



JEST

Sukkur IBA
Journal of Educational Sciences
& Technologies

Volume-1 | Issue.2 | Jul-Dec 2021

P-ISSN: 2710-1703 | E-ISSN: 2789-8083



DEPARTMENT OF EDUCATION
SUKKUR IBA UNIVERSITY
AIRPORT ROAD, SUKKUR-65200, SINDH, PAKISTAN
PH: 071-5644290 - 5644240

Sukkur IBA Journal of Educational Sciences and Technologies (SJEST) is the bi-annual research journal published by Department of Education, Sukkur IBA University, Sindh, Pakistan. SJEST is dedicated to serve as a key resource to provide applied research associated with Educational sciences and technologies at the global scale. This journal publishes manuscripts, which are well written by highlighting new trends in educational sciences, social sciences and emerging technologies.

Copyright:

All copy rights are reserved with SIBA. No portion of this publication may be reproduced, distributed, transmitted in any form or by any means i.e. recording, photocopying, or other mechanical or electronic methods, without the prior permission of the publisher except as may be noncommercial use for education and research.

Disclaimer:

The research published in Sukkur IBA Journal of Educational Sciences and Technologies (SJEST) is original contribution of the author. The research work of the author(s) does not reflect ideas and beliefs and opinions of publisher and its management, advisory board and the editorial board of Sukkur IBA University press. Manuscripts published in SJEST are through double-blind peer-reviewed by two independent field experts (National and International). The identities of the experts/reviewers shall remain anonymous to the authors. The journal is publishing biannually in June and December every year. Neither the Sukkur IBA University nor the SJEST is responsible for errors and consequences highlighted by the reader(s). The errors and deficiencies in terms of research in manuscript may directly be reported to the author(s).

Mission Statement

The mission of Sukkur IBA University Journal of Educational Sciences and Technologies is to provide a premier interdisciplinary platform to researchers, scientists, educators and educationists from the fields of educational sciences and technologies for the dissemination of innovative solution oriented social and applied research.

Aims & Objectives

Sukkur IBA University Journal of Educational Sciences and Technologies publishes and encourages the submission of on the cutting edge research in the field of Educational sciences and technologies

Research Areas

- ❖ Science Education
- ❖ Maths Education
- ❖ Foundations of Education
- ❖ Educational Technologies
- ❖ Sports and Health Sciences
- ❖ Language, Pedagogy and Policy
- ❖ Humanities and Social Sciences
- ❖ Teacher Education and Training
- ❖ Technical and Vocational Education
- ❖ Teacher, School, Community and Society
- ❖ History of Education, Science and Technology

Research Themes

The research focused on but not limited to following core research domains:

- ❖ Classroom Management or Classroom-centered research
- ❖ Counseling and Guidance
- ❖ Development of Learning Environment
- ❖ Discourse Analysis
- ❖ Diversity and Learning
- ❖ Diversity and Teaching
- ❖ Education and Society
- ❖ Educational Management
- ❖ Educational Research
- ❖ E-Learning and Knowledge Management
- ❖ Augmented and Virtual Reality Based Education
- ❖ Technical and Vocational Education
- ❖ Educational Technologies
- ❖ Gamification and Simulation Based Education
- ❖ Engineering Education
- ❖ Research Design and Methods
- ❖ Industrial Education and Sciences
- ❖ STEM Education
- ❖ Human Resource Management in Education

- ❖ Pedagogy and Skill development
- ❖ Innovative Pedagogical Models
- ❖ Quality Management
- ❖ Quality in Teacher Education
- ❖ Sustainability of Teacher Education
- ❖ Sports and Education
- ❖ Teaching and learning
- ❖ Teaching of specific skills
- ❖ Theories and practice in Education
- ❖ Theories and practice in Educational Research
- ❖ Time Management and Skill development
- ❖ Time Management and Students Performance
- ❖ International Education and Development
- ❖ Educational Philosophy
- ❖ Teacher Education
- ❖ Educational leadership
- ❖ Science Education
- ❖ Mathematics education
- ❖ Teaching of English
- ❖ ICT in Education
- ❖ Inclusive education
- ❖ Early childhood education
- ❖ Educational psychology
- ❖ Educational for sustainable development
- ❖ Comparative education
- ❖ Distance education
- ❖ Curriculum Development
- ❖ Assessment in Education
- ❖ Elementary and Secondary Education
- ❖ Higher education
- ❖ School Improvement
- ❖ Sciences Education
- ❖ Humanities of Social Sciences
- ❖ Mathematics Education
- ❖ Language and Pedagogy and policy
- ❖ Educational Technologies
- ❖ Teacher Education and Training
- ❖ School Teacher and Community
- ❖ Educational Society
- ❖ Foundations of Education
- ❖ Sports and Health Sciences
- ❖ Technical and Vocational Education

Patron's Message

Sukkur IBA University has been imparting education with its core values merit, quality and excellence since its inception. SIBA University has achieved numerous milestones in a very short span of time that hardly any other university has achieved in the history of Pakistan. SIBA University has established its Department of Education (DoE) in 2012 to improve, enhance and maintain the quality education through producing professionally trained teachers and researchers.

The Vision of the DoE is to become reputed teacher education department, which practices international standards of teaching, research, and training with the aim to produce world class teachers and educational managers. The broad goals of DoE are to develop innovative and effective educational models for school improvement, educational leadership and management, curriculum design and assessment and implement them in Pakistani educational contexts and classroom settings in order to get maximum benefits through economic growth and development. The prime purposes of DoE are to build the capacity of teachers and educational institutions to enhance teachers' and teacher educators' professional attitude, to elevate the status and self-esteem through fostering a sense of professionalism, knowledge, competencies, skills, critical thinking, scientific behavior and decision making power.

The SIBA Journal of Educational Sciences and Technologies (SJEST) provides a platform to educational professionals to share their research work. The Journal is multidisciplinary and serves wide areas of educational sciences and technologies. In particular, this journal promotes researches that are essential for the enhancement of quality of education. SJEST aimed to achieve international repute and high impact research journal in near future.

Prof. Dr. Mir Muhammad Shah
Vice chancellor and Patron SJEST
Sukkur IBA University

Editorial

Dear Readers,

It's a matter of pleasure to bring you the second issue of **Sukkur IBA University Journal of Educational Sciences and Technologies (SJEST)**, a multidisciplinary and interdisciplinary journal. This issue went through the double blind peer-reviewed articles, which address the key issues in the field of educational sciences, and technologies i.e. Teachers' Perception about Learning with Information and Communication Technologies; Different Age Groups' Preferences and Purposes of Emoji Use; Restorative Practices and School Climate; Career Counseling of school students; Volleyball game; Players' Self-Esteem during Competition; and the Theories of Attitude for Head Teachers understanding and use.

SJEST has an institutional association with the **Department of Education, Sukkur IBA University**, which believes in quality of education and research and opening of this journal is an outcome of strong research orientation. In addition, the **SJEST** provides valuable platform for national and international researchers to publish their research articles in order to disseminate their findings with the largest number of audience globally to bring scientific and authentic solution of the problems.

On behalf of the **SJEST**, I welcome the submissions for the upcoming issues of the journal and looking forward to receive your valuable feedback for the betterment of the journal.

Dr. Zafarullah Sahito
Editor-in-Chief
SJEST

Editorial Board

Patron:

Prof. Dr. Mir Muhammad Shah

Chief Editor:

Dr. Zafarullah Sahito

Associate Editor(s):

Dr. Muhammad Mujtaba Asad

Dr. Tasadaque Ali Shah

Managing Editor(s):

Dr. Sohail Ahmed Memon

Co-Editor(s):

Dr. Al Karim Datoo

Dr. Sharik Zameer

Language Editor(s):

Dr. Hassan Ali Shah

Dr. Ali Nawab

Syed Tanweer Ahmed Shah

Project & Production Management:

Ms. Suman Shaikh

Mr. Imtiaz Ahmed

Editorial and Advisory Board

International Members

Prof. Dr. Yusuf Syed
Sussex University, UK

Prof. Pertti Vaisanen
University of Eastern Finland

Prof. Sari Havu-Nuutinen
University of Eastern Finland

Prof. Dr. Asadullah Shah
Utara Malaysia

Dr. Saeeda Shah
Leister University, UK

Dr. Sikandar Ali Babar
Norway University

Dr. Benedicte Gendron,
Universite Paul Valery, France

Dr. Anita Ramli
University Techn: PETRONAS, Malaysia

Dr. John Alexander Cash
University of Sussex, UK

Dr. Barbara M. Crossouard
University of Sussex, UK

Dr. Daniella S. Rabino
University of Sussex, UK

Dr. Jimena Hernandez Fernandez
CIDE, Mexico

Dr. Farzana Bardai
University of Sussex, UK

Dr. Kourosh Kouchakpour
University of Sussex, UK

National Members

Prof. Dr. Muhammad Memon
(Chairman), BISE Hyderabad, Sindh, Pakistan

Prof. Dr. Nasim Qaisrani
Iqra University, Karachi, Sindh, Pakistan

Prof. Dr. Nabi Bux Jumani
International Islamic University, Pak

Dr. Barkat Bhayo
Sukkur IBA University, Sindh, Pakistan

Prof. Dr. Saleha Parveen
Faculty of Education, University of Sindh

Dr. Niaz Ahmed Bhutto
Sukkur IBA University Pakistan

Prof. Dr. Abdul Sattar Almani
Faculty of Education, University of Sindh

Dr. Iftikhar Ahmed Baig
University of Education, Lahore

Dr. Irfan Ahmed
Sukkur IBA University, Sindh, Pakistan

Dr. Javed Hussain Brohi
Sukkur IBA University, Sindh, Pakistan

Dr. Faheem Akhter Chacher
Sukkur IBA University, Sindh, Pakistan

Dr. Shahid Hussain Mughal
Sukkur IBA University, Sindh, Pakistan

Dr. Aijaz Ahmed Tatlah
Sukkur IBA University, Sindh, Pakistan

Dr. Rifat Abass
Sukkur IBA University, Sindh, Pakistan

Vote of Thanks

We are really thankful to the members of editorial and advisory board for their valuable time, suggestions and initiatives made possible to publish this issue.

We are specially thanking to the following reviewers who spent their time and energies to review the papers in time to publish the first volume and issues of SJEST.

1. Prof. Satu Uusiautti (Finland)
2. Dr. Anna-Marie Pelser (South Africa)
3. Dr. Moinuddin Haider (UK)
4. Dr. Razia Fakir Mohammad (Pakistan)
5. Dr. Iftikhar Ahmed Baig (Pakistan)
6. Dr. Afshan Huma (Pakistan)
7. Dr. Abida Siddiqui (Pakistan)
8. Dr. Muhammad Kamran Abbasi (Pakistan)
9. Dr. Fahad Sherwani (Pakistan)
10. Dr. Abid Malik (Pakistan)
11. Prof. Dr. Muhammad Yousuf Sharjeel (Pakistan)
12. Dr. Najmunnisa Khan (Pakistan)
13. Dr. Sumera Umrani (Pakistan)
14. Dr. Kamal Ahmed Soomro (Pakistan)
15. Dr. Sumera Irum (Pakistan)
16. Dr. Muhammad Saleem Chang (Pakistan)
17. Dr. Abdul Sattar Gopang (Pakistan)
18. Dr. Ghazal Kazim Syed (Pakistan)
19. Dr. Shumaila Memon (Pakistan)
20. Dr. Amjad Ali Arain (Pakistan)
21. Dr Zohra Khatoon Khuwaja (Pakistan)

Guidelines for Authors

The authors are required to STRICTLY follow the instructions given below for convenient processing.

Format

The authors are required to strictly follow the APA Style Guide 6th for formatting their papers, failing which the paper will not be accepted for publication.

Paper Length

The length of different papers can be ranged as follows:

Empirical papers (4000 – 8000)

Theoretical papers (4000 – 12000)

Review papers (4000 – 20000)

Abstract must begin with a new page. The abstract page should already include the page header (as given in [APA Style Guide](#)).

Keywords (max. 10 words) from paper must be listed in abstract. The abstract should be a single paragraph between 150 and 250 words.

For formatting details, please download and follow the [APA Style Guide](#). The completed research papers must be given as per above limits of different papers, excluding all figures, tables, references, and the title and abstract page. Final papers SHOULD NOT exceed the upper limit. In case the paper exceeds the limit the editors reserve the right to suggest for edition and modification.

Paper Layout

The paper layout is as follows:

Page setup: A4, Portrait

Margins: Leave 1.5 inch margin on left side and one-inch margin on right side as well as top and bottom of each page

Paragraph Indentation: Indent each paragraph 2-4 spaces and apply the indentation consistently throughout the paper

Line Spacing: 1.0 throughout the entire paper

Page Numbering: Number page consecutively in the bottom corner, beginning with title page

Header: In the flush left, use a shortened form of the title as a header.

References

Please follow the [APA Style Guide](#) of referencing and references.

Male Volleyball Players' Self-Esteem in the Context of Volleyball Competition

Dr. Shireen Bhatti¹ & Dr. Muhammad Asif Shaikh PT²

¹Director, Physical Education College, Education and Literacy Department.

Email: dr.shireenbhatti83@gmail.com

²Professor and Director, Department of Rehabilitation and Health Sciences, Nazeer Hussain University, Karachi

Email: email.asif_physio@yahoo.com

Abstract

The goal of this qualitative study is to evaluate the self-esteem among male volleyball players. The participants in this study were 20 male volleyball players from the urban areas of the Province of Sindh Public Boys College. Both volleyball players at college and provincial level participated in the volleyball game. The player was between 16 and 20 years of age. The focus group discussion was used to explore the self-esteem of players. In Focus group discussion, participants are of the view that low self-esteem undoubtedly have a greater negative effect on the team's psychology. Negative attitudes towards oneself, people's evaluation or opinion, fear of failure, risk of competitive climate, fear of adversary, low level of efforts, nervousness, negative feedback, rejection, criticism, nervousness, coach, team mates and high expectations of the audience are the factors that can contribute to low self-esteem. The study proposed some recommendations for future researchers.

Keywords: *Self-esteem, volleyball players.*

1. Introduction

Volleyball requires an ability of fast attention focus and refocus, and emotional stability and flexibility of a player. The unpredictable setting cause psychological pressure, leading to stress that one should know how to cope with (Ajeesh, 2013). The best athlete may become apprehensive about competitive sport. Factors that work behind it are aspirations, fear of failure, and lack of self-reliance (Mottaghi, Atarodi & Rohani, 2013).

Sports Competition: Socio-psychological factors play a major role in encouraging the best results of athletes during Competitive sports. Competitive sports require physical, mental and psychological endurance. Such sports are more distinct than those games that do not require passiveness. In terms of aggressiveness, degree of competitiveness, intensity and exclusivity, professional sports are accepted (Dionigi, 2006). In addition, such sports encourage an athlete to make choices, which helps an athlete to build trust in the pursuit of skill acquisition (Niederle, Muriel & Vesterlund-Lise, 2011).

Self-Esteem: Many studies shed light on the term self-esteem, which reflects the complete emotional evaluation of one's own worth by human beings considering one's self-assessment and perception. Self-esteem involves opinions and emotions such as triumph, dejection, dominance and humiliation (Ajeesh, 2013). Self-esteem is defined as an overall emotion of his actions and his or her satisfaction with his or her achievement is considered by the individual (Baumeister, Campbell, Krueger & Vohs, 2003). Self-esteem is divided into two types: worldwide self-esteem and particular self-esteem. Global self-esteem refers to a general evaluation of self-experience with broad-ranging consequences. Specific self-esteem in broadly defined domains relates to self-evaluation (Baumeister et al., 2003).

Objective of the study

- To investigate volleyball Male players' self-esteem in context of volleyball competition.

2. Literature Review

Researchers recognized that such high-intensity sports are naturally nerve-wracking and competitive settings stress competitors' mental demands. When a person has doubts about his ability to deal with stressful states, anxiety is contemporary (Esfahani & Gheze, 2010). In this regard, Volleyball has been recognized as a professional game in the last few years, fostering competition among volleyball players. Volleyball requires physical, mechanical, mental and tactical skills that are combined (Yadev, 2015). Researchers indicate that Psychological variables are believed to rise to high levels during competitive sports (Dairjurko, Gorannestic & Toplicastojanovic, 2013). When volleyball players are nervous, they are concerned about not getting the right position in the initial lineup, serving, smashing and blocking. Playing a different position or being assessed by others adversely. The number of studies were conducted on the impact of self-esteem on the performance of players.

In 2013, Ajeesh also explored the contribution of self-esteem and variables that reduce or increase emotions such as victory, pride, shame and despair during competition. Further perceptions of being competent to deal with problems if self-esteem is highly developed, but if it is developed, players experience a low feeling of incompetence. The research was conducted in 2002 by Koivula, Hassaman and Fallby to find out the strategies linked to self-esteem and sports competition. The results showed that players with high self-esteem had a more positive perfectionist pattern, while players with low self-esteem had a negative perfectionist pattern.

3. Methodology

The participants of this study were 20 male volleyball players from Public Boys colleges of urban areas of Sindh province. All volleyball players participated in volleyball game at collegiate and provincial level. The player ranged from 16 to 20 years. The current study employed qualitative approach. Focus group discussion was used to explore an in-depth understanding of volleyball players' perception about their self in context of competition. For analyzing FGD data, Krueger's (2002) Analysis framework was employed.

4. Results

The results indicate that low-self-esteem players have no opportunity to deal with negative feedback and assessment. The responses in FGD indicates that the Failure, negative judgment, psychological instability, rejection and one's perception are causes for low self-esteem among players. The players' greater self-esteem is further confirmed by participants in FGD. They view that the confidence that players have over themselves. It also shows the importance that participants attribute to themselves and the agreement of respondents that they believe they are born with a good number of characteristics that form their personality, as well as other respondents that obviously they are encouraged by the masses much of the time and they are considered exceptional in the comparison of popular people.

The higher self-esteem of volleyball players is further demonstrated by this negation, which is why most of them have declined to consent to the argument that they are failure. This shows that respondents agree with the argument that they do not consider them a failure. They're not taking them for nothing. Their understanding was in line with their expectations. They're not taking them for nothing. Their perception fitted their expectation. However, with a small variation, the percentage of agreement can be observed, but as a result, a significant number of athletes have self-satisfaction, they respond favorably to life.

Surprisingly, the results reveal a very small proportion of participants disagreed with believing themselves to be equal to other players indicating their greater self-esteem. Participants' responses in FGD further demonstrates a feeling of lack of self-concern and lack of consistency in order to

level their shoulders with other people. In addition to their learning to view the individuals around them, the world around them relies on their assessment framework.

Subjects disagreed that they did not compare themselves with negative assessment, self-hatred, inferiority and self-pity rather than taking pride. Self-worth is further verified. In short, their attitude to themselves was similar to their optimistic appraisal, self-respect and self-acceptance.

The data leads the researcher to agree that volleyball players have greater self-esteem and that they regard themselves and have respect for themselves positively. Participants in FGD demonstrated great satisfaction with themselves, while a quarter of respondents disapproved.

The lower self-esteem of volleyball players is only expressed by majority of participants confirming that they did not feel self-satisfied in terms of self-respect. It portrays the low self-esteem of respondents. In addition, they needed more recognition for themselves, and this may be a sign of low self-esteem.

Interestingly, Responses indicate that volleyball players have a great sense of self-respect for themselves. In addition, Participants were of the views that they trust their skills and do not believe they have lower self-esteem. Their emotions about themselves are very unstable. Most of the time, they are persuaded that they are worthless. FGD findings suggest that the participants experienced the feeling of nervousness demonstrating the feeling of nervousness that can be triggered by high expectations of coaches, teammates and audiences, real climate, fear of opponents.

