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University of Wah Journal of Social Sciences

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Dear Readers,

Yet another Volume of UW Journal of Social Sciences in your hands, an emblem of diverse pool of quantitative as well as qualitative research in the field of Social Sciences. It mainly focuses on investigating into the social sciences determining the link between authors’ views and diversity of thought with that of subject gurus in the particular field. It is committed to finding ways to investigate into the behaviors of human portfolios to the optimal level.

Our editorial policy is governed by independent quality control, blind peer-review, strict adherence to HEC policy requirements, zero tolerance to plagiarism and adherence to academic ethics in publishing. These guiding principles are guaranteed by our Advisory Board that contains world renowned national and international scholars who have great contribution in the field of social sciences. This issue contains the research related to the areas of social sciences and humanities.

We are grateful to the contributors of this issue. Our team led by eminent scholars and administrators aspire to lead this journal to reach the height of perfection, and authenticity in the field of management sciences. We are pleased to share that we aspire to make this journal a world-class publishing platform by producing original research and getting membership in renowned abstracting agencies. Our goal is to make it recognized journal by all regulating agencies including HEC very soon. It is only possible when the contributors of this journal share their valuable wisdom in the shape of up-to-date knowledge in the form of research papers whether qualitative or quantitative to this journal.

I would like to thank our Vice Chancellor (University of Wah) and all members of our Editorial Board/Advisory Board (National as well as International) and the Contributors for joining us in this fascinating and promising academic project.

Editor-in-Chief

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Formality in Academic Writing: Investigating Stylistic Competence of Undergraduate EFL Learners

Raheela Akhtar¹, Mehvish Riaz²

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ABSTRACT

Academic writing is expected to be formal. The study, therefore, investigates the extent to which written text created by undergraduate learners of English as a foreign language is formal or informal. For this purpose, essay writing projects given to a class of 30 students of BS in Arts at Government Postgraduate Islamia College for Women, Faisalabad have been selected. The framework for analysis has been adopted from the frameworks of formality and informality suggested by Heylighen and Dewaele (1999) and Chang and Swales (1999), respectively. The analysis has been made by checking the frequencies of first-person pronouns, unattended anaphoric pronouns, conjunctive adverbs, sentence final preposition, listing expressions, second person pronouns, contractions, direct questions, exclamations to examine informality; while, prepositional phrases, larger and different words in the form of adjectives, verbs, adverbs and nouns, longer sentences and coherence markers to examine formality. Results of the study have implications for language testing, curriculum design, genre analysis and methods for teaching academic writing. There is paucity of research in this area in Pakistani context; therefore, the study not only contributes to the existing literature, but it can also help improve teaching and assessment methods for teaching essay writing to undergraduate students in Pakistani colleges.

Key Words: Academic writing, EFL, formality, essays, F-score

1. Introduction

The study is basically based on the question raised by Hyland and Jiang (2017) that technical writing is becoming more and more informal these days. According to Hyland and Jiang (2017), there is a “gradual shift away from standard detached and impersonal styles of writing to ones that allow more personal comment, narration and stylistic variation” (p. 40). Due to the use of social and digital media, it is common among...
students to use informal features or make errors; and a shift from formality to informality can be observed in the academic texts created by users of English as their first or second language (Harris & Dlit, 2015). However, academic writing is expected to be formal in nature (Chang & Swales, 2017; Swales & Feak, 2012).

The present study, therefore, determines the extent to which essays written by undergraduate learners of English as a foreign language at Government Postgraduate Islamia College for Women, Faisalabad can be considered formal or informal. It has been examined whether the students employ adjectives, adverbs, verbs, nouns, large and difficult words, articles, longer sentences structured with the help of joining and transition words as textual markers of formality; or in contrast, employ first person pronouns, conjunctive adverbs, listing expressions, sentence final preposition, second person pronouns, contractions, exclamations and direct questions as markers of informality. The frequencies of these features have been measured to eventually determine whether the text is predominantly formal or informal.

