cluster of common themes of “Challenges of e-learning”

<table>
<thead>
<tr>
<th>1. Lack of concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Concentration usually distracts while focusing on any subject, issue or topic.</td>
</tr>
<tr>
<td>b. Entertaining stuff which is more interesting and eye catching catches the attraction of user.</td>
</tr>
<tr>
<td>c. It becomes very difficult to focus on serious issues by avoiding engaging and enjoyable online material.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Absence of face-to-face interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Classroom based traditional learning setup is largely ignored</td>
</tr>
<tr>
<td>b. There is a big gap of physical meet ups</td>
</tr>
<tr>
<td>c. Lacking in interaction leads to de-motivation</td>
</tr>
<tr>
<td>d. Direct contact solves many issues on the spot, virtually this angle is missed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Technical problems/Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Internet speed and penetration is a big issue</td>
</tr>
<tr>
<td>b. E-learning requires technical expertise which restricts many individuals</td>
</tr>
</tbody>
</table>
c. Electricity shortage or load shedding becomes a big hurdle

4. **Over-flow of information**
   a. Information on the internet is over-flowed which creates confusion
   b. Much data also distracts users from the actual desired information

5. **Over-relaxing attitude**
   a. Without one-on-one interaction, psychologically relaxation is felt
   b. This cause difficulty in time management
   c. It also cause lack of concentration

6. **Role of mentoring is missing**
   a. Role of teacher, supervisor, an available mentor is missing
   b. A role model is required
   c. It becomes difficult to share real life issue and problems

7. **Feelings of Loneliness**
   a. Online learning is more individual focused so it ignores the collective nature of a group
   b. Students feel lonely without their class fellows, teachers and a proper class setup.

---

**Table 7. Exhaustive interpretation of e-learning**

Students take e-learning as a proper system of online learning which requires electronic gadgets and technological advancement easily available to them at their own time and pace.

**Table 8. Exhaustive interpretation of opportunities of e-learning**

E-learning provides students with enough opportunities to enhance their skills, information and knowledge. It facilitates by being cost-effective, time saving and self-paced. It creates plurality by engaging huge audience at the same time. Multimedia functions help in keeping interest in the content. Material is individual focused and gives the sense of empowerment by providing learning opportunities to all. It also creates the sense of reliability and self-dependency. It teaches individual to manage time and deadlines even when the other person is not face to face available. It helps in building networks in the virtual world. It helps a person in creating online identity.
Table 9. Exhaustive interpretation of challenges of e-learning

Keeping in view the Pakistan’s scenario, Electricity problem and internet penetration becomes a huge challenge. Element of face-to-face interaction with the peers and course instructor is missing. This reduced students’ trust and reliability on the system, also makes them lazy in focusing on the given direction and sometimes caused hurdles in following deadlines. Over flow of information also disturbs the users by distracting their focus. Entertaining stuff also contributes in losing concentration. A role model and a mentor are missing in the process, peer to peer interaction and class-room competitive environment is lacking strongly. Particular online expertise required to be successful.

Conclusion

This study concludes that e-learning becomes the great source of benefit for the students by providing them chance to learn whatever they are interested in at their own pace and time. Knowledge is thoroughly available on their desired subjects which can be utilized any time. But at the same time over-flow of information restricts them to move ahead with their particular range and increase their confusion. Multimedia factor in e-learning helps students in developing their interest and interaction throughout the process but again it involves too much technicalities which requires extra skills. Internet has variety of online material which distracts students from serious portals, discussion forums and their study. Students used the internet to keep and maintain their identity on social media and to remain in touch with their friends, colleagues, relatives. They also keep themselves updated with latest entertaining stuff including music, films, videos, documentaries etc. While performing all these tasks they are also managing their learning process online, so the distraction is very obvious in this situation.

Simultaneously lack of face to face interaction makes it virtually focused and creates the sense of being “alone” in the virtual world. Experiences of offline group studies, peers, teacher-student direct relation are also missed in this type of learning. It is also very demanding and dependent on students’ side.

Electricity problems, internet penetration in the country and internet speed also become hurdle in smooth process of e-learning. All these caused demotivation in the collective attitude of learners.