Results also indicate the details about the physiological symptoms before the start of competition. The most striking aspect revealed during Discussion is that most participants experienced somatic anxiety coupled with physical stress and stomach butterflies. In the body and mind, competitive conditions produce pressure. It physiologically impairs the player. In addition, it undermines confidence, mental resilience, and ability level and causes nervousness to interrupt results. It is confirmed by participants that in pre-performance game, they experience jitters of somatic anxiety. Before the start of competition, the majority of the volleyball player experienced somatic anxiety.

In addition, because of the inadequacy, rapid heart rate, sweaty hands, shivering legs and tensed muscles are observed becoming part of competition. Fear of social circumstances makes them hyperventilate. When something unusual happens to them, their incursive thinking produces a compulsion to draw. FGD Participants experienced a degree of discomfort in relation to competition, which confirms the level of discomfort in relation to competition among respondents.

The competition anxiety was seen as being difficult for them to manage. Furthermore, competitive pressure remains unhandled much of the time after perceiving the dangerousness of such conditions, resulting in fear of failure and inadequacy. Since they are unable to regulate pre-performance attention focus, being too nervous to enter the field is dangerous to them, they are unable to relax out of regulate nerves. Caused by inner reaction stuff that focuses on all three items that quarantine your level of stress will drift back through the attic attention, resulting in nervousness. Losing emphasis results in a nervous break in concentration

5. Discussion

There are a few clear reasons why self-esteem is low. Few of the answers to the discussion show that most of the study participants reported similar responses. They understand that fear and feeling of inadequacy are the reason why they contribute to low self-esteem. This is the product of being embarrassed by coaches and sports teachers and sports teachers for bad results. They often appear with a low level of motivation during performance, so they struggle to receive services or fail to deliver the ball efficiently to the court of the opponent during the rally, causing participants to be nervous, resulting in the participant's performance deteriorating, which annoys the coach and sports teacher, resulting in ridiculing players who eventually challenge their self-esteem. In players, it induces a sense of incompetence and at that moment he feels low.

It is widely found that on the field and in the presence of other rivals who bring them in great embrace, players are mocked and insulted and they view such actions as a sign of disapproval that often leads to criticism or punishment. An athlete interprets this as a statement on their worth as an individual (Yadav, 2015). It is often shown that the concerns of coaches are related to outcomes. Instead of benefiting from his results by predisposing attributes, coaches consider victory a primary goal. It is usually seen that when a person succeeds, he is showered with praise for failure, harsh criticism and rejection. Athletes with poor self-esteem are unable to change their thoughts. They have bad perceptions about themselves, their dealing with themselves is often bad, and as a result of this mindset encourages unfair treatment by others, they remain unaware of the potential within themselves. Finally, through frequent, overt and public failures and rejections, self-esteem may be destroyed.

Another result is that mistakes are made because errors are perceived to be part of the game, but coaches do not stay unbiased. At the time of the player's mistake, they are inflexible and impatient, resulting in the change of player during matches that lowers the self-esteem of the player and they precisely never take the risk of new learning from their errors (Yadav, 2015). The answers to the FGD show that the study participants feel that their nervousness is due to their enemies around them. It makes them nervous and they feel unable to keep the results running. Likewise, the good/ bad feeling of the individual regarding themselves depends significantly on the predicted outcome when they feel threatened by the involvement of other team mates and competitors who can do better than them. They connect age to more experience, to more achievement. Observing these conditions, they feel threatened by their self-esteem and it triggers their low self-esteem because they feel that he might not be as capable as the friends and opponents of their team. It also suggests that the inability of participants to succeed directly affects his self-esteem. Furthermore, athletes equate themselves to others and discover their contribution to the team that coaches and colleagues remain unaware of, reducing the involvement of players in team work. Determining the understanding of their abilities and their own effects on actions. Their environmental interpretation, informed by assessment. The response to failure and appraisal by others is low self-esteem.

The results are confirmed by the FGD responses. Since schooling, the participants have never been exposed to such sports environments, it is widely observed that most government schools do not provide sports activities or organize such sporting events that could provide students with exposure to such demanding environments. They pursue opportunities to engage in athletic events while they study at college and such an atmosphere is totally new to them. Therefore, after getting into such an atmosphere that decreases their self-esteem, they remain apprehensive. Many first-year players are reserved for the next competition, and coaches tend to only witness their insights during matches. Most coaches agree that first-year players are in the learning process, so testing their skills will not bear fruit in practice as it is so that it can also impact practice and teamwork between players.

The different opinions of participants clearly indicate that, due to academic engagements, most participants are not allowed to continue their practice as a result of failing to show satisfactory results, so they are totally ignored by coaches during team formation. It also demonstrates that the player ties his self-esteem to the appraisal of individuals around him, so he feels terrified of being mocked. When one of the participants is needed. He explained it very thoroughly that mostly parents set expectations and want their children to meet the set expectations, but not to disappoint their expectations. Therefore, they prohibit their children from taking part in extracurricular activities, specifically sports activities. The most significant factor seemed to be the impact of their parents and coaches on the level of self-esteem of players. Parents, peers, and

coaches' interactions and feedback may have a great impact on one's self-esteem, thereby impacting one's motivation, learning and success.

Most athletes are never appreciated by parents as being adaptive to sports as a discipline in the sense of our society. Moreover, as sports are never taken as a source of bread and butter, most parents never gain interest and encouragement. The degree of concern, acceptance and interest displayed by parents is therefore influenced by this. Such activities have detrimental and lasting effects on players' self-esteem, while he is given a small advantage over being female as a male player. As parents do, negative coaching brings the same degree of disrespect, discouragement and interest.

In addition, analyzing the involvement of different age groups in the current sample, high participation of the age group of 17 to 18 years is found that this age group is more likely to participate in intercollegiate activities that are held very frequently every year. The aforementioned event is also the most playable event, so players in this age group are highly motivated to participate. In pre-competition practice and during the peak season of competition, this age group remains occupied, steadily removing their hesitation and fear of environment. In terms of specifics, the 15 to 16-year-old age group remains reluctant to participate because they remain in the learning process, their skills are being developed, so they are not given priority during team selection and are kept at the stand for the next competition. For observation only, they are taken to competition. Given that the age group is 19 to 20 years of age, the number of activities falls at the graduation stage, so this age group does not benefit from participation.

In addition, demonstrate why students at the early educational level prefer to engage in physical activity and athletic competition due to greater interest and motivation in athletic at the beginning of the year. It is instantly evident that the highly played level during studies is this educational level. In the current research, it is evidently found that the self-esteem of 2nd year players is higher than that of other players at the educational stage. In addition, it shows the level of self-esteem in volleyball players at various levels of education. It can be seen clearly that the highest result is the level of normal and low self-esteem in intermediate-level players. The higher self-esteem of intermediate level players is triggered by the greater exposure to the sports / competition events they have, but first-year players are low in self-esteem as well as players at the graduation level. In the first year, players take time to discover their skills, improve them accordingly and prepare them psychologically for the competitive world. It takes enough time for this whole process to be completed. On the other hand, graduation level players are often occupied with their studies. In addition, the amount of competition decreases. It is found that volleyball championship is ignored to be held for a few years, reducing participation at graduation level. The lack of championships has changed dramatically. This resulted in Sindh's lower participation in intervarsity competitions.

Research shows that players in team sports are open to a competitive and stressful climate. These factors influence the player's collective working and mental characteristics. The other component of low self-esteem and high anxiety is the subject's social appraisal. Unfortunately, less time is expended on mental preparation by coaches. It is assumed that the value of psychological factors should never be overlooked in the success of any sports event. Those players who are responding to what they are able to do and how others see them influencing the self-esteem of a player through continuous interaction with their body and social environment.

The social support an athlete gets from other individuals if they achieve social recognition. Positive reinforcement is an affirmation of fruitful doing. It typically helps to build a positive self-esteem, whereas excessive criticism or lack of interest in players has a negative impact on the

growth of their self-esteem. It is evident that a significant number of participants have low self-esteem, while fewer participants have normal self-esteem. The low self-esteem of players is demonstrated by the higher proportion of volleyball players. It is clear that players with low self-esteem have little capacity to cope with negative feedback and appraisal. They see people with a negative view, the environment and everything around themselves. Failure, negative judgement, psychological instability, rejection and one's perception are causes for low self-esteem among players.

6. Conclusion

The aim of this study was to explore the self-esteem among male volleyball players. The findings of the current research showed the subjects with low self-esteem. Many participants tended to have high self-esteem, but most of the study population displayed low self-esteem. Self-esteem undoubtedly has a greater negative effect on the psychology of the team. Those variables that can in turn lead to low self-esteem are negative attitudes towards oneself, people's appraisal or judgment, fear of failure, danger of competitive environment, fear of opponent, low level of efforts, nervousness, negative feedback, rejection, criticism, nervousness, coach, team mates and viewer's high expectations.

7. Recommendations

- It may also be important to figure out what variables may have contributed to low self-esteem in participants.
- A researcher may engage into an experimental research to make the volleyball player evaluate his own performance and compare it in different phases and use this knowledge to make decisions about his own performance.

8. REFERENCES

- Ajeesh, P. T. (2013). A study on self-esteem of men and women volleyball players. *International Journal of Behavioral Social and Moment's Science*, 2 (3), 56-63.
- Baumeister, R. F., Campbell, J. D., Krueger, J.I., & Vohs, K. D. (2003) Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychol Sci Public Interest*, 4(1), 1-44.
- Dionigi, R. (2006) Competitive sports and aging: the need for qualitative sociological research. *Journal of Aging and Physical Activity*, 14 (4), 365-379.
- Fahiminezhad, A., Khani, S., & Ghasemi A. (2014). The comparison of sports confidence between young athletes in individual and team sports in shah rood city. *European Journal of Experimental Biology*, 4(3), 458-462.
- Koivula, N., Hassmen, P., & Fallby, J. (2002). Self-esteem and perfectionism in elite athlete: effect on competitive anxiety and self-confidence. *Personality and Individual Differences*, 35 (5), 865-875.
- Kumar, R. & Sindh R. (2011). An effect of mental toughness on different level of participation in soccer players. *The Shield International Journal of Physical Education of Sports Science*, 6(12), 1-5.
- Niederle, Muriel & Vesterlund-Lise (2011). Gender and Competition. *Annu Rev Econ*, 3(10). 1146/annurev-economics-111809-125122.

Teachers' Perception about Learning with Information and Communication Technologies: Usage & Challenges

Zahid Hussain Sahito¹, Farzana Jabeen Khoso¹

¹Department of Education, Shah Abdul Latif University, Khairpur

Email: zahid.sahito@salu.edu.pk

Abstract

We are living in an era of technology where everything demands knowledge, understanding, and handling of digital technology. Technology has renewed all spheres of social and professional lives and in this regard teaching and communication are not exceptional. Effective use of technology for real Communication is widely followed in teaching and teachers need to know the use of ICTs in classrooms for delivering lessons to inculcate sound knowledge and understanding of concepts. It is found that despite the significant impacts of ICTs on teaching and learning teachers are reluctant to use technical aids in the classroom. They report various issues that hamper them to use technology in their day-to-day teaching practices; moreover, a majority of teaching professionals are not convinced that they can make their teaching more and more effective by using technology. The paper aims to find out the challenges the teachers face to use ICTs in classrooms and perceptions of teachers about the same. A qualitative research method was used to carry out the study. A well-designed questionnaire comprising of open-ended questions was served to randomly selected serving teachers from government schools of District Khairpur. The responses of the participants were analyzed to identify the challenges faced by the teachers while using ICT during the teaching and learning process. The collected data was analyzed and it was found out that teachers find it difficult to use technology in classrooms because they are not provided appropriate computers, technical support, and professional training to learn to use technology. It was also identified that because of time constraints teachers are unable to use ICTs in their teaching practices. Further, it was explored that teachers believe that teachers have limited perceptions about technology as they hold the view that technology just wastage their time. Based on findings, it was concluded that the integration of ICT tools is highly effective as it makes students more creative, productive, and hard-working as compared to traditionally managed classrooms. Schools administrations should provide not only the technology but also technical assistance to the teachers. Schools administrations need to help teachers to know the importance of ICTs and to use it for a meaningful purpose to improve the standard of education.

Keywords: *Teachers' Perception; Learning; Information and Communication Technology; Usage; and Challenges*

1. Introduction

We cannot deny the important role played by education in individuals' well-being and their successful survival in societies they are connected with. It is a well-accepted fact that the best investment is the investment in education because education gives people the power to cope with their day to day challenges. Moreover, education serves as a key to change for betterment, social welfare, and individuals' success as the future of nations depends on the quality of education people are provided by the educationists. This is the reason that all nations of the world stress education and educational scientists make their endeavors to find out the ways that could be used to facilitate learners to maximize their potential and come out with the best achievements not only for themselves but their national causes. Researches, in the field of education, have unveiled multiple areas that need to be reconsidered to plan more and more effective strategies for better education for the individuals so that they can contribute to national causes. We are living in an era of technology that demands changes for more and more improvements and excellence. This is obvious from the changes modern age has experienced since the last decades like the replacement of blackboard with smart boards, the use of technology for teaching, etc. The use of technology in

education has become an essential teaching practice and nowadays we cannot imagine a classroom with technology.

The researches by social scientists and educationalists have laid the foundation of information and communication technology as a separate entity that is based on the use of technology for communication. Zhang and Aikman (2007) declared that information and communication technology is an unavoidable area in an era of fast techno cultured world we are a part of. As different educational scientists, educational researches are putting their remarkable efforts to improve education and ensure the best quality education, various researchers worldwide are working on different domains, they are equally concerned with the drawbacks of their educational institutions and have engaged themselves to study, explore and find out the factors that restrict learners to learn and excel. They are also working for improvement and excellence that is indeed not possible without finding out the flaws and weak areas in the system. As ICT is a very important tool in teaching and learning and is used to have the best teaching/learning outcomes, the same is effectively used to measure, find out, explore and identify the possible barriers and barriers for improving the quality of learning. ICT is an amazing tool for change and improvement and teachers to agree that they need to do the maximum use of various technologies for effective teaching, meanwhile, it is also the reality that it is not easy to handle technology as teachers often find themselves like fish out of water when they are assigned any task related to technology (Balanskat, Blamire & Kefala, 2006).

Objectives of the Study

- To explore the barriers faced by school teachers in using ICT tools for classroom learning.
- To identify school teacher perception in implementing ICT tools for learning in the classroom.

The Rationale of the Study

Education is important for people in general and nations in particular. Without education, people cannot cope with the challenges of their life and they cannot contribute to national well-being and development. As far as developing countries are concerned, they need to focus on their educational policies to compete with the developed nations and maintain their position in the world. These nations cannot be economically empowered unless they educate themselves. According to the Legatum Prosperity index 2017 India ranked 92 among 142 countries and is still going through different barriers to providing quality education at a different level. The same situation exists in Pakistan and other developing countries. Though the governments have taken various initiatives to enhance the quality of education for their people, there is still room for improvement. This improvement is not possible without technology as we are living in an era of technology and nations need to make themselves more and more technologically and economically powerful to cope with the emerging challenges of the world. The current study focuses on identifying barriers teachers face in using ICT tools in classrooms and perceptions of teachers in implementing ICT tools in the classroom for learning. The study aims to bring to light the issues so the policymakers and curriculum designers can work on the existing teachers' training curriculum and worked out the strategic ways to overcome the barriers.

2. Literature Review

New technologies are playing a dynamic role in the field of teaching, education, training, and development, but these are also affecting the lives of teachers because they need to learn to use these innovations in their practices. Without knowing the proper handling and use of different technological tools, they cannot enjoy their successful survival in the fastest-changing world. Schoepp (2005) in his study concluded that integration of ICT into teaching and learning is a complex process and people may find it difficult to deal with the “barriers” they may encounter in their day to day professional lives. Different barriers have been identified by the educational researchers, of all these some of the key obstructions are discussed here:

2.1. Network related Issues

Limited accessibility and network connectivity trouble are some of the commonest barriers that all teachers go through and this hurdle doesn't let them complete their task on time. Mostly teachers face extreme embarrassments because of network issues as they fail to deal with technical issues they come across. All teachers are not good at solving these issues they have their expertise that they cannot usefully because of internet issues. Here, we cannot deny the fact that in various areas people have no availability of the internet at all and they cannot use any software or application that needs the internet.

The experts have identified various reasons for limited accessibility and internet connection errors. Some of them express that the biggest reason for the inaccessibility of ICT resources is not always non-availability of the hardware and software or other ICT materials within the schools as it is often quoted. In many schools, there are a host of latest technological tools but teachers cannot use these tools because of the mentioned barrier. Another issue is organizational disorder and mismanagement that hampers the achievement of set goals and targets. Schools must ensure the availability and accessibility of all tools that can be used for effective teaching and learning. Empirica (2006) commented that inappropriate access is one of the key barriers for ICT equipped learning, lack of access includes many things such as lack of access, and lack of adequate material, means in some schools' technology is available but teachers are not allowed to use. Pelgrum (2001) went on to explore the views of the practitioners from 26 countries and identified the main obstacles to ICT implementation in schools. Toprakci (2006) also expressed the different hurdles that hamper teachers in their work. He mentioned an insufficient number of software, insufficient units, slow speed of systems, old systems, and insufficient access to the internet as the main barriers. Albirini (2006) added that insufficient computer resources slow down to use of technology in the classrooms and teachers cannot continue their class and often fail to communicate efficiently. That's why it is one of the greatest barriers to integrating ICT into the learning process.

2.2. School with Limited Technical Support

Teachers must have good command on their subject so that they can inculcate sound knowledge and application of concepts among their students and for this they need access to technology with well-organized classrooms with all technical support. Usually, in schools, administrations suppose that they just need to arrange technological tools and computers for teachers and teachers will manage everything by themselves. These administrative personnel should ensure if everything is functional or not, what is the issue if a teacher is not comfortable to use it. Lewis (2003) stressed the importance of technical support for the use of ICT in teaching and said that without effective

technical resources, school and classroom organization would not be according to the ICT requirements. Therefore, unavailability and limited technical support are obstacles to effective use of ICT and should be overcome. Pelgrum (2001) also supported Lewis' point of view and commented that found that in the view of primary and secondary teachers, lack of technical assistance is one of the top barriers to ICT use in education. Sicilia (2006) also viewed technical problems as one of the major barriers for teachers. It is commonly observed that teachers have to face difficulties in accessing the internet, searching, browsing, downloading required content, having a printout, etc. It is also found that computers that are provided to them are not properly updated and they waste their precious time struggling with malfunctioning old computers. This is how teachers just waste their precious time and energy that end up in nothing. Sometimes, teachers become disappointed with technology and prefer to work without ICT. Sicilia (2006) condemned technical barriers as these hurdles hamper the smooth delivery of the lesson or the natural flow of the classroom activity (p. 43). Teachers don't feel comfortable with flawed technology that affects their professionalism. A well-trained staff should be available in schools to help out teachers in technological matters so that they can integrate ICT into education.

2.3. Lack of Effective Training

Lack of professional training is also one of the barriers that restrict teachers to integrate ICT in teaching/learning. Teachers must be provided with training to use effective software and technological tools so that they can use that equipment without any difficulty. Albirini (2006) viewed lack of effective training is one of the frequently found barriers as teachers are always reluctant to use a new technology or software unless they are trained to use it. Also, there were not enough training opportunities for teachers in using ICTs in a classroom environment (Pelgrum, 2001). If teachers are provided appropriate on-job training, they can use ICT in their teaching practices and can improve the classroom environment. Pelgrum (2001) was of the view teachers are not good at handling ICTs because of a lack of effective professional training. Moreover, a few training opportunities that are provided to them are not enough to serve the purpose. Therefore, to overcome this challenge there is a need to overcome to review teacher training curriculum for improvement and amendments. Beggs (2000) also identified a lack of training as one of the top three barriers to teachers' use of ICT in teaching. Indeed, teachers' training, development, and use of ICT have remained a part of initial teacher training programs to help out teachers to use technology efficiently, but different subject specialists have reported their reservations that may play a very important role in facilitating them. These reservations are very helpful for educational experts and trainers to plan out effective teachers' training programs for different subject specialists according to their demands.