The underlying assumption of the definitions and approaches towards formality is mostly characterized by a special "attention to form" (Labov, 1972). Heylighen and Dewaele (1999) define formality as “avoidance of ambiguity” (p. 8) and describe formal style as “detached”, “impersonal” “objective”, “explicit” and less “context-dependent” and “fuzzy” (Heylighen & Dewaele, 1999, pp. 2-9). Heylighen and Dewaele (1999) differentiate between “surface formality” and “deep formality” where the former is “characterized by attention to form for the sake of convention or form itself”, while, the latter is “attention to form for the sake of unequivocal understanding of the precise meaning of the expression” (p. 5). What really makes a text deeply formal, according to Heylighen and Dewaele (1999), is the “minimization of ambiguity” by elaborating the “unstated assumptions” and bringing clarity through “explicitly stating the necessary references, assumptions, and background knowledge which would have remained tacit in an informal expression of the same meaning” (pp. 5-7). “A formal style will be characterized by detachment, precision, and "objectivity", but also rigidity and cognitive load; an informal
style will be much lighter in form, more flexible, direct, and involved, but correspondingly more subjective, less accurate and less informative” (Heylighen & Dewaele, 1999, p. 33). Heylighen and Dewaele (1999) suggest that the use of “deictic categories” including pronouns, exclamations, interjections, conjunctions, verbs and adverbs are associated with informality; while the use or higher frequency of nouns, prepositional phrases, adjectives, articles, long sentences and difficult and large words is associated with formality (pp. 13-33). Heylighen and Dewaele (1999) further elaborate, the formal, non-deictic category of words, whose frequency is expected to increase with the formality of a text, includes the nouns, adjectives, prepositions and articles. The deictic category, whose frequency is expected to decrease with increasing formality of speech-styles, consists of the pronouns, verbs, adverbs and interjections (p. 13).

Besides employing non-deictic or formal categories of words as suggested by Heylighen and Dewaele (1999) as criteria for analysis, the present study also considers the informal features, which include first and second person pronouns, anaphoric references, split-ins, exclamations, prepositions placed at the end of sentences and direct questions etc., as suggested by Chang and Swales (1999), for examining the essays.

As it has not been assumed that informality is absence of formality or vice a versa; and the question, if academic writing is becoming more informal, as raised by Hyland and Jiang (2017) also sets the foundation for this study, so the informal features suggested by Chang and Swales (1999) and already employed by Hyland and Jiang (2017) for analysis in their study, will also be combined with the informal features suggested by Heylighen and Dewaele (1999) to examine the essays. Out of around forty informal features of text suggested by Chang and Swales (1999), Hyland and Jiang (2017) picked up 10 features which include first person pronouns, unattended anaphoric pronouns, split-ins, conjunctive adverbs, sentence final prepositions, listing expressions, second person pronouns, contractions, direct questions and exclamations. In the present study, however, unattended anaphoric pronouns and split-ins out of the list of 10 informal features have not been employed for analysis.
Following are the research questions of the present study:

- What are the frequencies of both formal and informal linguistic choices in the essays created by undergraduate students at Government Postgraduate Islamia College for Women, Faisalabad?

- What is the F-measure of the essays?

Though it has been determined that the speakers of English as a foreign language employ an academic and formal register of English even while speaking English when they are expected to use a colloquial register, yet it is still required and important to understand the linguistic choices made by undergraduate students while writing essays in English. Possessing strong essay writing skills is essential for undergraduate students in Pakistan, considering that they may do Masters in English or other subjects, appear for competitive exams such as PMS or CSS, appear for IELTS or TOEFL, or do such jobs that require effective writing skills in the future. In this regard, the present study contributes to the research on academic writing skills of undergraduate students in Pakistan.

No study could be found on the academic writing skills of undergraduate students from Faisalabad. Moreover, the focus of this study on formality or informality also makes it unique because it can help the teachers concentrate on certain linguistics choices as essential components of academic writing. Mostly, teachers have to focus on mistakes and errors committed by the learners, while the rhetorical aspect of writing is neglected. The present study may also help the policy makers, teachers and curriculum designers to focus on linguistic devices related to formality, understand the stylistic development of the undergraduate learners of EFL and pay attention to the “particular writing demands” (Skyrme, 2018, p. 1276) of various disciplines and styles.

In short, this study is new in Pakistani context and it not only helps familiarize teachers with the patterns of formality or informality employed by undergraduate students but also sensitize them to teaching the use of these features more effectively. It also
Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

contributes to the existing literature on formality and informality with special reference to learners of English as a foreign language in Pakistan. Moreover, the framework has been adapted from two frameworks suggested by Heylighen and Dewaele (1999) and Chang and Swales (1999), and this adapted framework has not already been employed. The study is unique in that the framework adapted in this research can further be employed for other research studies on formality and informality.

The study has been delimited to 2016 session of undergraduate students at Government Postgraduate Islamia Degree College for Women, Faisalabad.

2. Literature Review

So far as research studies carried out on formality or informality are concerned, Jassim and Nimehchisalem (2016) conducted a pragmatic study of apology strategies employed by postgraduate Arab learners of EFL in their speech acts in relation to formality or informality of the context and found that the students employed thirteen formal and informal strategies depending upon the context. Furuya (2017) studied only 3rd person anaphoric pronoun in English and proposed two types namely notional person that has semantic orientation and grammatical person which has morphological realization.