Suggestions

Results of this study suggests that curriculum, course outlines and activities for e-learning should be designed very carefully, it should be interesting and interactive at the same time so user doesn’t get bored and may be able to maintain their focus and concentration on the material. Visuals should be eye-catching and should be able to seek attention. Results reveal that e-learning also demands an active supervisor’s role to keep an eye on each participant, group work
should be right balanced along with individual’s activities. Results also suggest that improvement of technological advancement in the country will improve the process of e-learning and it will progress further.

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STUDY ON THE KNOWLEDGE OF UNIVERSITY STUDENTS TOWARDS PLAGIARISM IN PAKISTAN

Syed Imran Ali Zaidi¹

Abstract
This study is designed to find the knowledge level of students towards plagiarism. Survey methodology is used for this research study. The population for the study includes all the university students of both public and private universities. Six universities were selected from which a sample of 180 was drawn (30 respondents from each). Data was collected using a drafted tool. Many students knew about plagiarism and admitted that it was an unethical practice. Students also agreed that plagiarism was a very common practice among university students even though university provided information regarding plagiarism. Many also showed agreement to the fact that copying from books, journals, websites etc. was plagiarism but many also justified that it was right if teacher assigned too much work. Students remained neutral regarding the plagiarism percentage allowed and about the policies of the university for it. Surprisingly, a great number of students did not know proper referencing of websites. Furthermore, the study found out that students agreed that plagiarism affected the society greatly.

Keywords: Plagiarism, Knowledge, University Students

Introduction
Plagiarism is a way of adapting the concepts, techniques, or any literary material of some other writer without taking consent of the original writer and with the willingness to use that material as their own credible work (American Association of University Professors, 1989). Numbers of methods of plagiarism are functional and it is not just isolated to the copying material from other sources, copying the formatted styles, taking other ideas without recognizing the original author of the content, when the ideas or words are expressed in a different way and express idea or problem in their own words (Barnbaum, 2006). A significant amount of research has been undertaken in recent years covering different aspects of student plagiarism in response to the high volume of plagiarism now being detected.

¹MS Student, Department of Education, SMI University, Karachi.
So far most of the research has been initiated by academics in English speaking countries, particularly the UK, North America, and Australia, for example a Benchmark Plagiarism Tariff was developed by the AMBER project (Tennant, Rowell 2010; Tennant, Duggan, 2009); East (2009) and more recently Bretag et al. (2011) led projects to investigate the effectiveness of policies for dealing with academic integrity issues in Australian universities. Some researchers, notably MacCabe, have particularly focused on the attitudes to plagiarism in North America (2005) and Canada (Abasi and Akbari 2008). More recently a group of researchers compared experience of how universities are dealing with plagiarism to the situation at selected institutions (McCabe, Fenghali and Abdallah, 2008). A few researchers have investigated plagiarism relating to non-English speaking countries particularly Sweden (Carroll and Zetterling, 2009), (Razera et al., 2010). Hayes and Introna explored cultural influences to plagiarism in international students studying in an English university, drawing comparisons between students from UK, Asia, Greece and China (Hayes and Introna, 2005). Although much research has focused on text-based plagiarism, a team from one of the Western investigated students’ understanding of plagiarized computer programming code (Joy et al, 2011), drawing on earlier work by the team (Cosma and Joy, 2008) and work done by a number of other researchers on aspects of code-based plagiarism. The evidence from these wide ranges of researches has increased understanding of why plagiarism occurs, different methods in place for dealing with the problem and what can be done to encourage good scholarship. The research findings have prompted redesign of procedures and policies in several UK institutions (Macdonald and Carroll, 2006), (Park 2004), (Neville, 2010) which in turn led to further evaluation and refinement of ideas. (Irene Glendinning, nd.)