It is concluded from different studies that inappropriate training is again a barrier to the integration of ICT in teaching and learning. Most teachers are not good at using computers, delivering lessons smoothly using modern technological tools, their lack of confidence in technology, etc. Teachers should understand the importance of ICT in education and the outstanding results they can achieve through ICT. Once they learn the amazing results of ICTs, they will start taking interest in grasping more and more knowledge, understanding, and command over their use. This is how this barrier can be overcome.

2.4. Limited Time

Time is an important factor in any job and when it comes to teaching, a good teacher must know the effective use of time. Teachers need to finish their tasks on time and teachers often stay anxious about the completion of the syllabus. They need to strategize their lessons as per the time allocated to them like the number of units, duration of the class, and lots more. Teachers often express that they find it difficult to use digital technology because of the limited time allocated to them that's why they shouldn't use technology and carry on without it. Recent studies have also indicated that teachers are reluctant to use ICT tools in their classrooms because of the time table. For effective teachings, they need a lot of time to review websites, to sort out appropriate material, to plan lessons, selecting of appropriate software, use of software to deliver the lesson, to prepare tests and assessments. This takes a lot of time and they can't integrate ICTs in teaching. Sicilia (2006) also supported that time is one of the major barriers that teachers face while teaching with ICTs. The integration of ICTs in teaching demands lots of time as teachers need to consult IT experts for technical support and this is how they stay dependent on them. Because of this dependency, they find it difficult to complete their task on time. Moreover, teachers also need to practice and prepare themselves to deliver lessons using ICTs and delayed on part of technical staff that affects their working. Teachers also need an assistant to help them with the handling of computers and other technical tools but schools do not have much staff and teachers are required to managed all things by themselves.

2.5. Lack of Teachers' Competency

Teachers have no interest and time to learn the use of the latest technologies and this incompetency affects their confidence badly consequently they do not indulge in the use of ICTs and employ outdated teaching pedagogies. A majority of teachers have no or limited computer skills and this incompetency keeps them away from technology. In different countries of the world it is not possible for people to access technology and as far as developing and less developed countries are concerned, teachers find it very difficult to have the expertise to handle technological tools. Pelgrum (2001) conducted a study and concluded that teachers' limited skills and limited knowledge are the biggest barriers to integrate ICTs into education, teaching, and training. Sicilia (2006) was of the view that developing countries are technologically backward and people are not educated enough to use technology. They do not accept technology and feel comfortable with their outdated less effective teaching pedagogies. Though some people use computers their skills are limited. With limited skills and knowledge of ICTs, they cannot implement their use. Therefore, people should be boosted to learn and use technology with full confidence. Therefore, each nation needs professional trainers to help teachers to adopt ICTs and boost their confidence to learn to use technological tools efficiently.

3. Methodology

To carry out the current research study, a quantitative research methodology was used. A well-designed questionnaire was developed to know the views of the respondents. All the items in the questionnaire were meant to address research objectives concerning the barriers teachers face to use ICTs in the classroom and teachers' perception of the use of ICT tools in schools. To check the validity of the questionnaire, a pilot run was conducted and few amendments were made to improve the tool. Experts' views were also taken to finalize it so that relevant data could be collected from the respondents.

The random sampling method was used for the current study and the sample was the school teachers from government schools. Of all schools, 10 were selected through convenient sampling, and school teachers were selected through purposive sampling.

The well-designed questionnaire comprising of open-ended questions was served to the respondents to have their responses. The purpose of data collection was shared with the teachers and they were helped out to understand the questions so that more and more authenticated data could be obtained. The received responses were then analyzed carefully for the mentioned purpose.

4. Analysis of data

Challenges in implementing ICT tools in teaching and learning were found as follows:

- Administrators provide malfunctioning and outdated computers
- Have internet or connectivity issues
- Systems or computers are out of order, not updated, and are not repaired
- Have no computer skills.
- Are not provided any technical support
- Are not provided pedagogical support
- Are not provided a printing facility
- Lack of content in the national language
- Have limited time
- Have pressure to prepare students for exams and tests
- Find it very difficult to integrate ICT use into the curriculum
- Do not know the benefit to use ICT in the classroom

Perceptions related to the usage of ICT tools in the classroom for teaching and learning were found as follows:

- In ICT oriented classrooms students concentrate more on their learning as compared to traditional classrooms.
- Technology-based teaching makes students more hardworking by boosting their confidence
- Technology-based classrooms are more productive as students learn to be creative
- Technology helps teachers to engage students more in their work/learning
- ICT oriented classrooms help students feel more autonomous in their learning and they learn to grasp new ideas
- ICT facilitates collaborative work among the students and they learn to work together
- ICT oriented classrooms make students understand more easily what they learn as compared to traditional classrooms.

5. Discussion

The current study was aimed to identify the barriers to the use of ICT tools in teaching and perceptions of teachers on the use of technology in classroom practices. The responses of the participants were then analyzed qualitatively to explore why teachers find it difficult to use ICT tools in their teaching practices and what are their views about the use of technological aids related to teaching. Based on the analysis, it was founded that teachers' beliefs about technology have an impact on their practices (Ertmer, 2005). Anxieties related to technology is the biggest hurdle in

their use, whereas their confidence on the same is their power. Using technologies helps teachers to have a conducive learning atmosphere as students and teachers interact actively that promote learning among the students. Students in technology-oriented classrooms show more interest in learning and become actively engage in classroom discussions. Teachers also expressed that integrating ICT in teaching makes students independent learners with sound knowledge of the topic and applications of the concepts.

6. Conclusion

Based on findings, it was concluded that the integration of ICT tools is highly effective as it makes students more creative and productive. Students concentrate more on their learning; they work harder when get exposure to technology. Schools administrations should provide all ICTs and technical assistance to the teachers. There should be proper professional training with incentives for them. In addition to this, managements and administrations need to work with coordination to help teachers to know the importance of ICTs and to use it for a meaningful purpose.

7. REFERENCES

- Albirini, A. (2006). Teachers' attitudes information and communication technologies: The case of Syrian EFL teachers. *Computers & Education*, 47, 373-398. DOI: 10.1016/j.compedu.2004.10.013
- Balanskat, A., Blamire, R. & kefala, S. (2006). The ICT Impact Report: A Review of Studies of ICT Impact on schools in Europe. Retrieved from colccti.colfinder.org/sites/default/files/ict_impact_report_0.pdf
- Beggs, T. A. (2000). Influences and barriers to the adoption of instructional technology. Retrieved from <https://eric.ed.gov/?id=ED446764>
- Bitner, J. & Bitner, N. (2002). Integrating Technologies into the Classroom: Eight Keys to Success. *Journal of Technology and Teacher Education*, 10(1). Retrieved from <https://www.learntechlib.org/f/9304/>
- Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational technology research and development*, 53(4), 25-39. Retrieved from <https://link.springer.com/article/10.1007%2FBF02504683?LI=true>
- Korte, W. B. & Husing, T. (2006). Benchmarking access and use of ICT in European Schools. Retrieved from www.ehealthmonitoring.EU/publikationen/documents/No08-2006_learnInd.pdf
- Lewis, S. (2003). Enhancing teaching and learning of science through the use of ICT: Methods and materials. *School Science Review*, 84 (309), 41-51. Retrieved from <https://eric.ed.gov/?id=EJ679790>
- Pelgrum, W. J. (2001). Obstacles to the integration of ICT in education: results from a worldwide educational assessment. *Computers & Education*, 37(2), 163-178. DOI: 10.1016/S0360-1315(01)00045-8
- Schoepp, K. (2005). Barriers to Technology Integration in a Technology-Rich Environment. *Learning and Teaching in Higher Education: Gulf Perspectives*, 2. Retrieved from <https://pdfs.semanticscholar.org/1719/33df49a3d0dc9157bdad9ecbff9ca165045e.pdf>

- Sicilia, C. (2006). The Challenges and Benefits to teachers' practices in a constructivist learning environment supported by technology (Master's thesis, McGill University). Retrieved from <https://www.learntechlib.org/p/126851/>
- Toprakci, E. (2006). Obstacles at Integration of Schools into Information and Communication Technologies by taking into consideration the Opinions of the Teachers and Principals of Primary and Secondary Schools in Turkey. e- Journal of Instructional Science and Technology. Retrieved from https://www.researchgate.net/profile/Erdal_Toprakci/publication/285801498_Obstacles_at_integration_of_schools_into_information_and_communication_technologies_by_taking_into_consideration_the_opinions_of_the_teachers_and_principles_of_primary_and_secondary_schools_in_Turkey/links/5697a1b408aea2d74375b0ab.pdf
- Light, D. (2009). The role of ICT in enhancing Education in Developing Countries: Findings from an Evaluation of the Intel Teach Essentials Course in India, Turkey, and Chile. *Journal of Education for International Development* 4(2), 52-66. Retrieved from http://www.equip123.net/Jeid/articles/4_2/JEID4-2- FullIssue.pdf#page=54
- Zhang, P. & Aikman, S. (2007). Attitudes in ICT Acceptance and Use. *Human-Computer Interaction: Interaction design and usability*, 4550, 1021- 1030. DOI:10.1007/978-3-540-73105-4_112

Investigating Different Age Groups' Preferences and Purposes of Emoji Use

Mahrukh Memon¹ & Sanaullah Ansari¹

¹Institute of English Language and Literature, University of Sindh, Jamshoro

Corresponding author's email: mahrukh.memon@scholars.usindh.edu.pk

Abstract

The research explored how much people of different age use emoji in digital communication. It also studied the purposes behind the use. The study compared three different age groups. It aimed to find if there are any significant differences among groups. Different aspects of emoji use are researched worldwide but there is less evidence from age perspective. There is very little research done in Pakistani context. So, this study may add to the knowledge in the field in Pakistani context. A representative sample was chosen from intermediate, undergraduate and postgraduate students through quota sampling from colleges and universities from Hyderabad, Sindh in 2017. The participants filled the questionnaire and data is analyzed quantitatively. The study explored if emoji are effective for all generations or a specific generation. The study might help in understanding different attitudes towards use of emoji.

Keywords: *Computer Mediated Communication (CMC), Emoji*

1. Introduction

Today, in the age of digital communication when we are shifting more towards communicating through texts than verbal. It gets harder to communicate exactly what one wants to communicate. In verbal communication, use of gestures, intonation, stress, and other non-verbal cues help interpret the message better. But when it comes to interpreting a direct text from someone, it gets harder to infer the intended meaning. With the development of emojis, the problem was solved to an extent. But still, different people hold different beliefs regarding its use. Some use those frequently and love them, others avoid those to avoid any misinterpretation.

This research investigated how people of different ages prefer to use emojis. It also investigates why people of different ages use the emojis in digital communication. It explored the extent to which the use is helpful or hindering.

The objectives of the study are:

- To investigate the emoji preferences in CMC of different age groups.
- To compare the emotion expressed through emoji among different age groups
- To investigate the purpose of using Emoji in CMC of different age groups.

Today, as the modes of communication are being transformed so is the use of language. Worldwide, people have significantly shifted to CMC to communicate. Many are using emoticons and emoji in CMC as an alternative to non-verbal cues in Face to Face (FtF) communication. Although, emoji are widely used but the question has significantly remained unanswered if those are perceived in same way by everyone. Different people have got different preferences even on use of emoji. The study aims to explore whether these emoji are effective for all generations or have merely helped a specific generation.

2. Literature Review

Language is traditionally defined as a system of communication. Methods of communication are constantly changing to adapt the social trends, lifestyles and technology so is the language.

The process of communication is so complex, it is not a mere interpretation of words. Language is the combination of both verbal as well as nonverbal cues. The Non-verbal type of communication is represented in conveying messages through some non-words rudiments. Forms of non-verbal interactions include gestures, eye contact, facial expressions, body language, etc. The main features of non-verbal cues are “ability to convey emotions and attitude” as well as “emphasize, contradict, substitute or regulate verbal communication” (Wei, A. C. Y. ,2012 cited in Jibril & Abdullah, 2013).

With the development of technology, there has been a significant shift in communication methods. Much of communication today takes place through digital means and is Computer-Mediated. Alshenqeeti, (2016):

The rise of mobile communication devices initially raised concerns from traditionalists in the linguistic community and elsewhere that language was becoming terse and short and vital communication cues, particularly non-verbal ones were being lost, devaluing overall communicative ability. There is, however, a counter-argument which recognizes that language comes in many forms, and one of these is the use of emoji and emoticon.

Initially, before the excessive use of emoticons and emoji in mainstream, CMC was quite debatable. At the times when the nonverbal cues were not present in CMC, sending the accurate and indented message impact was difficult through CMC. Comparing face-to-face (FtF) and CMC, Fuller (1996) discovered that people who used electronic media often, tend to misinterpret other individuals’ personalities in several dimensions. However, with the introduction of emoticons and emoji, the problem seems to be resolved. Fuller’s study (1996) also found that the people who used electronic media often thought of their partners as cold and logical, which suggested that emotional expression was limited. Though, human emotions have now got an entirely new way to be expressed in CMC with the help of emoticons and emoji. Research is still demanded in the field to explore the significance and reliability of emojis.

In FtF communication one can easily convey the intended meaning using both verbal and non-verbal cues. Contrary to FtF communication, CMC is written-based and lacks non-verbal cues, therefore, emoticons were incorporated to enable the receiver to understand the feeling or mood of the sender (Wei, A. C. Y.,2012 as cited in Jibril & Abdullah, 2013). Shigetaka Kurita (1990s) incorporated emoji initially in Japan that enabled the receiver to understand the intention and purpose of the sender. With the newer research more interesting facts and features are making their way ahead. A similar attempt is made in the present study. The study aims to explore how far the feelings, mood, intention, and purpose of the sender can be perceived through emoji he or she has sent.

2.1. Emoticons and Emoji

An emoticon, is a shorthand or graphic representation of a facial expression allowing the user to express feelings or emotions and initiate a written message with non-verbal factors (:-) :- (:- /). Emojis, on the other hand, are a step further. These are graphic symbols, that portray not only facial expressions but also concepts and ideas. They can represent celebration, weather, food and drink also emotions, feelings, and activities (Zareen, Karim, & Khan, 2016). Emoji are a pictorial representation of human expressions and activities (🤩 😊 😌 😄 😍 😞). These help the communicators to mark their presence even via CMC.

Chandler, 2007 studied the models of signs and relativity quotes (Peirce, 1931) and what he calls icons. He defines an icon as a signifier resembling the signified and being similar in its qualities. As per the Peircean Model icons resemble objects and excite analogous sensations in the mind. Keeping in view the definition of an icon, the emoji fits well to be called an icon. As the icons excite the sensation of the referred object in the mind, the emoji excite the sensation of the gestures in the mind. To make a point here, the use of emoji in CMC is not mere random play with the faces; it stimulates the sensation of the referred gesture.

Through the revision of the previous works on the intentions of use of emoji as the surrogates of nonverbal cues in CMC Hu, Guo, Sun, Nguyen, & Luo, (2017) summarized seven main intentions behind the use i.e. Expressing sentiment, Strengthening expression, Adjusting tone, Expressing humor, Expressing irony, Expressing intimacy and Describing content. They discovered the most popular ones are expressing sentiment, strengthening expression, and adjusting tone. The use and purpose may vary from person to person. The differences in use can also be found across the age groups. The research intends to explore the differences objectively and open the ways for further research among different groups using emojis.

Seeing the popularity of emoji and extensive use throughout the world Oxford dictionaries selected the emoji 'Face with tears of joy' as word of the year in 2015 to recognize and acknowledge emoji ("Oxford names 'emoji' 2015 Word of the Year," 2015). The importance of emoji and the fact that they have made their place in the language is now visible.

The wide and variant use of emoji over different platforms leads to communication errors because of different graphic expressions. Miller et al., (2016) explored the problem systematically. They investigated whether emoji differences across platforms lead to different interpretations. From both sentiment and semantics perspectives, they found variance in the interpretation. When participants agreed on the same emoji misinterpretation, they disagreed on whether it was positive, negative, or neutral 25% of the time. Across platforms, the disagreements even elevated. Overall, the substantial potential for miscommunication was observed.

2.2. Context

In the global analysis of emoji (Linguistics, 2016), the per-country analysis shows significant variation in emoji use across different countries. The study suggests that the emoji use differs with the living conditions of the users. The present study is done in the context of Pakistan which falls in the third world cluster in the global analysis study. As per the analysis, the dominantly used emojis in Pakistan are unhappy faces and other sad emojis. The study does not focus on the popularity of emoji in context rather the analysis limits the scope of the current study to the context of research.

2.3. Emoji Use and Age

Sternbergh, (2014) claimed that today a random person, especially one under 30, will not tell you what a tilde is but he is very likely to comprehend, Face with Tears of Joy. Further acknowledging the popularity and wide use of emoji in today's communication, he calls emoji a new vocabulary. He extends his point of view and says that now when we are more connected than ever, we need to know that our connections are not being misunderstood. For better use of emoji, we definitely need to find how different people interpret emoji.

There are quite significant variations in the preferences of young and old. Especially, in internet use and communication means, there are found different preferences and adaptability across age groups. According to Thayer & Ray, (2006):

Young adults may also feel more comfortable communicating and building relationships online than middle and late adults because they are growing up in a technological era. Online communication is encouraged in schools and is being integrated into the lives of young adults both in personal and professional settings. Individuals in the middle and late age group may be relatively less adaptive to the changes in communication and relationship building the Internet brings.

Derks, Bos, & Grumbkow, (2007) studied the influence of social context in internet communication. The results showed a significant variation in the use of emoticons with variation in a social context. More emoticons were used in the socio-emotional context than task-oriented social context. With age, the context of communication changes. As discussed above, with the passing age people tend to be less expressive. People turn to be more task-oriented when using CMC. There is variation in use of emoticons in various social contexts and contexts tend to vary

for various age groups; hence there is an objective guess by the researcher that there is variation in the use of emoji across various age groups.

Age is a very significant factor studied to cause linguistic variation in stylistics. Stylisticians can find out the age of the writer from the discourse. Tagliamonte, (2008) have conducted their study of linguistic variation with age. This suggests that there are patterns of language use and age. Backing the hypothesis, as the language use vary, the emoji use would vary too.

As age increases, so does maturity and sensibility. Over age, with experiences of life one gets sensitive and critical to minor things. A mature person is more aware and sure of one's feelings than a juvenile. It is also widely seen that older people are inexpressive comparatively to younger ones. When it is true for FtF communication, it is truer for CMC. The use of emoticons and emoji to express feelings in CMC is more deliberate and intentional than the use of facial expressions in FtF communication. As discussed in Walther & D'Addario, (2001):

Relative to FtF non-verbal communication, emoticons may be considered more deliberate and voluntary. One may unconsciously smile FtF, but it is hard to imagine someone typing a :-) with less awareness than of the words he or she is selecting.

Taking into consideration the above-mentioned argument, it is inferred that there would be significant differences in the use of emoji by adults and juveniles. Hence, the current study intends to find the differences among three different age groups in terms of preferences and purposes of use.