Zhao (2017) examined use of conjunction as a marker of linguistic expertise among native and nonnative writers of English essays and found that the issue was complex and the advantage of native speakers in academic writing skills couldn’t be determined over those of the non-native speakers of English. Similarly, Pitarch et al., (2016) did a corpus analysis of the use of personal pronouns as informal features of language in 64 “About us” pages on American, British and Spanish banking websites to understand the academic English discourse in the domain of banking. They found that percentage of nouns in the websites was significantly higher than the pronouns. They also categorized the pronouns into object, possessive, subject and reflexive categories; while the frequency of possessive pronouns was found to be the highest.
Similarly, Abbas and Shahzad (2016) conducted a corpus study of the use of pronouns, using the framework of meta-discourse suggested by Hyland (2005) to determine stylistic variation in terms of formality versus informality or subjectivity versus objectivity in 104 research articles written by Pakistani scholars and found that Pakistani authors employ more exclusive pronouns than interactional pronouns, hence making the text more objective. Moreover, Bakhoda et al., (2016) suggested the use of students’ dialogic interaction with their teachers as a ZPD strategy to improve formal style of intermediate learners of EFL. They adopted pretest-mediation-posttest paradigm to carry out the study and found that mediation through dialogic intervention by the teacher is an effective ZPD tool.

More research studies carried out on formality in academic writing and online communication are the following: Pavlick and Tetreault (2016) empirically analyzed formality in online communication by using Internet Argument Corpus; and found that among news, emails, blogs and answers, News stand at the most formal end of the continuum, answers at the informal end, while emails and blogs fall in between; with emails standing on second and blogs on third number. Niu and Carpuat (2017) suggested a model for investigating stylistic variation with special reference to formality by applying the framework to the analysis of distributional vector spaces through lexical paraphrases and found that the model could accurately be applied but had some limitations as well. In addition, Alamri (2015) found that there was a significant increase in the level of formality in the texts of teachers and students in Saudi Arabia due to the impact of social media. Constantinou, et al., (2019), however, found decrease in formality in 585 extracts of students’ writings created in the UK over a period of ten years. Mukherjee and Jansen (2016) performed a statistical genre analysis of 800000 posts and 50000 blogs to analyze formality and found that the formality on twitter increased than that on Tumbler over a period. So far as research studies on formality, using the framework suggested by Heylighen and Dewaele (1999), are concerned, Eldusri (2014) used F-score to investigate
formality in blogs which could be categorized into personal and thematic based on their levels of formality.

Studies specifically based on informal features in academic texts are the following: Hyland and Jiang (2017) while raising the question of shift from formal to informal in academic writing did a corpus study of 2.2 million words retrieved from research articles published in renowned research journals related to Electrical engineering, Biology, Applied Linguistics and Sociology. They adapted the framework of informal features suggested by Chang and Swales (1999) and selected ten items, which include direct questions, split infinitives, exclamations, preposition ending, contradictions, listing expressions, second person, initial conjunctions, unattended reference and first-person pronouns, as criteria for analysis and found that there is an increase in the use of informal features in the journals published from 1965-2015. For instance, the use of pronouns has increased to 45%, but the change is not homogeneous in different disciplines or informal features. Overall, they found that the shift from formal to informal was around 2 to 3%.

Melissourgou and Maruster (2017) also analyzed informality in the research articles from Medicine, Philosophy, Economics and Business on the basis of the informal features suggested by Chang and Swales (1999). Jin (2015) studied the features of engagement that basically comprise of informal features, which make the writer be more interactive and involving, in the Korean students academic writing practices as compared to international writers and found that Korean students underuse engagement strategies, thus are more formal and detached.

Chen (2017) examined informality in a corpus of 210 theses written by Taiwanese students of Computer Science in comparison to 171 articles published in international journals of computer science and found that the Taiwanese students’ academic writing was more informal. Leedham (2015) found growing level of informality in Chinese students’ academic writing. Ivan (2016) conducted a survey to examine perceptions of native and
non-native speakers of English regarding formality of emails through seeking responses regarding the formality or informality of greetings, address forms and vocabulary and found that EFL perceptions, regarding the level of formality in emails, as compared to native speakers were salient.

However, none of the studies mentioned above, deals with the undergraduate or graduate Pakistani students in terms of essay writing. Moreover, the present study is also new and unique in the sense that it combines and adapts the frameworks of formality and informality as suggested by Heylighen and Dewaele (1999) and Chang and Swales (1999), which has not been done in case of the studies mentioned above. Moreover, the present study deals with essays than emails or journal articles as is the case with existing pertinent literature. The present study is also different and new because it takes students belonging to a women college in Faisalabad, Pakistan who have not been studied already through the perspective or formality or any other aspect of English as a foreign or second language.