In Pakistan, the culture of plagiarism begins from the secondary level, when students fulfill the requirement of subject assignment by copying it from different sources. This culture becomes more common when students reach at University Level Under graduates and Post Graduates. Cheema, Mahmood, Mahmood, and Shah (2011) probed the amount of copy pasting at University level research work, which was deliberate as well as not deliberate due to the poor knowledge or lack of awareness towards plagiarism. The writers discovered that meanwhile most researchers may have a common knowledge of what may be counted as plagiarism, but a great number were not aware of the various ways in which plagiarism could be categorized. In the result, the writer recommended that the researchers have to be knowledgeable in the authentic referencing and the laws of academic ownership of content.

Additional research studies (Overbey & Guiling, 1999) indicated that the learner’s immaturity in research work has added to the plagiarism amount. Prof. Dant of Brimingham Young University carried out a research in 1986 on 20% of the new inducted students that were present in the classes. She proposed that university level linguistics classes
were unsuccessful in facilitating the learners with the knowledge that was essential to produce the work that would rather depend on copy pasting trend. Dant’s research stressed on the concept that learners are facing problems in producing content that is free from plagiarism. Another research (Roig, 1997) pointed out to the result that learner needed an enormous amount of help in the mastery of paraphrasing without errors. The outcome illustrated that half of the learners that were part of the survey failed to notice the differences between the two paragraphs. (Overbey and Guiling, 1999). Although many educational universities have a criterion to check plagiarism but still all educational institutions have yet to follow a certain strategy to discourage students to solely rely on plagiarized work. There is a need to change the direction of student’s mindset regarding plagiarism as this practice is now becoming more and more common among the students of higher educational level such as universities.

The general trend of teaching in universities located in Karachi is that teachers provide notes to the students that the students use as a reference material but sadly there is no system of providing the reference to that resource material to the students so that students can also prove that the resource material is not plagiarized. Although some teachers follow strict rules of not plagiarizing the content and they provide proper references but still the issue of plagiarism is not yet solved on a macro level. Teaching is not yet how the students need it to be and how the educational policies had planned it to be furthermore teaching is not producing creative and intellectual skills of that caliber that they were intended to create. Most of the students still solely depend on their memorizing skills from the teaching material they are provided. This research will investigate knowledge level of students to identify challenges and opportunities for academic grooming of students.

**Research Question**

- What is the knowledge level of students towards plagiarism?

**RESEARCH DESIGN**

**Methodology**

In the light of the research objectives, quantitative research methodology is used for this study. In this study, survey method is used to gain data from the respondents.

**Population**

The population for the study includes all the universities from Karachi recognized by Higher Education Commission (HEC).
Sampling

The sampling for the research study was scrutinized through several phases. Random sampling is used to select six universities (three public and three private) from which the total sample of 180 students was randomly selected (30 students from each).

Research Instrument

The tool for the research that was implemented by the researcher for this study was an adapted scale. It was validated through content validity while for reliability; the adapted scale was piloted on 25 students, taken from the population.

Ethical Considerations

To consider ethical domains, all the participant institutions as well as respondents were provided with consent letter which was duly signed by them.

ANALYSIS

Tables:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Question: I understand the meaning of plagiarism</th>
<th>Participants</th>
<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
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<table>
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<tr>
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<th>Participants</th>
<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
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<td>60</td>
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<th>Mean</th>
<th>S.D.</th>
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<tr>
<td>S. No</td>
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<td>Percentage</td>
<td>Mean</td>
<td>S.D.</td>
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<table>
<thead>
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<th>Question: Copying from a book/journal/research paper etc is plagiarism</th>
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<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
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<td>10.55</td>
<td></td>
<td></td>
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<td>Total</td>
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<td>60</td>
<td>65.04</td>
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<table>
<thead>
<tr>
<th>S. No</th>
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<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
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<td>Disagree</td>
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<td>63.33</td>
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<td>180</td>
<td>99.99</td>
<td>60</td>
<td>48.53</td>
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<table>
<thead>
<tr>
<th>S. No</th>
<th>Question: Do you think that the universities in our society are affected by plagiarism?</th>
<th>Participants</th>
<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agree</td>
<td>115</td>
<td>63.88</td>
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<td>25.55</td>
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<td>3.</td>
<td>Disagree</td>
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<td>10.55</td>
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<td></td>
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<td>Total</td>
<td></td>
<td>180</td>
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<td>60</td>
<td>49.50</td>
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<table>
<thead>
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<th>S. No</th>
<th>Question: Do you have information about how much work is allowed to be copied?</th>
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<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
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<tbody>
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<td>91</td>
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<td>34</td>
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<td>Total</td>
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<td>60</td>
<td>28.82</td>
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<table>
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<tr>
<th>S. No</th>
<th>Question: Do you think educational institutions have defined rules against plagiarism?</th>
<th>Participants</th>
<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
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</thead>
<tbody>
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<td>Disagree</td>
<td>41</td>
<td>22.77</td>
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<tr>
<td>Total</td>
<td></td>
<td>180</td>
<td>99.98</td>
<td>60</td>
<td>20.66</td>
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</tbody>
</table>
Results