2.4. Research on Emoji

There is much research and work done on emoticons and emoji. The emoji are studied from various aspects; the frequency at which they appear, the context of use, the interpretation and misinterpretation, the impact, the effect, and the importance of the emoticons and emoji (Unicode Emoji, n.d.). Some studies mark emoticons as alternate in CMC to gestures in FtF communication while others refer to those as punctuation marks in CMC.

As per the studies, (Miller et al., 2016), the interpretations and sentiments of emoji may vary from people to people. The difference in the use of emoji reveals the differences among the people. This leads the researcher to study and discover what variations can be found among people for the use of emoji.

As emoji are a newer introduction in the field of CMC and impacting language use at quite a significant rate. The research in the field has started and gained acceleration.

3. Methodology

As discussed, the aim of this paper was to examine the preferences and purposes of Emoji usage by different aged people. In order to achieve this aim and provide a comprehensive and clear understanding of the preferences and purpose of the use, the following research questions have been formulated:

RQ1: How far Emoji are preferred in CMC by people of different ages?

RQ2: Which emotions are expressed through emoji by different age groups?

RQ3: What is the purpose of using Emoji in CMC by people of different ages?

The main purpose of this study was to gain a general understanding of Emoji usage. Hence, the quantitative approach was most appropriate because it assigns variables (frequency of use and purpose) to a logical scale of values defined in numbers thus, providing a general understanding of the phenomenon (Dörnyei, 2003). The other reason for adopting the quantitative approach was because of its scientific rigor and clarity (Murray & Beglar, 2009).

3.1. Sample

The sample was chosen from the colleges and universities from Hyderabad, Sindh in 2017. The technique of quota sampling was used in which the researcher defined distinct subgroups and determined the proportion of the population that belonged to each of the subgroups (Dörnyei, 2003). Three sets of different age groups were made. From the total of 123 participants, there were 40 participants of age group one (10-20yrs), 44 participants of age group two (21-25yrs), 39 participants of age group three (26-40yrs).

3.2. Research Instrument

A survey questionnaire on the use of Emoji was used to collect data from the participants in order to obtain objective and accurate information (Creswell, 2012). The questionnaire was adopted (Derks et al., 2007; Derks, Bos, & von Grumbkow, 2008; Thayer & Ray, 2006; Walther & D'Addario, 2001) to fit the context well.

The questionnaire was piloted in order to determine the accuracy of the instruments to be used for the main study. Certain changes were made after the piloting. The final version of the questionnaire had 4 items related to CMC and emoji use in general, 20 items on the use of various emoji, and 7 items on the purpose of emoji use. The frequency of using CMC and various emojis was measured on the likert scale of 6; 1 being 'Never' and 6 being 'Always'. However, the purpose of using emoji was measured on the likert scale of 4; 1 being 'Strongly Disagree' and 4 being 'Strongly agree'.

3.3. Data Collection

The data was collected from the colleges and universities of Hyderabad, Sindh, Pakistan. Before starting the data collection process for the pilot and the main study, all the participants were informed about the nature and purpose of the research. It was made clear that their participation was completely voluntary and they were free to leave any time they wanted. Participants were also assured of the confidentiality of the data. The participants were set free in their natural mood and were not stimulated by any kind to trigger their responses. Finally, all participants were given detailed information on the front paper of the questionnaire and at the end were asked to sign the informed consent form especially designed for the study to confirm their participation.

3.4. Data Analysis

The data were analyzed through descriptive analysis to describe the characteristics of the sample (Pallant, 2011).

In order to address RQ 1, the frequency of the responses was checked to determine the preferences of different age groups. For RQ2, the comparison of groups was made through the mean and median of the total responses. However, to address RQ3, again the comparison of groups was made as per frequencies of the responses.

4. Data Analysis and Findings

4.1. Preferences of Different Age Groups for use of CMC and Emoji

Firstly, all respondents' preferences for use of CMC and emoji were measured. To do so, the number and percent of all participants' (n=123) use of CMC, CMC for socio-emotional, CMC for getting the task done, and Emoji was calculated in order to answer RQ1. Table 1 summarizes the results of the analysis with respect to each question (Q1 to Q4) for each age group. The frequency of use was determined on a Likert type six-point scale from 1 'Never' to 6 'Always'.

TABLE I. Frequency of Participants' Use

Question	Age	Never	Rarely	Sometimes	Often	Frequently	Always
Q1 CMC (%)	10-20	0 (0)	2 (5.0)	5 (12.5)	12 (30.0)	9 (2.5)	12 (30.0)

	21-25	4 (9.1)	2 (4.5)	5 (11.4)	3 (6.8)	13 (29.5)	17 (38.1)
	26-40	1 (2.9)	2 (5.7)	9 (25.7)	7 (20.0)	10 (28.6)	6 (7.1)
Q2 CMC for Socio-emotional purposes (%)	10-20	5 (12.5)	2 (5.0)	12 (30.0)	11 (27.5)	7 (17.5)	3 (7.5)
	21-25	3 (6.8)	2 (4.5)	13 (29.5)	10 (22.7)	11 (25.0)	3 (6.8)
	26-40	4 (11.4)	6 (17.1)	8 (22.9)	10 (28.6)	6 (17.1)	1 (2.9)
Q3 CMC for getting task done (%)	10-20	0 (0)	4 (10.0)	11 (27.5)	11 (27.5)	6 (15.0)	8 (20.0)
	21-25	2 (4.5)	3 (6.8)	5 (11.4)	12 (27.3)	11 (25.0)	10 (22.7)
	26-40	1 (2.9)	5 (14.3)	5 (14.3)	9 (25.7)	8 (22.9)	7 (20.0)
Q4 Emoji (%)	10-20	0 (0)	2 (5.0)	10 (25.0)	4 (10.0)	7 (17.5)	17 (42.5)
	21-25	2 (4.5)	1 (2.3)	6 (13.6)	9 (20.5)	15 (34.1)	10 (22.7)
	26-40	4 (11.4)	9 (25.7)	10 (28.6)	5 (14.3)	5 (14.3)	2 (5.7)

Table 1 demonstrates that the age group one and two use CMC 'Always' while age group three use CMC 'Frequently'. Therefore, age group three uses CMC less compared to the age group one and two.

The results show that the age group one and two use CMC 'Sometimes' for socio-emotional purposes and 'Often' for getting tasks done whereas age group three use CMC 'Often' for both socio-emotional purposes and getting the task done. It can be seen that the CMC use of the age group one and two is more task-oriented than socio-emotional. However, age group three use CMC equally for both socio-emotional purposes and getting task done and the use is consistent.

For the use of emoji, the results show that the age group one use emoji 'Always', age group two use emoji 'Frequently' whereas age group three use emoji 'Sometimes' or 'Rarely'. Age group one use emoji more than the other two groups and age group three use emoji the least of all three groups. Hence, there is a gradual decline in emoji use with age.

4.2. Comparison of Different Age Groups for the Emotion Expression through Emoji

The purpose of Research Question Two (RQ2) was to compare the age groups for the expression of emotion through emoji in CMC. In order to address this research question, first of all, the responses for each category of emoji (Happy, Funny, Angry, and Sad) were summed up. The Q5 to Q9 referred to Happy emoji, Q10 to Q14 referred to Funny emoji, Q15 to Q19 referred to Angry emoji whereas Q20 to Q24 referred to sad Emoji. Then the descriptive statistics were carried out to determine the frequency of emotions expressed by different groups in emoji use.

Table 2 shows the frequency of emotions expressed by different age groups using their responses to Q5 to Q24 in the questionnaire on a Likert-type six-point scale; from 1 'Never' to 6 'Always'. The results are summarized in Table 2.

TABLE II. Comparison of Age Group’s Use of different Emotion through Emoji

Emotion	Age	Mean (M)	Median (MD)
Happy (Q5-Q9)	10-20	17.43	18.00
	21-25	17.64	17.50
	26-40	13.14	11.00
Funny (Q10-Q14)	10-20	18.93	19.50
	21-25	19.66	21.00
	26-40	12.40	12.00
Angry (Q15-Q19)	10-20	14.45	14.00
	21-25	14.30	13.00
	26-40	11.11	10.00
Sad (Q20-Q24)	10-20	14.65	13.50
	21-25	15.02	14.00
	26-40	11.54	11.00

Table 2 compares the emotions expressed by the different age groups while using emoji. It can be clearly seen from the above results that there is a slight difference between age group one and age group two. However, there is a significant difference between age group two and age group three.

Age group one and two tend to use happy (MD=18.00 and 17.50) and funny (MD=19.50 and 21.00) emotions more comparative to angry (MD=14.00 and 13.00) and sad (MD=13.50 and 14.00) emotions. Whereas, the age group three expresses all the given emotions equally i.e. happy (MD=11.00), funny (MD=12.00), angry (MD=10.00), and sad (MD=11.00). Hence, age groups one and two express happiness and humor more than anger and sadness through emoji in CMC whereas age group three remains nearly consistent for the expression of all emotions.

4.3. Purpose of Using Emoji for Different Age Groups

In order to address Research Question three (RQ3), participants’ responses to Q25 to Q31 were examined. These questions determined the purpose of using emoji. To analyze, the number and percentage of all participants’ (n=123) responses were calculated. Table 3 summarizes the results of the analysis with respect to each question for each age group. The frequency of the purpose of the use was determined on a Likert type six-point scale from 1 ‘Strongly Disagree’ to 4 ‘Strongly Agree’.

TABLE III. Comparison of Age Groups’ Purpose of Emoji Use

Q	AGE	Strongly Disagree	Disagree	Agree	Strongly Agree
Q25 Express Sentiment (%)	10-20	1 (2.5)	5 (12.5)	14 (35.0)	19 (47.5)
	21-25	0 (0)	5 (11.4)	17 (38.6)	21 (47.7)
	26-40	1 (2.9)	8 (22.9)	14 (40.0)	12 (34.3)
Q26 Strengthen Expression (%)	10-20	2 (5.0)	9 (22.5)	15 (37.5)	12 (30.0)
	21-25	0 (0)	4 (9.1)	14 (31.8)	24 (54.5)

	26-40	1 (2.9)	9 (25.7)	17 (48.6)	8 (22.9)
Q27 Adjust Tone (%)	10-20	3 (7.5)	4 (10.0)	21 (52.5)	10 (25.0)
	21-25	1 (2.3)	9 (20.5)	18 (40.9)	13 (29.5)
	26-40	3 (8.6)	12 (34.3)	14 (40.0)	4 (11.4)
Q28 Express Humor (%)	10-20	3 (7.5)	6 (15.0)	15 (37.5)	15 (37.5)
	21-25	3 (6.8)	4 (9.1)	20 (45.5)	15 (34.1)
	26-40	2 (5.7)	10 (28.6)	16 (45.7)	7 (20.2)
Q29 Express Irony (%)	10-20	2 (5.0)	12 (30.0)	19 (47.5)	5 (12.5)
	21-25	5 (11.4)	10 (22.7)	16 (36.4)	11 (25.0)
	26-40	5 (14.3)	16 (45.7)	11 (31.4)	2 (5.7)
Q30 Express Intimacy (%)	10-20	6 (15.0)	15 (37.5)	14 (35.0)	3 (7.5)
	21-25	4 (9.1)	14 (31.8)	13 (29.5)	11 (25.0)
	26-40	3 (8.6)	13 (37.1)	14 (40.0)	5 (14.3)
Q31 Describe Content (%)	10-20	4 (10.0)	11 (27.5)	7 (17.5)	17 (42.5)
	21-25	3 (6.8)	14 (31.8)	14 (31.8)	11 (25.0)
	26-40	3 (8.6)	9 (25.7)	20 (57.1)	3 (8.6)

Table 3 demonstrates the results for the purposes of using emoji for three different age groups. The results for all the age groups are fairly uniform and all agree to use emoji for the given purposes. While there is a deviation in results for using emoji to express Irony and Intimacy. Age groups one and two significantly agree for the use of emoji to express Irony but age group three disagrees. Whereas for the use of emoji to express Intimacy, group three agrees, and groups one and two disagree.

The results show that the most common purpose to use emoji is to express Sentiment. Age group one (82.5%), two (86.3%), and three (74.3%) either strongly agree or agree for the use to express Sentiment. While the least common purpose is to express Intimacy. Age group one (52.5%), two (40.9%), and three (45.7%) either strongly disagree or disagree for the use to express Intimacy.

4.4. Discussion

This study found that age group three uses CMC lesser than age group one and two. The study also finds that age group three has yet not adapted to the use of emoji. These findings support (Thayer & Ray, 2006) who found that young adults are more comfortable communicating online than middle and late adults because they are growing up in a technological era.

Furthermore, the study shows that age groups one and two tend to use happy and funny emotions more while age group three remains consistent for all emotions. This suggests that age group three is conscious in terms of expressing their emotions in CMC.

The current study suggests that the most common purpose to use emoji is to express Sentiment in the current study context. The results partly confirm the study of Hu, Guo, Sun, Nguyen, & Luo (2017) who discovered the most popular ones are Expressing Sentiment, Strengthening Expression, and Adjusting Tone.

Overall, the study found that age groups one and two have similar habits of using CMC and emoji but age group three shows significant variation. This may be because there is generation as well as the professional difference among the groups.

5. Conclusion

This paper was an attempt to explore the differences among CMC users of different age groups from colleges and universities in Hyderabad, Sindh, Pakistan. It compared three different age

groups regarding their use of emoji. The findings suggest that the age group one always use emoji mainly happy and funny ones. The age group two frequently use emoji and they also use happy and funny emoji more. While the age group three use emoji either sometimes or rarely. They use all emotions i.e. happy, funny, angry, and sad almost equally. The purposes of using emoji for all the three groups are similar i.e. Expressing sentiment, Strengthening expression, Adjusting tone, Expressing humor, Expressing irony, Expressing intimacy, and Describing content. The research findings are limited to in their scope, design, and analysis.

6. REFERENCES

- Alshenqeeti, H. (2016). Are Emojis Creating a New or Old Visual Language for New Generations? A Socio-semiotic Study. *Advances in Language and Literary Studies*, 7(6), 56–69.
- Chandler, D. (2007). *Semiotics the Basics*, Second Edition - 69249454-chandler-semiotics.pdf, 29–30.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Educational Research (Vol. 4).
- Derks, D., Bos, A. E. R., & Grumbkow, J. von. (2007). Emoticons and social interaction on the Internet: the importance of social context. *Computers in Human Behavior*, 23(1), 842–849.
- Derks, D., Bos, A. E. R., & von Grumbkow, J. (2008). Emoticons and Online Message Interpretation. *Social Science Computer Review*, 26(3), 379–388.
- Dörnyei, Z. (2003). *Questionnaires in second language research*. Mahwah: Lawrence Erlbaum Associates.
- Hu, T., Guo, H., Sun, H., Nguyen, T. T., & Luo, J. (2017). Spice up Your Chat: The Intentions and Sentiment Effects of Using Emoji.
- Jibril, T. A., & Abdullah, M. H. (2013). Relevance of emoticons in computer-mediated communication contexts: An overview. *Asian Social Science*, 9(4), 201–207.
- Linguistics, C. (2016). *ACL 2016: The 54th Annual Meeting of the Association for Computational Linguistics*.
- Miller, H., Thebault-Spieker, J., Chang, S., Johnson, I., Terveen, L., & Hecht, B. (2016). “Blissfully happy” or “ready to fight”: Varying Interpretations of Emoji. *International AAAI Conference on Web and Social Media*, (Icws), 259–268.
- Murray, N., & Beglar, D. (2009). *Inside Track Writing*. World Wide Web Internet And Web Information Systems.
- Oxford names “emoji” 2015 Word of the Year. (2015). Oxford Dictionaries. Retrieved from <http://blog.oxforddictionaries.com/2015/11/word-of-the-year-2015-emoji>
- Pallant, J. (2011). For the SPSS Survival Manual website , go to www.allenandunwin.com/spss This is what readers from around the world say about the SPSS Survival Manual :, 359.
- Peirce, C. S. (1931). *The Collected Papers of Charles Sanders Peirce*. Search, r*, 8.
- Sternbergh, A. (2014). Smile, You’re Speaking EMOJI: The fast evolution of a wordless tongue. New York. Retrieved from <http://nymag.com/daily/intelligencer/2014/11/emojis-rapid-evolution.html>
- Tagliamonte, S. (2008). Comparative Sociolinguistics. *The Handbook of Language Variation and Change*, 729–763.
- Thayer, S. E., & Ray, S. (2006). Online Communication Preferences across Age, Gender, and Duration of Internet Use. *CyberPsychology & Behavior*, 9(4), 432–440.
- UTR #51: Unicode Emoji. (n.d.). Unicode Consortium. Retrieved from <http://unicode.org/reports/tr51/>
- Walther, J. B., & D’Addario, K. P. (2001). The Impacts of Emoticons on Message Interpretation in Computer-Mediated Communication. *Social Science Computer Review*, 19(3), 324–347.
- Wei, A. C. Y. (2012). Emoticons and the non-verbal... - Google Scholar. (n.d.).

Zareen, N., Karim, N., & Khan, U. A. L. I. (2016). Psycho Emotional Impact of Social Media Emojis, 8(4), 257–263.

A Correlational Study Examining the Relationship between Restorative Practices and School Climate in Secondary Schools of Kotdiji, Sindh, Pakistan

Shahid Hussain Wassan¹, Wali Muhammad Channa², Abul Ala Mukhtar Soomro³

¹Government Boys High School, Haji Nawab Khan Wassan, Kotdiji

²Government Islamia Arts & Commerce and Postgraduate Studies Centre, Sukkur

³Government Boys Primary School Junani, Warah, Qambar Shahdadkot

Corresponding author's email: shahidhussainwassan@gmail.com

Abstract

The school environment has a dynamic contribution to the growth and development of an individual. As for the success of a school, there is a need for an operational disciplinary system and a constructive climate. Every leader or staff member wants to run his school systematically with sound discipline while few leaders and staff members use a punishment approach. Recently, a modern technique to a subject known as restorative exercise has been introduced in numerous schools and colleges for the development of faculty and schools, culture and environment. This study is undertaken in selected secondary schools of Kotdiji, Sindh, Pakistan, that is aimed at defining the connection between restorative practices and school ambit from the perspective of the school staff members in the selected schools. This study also describes the application of restorative practices in schools and focuses on positive behaviour and intervention support among the staff. A quantitative correlational study is conducted for the determination of restorative practice and its relationship with school climate. Findings suggest that there is a positive relationship between restorative practices, faculty and the school environment.

Keywords: *Restorative Practices, School discipline, School Climate.*

1. Introduction

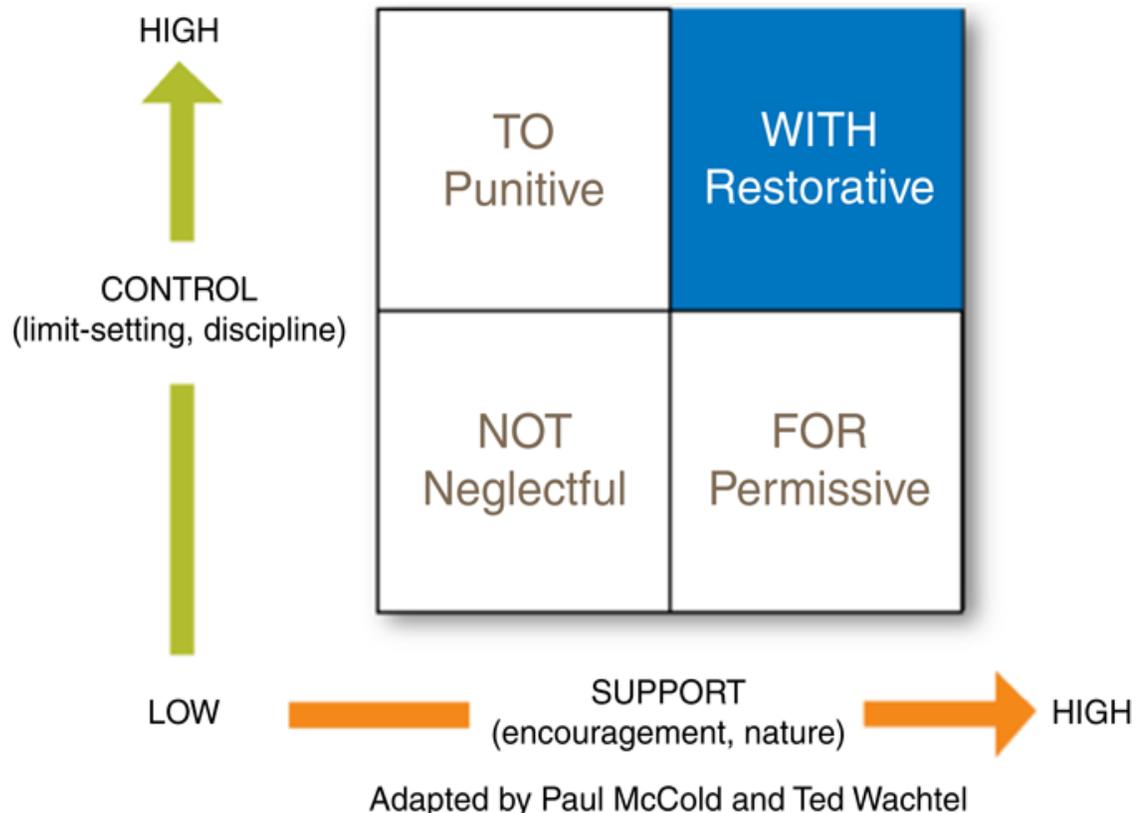
In this study restorative practices and school climate was studied and explored. Restorative practices mean the communication between the staff, students, and parents; with the community and responding to challenging behaviour. The strategies and methods that build a positive relationship in an organization to prevent the violation. In order to build a congenial environment for the pupils, the faculty members perform an active role. The behaviour of students has remained an important topic of discussion for the researchers, mentors and administrators for a couple of years. They used the punishment strategy (Payne & Welch, 2015), as many researchers think that school discipline is inconsistent and incompatible with the smooth execution of the school. On the contrary, almost every school principal or manager tries to reduce the negative behaviour and build a strong safe and sound climate for communication within an institute or organization. Punitive practices decrease the achievement or success ratio of students, as in many of the schools the punishment policies are used to improve the behaviour of the students, unfortunately, these policies could not give the desired outcomes. Restorative thinking is a shift and drifts from punitive thinking and it drags schools to the reconciliation of the conflict and promotes a good climate (Mirsky, 2007); resolves conflicts in a helpful way. This study aimed to determine the relationship between the restorative practice and school environment of secondary schools Kotdiji, Sindh, Pakistan. Restorative practices will help the school leaders in the improvement of school climates such as the behaviour of students with students, staff, administrators, teachers, and community members; co-operation of teachers, staff members, and administration with one another; and fair play with students. This study will be beneficial for leaders who want to devise these strategies and achieve their goals within institutions.

1.1. Problem statement

This study aimed to identify the relationship between restorative practices and their impact on the school environment. Most of the schools use punishing discipline, consequently, suspension, expulsion, zero-tolerance policies and other undue strict body of the rules kept the students at bay from their desired goals. Though the operative disciplinary actions are necessary for the effective progress and development of schools, it is still a challenging dilemma for teachers. Research suggested that these policies highly affect students' behaviour and retard the process of graduation and its appropriate rate of high school students (Lee et al., 2011; Sharkey, & Fenning, 2012).

1.2. Purpose of the study

The purpose of this study is to determine the curative practices and their relationship with school climate in secondary schools of Kotdiji, Sindh, Pakistan. It explored the perceptions of the school teachers regarding the practices that either is helpful or not in the improvement of behaviour of students, staff and administrators. Furthermore, the strong school policies for the behaviour of students and effect results suspension of the student. The vital need of this study is to manage the negative behaviour of students and promote a fair and conducive environment in school.



Source: Wachtel (1999)

Figure 1. Conceptual framework

1.3. Research Question(s) and Hypothesis

RQ1. What are the insights of staff about the rapport between restorative practice and school environment amongst the secondary schools of Kotdiji, Sindh, Pakistan?

RQ2. What is the impact of restorative practices on the school environment and culture amongst the secondary schools of Kotdiji, Sindh, Pakistan?

Null hypothesis. There is no statistical connection among faculty insights to the extent of implementation of restorative practices and school environment among the secondary schools of Kotdiji, Sindh, Pakistan.

Alternate hypothesis. There is a statistical connection among faculty insights to the extent of implementation of restorative practices and school environment among the secondary schools of Kotdiji, Sindh, Pakistan.

1.4. Limitations

Different limitations were found during this study.

Firstly, single research cannot examine all allied components associated with restorative practices and the school environment. Secondly, this research is limited only to staff of selected schools in the rural area of Kotdiji, Sindh, Pakistan. Thirdly, this study does not contain the perception of parents and students. Finally, this study is limited to correlation only.

Zero-tolerance is a rigid approach to school discipline. On the other hand, everyone wants to jump into restorative practices due to their importance in modern ages. Most of the administrators and counsellors are doing tricky work in figuring out how to help schools begin to adopt better strategies and fit them into their institutions. Restorative practices is a set of strategies or a set of beliefs about power relationship and behaviour of peoples used on daily basis in an organization or institution. Honors a mentality, a set of convictions almost why individuals select positive behaviour and the control of connections. Moreover, a set of methodologies can utilize to establish, repair and redress the harm and its effects, build relationships and values empowerment. This undertaken study strengthens and serves to create a natural inspirational thing to know we're all looking to do. The International Institute of Restorative Practices created what is called the "social teaching window". It contains different types of disciplines based on the amount of CONTROL and SUPPORT. If there is a small amount of control or support, apparently negligible but necessarily effective at all. When control is high and low support then the discipline is called punitive. In contrast, support is high and low control, it's a lenient style or fashion. The main aim is high control and support; fashion of discipline that will make them accountable. It is hand in hand with trauma-informed social-emotional learning, indeed with positive Behavioural Intervention and Support (PBIS). Therapeutic homes are moreover not almost letting students "get away" with things but accountability and responsibility and results are still shown, but disgrace and corrective discipline are not. These practices work in a smooth way to inquire about the problem and try to settle the matter.

2. Review of Literature

Restorative practices were introduced by Ted Wachtel in 2004 "it is the social science that studies how to build and achieve social discipline through learning and decision-making" (Wachtel, 2013). Schools should ensure a favourable and comfortable climate through constructive disciplined methods (Skiba & Peterson, 1999). Most of the schools face difficulties in the conduct and disposition of good behaviours and are not achieving the desired goals. Conversely, well-disciplined schools are focusing on the students learning through effective practices to teach rather than punish the students (Hargreaves, & Hopkins, 2004). In the latter condition, the students leave the school due to punitive and negative behaviour. To overwhelm this dilemma, there is a dire need for a positive attitude and behaviour. Resultantly, the school climate will change along with the student's achievement. The dropping out of the students from school is a punishment consequence (Perry & Morris, 2014; Skiba & Peterson, 2000). To promote an effective environment of school constructive approaches of discipline should be used for the success of the students. RP approach is a positive school discipline approach and is applied by the various schools for the improvement of their culture and climate. Restorative practices are used for justice, a tactic used for the criminal justice system. It started to repair harm and bring coordination of strong relationships among the

communities, families, and friends (McCluskey et al., 2008). John Baillie the Assistant professor and Director of ongoing school education at International Institute of Restorative Practices (IIRP) Graduate School, stresses the truth that restorative practices are a plan of approaches or types of relationships in a school building which ranges from administration to staff, staff to pupils and pupils to pupils (Mirsky, 2014). How to implement Restorative Practices in a classroom? For the improvement of student behaviour and the creation of a positive school climate, you must shape a sense of civic and stronger relationships in the classroom. One approach is to set morning circles where each participant will take part in the discussion and wait for their turn in this way they build trust, shared values, behaviour, and mutual understanding (Costello, Wachtel & Watchel, 2009). It begins with the start of the day at the classroom door including greeting and shaking hands etc. (Goldys, 2016). The restorative practice has been used since the 1990s in Australia (Payne & Welch, 2018). During the 1980s and 1990s, zero-tolerance policies were implemented as a consequence of school violence (Curtis, 2013; Skiba et al., 2014), this broader term is concerned especially with school discipline (Monahan et al., 2014); predetermined results of punishments. Zero-tolerance is a rigid approach to school discipline. Nowadays, everyone wants to exercise restorative practices due to their importance in modern ages. The most common criticism of zero tolerance is the students were punished on the basis of colour and disabilities as compared with white students; racial disparity in United States schools were found (Thompson, 2016). This policy creates a highly negative impact on students' careers mainly for pupils from historically deprived groups in education students regardless of colour, caste, creed, handicapped children who possess some sort of disabilities (Gregory, Cornell & Fan, 2011; Thompson, 2016). Another policy is concerned with the increase of security. It remains the topic of debate that tough policies have a negative effect on the school setting such as the increase in suspension rate (Skyes et al., 2015), increase racial disparities (Skiba et al., 2002); school outcomes such as student involvement, dropout rate, poor performance, anxiety among the students (Bachman, Gunter & Bakken, 2011; Gonzale, 2015; Wun, 2016). These threatening strategies create a sense of fear which indicates the different ways that student misbehaviour is victimized and contributes to increasing the youth injustice system (Hirschfield & Celinska, 2011; Rocque & Snelling, 2018), Zero-tolerance allows the disruption and violence in school and community. However, no evidence is found that ensuring the prevention of impending misconduct make school nonviolent (Gregory et al., 2016) or improve the school environment (Skiba et al., 2014). On the other hand, research shows that out of school interruption or zero-tolerance do not improve behaviour (Hannigan & Hannigan, 2016). Implementation of zero-tolerance policies results in poor effects for school climate and prejudiced applications (Skiba et al., 2014). The main cause of disobedience is not addressed while encouraging performance, interference support is one of the approaches that report this issue. Restorative practices have deep roots in injustice where all the members of an organization collectively decide for the accidental situation and future planning (Braithwaite, 1999). It is measured as a new style in the schools in the United States (Gregory et al., 2016). Recent research indicated dropping off students on the lower performance has increased (Perry & Morris, 2014; Skiba & Peterson, 2000) based on race and colour in African-American and Latino students. These racial disparities increase the negative effect on the performance of students and spoil the school image (Carter, Fine & Russel, 2014). Punitive policies and suspension have decreased the 20 per cent of high schools' students who lose their chances for graduation so the effective disciplinary environment is an important component of human behaviour that affect on sound body of the organization.

3. Methodology

Every school leader aims to launch discipline strategies that provide a progressive school environment built a connection and increase student achievement. Quantitative research is used to determine the objectives, and an adopted questionnaire has been used in this study; for validity and reliability, the questionnaire has been sent to an M.Phil. Scholar named Abul Ala Mukhtar Soomro for checking of reliability and validity. He gave the positive remarks for questionnaires then

distributed using different sources such as WhatsApp, email, Google doc, and hard copies sent to the respondents of selected schools, during this study the identities of the respondents remained confidential.

3.1. Research Design

The quantitative correlational research design is used in this study which focuses on the objectives, with statistical data analysis; data gathered through a survey questionnaire (Creswell, 2013). This method is appropriate for this study because it enables a researcher to examine the relationship between two variables. The number of staff members in the 5 selected schools was 109 and the sample size for this study was 59 respondents'. Three types of correlational research are shown; a positive correlation increase in a variable adds in other variables, and a decrease in one also happens to a reduction in other variables. As such negative correlation declines in one variable, inclines other and vice versa. Zero correlation when one variable does not change the other and vice versa (Creswell, 2013; Neuman & Kreuger, 2003) in correlational study +1 and -1 coefficients are used where the correlation value near to +1 shows a solid and positive correlation, a value near -1 shows clear negative correlation and value uncorrelated displays zero correlation (Creswell, 2013).

3.2. Targeted population

This study took place in rural secondary schools of Kotdiji, Khairpur, and Sindh, Pakistan. The sample of this study included the staff members from five secondary schools and involved the 59 participants working in these schools and implementing restorative practices from a few years. The participants were categorized into groups based on their roles such as administrative, instructional, and non-instruction roles respectively. A cluster sampling design was used because the research only needed the staff members who are working in the selected schools and have implemented restorative practices. The snowball technique was used in this study.

3.3. Data Collection

Before conducting this study, consent and permission were received from the concerned heads of the selected schools. After the grant of permission, data was collected from the participants keeping the confidentiality of schools and participants. Quantitative research is used to determine the objectives, and the adopted questionnaire (from Concordia University-Portland College of Education) has been used in this study; questionnaire then distributed using different sources such as what's App, email, Google doc, and hard copies sent to the respondents of selected schools.

3.4. Data Analysis and Results

Using quantitative research data was imported from the MS-Excel file into SPSS version 23. An adapted questionnaire was used for the survey that was completed by the respondents contained 34 items 17, 17 items for restorative practice, and school climate respectively. In this study, (x) is the variable used to represent the respondents' average score for restorative practice, and (y) represented the respondents' average school climate score. The Pearson's correlation analysis used for the test of hypothesis "Relationship of restorative practice and school climate" through Likert scale-5 questions were analyzed.

This correlational analysis defined a strong positive correlation between the variables measured by the scale.

Figure.1 indicates a scatter plot of respondents' average score of school climate on the X-axis and an average score of restorative practice on the Y-axis; that shows a strong positive correlation. It is shown in the below graph that the cluster is closer to the line which indicates a positive correlation between these two variables.

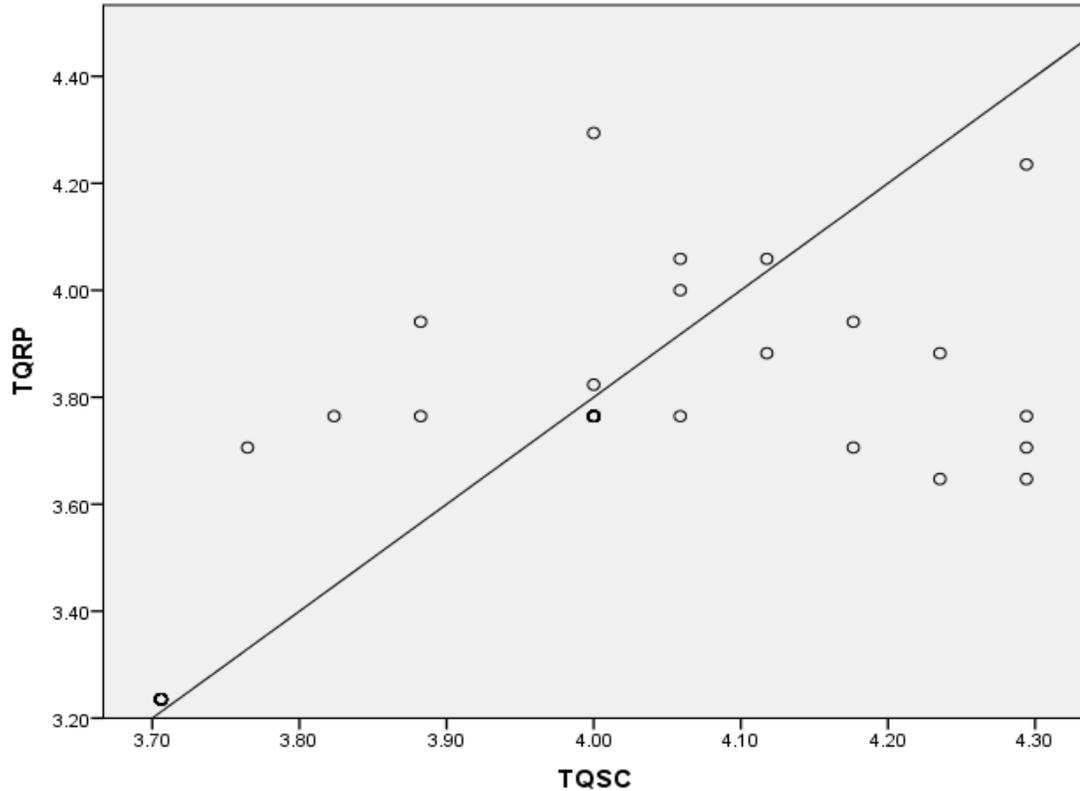


Figure 2. Correlation between Restorative Practice and School climate analysis

Table.1. Pearson’s correlation analysis indicated the strong positive correlation between staff perception about the use of restorative practices and good school climate. $r=.822$, $p<.001$. The number of respondents $n= 59$, and the value of $r=.822$ shows a strong positive correlation between the variables.

	TQRP	TQSC	
TQRP	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	59	59
TQSC	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	59	59

** Correlation is significant at the 0.01 level (2-tailed).

The purpose of this research was to identify the relationship between restorative practice and the school environment.

On the given findings, we can accept the researched or alternate hypothesis and reject the null hypothesis.

The implementation of restorative practices and faculty has a close statistical relationship among the secondary schools of Kotdiji, Sindh, Pakistan.

Effective Strategies

- Restorative practice improves the school environment and relationships among the students, teachers, staff, and administrators; we must implement such discipline in our institutions.
- Positive discipline is better than the punitive one (Ashley & Bruker, 2009)
- Positive discipline strategies help the students in achieving the goals.
- This study will help for further investigation/ research studies.

4. Discussion and Conclusion

This study aimed to identify the effects of Restorative Practice and School Climate. The researched or alternate hypothesis shows there is a correlation between Restorative Practice and school environment which is found correct through this research. After the perception of staff members of selected schools also resulted that there is a strong positive correlation between restorative practice and school environment. Restorative practice is a philosophy that builds a positive relationship and produces a more effective learning environment by changing their mindsets; encouraging better relations within a school (staff and students). School climate depends upon the present condition of relationship; a healthy environment of school community raise the students' achievement (Thornton, 2004). In this study, it is found that leaders/educators/administrators must think about the changes in their system. The measured variables in five selected schools indicated a strong positive correlation between restorative practice and the school environment. This study will contribute to the field of education for further future studies. The evidence from this study and literature review concerned with restorative practice to school discipline policies show that there is a need for a paradigm shift in schools. Given the finding, the null hypothesis is rejected. Restorative practice is used to build relationships, teach empathy, academic content, and solve the issues related to campus and community. The much more productive results will produce a better learning environment and this philosophy is used in changing mindsets and acculturation and naturalization of a positive climate. In many circumstances we observe restorative practices including a few accidental accelerations by school staff, it looks like we ponder over our own mistakes and take responsibility and accountability to sustain relationships. Furthermore, it is a set of beliefs that holds the way to deal with the problems faced by the people within their context. Help them in their hard times and realize them to take responsibility for their wrong deeds or dealings and motivate them for improvement (Hansberry, 2016). This is a base study that provides the larger research endeavour. Hence the restorative practices produce the dynamic achievement and development of the stakeholders involved in the institution. Thus the restorative practices paradigmatically shift the punitive repercussions and pave the platform for the ever progressive and positive aspects or approaches of dealing with the concerned individuals within the spectrum of the organization or the institution.