- 86.66% of the respondents selected Agree, while 8.88% of the respondents selected Neutral. The total mean calculated for question 1 was calculated as 60, whereas standard deviation as 83.23.
- 72.77% of the respondents selected Agree, while 18.88% of the respondents selected Neutral. The total mean calculated for question 2 was calculated as 60, whereas standard deviation as 62.21.
- 53.88% of the respondents selected Agree, while 21.11% of the respondents selected Neutral. The total mean calculated for question 3 was calculated as 60, whereas standard deviation as 32.23.
- 57.88% of the respondents selected Agree, while 28.33% of the respondents selected Neutral. The total mean calculated for question 4 was calculated as 60, whereas standard deviation as 39.28.
- 75% of the respondents selected Agree, while 14.44% of the respondents selected Neutral. The total mean calculated for question 6 was calculated as 60, whereas standard deviation as 65.04.
- 42.77% of the respondents selected Agree, while 36.66% of the respondents selected Neutral. The total mean calculated for question 8 was calculated as 60, whereas standard deviation as 21.63.
- 63.33% of the respondents selected Disagree, while 25.55% of the respondents selected Neutral. The total mean calculated for question 11 was calculated as 60, whereas standard deviation as 48.53.
- 63.88% of the respondents selected Agree, while 25.55% of the respondents selected Neutral. The total mean calculated for question 13 was calculated as 60, whereas standard deviation as 49.50.
- 50.55% of the respondents selected Neutral, while 30.55% of the respondents selected Agree. The total mean calculated for question 14 was calculated as 60, whereas standard deviation as 28.82.
- 45.55% of the respondents selected Neutral, while 31.66% of the respondents selected Agree. The total mean calculated for question 19 was calculated as 60, whereas standard deviation as 20.66.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Question: In your opinion what percentage of plagiarism should be allowed in educational institutions?</th>
<th>Participants</th>
<th>Percentage</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>63</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>30 %</td>
<td>70</td>
<td>38.88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>40 %</td>
<td>46</td>
<td>25.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>10% (1 Participant)</td>
<td>01</td>
<td>0.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>180</td>
<td>99.98</td>
<td>60</td>
<td>31.01</td>
</tr>
</tbody>
</table>

...
38.88% of the respondents selected 30% as answer, while 35% respondents selected 20% as answer. The total mean calculated for question 20 was calculated as 60, whereas standard deviation as 31.01.

Conclusion

From the data gathered, analysis the researcher concludes that plagiarism is a common practice among youth in Pakistan. The knowledge level of most of the students towards plagiarism is satisfactory; however, they lack technical and professional skills to deal with plagiarism. The trend of plagiarism grows due to the leniency in the supervision of university teacher in the process of assessment. The researcher also found out that most students were unable to cite references in the official styles e.g. APA style or Chicago style. And this result showed that most students did not give credit to the author of the work they were adapting in their assignments or any other academic tasks. With reference to the results of the research, the researcher could know that plagiarism was a common practice among the learners in their routine academic life.

Recommendations

In the light of the results, following recommendations are provided:

- Seminars and workshops should be held for the students as well as teachers to create more and more awareness regarding the issues of plagiarism. As students will gain information regarding plagiarism and its negative effects on the cognitive abilities of the students, it will enhance the performance of the learner.
- A student should be well aware that taking someone else’s words and not giving credibility to the original work’s writer is not okay. Learners should be briefed that it may be fine to take content and providing references but it is not okay to take content and neglect the original writer’s reference.
- Many teachers as well as students agree that the universities in the society are being affected by the common practice of plagiarism among students. Universities should establish strict policies regarding the assessment criteria of the student academic work.
- Universities do not usually use software that detects plagiarism. Therefore, there is a need to implement the use of that software in universities. Such software will help to reduce the level of plagiarism.
References


PARENTAL INVOLVEMENT AND ITS IMPACT ON THE ACADEMIC PERFORMANCE OF ELEMENTARY GRADES CHILDREN

Asiya Shoukat

Abstract

Parents have basic part to play in the life of a child. The involvement of a parent on a child decides the future of such child. Parental involvement and family-school cooperation are considered among the best technique in education systems. At the point when schools cooperate with families to help learning; children have a tendency to succeed in schools as well as all through life. Hence the purpose of this study is to investigate the impact of parental involvement on the academic performance of elementary grades children. Sixty five parents and six school principals make up the study’s sample. The mix method approach was used to collect data. The research instrument used in this study was questionnaire. Data was gathered through two questionnaires. The findings reveal that parents and principals are positively encouraging the concept of parental engagement and they want this concept to be more generalized. The findings disclose that 63% parents agreed that by involving in their child studies they make a significant difference in their child’s school performance.

Keywords: Parental Involvement, Impact, Academic Performance, Elementary Grade, Children.

Background

Parental involvement is not a new concept but has evolved (Rahman, 2001). The idea of parental involvement in student’s achievement is naturally accepted in general (Sheldon, 2003). However; the debate still continues that whether or not parental involvement in education has beneficial effects on children’s achievement (Epstein, 2001). The limited amount of research which has focused on parental preferences for the various forms of involvement has generally found that most parents prefer communication with teachers to be frequent and informal. Therefore, it is essential for educational institutions to be able to offer families a range of communication. There are five main methods for developing and maintaining two-way communication between parents and teachers. (Garry Hornby, 2005).

1MS student, Department of Education, SMI University, Karachi.
The past researches have demonstrated that parent’s involvement extensively contributes, through different ways to improve students outcome related to school achievement. Parental involvement plays a vital role in child success in school learning. The part that parents participate in the educational achievements of their children has long been thought to be a centrally important one.

The earlier in a child’s education parent involvement begins, the more powerful the effects (Cotton and Wikeland, 2001). Parents are the educators until the child goes to an early years setting or begins school. They remain a significant impact on their children’s education all through school and frequently into their adulthood. School and folks each one has significant parts to play. Inquiry about the impacts of Parental inclusion reliably demonstrates a positive relationship between parent’s engagement in their child’s training and student’s conclusion (Patricia Green Powell, 2013). Concurring the examination led by Michigan Department of Education (2002) School age children use 70% of their waking hours (counting weekends and occasions) outside of school.

Research demonstrates that Parental association in their children’s learning decidedly impacts the child’s academic performance (Fan & Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999), prompting higher academic accomplishment, more noteworthy cognitive capability, more noteworthy critical thinking aptitudes, more prominent school satisfaction, better school participation, and less behavioral issues at school (Melhuish, Sylva, Sammons et al., 2001). Comparable effects have likewise been related to respect to reading proficiency practices.

All the previous studies highlighted parental role however this study will highlight the same for elementary grade children.

**Methodology**

**Research Method**

A quantitative approach was adopted to investigate the effectiveness of the parental involvement in their student’s life.

**Population**

All the elementary schools of Karachi are the universe of this study.

**Sampling**

In this study the convenience sampling is used for collecting data from the participants.

For the study, sampling size $n = 71$ will be gained.
Research Instrument

The designed questionnaire will be used as a research instrument for collecting the data.

Ethical Consideration

To maintain research ethics, the institutions and respondents were informed about the research. Consent letter was signed by the respondent.