5. REFERENCES

- Ashley, J., & Burke, K. (2009). *Implementing restorative justice: A guide for schools*. Chicago, IL: Illinois Criminal Justice Information Authority.
- Bachman, R., Gunter, W. D., & Bakken, N. W. (2011). Predicting Feelings of School Safety for Lower, Middle, and Upper School Students: A Gender-Specific Analysis. *Applied Psychology in Criminal Justice*, 7(2). http://dev.cjcenter.org/_files/apcj/APCJ%207-2pdfBACHMAN.pdf_1324066329.pdf
- Braithwaite, J. (1999). Restorative justice: Assessing optimistic and pessimistic accounts. *Crime and Justice*, 25, 1-127. https://www.journals.uchicago.edu/doi/abs/10.1086/449287?__cf_chl_managed_tk__=vBtb_pkueahz40OEE.smSP1qRMHNCqjZq7hRhKJuhgY-1640277860-0-gaNycGzNCL0

- Carter, P., Fine, M., & Russell, S. (2014). Discipline disparities overview. *Discipline Disparities Series: A Research-to-Practice Collaborative*
- Costello, B., Wachtel, J., & Wachtel, T. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators (Building a culture of community in schools)*, Bethlehem, PA: International Institute for Restorative Practices.
- McCluskey, G., Lloyd, G., Kane, J., Riddell, S., Stead, J., & Weedon, E. (2008). Can restorative practices in schools make a difference? *Educational Review*, 60(4), 405-417. <https://www.tandfonline.com/doi/pdf/10.1080/00131910802393456>
- Lacoe, J., & Manley, M. (2019). Disproportionality in school discipline: An assessment in Maryland through 2018 (No. 615e92ad54774d7baaf4a6cd7040dab8). *Mathematica Policy Research*. <https://www.mathematica.org/-/media/publications/pdfs/education/2019/school-discipline-report.pdf>
- Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and treatment of children*, 34(2), 167-192. <https://www.jstor.org/stable/42900581>
- Curtis, A. J. (2013). Tracing the school-to-prison pipeline from zero-tolerance policies to juvenile justice dispositions. *Geo. LJ*, 102, 1251. http://www.antonioacasella.eu/restorative/Curtis_2014.pdf
- Goldys, P. H. (2016). Restorative practices: from candy and punishment to celebrations and problem-solving circles. *Journal of Character Education*, 12(1), 75-81.
- González, T. (2015). Socializing schools: Addressing racial disparities in the discipline through restorative justice. Thalia González, *Socializing Schools: Addressing Racial Disparities in Discipline Through Restorative Justice*, in *CLOSING THE SCHOOL DISCIPLINE GAP: EQUITABLE REMEDIES FOR EXCESSIVE EXCLUSION*
- (Daniel J. Losen ed., 2014). https://www.researchgate.net/profile/Thalia-Gonzalez-5/publication/313429714_Socializing_schools_Addressing_racial_disparities_in_discipline_through_restorative_justice/links/5c880647299bf14e7e78206d/Socializing-schools-Addressing-racial-disparities-in-discipline-through-restorative-justice.pdf?__cf_chl_jschl_tk__=HGXXKwsUK.IwOEr5mGwF3UQ7vd_pGe8TZ5_N26JufFiI-1640279290-0-gaNycGzNCv0
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325-353. <https://www.tandfonline.com/doi/pdf/10.1080/10474412.2014.929950>
- Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal*, 48(4), 904-934. <https://journals.sagepub.com/doi/abs/10.3102/0002831211398531>
- Gregory, A., Soffer, R., Gaines, E., Hurley, A., & Karikhalli, N. (2016). Implementing restorative justice in schools: Lessons learned from restorative justice practitioners in four

- Brooklyn schools. Brooklyn Community Foundation.
https://www.iirp.edu/images/ejlxbi_Lessons_Learned_about_Early_Implementation_of_Restorative_Justice_in_Schools_for_distribution.pdf
- Hannigan, J., & Hannigan, J. (2016). Comparison of traditional and innovative discipline beliefs in administrators. *Clearvoz Journal*, 3(1), 39-46.
<https://journals.sfu.ca/cvj/index.php/cvj/article/view/23>
- Hansberry, B. (2016). A practical introduction to restorative practice in schools: Theory, skills and guidance. Jessica Kingsley Publishers. <https://eric.ed.gov/?id=ED573511>
- Hirschfield, P. J., & Celinska, K. (2011). Beyond fear: Sociological perspectives on the criminalization of school discipline. *Sociology Compass*, 5(1), 1-12.
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1751-9020.2010.00342.x>
- Hargreaves, D. H., & Hopkins, D. (2004). *Empowered School*. A&C Black.
- McCold, P., & Watchel, T. (1999). *Restorative practices. The state of the field*.
- Mirsky, L. (2007). Safer Saner Schools: Transforming school cultures with restorative practices. *Reclaiming Children and Youth*, 16(2), 5-12. <https://www.proquest.com/openview/251073ea464d08b083271b718cf6cdd9/1?cbl=33810&parentSessionId=hecNC41SL2d49d%2BJDaSBG3qugpCi2REEG11OQwz6SJE%3D&pq-origsite=gscholar&accountid=135034>
- Mirsky, L. (2014). The power of the circle. *Educational Leadership*, 71(9), 51-55.
- Monahan, K. C., VanDerhei, S., Bechtold, J., & Cauffman, E. (2014). From the school yard to the squad car: School discipline, truancy, and arrest. *Journal of youth and adolescence*, 43(7), 1110-1122. <https://www.proquest.com/docview/1534717973?pq-origsite=gscholar&fromopenview=true>
- Mowen, T., Brent, J., & Kupchik, A. (2016). School crime and safety. *The handbook of measurement issues in criminology and criminal justice*, p. 434.
- Payne, A. A., & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth & Society*, 47(4), 539-564.
<https://link.springer.com/content/pdf/10.1007/s10964-014-0103-1.pdf>
- Payne, A. A., & Welch, K. (2018). The effect of school conditions on the use of restorative justice in schools. *Youth violence and juvenile justice*, 16(2), 224-240.
<https://journals.sagepub.com/doi/abs/10.1177/1541204016681414>
- Perry, B. L., & Morris, E. W. (2014). Suspending progress: Collateral consequences of exclusionary punishment in public schools. *American Sociological Review*, 79(6), 1067-1087.
http://www.fixschooldiscipline.org/wp-content/uploads/2020/09/11.SuspendingProgress_CollateralConsequences_of_ExclusionaryPunishment_in_PublicSchools2014.pdf
- Rocque, M., & Snellings, Q. (2018). The new disciplinology: Research, theory, and remaining puzzles on the school-to-prison pipeline. *Journal of Criminal Justice*, 59, 3-11.
<https://www.sciencedirect.com/science/article/pii/S0047235217300855>

- Sharkey, J. D., & Fenning, P. A. (2012). Rationale for designing school contexts in support of proactive discipline. *Journal of School Violence*, 11(2), 95-104. <https://www.tandfonline.com/doi/full/10.1080/15388220.2012.646641>
- Skiba, R., & Peterson, R. (1999). The dark side of zero tolerance: Can punishment lead to safe schools?. *The Phi Delta Kappan*, 80(5), 372-382. https://curry.virginia.edu/sites/default/files/uploads/resourceLibrary/dark_zero_tolerance.pdf
- Skiba, R. J., Chung, C.-G., Trachok, M., Baker, T. L., Sheya, A., & Hughes, R. L. (2014). Parsing disciplinary disproportionality: Contributions of infraction, student, and school characteristics to out-of-school suspension and expulsion. *American educational research journal*, 51(4), 640-670. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.923.5562&rep=rep1&type=pdf>
- Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *The urban review*, 34(4), 317-342. <https://link.springer.com/content/pdf/10.1023/A:1021320817372.pdf>
- Skiba, R. J., & Peterson, R. L. (2000). School discipline at a crossroads: From zero tolerance to early response. *Exceptional children*, 66(3), 335-346. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.999.5192&rep=rep1&type=pdf>
- Thornton, A. (2004). U.S. Patent No. 6,743,183. Washington, DC: U.S. Patent and Trademark Office. <https://patents.google.com/patent/US6743183B1/en>
- Thompson, J. (2016). Eliminating zero tolerance policies in schools: Miami-Dade county public schools' approach. *BYU Educ. & LJ*, 325. <https://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1390&context=elj>
- Sykes, B. L., Piquero, A. R., Gioviano, J. P., & Pittman, N. (2015). The school-to-prison pipeline in America, 1972–2012. <https://www.oxfordhandbooks.com/abstract/10.1093/oxfordhb/9780199935383.001.0001/oxfordhb-9780199935383-e-110>
- Wachtel, T. (2013). *Dreaming of a new reality: How restorative practices reduce crime and violence, improve relationships and strengthen civil society*: International Institute for Restorative Practices, The Piper's Press. <https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/1699/Defining%20Restorative.pdf>
- Wun, C. (2016). Unaccounted foundations: Black girls, anti-Black racism, and punishment in schools. *Critical Sociology*, 42(4-5), 737-750. <https://journals.sagepub.com/doi/abs/10.1177/0896920514560444>

Exploring the Importance of Career Counseling at Grade-12 Level at a Public Sector School in Sindh, Pakistan

Sayed Sapna Shah¹, Pireh Mahar¹, Syeda Sumbul Shah¹, Surhan Rafique¹, Shahar Bano¹

¹M.Phil Researchers, Sukkur IBA University, Sindh, Pakistan

Corresponding author's email: sayedasapna.mphils20@iba-suk.edu.pk

Abstract

This study aims to understand the importance and need of Career Counseling at the Grade 12 level because career counselling at this level helps students in selecting the appropriate study program in line with their future career choice. Purposefully selected research participants of this study were 6 students who were studying at grade 12 level at a semi-public sector school of Sukkur city. A qualitative case study approach has been used, with a semi-structured interview guide for collecting data. Data were analyzed by an open coding strategy and is reported thematically. The findings of the study reveal that students faced many challenges; career choices were based on one's self-concept or career identity, yet students believe a lot of things about themselves and the world that isn't always accurate. Secondly, family and friends had a tremendous influence on self-concept and occupational identity, especially among young individuals. Even though they believed they were making their own decisions on learning. It is anticipated that this study will help students, teachers, parents, educational institutes, and policymakers to a greater extent. Career counselling is becoming people-oriented and so with the findings of this study, policymakers can make new policies and implement them in the system. Future research can be conducted in different public and private sector schools of Sindh. Research participants from different education systems will provide a deeper analysis of different views and perspectives of students in different settings.

Keywords: *Grade 12, career counselling, study program, education, qualitative, education, school*

1. Introduction

The major goal of career counselling is to make individuals explore their skills and potentialities. It is also an undeniable fact that the major service areas of guidance and counselling are, educational, vocational, personal, and social. It assists students in their choices of career, occupation, interests, aptitudes, and in choosing appropriate study programs. It also provides support to students to make well-informed choices in personal, academic, and social aspects (Amoah et al., 2015). Choosing the right career option is very necessary. Adding to this, selecting the right institution is important. Not many students can discover their skills, potentialities, and interests after the intermediate level and this is when the real pressure starts (Brevik et al., 2018). Career counselling in schools and colleges fulfils the need for a practical career counselling and guidance framework relevant to career development support in the 21st century (Stipanovic et al., 2017). Unfortunately, this concern is not shown in schools and colleges by the administrations or policymakers. This results in taking wrong career decisions by students who do not fit in with their potentials and skills. Thus, there is a need for career counselling. Therefore, it is anticipated that the findings of this research study will present a better understanding of the importance of career counselling for students' potential and future succession. At the Intermediate level, career counselling plays an important role in making a professional choice. A study reports that students can make the right professional decision after identifying their skills and potentialities (Sarwar & Azmat, 2013). Research also identifies that the Intermediate level is a crucial stage, and the majority of the students make a wrong decision, and this lasts for the rest of life (Frey et al., 2019), where they cannot adjust themselves in the profession. Because of this, I have intended to conduct this research study, which will help in analyzing the importance of career counselling. Career counselling has remained the very least concerned area in Pakistan (Akram, 2020). No priority has been given to students' future and educational careers. This problem is still prevailing and thus

students tend to suffer in all fields. This is mainly due to two reasons, first is lack of resources, which did not let policymakers and educational institutes make it a priority. Second, the parents, students, teachers, and all concerned policymakers are unaware of the importance of career counselling (Sarwar & Azmat, 2013). Many factors are affecting students' choices of career and thus they do not generally opt for it. Barriers include opportunities and constraints by the environment, students' family background and influences, and cultural factors when it comes to vocational choices (Khan et al., 2012). Thus, the focus of this study will be on the students who are studying at the Intermediate level. The aim is to analyze the importance of career counselling and explore different factors that affect students' decision of selecting a study program after intermediate. A qualitative case study approach has been used, with a semi-structured interview tool for collecting data.

With this purpose, the study was guided by the following research questions: (a) What are the perspectives of grade 12 students about career counselling? (b) To what extent career counselling is provided to grade 12 students at school? (c) What are the benefits of career counselling for grade 12 students? (d) What are the issues related to career counselling for grade 12 students? (e) How do the issues related to career counselling for grade 12 students be resolved?

1.1. Context

The sampling strategy for the study is an essential section of the research design because it has the potential to affect the practicality of the data collected, the type of analysis possible, and the scope of openings to draw wider interpretations (Rahi, 2017). A semi-public high school (classes KG-12) of Sukkur city was selected as the research site of this study. I have chosen the site because of two reasons; 1) Accessibility: the school was near to my university and it was easy to go there and conduct face-to-face interviews. 2) One of the faculty members informed me about the career counselling sessions at the school. Thus, the students of this school have experienced career counselling and helped me in understanding the phenomenon of career counselling at grade 12 level.

2. Review of Literature

A detailed literature review is carried out for this study to understand the prior research work related to the central phenomenon of this study exploring the importance of career counselling at the Grade-12 level.

2.1. Counselling

The literary definition of counselling is “the provision of professional assistance and guidance in resolving personal or psychological problems” (Savickas, 2019). This helps every kind of person, whether they are physically, mentally, spiritually, psychologically, or practically ill. Counselling is widely practiced and widely known to everyone. It involves working with other people like teachers, and so it has most of the interactivity (Dansie, 2019). Like others, this process has some drawbacks and so they must be addressed properly to ensure proper execution. In general, the process of counselling is where one person helps another clarify his or her confusions and make proper decisions for them. Counselling aims to free the person being counselled from getting confused and to let him live freely. Counselling is never about "talks" only, it should be most interactive and action-oriented, and it must also empower the person being counselled (Pordelan et al., 2018).

2.2. Career Counseling

Career counselling is the process that helps you to know and understand yourself and the world of work to make career, educational, and life decisions (Stipanovic et al., 2017). This discipline is more of relationship building and befriending than just telling the person about the right career to choose. This is also about developing self-efficacy, confidence, emotional stability, and other personal resources. Counselling involves many things, such as problem-solving, decision making, relationship making, managing inner and outer conflicts, or crisis management. Counsellors' main job is to make the client comfortable and facilitate him or her as he wishes (Supriyanto et al., 2019).

The professional literature documents that school counselling was raised a century ago. This study asserts that it happened as per the demands of the industrial revolution for workers and the need to match a large number of immigrants. Human dignity, free and informed choice and the need to change the content and practices of school were the concerns that were as such included (Gilabert., 2019).

2.3. Importance of Career Counseling

The most important object of career counselling is to make individuals discover their skills and potentialities. It is also a fact that the major service areas of counselling are, educational, vocational, personal, and social. It supports students in their choices of career, occupation, interests, aptitudes, and in choosing the appropriate program (Amoah et al., 2015). It also provides support to students to make informed choices in social, personal, and academic aspects. Recently, the remarkable shift has come into conceptualizing careers, where this shift is filled with relative vagueness. Years ago, this practice was adopted where careers were fixed the minute but now it is expected that students will put into practice different career changes all through their lives. Hence, the need for a new standard in career counselling takes place (Savickas, 2011). If we look back at the history of career education and guidance within secondary schools, low priority and funding are given to it as compared to other curriculum areas (Basham, 2011). The same Basham's study supports that only one school-wide Career Advisor happens to be in a secondary level school. He/she is supposed to give services in all the guidance areas, in all year levels. The study Basham (2011) concludes that Career Advisor has traditionally been relocating from a classroom teaching role to career education, even without specific training or background.

The bureau of statistics provides information that the "government is trying to increase the literacy rate of the country by increasing its development and non-development expenditures in the education sector" (Sarwar & Azmat, 2013). Parental involvement affects the interest of people in deciding on an appropriate career as well as growing day by day. The turning point of a person's life comes when a career begins, which is decided through previously affecting factors (Tomlinson et al., 2018). This effect on the personality of an individual and also the upcoming outcomes are mostly based on this experience. In addition to this, career counselling is seen from different dimensions and it is reported to be one of the important interventions in a person's life from different perspectives (Jiang et al., 2018). Besides, if we step into career counselling only, again a few research studies mark it as an important intervention in one's life. A research study examined the impact of career awareness on students' evolution, and a key finding of the study reveals that students with more well-developed career exploration skills, were more optimistic and positive about the choices they made (Cardoso & Sales, 2019). Other research studies state that career counselling helps students to connect the experiences they had in school to their future, which results in enhancing motivation and offering and purpose about themselves and the world of work, they are expected to make well-versed career decisions and accomplish something academically. Constructing relationships between possible career availability and educational planning benefits students in many ways and a career counsellor plays a vital role as a guide to students' discovery process (Sander et al., 2017). Often, How the school is organized shapes its efficiency in providing counselling and guidance (Cardoso & Sales, 2019).

2.4. Issues in Providing Career Counseling

In the dimension of family, the implicit and explicit of father, mother, and sibling is measured. Family's influence has always had a strong impact on a person's life. A greater possibility of parental impact is on the child since they have not yet stepped into their real-world lives. Manstead (2018) mentions that a person provided with an environment shows the way of thinking and the type of people. Elders such as fathers, mothers, and siblings have always been an aspiration to children; this especially shows the type of career a person has selected (Cen & Aytac, 2017). Career is shaped by the environment they live in, this effects by the level of education and type of profession. Children's level of confidence is enhanced by a healthy involvement of parents and surroundings and they can choose the best career among themselves. Researchers suggest that counsellors have to satisfy the person's abilities with the career selection preferences (Savickas,

2019). Environment, family, and society influence a personality but we can say that it can be measured by the commitment, type of life we want, and the sense of commitment. The actual recognition of one's honour also rates a career decision and is known as Prestige. It refers to the study of occupational prestige. Researchers state that our reputational approach rather than a behavioural one refers to Prestige (Sarwar & Azmat, 2013). In addition to this, the counsellors must incorporate every student's individual needs while working with students (Watkinson & Hersi, 2014). Sometimes the difficulty is associated with student backgrounds, school counsellors may consider ethnically put into practice to facilitate students to feel valued as well as support. School counsellors should evaluate to find out the exact requirements or difficulties of the students in their schools (Shi, 2018). In contrast, many other findings have found that many schools are still unaware of the significance of career counselling. These results reveal that there is an alarming situation where there is a dire need for career counselling in schools and a wish for spending more time in providing guidance. there is vagueness about its worth (Sanders et al., 2017).

2.5. Link of Career Counselling to the Selection of Profession

Prior research has identified a connection between career objectives and learning achievements in high schools. For example, a study identified the strapping proof that students with clear aspirations obtain a few advantages in connection to their academic performance; also they can relate their current academic experience with their life out of the school (Shankar & Khalema, 2020). Adding to this, a study identified that students with clear objectives are believed to have some power over their decisions or future. In addition, the counsellors offer a varied range of services to facilitate students, plus directing in educational, societal, emotional, and behavioural issues. They tackle a broad range of problems such as study program choice, career appointment, university choice, study routine, and several other developmental concerns (Amin et al., 2018). Moreover, the guidance received from career counsellors, covers what students expect getting from counsellors, counting information, suggestion, affirmation, support, and receiving aid with educational associated areas. Mostly, students look to counsellors for guidance and try to find what they received from them is considered having an important effect, as Sackett et al., (2018) stated, "talking with the guidance counsellor is always meaningful because I always look for their advice and knowledge, so the knowledge she was able to give me was very meaningful in that session".