Analysis

Table 1: Distribution of Respondents on the basis of Q1

<table>
<thead>
<tr>
<th>S.N</th>
<th>I attend parent workshops or training offered by my child’s school</th>
<th>No. of Participants</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>_agree</td>
<td>46</td>
<td>71</td>
</tr>
<tr>
<td>2</td>
<td>don’t know</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>disagree</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table indicated that 71% respondents agreed to the statement whereas 12% disagreed to the statement.

Table 2: Distribution of Respondents on the basis of Q2

<table>
<thead>
<tr>
<th>S.N</th>
<th>I participate in planning school trips for my child</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>agree</td>
<td>43</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>don’t know</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>disagree</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table showed that 66% respondents agreed to the statement whereas 23% disagreed to the statement.
Table 3: Distribution of Respondents on the basis of Q4

<table>
<thead>
<tr>
<th>S.N</th>
<th>I participate in fundraising activities at my child's school</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>41</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table demonstrated that 63% respondents agreed to the statement whereas 12% disagreed to the statement.

Table 4: Distribution of Respondents on the basis of Q6

<table>
<thead>
<tr>
<th>S.N</th>
<th>I talk with other parents about school meetings and events</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>50</td>
<td>77</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>6</td>
<td>09</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table represented that 77% respondents agreed to the statement whereas 14% disagreed to the statement.

Table 5: Distribution of Respondents on the basis of Q7

<table>
<thead>
<tr>
<th>S.N</th>
<th>I talk with people at my child’s school about training or career development opportunities for myself</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>36</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table stated that 55% respondents agreed to the statement whereas 23% disagreed to the statement.
Table 6: Distribution of Respondents on the basis of Q8

<table>
<thead>
<tr>
<th>S.N</th>
<th>I meet with other parents from my child’s classroom outside of school</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

As demonstrated by the table 45% respondents agreed to the statement while 38% disagreed to the statement.

Table 7: Distribution of Respondents on the basis of Q9

<table>
<thead>
<tr>
<th>S.N</th>
<th>I review my child’s school work</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>61</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>1</td>
<td>01</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>3</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above showed that 94% respondents agreed while 05% disagreed to the statement.

Table 8: Distribution of Respondents on the basis of Q13

<table>
<thead>
<tr>
<th>S.N</th>
<th>I talk about my child’s learning efforts in front of relatives and friends</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>49</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>6</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table revealed that 75% agreed to the statement whereas 09% respondents disagreed to the statement.
Table 9: Distribution of Respondents on the basis of Q14

<table>
<thead>
<tr>
<th>S.N</th>
<th>I bring home learning materials for my child (tapes, videos, books)</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>49</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>5</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table described that 75% agreed to the statement while as 08% respondents disagreed to the statement.

Table 10: Distribution of Respondents on the basis of Q16

<table>
<thead>
<tr>
<th>S.N</th>
<th>I spend time with my child working on reading/writing skills</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>4</td>
<td>06</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>6</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table stated that 85% respondents agreed to the statement while 09% respondents disagreed to the statement.

Table 11: Distribution of Respondents on the basis of Q29

<table>
<thead>
<tr>
<th>S.N</th>
<th>I feel successful about my efforts to help my child learn</th>
<th>No. of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agree</td>
<td>55</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>Don’t know</td>
<td>5</td>
<td>08</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>5</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

The table presented above showed that 84% respondents agreed to the statement at the same time 08% disagreed to the statement.

**Findings**

- Parents Attended workshops.
Reviewed the child’s school work.

Spend time with their child working on reading/writing and number skills.

They talked about their child’s efforts in front of friends and relatives.

Brought home learning material.

Planned school trips for their children.

Participated in fundraising activities.

They were satisfied with their efforts to their children.

Met with other parents from their child’s classroom outside of school.

Talked with other parents about school meetings and events

Talked with people at my child’s school about training for myself.

**Recommendations**

- Parents should take interest in their child school life and in school activities.
- Parent should understand the importance of parental involvement and schools should involve parents in their school activities.
- Schools should inculcate modern means for communicating parents they should not stick to the meetings only.

**References**

Rahman, Jane L. (2001). The Effects of Parent Involvement on Student Success


Michigan Department of Education. (2002). What Research Says about Parent Involvement in Children’s Education In Relation To Academic Achievement. Michigan Department of Education


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