2.6. Conclusion of Literature Review

Counselling is a process of supplying professional assistance and direction in resolving personal or psychological problems. Counselling helps people suffering from or with emotional, mental, or psychological problems. Counselling is an aid, which frees a person going through a tough time (Saunders et al., 2009). Career counselling is a vital source for students because it makes them discover their abilities and potentialities (Savickas, 2019). It helps students to make more profound and right decisions regarding their study program and career. Evaluating and reviewing the effect of career and guidance related involvement is not simply about quantity; it is more about successful communication and constructing a learning community that has a strong and positive multi-dimensional influence that counter well to the demands from policymakers to deliver more appropriate and helpful involvement (Kunnen, 2013). It is understood that the family, especially the father, mother, and siblings play an important role in a students' life while making a career choice. It is seen that pressure from the family's side has always been on students, since their childhood (Vautero et al., 2021). A career is always formed by the surroundings they live in, this effects by the level of schooling and type of career. Moreover, the assistance received from counsellors covers up what students look forward to getting from counsellors, counting information, suggestion, affirmation, support, and receiving aid with educational associated areas (Cohen-Scali et al., 2018).

3. Methodology

This study was aimed to have an in-depth understanding of the importance and need of Career Counseling at the Grade 12 level because career counselling at this level helps students in selecting the right career decision, and plan for their higher studies in line with their future career choice.

Keeping this purpose in mind, the researcher has selected a qualitative case study method to conduct this study. This allowed the researcher to explore different factors that affect students to make the right career decision. Therefore, the researcher purposefully selected 6 research participants studying at grade 12 level as a sample for this study – 3 were male students, 3 were female students, all 6 students belonged to 3 different boards, Government board (Board of Intermediate and Secondary Education Sukkur), Private board (Aga Khan University – Examination Board), and the Cambridge board. The semipublic school where these students were studying has provided these 3 options of boards to its all students. All 6 students belonging to different financial statuses such as middle income to higher income ranges, were from different ethnic backgrounds. However, semi-structured interviews were used as the data collection method in this research study. The researcher has conducted 6 semi-structured interviews, which included an interview guide that was composed of an open-ended question. It helped me in understanding students' different and distinct views, experiences, and criteria for selecting a profession. In the data analysis process, all the interviews were transcribed and made categories among the interviews code. Finally, the relevant themes were identified from that interpretation and the central idea of the study was stated. Thus, the data analysis process was completed with the in-depth Thematic Analysis of major research findings. The important themes that emerged from the data include - Views regarding Career Counseling, the importance of Career Counseling, issues faced by students regarding Career Counseling, and coping with the issues of Career Counseling.

3.1. Findings

Three key themes developed as a result of the ongoing study of collected data, including issues of career counselling, and strategies to address them. The findings of the analysis are presented in the following section.

3.2. Views about Career Counseling

This finding reveals that this student views career counselling as one of the key components of a student's school life because in this period students develop their views about selecting a career, and they have to choose from a selection of professions. In addition to this, a student from A levels (Cambridge Board) shared his views about career counselling. He mentioned *“Career counselling for me basically is guiding a student for what he wants to do in the future. My views of career counselling are that there should be a ... particular qualified ...teacher [who] can lead students... through their opted field ... to do their best in what they can do... it is very necessary like people get distracted or waste a lot of time after intermediate level of choosing what to do in their future and instead of that if they have been taught career counselling they knew they had a clear view that what they are going to do in their future. So that saves a lot of time and saves a lot of effort and money in that case”*. Data reveals that as per this student career counselling is a tool to guide his future. To him, there is a dire need of having a specialized teacher at school to help and guide students in selecting future fields for them. Due to unsuitable career counselling facilities at schools, students get confused, waste time, effort, and money after completing their Intermediate (grade 12 level) studies, as after Intermediate students have to decide about their higher studies or getting a job. Thus, this student suggests that effective career counselling services at school can help students to avoid the mentioned issues (after Intermediate) at the important stage of their lives.

On the other side, a first-year student (Private Board) who was interviewed for this study shared the scope of this field by mentioning that *“I think that basically career counselling in which we do with students to explain their questions about what to be in the future and what profession we should choose. I think that career counselling in my view is very important because it not only explains but it gives us an experience of what we should do and others' experiences should also be. Basically in 1st year and inter-class students are a little bit confused as I was in 1st-year class. What should we do in the future? And what must be the scope of our future field? So if someone is career counselling with us then must explain to them what are the benefits of our choose [en] fields and what are the demerits or what should be the outcome of the chosen field”*. Above mentioned findings illustrate that these student counselling sessions help students in the future to learn from their previous experiences, and also allow them to gain from others' life experiences as well. This

results in giving them an idea about which field to go for. According to him, students should be listened to properly so that their problems and difficulties are addressed. Students at this stage are quite confused about their selection of program and unaware of the scope of the selected field. Hence, this student suggests that career counselling sessions should also be aware of the importance and scope of the fields. Mentioning the significant role of career counselling in the lives of students, a second 2nd-year student (Government Board) shared a very sensitive point as she told *“Career counselling is something in which a person... you get inspired from ... tell you what to do in your future and counsel you because many students are not aware of career counselling or they are not aware of what they do in their future. So people ... like all of our teachers tell us what to do and they ... explain to us about our future. ...because many of the students ... don't have any knowledge about their career and they are so depressed ... Yes, it is very necessary for Grade 12 level because after this grade we have to think about our future because this the last stage because after this there will be no schools, there will be no colleges and we need to enter our universities so we need career counselling”*. The above finding reveals a very sensitive point that if a student is not given proper counselling or is not guided about his/her future results then he/she may make wrong decisions about either higher education or professional life. Thus this student suggests that students should be given proper career counselling sessions at grade 12 level– that should help and guide students to make a suitable decision regarding their future academic life. Thus, these sessions could be helpful for students to select the relevant discipline in the university for their future studies.

4. Significance of Career Counseling

A student of 1st year (Private board) shares that after attending a career counselling seminar she felt motivated and was able to identify her hidden skills. She mentioned *“I got to know what I have to do and now I can say they motivated me a lot to think about myself. You should take a guide and ask from different people who are experienced...I was told that you should see your talent and how successful you can be. You see what skills you have and abilities, like before I used to do a lot of art but I never focused on it... I got [counselling] sessions from there that I should see my interests ... but when I started to do arts ... then I won certificates then I knew that skill that can make me successful”*. The above-mentioned data reveals as per this student the seminar on career counselling helped her to identify the skills that were hidden before and also motivated her to polish them. She learned that she should ask and take help from experienced people and also look for skills in herself in which she can perform well and be flourishing. Hence, due to a seminar about art, she was able to take part in many competitions, and resultantly got a grip over her identified skills.

The forthcoming citation of a student of A levels (Cambridge Board) who was interviewed for this study, refers to a situation where formal career counselling does not exist. He said, *“I used to discuss these types of things [selection of study program relevant to my future career] with my father and some of the teachers who helped me. They helped me by simple discussions, by explaining the benefits, by teaching and by sharing their experience of what they did”*. The above-mentioned finding reveals that parents and some teachers have helped this student to opt for a suitable study program relevant to his chosen career in the future after his grade 12 studies. This could be termed as informal career counselling where this student was engaged in discussions with parents and teachers and these discussions have helped him a lot in the process of selecting an appropriate study program relevant to his future career by learning through their experiences.

4.1. Issues of Career Counseling and strategies to address them

The findings of this study give deep insight into the importance of career counselling while selecting a study program for their future career. Students experience several issues at the same time as making a selection of study programs after Grade 12 level such as family choice, scope, irrelevant sessions, the influence of high paid jobs, absence of career counselling, and family pressure. After some prolonged discussion students also opened up to the suggestion for issues they were facing related to career counselling. While discussing the issues of career counselling, a

student (Private Board), who is in his 2nd year highlighted that *“There [is] not too much career counselling that we thought in 9th and Matric, that we would be given different opportunities to meet with different people for career counselling but we are not given that much experience sharing...the seminars are for just generals they do not individually ask [us]... I think they can individually explain to students”*.

As per this student, students studying at grade 12 level should be given the benefit of meeting people who are highly experienced and qualified, that will help them to learn from their experience and know what is better for their future studies. The student also shared that some of the seminars that are given to them are not focusing on individual student concerns but are more common. However, due to the non-availability of counselling sessions, students remain unaware of such benefits. Moreover, a student from 1st year (Government Board), who was interviewed for this study talked about that *“If [a] student is not getting career counselling students do not give time to themselves, they just study and go with the flow but they do not know what they have to do ahead. Like if we have chosen[n] medical so they don't know why [?] they will just say they want to be a doctor and if someone has chosen to engineer so they just want to be an engineer like this thinking is wrong. So career counselling sessions help you ... like if you are doing engineering so you can go [to] fields like BBA [too]”*. This student views career counselling as a source of help, where he can get clarifications about which field to choose? How can that field help him to excel in his future? And what other possible careers are there if he chooses a particular study program. He further shares that, if someone is not getting proper career counselling he/she is not capable of giving themselves enough time to carefully think and make a decision about selecting a study program after Grade 12. Adding to this, the student shared a very imperative point that due to the absence of career counselling, students nowadays just go with the flow, they do not think before deciding on their selection of study program. Due to this, students are not capable to think out of the box, for example, if a student has chosen Engineering specialization in Grade 12 level then the only possibility he/she sees is to go for Bachelors in Engineering, whereas according to the 21st century needs there are a lot of fields that one can opt and is not bound to one specific field like Engineering but Business Administration is also one of the important fields. While discussing the issues of career counselling, a student from A levels (Cambridge Board) talked about the absence of career counselling in Pakistan. He highlighted that *“In Pakistan ... there are not that many opportunities where students can go and discuss their questions ... with any experienced personal [where] they can get views they can get ideas they can get guidelines... People do not get exposure at this level especially. They waste a lot of their crucial time of ... their career about wandering where to go what to choose [?] or what is best for them in their field of interest like they have double-mind means [if] I am good at Biology and I get high marks ... but they do not know what they like apart from marks apart from result ... students should go for what their passion is so exploring student's passion is very necessary at an intermediate level or a basic level”*. The above-mentioned finding reveals that in Pakistan students do not get much opportunity to share their career goals with any professional. They are deprived of career counselling. This student mentioned that, students especially at this level end up wasting a lot of their time thinking about what study program they should choose which suits them or what is best for them. A typical mindset of students is set at this level, where they think that if they are scoring well in any subject then that suits them. He added an example that, if someone is scoring high in Biology then he should opt for medical but does not identify his skills or think about his passion. The student also recommended that before selecting any study program after Grade 12 level, a student should first think about his passion and should then select a study program. He also added that at these levels students should be given such career counselling sessions where they can identify their passion. Furthermore, a student of O levels (Cambridge Board) told about the family's pressure while discussing issues of career counselling. She mentioned: *“We have teenagers and students like they mostly listen to their parents and they just vanish their skills for them”*. This finding reveals that as per this student most of the students do not give priority to their own choice of interest or passion; they mostly listen to their parents' choice and vanish their skills for them. It is very sad to know that students nowadays suffer a lot from family pressure; where their family wants them to

go for their choice and students do not get a chance to choose a field where they can perform better. As a student, I can empathize with this student as I also had the same type of feelings and issues when I used to study at Grade 12 level. Generally, as per my view, it is a very common situation in Pakistan, where most of the students completely sacrifice their field of interest in front of their family's choice.

5. Discussion and Conclusion

The purpose of this qualitative case study was to get insights into the importance and need of Career Counseling at the Grade 12 level at a semi-public sector school in district Sukkur of Sindh, Pakistan. The key findings of the current study reveal that career counselling plays a significant role in students' lives especially in Grade 12. The findings of this study reveal that students perceive career counselling as a fundamental part of their lives. Gati et al., (2019) share that; counselling is a method of helping and assisting students in making the right career decision. To Dahir (2001) school counsellors can collaborate with school management, teachers and parents as they are the fundamental part of a students' life, as this will help students to make the right decisions to select a suitable study programmer in relevance to their future career of choice. It shows that the findings of this study support the findings of Dahir as both studies see career counselling as an essential part of a student's life. Many studies have mentioned the role of career counselling, where researchers have argued about early career planning. For example, a research study by Glessner et al., (2017) found that when school management effectively implemented school counselling programs; students started to have a positive response in planning, preparing, searching, and applying for universities according to their interests. In contrast to this, the current findings of the study reveal that students were not given the facility of career counselling at grade 12, where they expected to have a chance to get benefits from highly experienced and professional people. Findings of the current study show that students are open to their parents and some of the teachers while discussing their study and career plans. This shows that discussing with parents has helped students to gain self-confidence, learn from elders' experiences, and feel confident. Likewise, in another study, it is found that parents are described as fostering their students to scrutinize the world for their high school and career plans. Moreover, parents are found to have basic conversations with their students about their future careers and actively motivate their students to plan for the future (Muller, 2018).

The major findings of the study reveal that students always look for a person to whom they find themselves comfortable and can trust with their issues to find a solution. At this stage, students especially prefer discussing with their teachers for solutions to their problems. To address such problems and to facilitate students with more reliable guidance Ireh (2000) suggested that, schools and teachers should be helping hand for the students guide them about different careers and tell them their significance (Bergmark et al., 2018). A complete understanding of career development theories will eventually help career counsellors, teachers, and students to make use of different approaches to meet their need for career fulfilment, especially those who are committed to their career building (Okolie et al., 2020). To provide students with the opportunity to meet professionals' current study suggested that schools should arrange seminars for students where they can meet professionals and expert career counsellors to address students' needs regarding their future careers. In relevance to this Tang, Pan, and Newmeyer (2008) recommended that schools and colleges should arrange a career fair that would encourage students to talk about their career-related issues and learn about various occupations (Afanasiev et al., 2018). The professional counsellors should be in their formal attire fit for the occasion and speak about their responsibilities. Field practice projects should be devised for students by school and college management so that students can practically learn about different occupations.

The study has identified the alarming situation at this school, where the study was conducted, as revealing that it has missed the development of students in identifying their potential and abilities and what they are capable of doing well in any particular area. This school is providing education but is not properly telling the ways, where students can identify and select the suitable study program in relevance to their potential, and future career aspirations. Secondly, the study provided

abundant opportunities for me as well as will provide insights to different educational stakeholders to know and understand the different perspectives and views of students about career counselling, the significance of career counselling, and issues of career counselling such as family pressure, societal influence, lack of opportunities and non-availability of career counsellors. Therefore, this study will open a door for policymakers, school principals, teachers, and parents specifically in Sindh and generally in Pakistan to reflect and work on how career counselling can help Grade 12 students to select appropriate study programmers in relevance to their career of choice. Secondly, students will be benefited by knowing the benefits of career counselling, its issues, and strategies to address the issues, and thus may benefit from the findings of this study to acquire career counselling services to select suitable study programs in relevance to their career of choice. Furthermore, it is expected that schools will arrange career counselling after knowing its importance.

6. References

- AAfanasiyev, V., Vrazhnova, M., Nechaev, M., Frolova, S., & Shypovskaia, L. (2018). Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia. *Astra Salvensis*, (12).
- Akram, T. (2020). Impact of Career Counseling on Employees' Performance: A Case of Public Sector University Employees in Pakistan. Available at SSRN 3587336.
- Amin, M., Chande, S., Park, S., Rosenthal, J., & Jones, M. (2018). Do primary care placements influence career choice: what is the evidence? *Education for primary care*, 29(2), 64-67.
- Amoah, S. A., Kwofie, I., & Kwofie, F. A. A. (2015). The School Counsellor and Students' Career Choice in High School: The Assessor's Perspective in a Ghanaian Case. *Journal of Education and Practice*, 6(23), 57-65.
- Basham, C. J. (2011). The role of career education and guidance for students in year 13 and its implications for student's career decision making (Master's thesis).
- Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 41(3), 266-281.
- Brevik, L. M., Gunnulfsen, A. E., & Renzulli, J. S. (2018). Student teachers' practice and experience with differentiated instruction for students with higher learning potential. *Teaching and Teacher Education*, 71, 34-45.
- Cardoso, P., & Sales, C. M. (2019). Individualized career counseling outcome assessment: A case study using the personal questionnaire. *The Career Development Quarterly*, 67(1), 21-31.
- Cen, S., & Aytac, B. (2017). Ecocultural perspective in learning disability: Family support resources, values, child problem behaviors. *Learning Disability Quarterly*, 40(2), 114-127.
- Cohen-Scali, V., Rossier, J., & Nota, L. (2018). *New perspectives on career counseling and guidance in Europe*. Berlin: Springer.
- Dahir, C. (2001). *The National Standards for School Counseling Programs: Development and*
- Dansie, T. (2019). *Basic Counselling Skills for Teachers*. Routledge.
- Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. ASCD.
- Gati, I., Levin, N., & Landman-Tal, S. (2019). Decision-making models and career guidance. In *International handbook of career guidance* (pp. 115-145). Springer, Cham.
- Gilbert, P. (2019). *Human dignity and human rights*. Oxford University Press, USA.

- Glessner, K., Rockinson-Szapkiw, A. J., & Lopez, M. L. (2017). "Yes, I Can": Testing an Intervention to Increase Middle School Students' College and Career Self-Efficacy. *The Career Development Quarterly*, 65(4), 315-325.
- Implementation. *Professional School Counseling*, 4(5), 320-327.
- Jiang, Z., Hu, X., & Wang, Z. (2018). Career adaptability and plateaus: The moderating effects of tenure and job self-efficacy. *Journal of Vocational Behavior*, 104, 59-71.
- Khan, H., Murtaza, F., & Shafa, M. D. (2012). Role of Teachers in Providing Educational and Career Counseling to the Secondary School Students in Gilgit-Baltistan of Pakistan. *International Journal of Academic Research in Progressive Education and Development*, 1(2), 85-102.
- Kunnen, E. S. (2013). The effects of career choice guidance on identity development. *Education Research International*, 2013.
- Manstead, A. S. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behaviour. *British Journal of Social Psychology*, 57(2), 267-291.
- Muller, C. (2018). Parent involvement and academic achievement: An analysis of family resources available to the child. In *Parents, their children, and schools* (pp. 77-114). Routledge.
- Okolie, U. C., Nwajiuba, C. A., Binuomote, M. O., Ehiobuche, C., Igu, N. C. N., & Ajoke, O. S. (2020). Career training with mentoring programs in higher education: facilitating career development and employability of graduates. *Education+ Training*.
- Pordelan, N., Sadeghi, A., Abedi, M. R., & Kaedi, M. (2018). How online career counseling changes career development: A life design paradigm. *Education and Information Technologies*, 23(6), 2655-2672.
- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), 1-5.
- Sackett, C. R., Farmer, L. B., & Moran, K. B. (2018). A Phenomenological Inquiry of High School Students' Meaningful Experiences with School Counselors. *Journal of School Counseling*, 16(19), n19.
- Sanders, C., Welfare, L. E., & Culver, S. (2017). Career counseling in middle schools: A study of school counselor self-efficacy. *Professional Counselor*, 7(3), 238-250.
- Sarwar, A., & Azmat, A. (2013). Factors having impact on the career decisions: Study of business graduates in Pakistan. *Business Management Dynamics*, 2(7), 9-19.
- Saunders, G. H., Lewis, M. S., & Forsline, A. (2009). Expectations, prefitting counseling, and hearing aid outcome. *Journal of the American Academy of Audiology*, 20(05), 320-334.
- Savickas, M. (2011). *Career counseling* (pp. 55-65). Washington, DC: American Psychological Association.
- Savickas, M. (2019). *Career counseling* (pp. xvi-194). Washington, DC: American Psychological Association.
- Shankar, J., Ip, E., & Khalema, N. E. (2020). Addressing academic aspirations, challenges, and barriers of indigenous and immigrant students in a postsecondary education setting. *Journal of Ethnic & Cultural Diversity in Social Work*, 29(5), 396-420.
- Shi, Q. (2018). Immigrant versus Nonimmigrant 9th Graders' Use of School Counseling Services. *Journal of School Counseling*, 16(20).

- Stipanovic, N., Stringfield, S., & Witherell, E. (2017). The influence of a career pathways model and career counseling on students' career and academic self-efficacy. *Peabody Journal of Education*, 92(2), 209-221.
- Stipanovic, N., Stringfield, S., & Witherell, E. (2017). The influence of a career pathways model and career counseling on students' career and academic self-efficacy. *Peabody Journal of Education*, 92(2), 209-221.
- students' career development: A case study. *The Career Development Quarterly*, 62(1), 44-55.
Like this
- Supriyanto, A., Hartini, S., Syamsudin, S., & Sutoyo, A. (2019). Indicators of professional competencies in research of Guidance and Counseling Teachers. *Counsellia: Jurnal Bimbingan dan Konseling*, 9(1), 53-64.
- Tomlinson, J., Baird, M., Berg, P., & Cooper, R. (2018). Flexible careers across the life course: Advancing theory, research and practice. *Human Relations*, 71(1), 4-22.
- Vautero, J., Silva, A. D., & do Céu Taveira, M. (2021). Family influence on undergraduates' career choice implementation. *International Journal for Educational and Vocational Guidance*, 1-20.
- Watkinson, J. S., & Hersi, A. A. (2014). School counselors supporting African immigrant

Theories of Attitude: Implications for Head Teachers

Zainulabdin Rind¹

¹Department of Education, University of Sufism & Modern Sciences
Corresponding author's email: zain10763@gmail.com

Abstract

The purpose of this study was to analyse theories of attitude and future implications for headteachers. Attitudes are positive or negative feelings, perceptions, or evaluations of people, objects, events, or issues and problems. Attitude can explain human actions, in the current circumstances, changes occur in every aspect of life whether it is in the living way or the way we react. Head Teachers must work hard to educate students on the basis of emotional and Ego levels because the change of attitudes starts from these two core points. If the curriculum is more practical and easier to adopt, we are very sure that the proportion of students who transfer negatively will decrease. A good education system will only give an excellent candidate with an excellent attitude, but if the system is very on the spot in reality, without any emotions or interactions, it will be more popular in future education because of chances of turning worse due to the wrong attitude is more.

Keywords: *Attitude, cognitive, learning*

1. Introduction

If we go through history, we will come to know that there were psychologists who worked on emotions and behaviours. The world is working on the attitude of the people. According to Cherry (2021), Attitudes are the results of experiences and have a powerful effect on behaviour. In psychology, an attitude can be defined as a tendency to observe a particular response or object with a particular category of preference (Stangor, 2014). Attitudes are generally understood as mental evaluation (which includes rational evaluation of costs and benefits). Furthermore, attitude is an organization of relatively permanent belief, feeling and behavioural tendencies toward a society that is important to objects, groups, events, or symbols or a general feeling or evaluation that might be positive or negative about some person, objects, or problems (Vaughan & Hogg, 1995). According to Schneider (1988), attitudes are responses to people, events, and objects. It includes your thinking and feelings (positive and negative) about the object of attitudes. Furthermore, he also said that this attitude can guide our experience and determine the impact of experience on our behaviour.

In addition, Baron and Byrne (1987) also gave a similar attitude definition that, it can be defined as people (including their own), object or problem of lasting and general evaluations. The instant feeling is not an attitude. Vaughan and Hogg (1995) issued a statement that attitude is permanent-duration and circumstances. In a moment the feeling is not an attitude, if you come across some simple feelings, it does not count as an attitude. According to Lopper (2006), attitude is a way of thinking that tends to be optimistic and pessimistic which exerts a strong impact on people's reaction to a particular situation or things. Arul (2012) pointed out that attitudes are not only of interest to psychologists but also of everyone is involved in any persuasion or developmental activity in any one way or another. It is essential to identify the attitudes so positive attitudes can be created for the students so that their learning can be facilitated. Positive attitudes enable a person to solve problems quickly, and negative attitudes hinder scientific research efforts in both technical proficiency and interpersonal aspects of research.

Zan and Martino (2007) mentioned that attitude includes feelings, thinking, behaviours, and interactions. Many researchers and psychologists have been interested in attitude as a subject of interest. Some researchers considered it exciting and mysterious. It can serve as a human shield or

weapon. It is important to have a special attitude in life to help human beings stay calm and to know the things around them. It plays an important role in determining the individuals' personalities. It also affects the people who have experienced an event or behaviour and it can also influence people's social interactions.

From the definition, it can be seen that attitudes are only salient objects related to society. In short, attitudes are positive or negative feelings, perceptions, or evaluations of people, objects, events, or issues and problems. Attitudes include the general way in which people are important to society. Suppose, if you have been bitten by a cat, you do not like to feel that time, the emotional response is just a feeling. However, if you are tired of the cat experience you hate all the cats, and then your cat's hatred is considered your attitude to the cat.

2. Theories of Attitude

Eagle, Chaiken, and O'Keefe, (1993; 1990) stated that several attitudinal variation classification schemes have been proposed in the literature and most of them are similar. A theory of attitude is divided into three categories:

- A. Theories of Consistency
- B. Functional Theory
- C. Social Judgment Theory

2.1. Theories of Consistency

The basic idea of these theories is for the individual to have a consistent mood. There must be consistency between attitudes and behaviours. Inconsistency leads to discomfort, allowing an individual to adjust their attitude or behaviour to reduce conflict to regain balance or to have a consistent mood. According to O'Keefe (1990), balance theory was one of the oldest consistency theories.

(A). *Balance Theory*

This theory was given by Heider in 1958. He stated that there are three major components of this theory. The perceiver, another person, and an object and relationship between them. Each component may have a positive or negative relationship with the other. If the relationship is in a positive algebraic result, the attitude is balanced. For example; (+) (+) (+) = + or (-) (+) (-) = +. If the relationship is in negative algebraic results, the attitudes are unbalanced. For example; (-) (+) (+) = -. Relationships are positive or negative, based on cognitive perceptions (Heider, 1958). When these results are not achieved (all relationships are negative, or you have a negative attitude toward an object, person, event, or another issue that your friend likes), there is an imbalance. Heider believes people like to balance the state with imbalanced people because the imbalance leads to stress and unpleasant feeling. This theory does not take into account the strength of attitudes between people and objects in the triad. It is only classified as positive or negative relationships. Another disadvantage is that this theory only deals with relationships between three entities

(B). *Affective-Cognitive Consistency Theory*

This theory was given by Rosenberg in 1956. According to Simonson and Maushak (2001), this theory explores the correlation between attitudes and thinking. Furthermore, he argues that when an individual's attitude towards other persons, events, or objects is considered to be in an unstable state when their knowledge of events, people or thing is inconsistent. This theory shows that the effective factor of an attitude might be changed by the new information (change in the cognitive factor) by persuading the message to change. Once the new information has been dealt with by an individual, he or she will accept a change of attitude, to bring the integration of knowledge and influence into harmony. Zimbardo & Leippe (1991) stated that message processing requires audience attention and understanding of the message, and then acceptance and maintenance. This

theory proposes that by first changing the cognitive factor by providing new information the affective factor of the attitudinal system can be changed.

(C). Cognitive Dissonance Theory

This theory was presented by Leon Festinger in 1957. Dissonance means discomfort or mental stress. It is about the inconsistency of thoughts when we think of two ideas that are inconsistent with each other which is dissonance. According to Smith and Ragan (1999) when a person is convinced to act in a manner that does not consistent with the pre-existing attitudes, he or she may change attitudes to reduce dissonance.

- (i) Change a thought: Taking the above-mentioned example the regular smoker who thinks smoking is bad is also a regular smoker. It can change one of their beliefs and go on to say that smoking is not so bad and it is not unhealthy, so he changes the thought and stayed at one thought.
- (ii) Change behaviour: In this case, the smoker might say well if I acknowledged the smoking is bad then I stop smoking change in one of the behaviours that are related to inconsistency.
- (iii) Add a thought: In this case, someone might say yes smoking is bad; yes, I smoke regularly but also do a lot of healthy behaviour. I exercise a lot; take fruits and milk etc. regularly.
- (iv) Trivialize the inconsistency: In this case, smoking is bad and I smoke but don't get the care that is another way to resolve the dissonance.

2.2. Functional Theory

The functional theory of attitude was given by Daniel Katz (1960). He suggests that attitudes are formed according to how a particular person or things meet our needs. He believes that attitude is determined by the function they serve for us. People take a certain attitude because they help them to achieve their primary goals. Daniel Katz (1960) outlines four functional areas which are mentioned below in detail.

- I. Knowledge: The first function of attitude is knowledge which helps people make sense of the world. Attitudes and values govern our social world: quickly categorize people, places, and events. Attitudes provide a standard for simplifying & organizing understanding of the complex and fuzzy environment. For example; there can be a positive attitude about the Prime minister as they fulfil his political policies in meeting their needs. When students were asked about the Prime minister's education policy their reply was positive because he has distributed many laptops to the students.
- II. Utilitarian: Such type of attitude recognizes the doctrine of behaviourism, which encourages people to reap rewards and avoid punishments from their environment. This type of attitude helps to ensure positive outcomes or prevent negative outcomes. Eagly & Chaiken (1993) pointed out that Children often feel positive about December, as they relate it to holidays and gifts. If we are the business we like political parties that will advance our economic growth, if we are unemployed we are in favour of the parties that will lower our taxes and we are in favour of one that will maximize the benefits of social welfare. According to Bednar & Levie (1993), attitude research in this field did not produce a set of categories related to the attitudes of psychological needs that's why the usefulness of this theory is limited by the fact.
- III. Ego-defensive: In this type of function Katz emphasizes the principles of psychoanalytic that the attitude might be a defence mechanism that an individual use against unpleasant emotions that do not want to consciously acknowledge. For instance, A Student may think research is difficult, and I do not like research; that is why I do not want to do M.Phil. Or

a student might think; only intelligent people do M.Phil, and I do M.Phil, so I must be really smart; that is why I like research. Another example is a young woman who decides to break up with her husband and adopted a very hostile attitude even she may still have feelings for the husband because it strengthens resolve and allows to end the relationship. Research studies have shown that attitudes associated with self-concepts tend to be ego-defensive and ego defence is particularly difficult to change (Zimbardo & Leippe 1991).

- IV. Value Expression: This function recognizes the significance of self-expression and self-actualization. It also helps us express core values and cherished beliefs Attitude is a means of expressing personal values and other aspects of self-concept. For instance, if one considers oneself as a Catholic, one can consolidate that image by using Catholic beliefs and values. Another example is that we have an enlightened conservative or a self-image and we influence the mindset that we believe in such core values.

The fundamental theme of functional theories is that changing attitudes requires understanding the motivations or their function to individuals. Understanding the impact of an attitude on a person helps to guide the designer of the persuasive message that wants to change attitude. The theory of functional attitudes also explains why attitudes change. Attitude changes, it no longer plays its function, and individuals feel blocked or depressed. According to Katz's point of view, changes in attitudes are not changed by changing people's information or perception about objects, but by changing the individual's underlying motivational and personality needs. For example, as your social status increases, your attitudes to the old car may change and you need to better reflect your new state. For that problem, your attitude toward your old friends may also change.

2.3. Social Judgment Theory

This theory is a persuasion theory given by Sheirf and Hovland (1961) and is different from other consistency theories of attitude. It is useful for explaining why people develop strong attitudes or opinions on social issues. It also explains why persuasion is often difficult to accomplish and it offers a common-sense approach for trying to persuade in the real world. The theory of Social judgment is an attempt to apply the principles of justice to the study of attitude change. According to Sherif, Sherif, and Nebergall (1965), the initial attitude of an individual is the basis for judging the exchange of relevant attitudes. Opinions are evaluated on this reference point and placed on the attitude continuum. The point of view that best represents the individual's own opinion is in the latitude of acceptance. Those opinions considered the most offensive are placed in the latitude of rejection.

In short, the social judgment theory of attitude change is based on the study of research literature and by practice. Recently, on the other hand, researchers have questioned how the basic principles of social judgment theory and the principles of the theory are interrelated. The important thing is because it shows the importance of people's previous attitudes. Most of the other approaches are just mild with the previous attitudes. Wood (1982) mentioned that newer theories transform social judgment principles as covariates and control variables into experimental design.

2.4. Learning Theories

This part can be more correctly called behavioural attitude theories. One of the main commonalities of these theories is that they all emphasize the stimulating characteristics of communication situations. Staat (1967) reflected the thought of classical conditioning and almost exclusively focused on the formation of the attitude. Events in the environment produce emotional reactions in individuals. Since the new stimulus is always paired with the old stimulus, the new stimulus develops the power to generate emotional responses in the individual (O'Keefe, 1990).

Hovland, Janis, and Kelly (1953) attached great importance to the Learning theories of attitude change. They pointed out that unless one experiences some new learning experience, opinions will often persist. Acceptance of the suggested answers depends on opportunities for mental rehearsal or attitude response practices, and the number of incentives included in the communication. Hovland and his colleagues hypothesized that when people deal with persuasive message content,

they rehearsed the attitude response of the message's recommendation and their initial attitude. To change attitudes, more practice is needed.

In Yale's attitude change model, the focus is attention, understanding, and acceptance. Before accepting, the individual should pay attention and understand the communication. In this stage of attention and understanding, individuals have the opportunity to practice the recommended new opinions. Bem (1967) used the Skinner's approach to study attitude changes, whose main hypothesis reflected the viewpoint that attitudes were learned from previous environmental experiences. He pointed out that due to a lack of direct knowledge of the internal stimuli available to learners, people trying to change attitudes.

3. Implications for Head Teachers

Attitude cannot predict behaviours directly. To solve problems, it is often necessary to predict the behaviour of the people. "Attitude can explain human actions", in the current circumstances, changes occur in every aspect of life whether it is in the living way or the way we react. In this kind of change, if the result is good we call it Positive change, and on the other side of the result is bad we call it Negative change. For those observable actions, we assume positive and negative attitudes. Head Teachers at the school level are change agents and always keen for changes in the school. Therefore, changing trends directly affect institutions and students because they hold the future of the country. Many people believe that attitudes are more likely to have nothing to do with behaviour or are only slightly related to behaviours because early theories presented the relationship between attitude and behaviour as a one-way association. However, if the attitude itself is affected or influenced by past behaviour, then this connection is bound to be more complicated. Researchers describe changes in students' attitudes, so they make very brief responses through their behaviour, so learning theories are very important for predicting student behaviour. Head Teachers must work on the behaviour of the teachers and students in the schools. He should work on the punctuality, discipline, and emotions of teachers. Teachers must pay attention to the student's Moral, Intellectual, Physical, emotional development, and social interaction of the students. They must convert students' bad habits into good ones.

Head Teachers must work on the school's priority skill areas such as students' social, moral, and intellectual skills. Pro-social skills training should be provided in the target area during the month. Different teaching and non-teaching staff members and volunteer must lead the different tasks and they should be free to choose any way they like to teach skills in schools. They should provide role-playing methods, lead art projects such as posters showing skills, or offer to give speeches in their targeted areas. The plan should emphasize self-monitoring and internal inspections in monitoring students' behaviour. Appropriate behaviours should be broken down into teachable units, so the students can build on what they have learned.

The school-wide assembly should be held at the end of each month to provide an opportunity to issue certificates for students who have shown improvement in their current interests and skills. Parents should support the plan by providing opinions at school meetings and reviewing goals for the month with their children at home.

4. Conclusion

The conclusion drawn from the above analysis of attitude theories is that changes in attitude can be modified internally so that the external behaviours cannot be controlled to handle. We must provide a common environment for all students. Perseverance varies due to the above factors. The student should be able to easily recognize the good and bad environment; just like being forced to accept a negative behaviour change. When the situation exceeds a safe level, he/she can immediately change himself. Students must be educated on Emotional and Ego levels because the change of attitudes starts from these two core points. If the curriculum is more practical and easier to adopt, we are very sure that the proportion of students who transfer negatively will decrease. A good education system will only give an excellent candidate, but if the system is very on the spot in reality, without any emotions or interactions, it will be more popular in future education because

of chances of turning worse due to the wrong attitude is more. The best system for direct learning should also be updated to a more user-friendly system and make the student sincerer than that of other forms of learning because they not only teach but also care about shaping them for their future.

5. References

- Aect (2001). *The Handbook of Research for Educational communities and Technology*. Retrieved from <http://www.aect.org/edtech/ed1/34/34-03.html>.
- AlGhamdi, K et al., (2014). Perceptions, attitudes, and practices toward research among senior medical students. *Saudi Pharmaceutical Journal*, (22), pp 113-117.
- BONNER A. & SANDO J. (2008). Examining the knowledge, attitude, and use of research by nurses. *Journal of Nursing Management*, issue: No. 16, pp. 334-343.
- Brien L. Bolin et al., (2014). Impact of Research Orientation on Attitudes Toward Research of Social Work Students. *Journal of Social Work Education*, 48(2), 223- 243.
- Cherry, K. (2021). Attitudes and Behaviour in Psychology. <https://www.verywellmind.com/attitudes-how-they-form-change-shape-behavior->
- D. Katz. (1960). "The Functional Approach to the Study of Attitudes," *Public Opinion Quarterly*, pp. 163-204.
- Jr guan et al., (2014). Attitude and anxiety towards Research, Its Influence on the students' achievement in the course. *Asian Journal of Management Sciences & Education* 3(4).
- Kumar, S. (2015). Attitude towards Research among M. Ed Students. *International Journal of Multidisciplinary Research and Development*, Vol: 2 (Issue: 8,), pp. 85-87.
- Maio & Haddock. (2009). Chapter two: The Three witches of Attitudes. Page No. 24.
- McLeod, S. (2009). Attitudes and Behaviour, retrieved from <http://www.simplypsychology.org/attitudes>.
- Michael Orey. (2015). "Theories of Attitude Formation and Change." *Introduction to Emerging Perspectives on Learning, Teaching, and Technology*.
- O'Keefe, D. J. (1990). *Social Judgment Theory*. In *Persuasion: Theory and research*, 29- 44. Newbury Park, CA: Sage.
- Overwalle & Siebler (2005). A Connectionist Model of Attitude Formation and Change. *Personality and Social Psychology Review*, 9 (3), 231-274.
- Papanastasiou, E. (2014). Rasch rating scale analysis of the Attitudes toward Research scale. *Journal of Applied Measurement*, 15 (2).
- Sherif, M., Sherif, C., & Nebergall, R. (1965). *Attitude and attitude change: The Social Judgment-Involvement Approach*. Philadelphia, PA: W. B. Saunders.
- Savitha, R., & Kannadas, P. (2014). Attitude and Behavioural Problems among Students. 6(9), 847-852.



Sukkur IBA Journal of Educational Sciences & Technologies

DEPARTMENT OF EDUCATION
SUKKUR IBA UNIVERSITY
AIRPORT ROAD, SUKKUR-65200, SINDH, PAKISTAN
PH: 071-5644290 - 5644240