3. Materials and Methods

3.1 Data Collection

The study considers a class comprising of thirty students from Government Postgraduate Islamia Degree College for Women as a case. This is the only postgraduate college for women in Faisalabad which is one of the major cities in Punjab, Pakistan. The essays written by undergraduate students’ of 2016 session and comprising of 4925 words in total have been selected for analysis. The class consists of thirty female students doing BS in Arts and Humanities. They are taught the course entitled Academic Writing in the second semester. The students are 19-20 years of age. The essays were given to them as a major assignment for their final term evaluation. Essays were descriptive in nature and topics included corruption, co-education, floods, terrorism, life in a city or village etc. Students created essays of varied length ranging from 100 to 250 words. The prescribed word length was 300-350 words.
3.2 Data Analysis

The theoretical framework used for the analysis of essays has been adapted from two frameworks which are the frameworks of formality and informality suggested by Heylighen and Dewaele (1999) and Chang and Swales (1999), respectively (See introduction for important definitions). Features of formality, which include prepositional phrases, parallelism, larger and different words in the form of adjectives, verbs, adverbs and nouns, longer sentences and coherence markers, as suggested by Heylighen and Dewaele (1999); and features of informality, which include first person pronouns, conjunctive adverbs, sentence final prepositions, listing expressions, second person pronouns, contractions, direct questions, exclamations as suggested by Chang and Swales (1999) have been selected for analysis. The reason behind adapting from both the frameworks is that it will give a comprehensive and detailed glimpse of the degree of formality and informality in the essays. Figure 1 in the following illustrates the adapted framework consisting of the features of formality and informality selected for analysis:

![Figure 1. Illustration of theoretical framework as adapted from Heylighen and Dewaele (1999) and Chang and Swales (1999)](image-url)
Data have been analyzed by counting the frequencies of the features mentioned in Figure 1 and then comparing the cumulative values of formality and informality. Besides checking the frequencies of the above-mentioned features, the F-score or F-measure formula, suggested as an empirical tool by Heylighen and Dewaele (1999) to measure formality, has also been used to check the level of formality. According to Heylighen and Dewaele (1999), “the more formal the language excerpt, the higher the value of F is expected to be” (p. 13).

To apply the formula in the present study, total frequencies of deictic categories, which are pronouns, exclamations, interjections, conjunctions, articles, verbs and adverbs; and formal or non-deictic categories, which are nouns, prepositions, adjectives and articles were counted and the following formula suggested by Heylighen and Dewaele (1999) was applied:

\[ F = \frac{\text{noun frequency} + \text{adjective freq.} + \text{preposition freq.} + \text{article freq.} - \text{pronoun freq.} - \text{verb freq.} - \text{adverb freq.} - \text{interjection freq.} + 100}{2} \] (p. 13).

As the formula can be modified according to requirements concerning data; because Heylighen and Dewaele (1999) state, “F * may show absence of certain item” (p. 13); so, in the present study, verbs, nouns and interjections have not been considered while applying the formula. However, frequencies of adjectives, adverbs, prepositions, articles and pronouns have been considered for checking F-measure of the essays. The data have been analyzed both quantitatively by checking the frequencies and using the formula and qualitatively by describing the frequencies.

4. Results and Discussion

Following are the frequencies and examples of the informal and formal features employed by the undergraduate students in their essays.

Table 1. Frequencies of Informal Features in Essays
Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

<table>
<thead>
<tr>
<th>Student</th>
<th>Essay Titles</th>
<th>First Person Pronoun</th>
<th>Conjunctions</th>
<th>Sentences</th>
<th>Prepositions</th>
<th>Listing Expressions</th>
<th>Second Person Pronoun</th>
<th>Constructions</th>
<th>Direct Questions</th>
<th>Adverbs</th>
<th>Exclamations</th>
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<tbody>
<tr>
<td>1</td>
<td>Pollution</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Life in Village and City</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
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<td>3</td>
<td>Corruption</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Flood</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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Table 1 illustrates that the frequencies of first person pronouns, conjunctive adverbs, sentence final prepositions, listing expressions, second person pronouns, contractions, direct questions, adverbs and exclamations are 61, 25, 4, 21, 6, 11, 1, 90 and 0 respectively; while the order of priority according to frequencies is adverbs, first person pronouns, conjunctive adverbs, listing expressions, contractions, second person pronouns, sentence final preposition and exclamations; while exclamations have not been used at all.

Examples of Informal Features from the Essays:

Conjunctive adverbs:

• Both the village life and the city life have their own charms and colors. Mostly people in village are simple and uneducated but the people in city are clever and educated.

Listing expressions:

• There are different effects of corruption like lack of quality in services, lack of proper justice, chance of unemployment, poor health, lack of respect for lack of faith and trust etc.

• It causes unemployment and poor health, due to poor quality of food etc.

Contractions:

• They can’t play any positive role in the society.

• Many poor parents don’t send their children to school…

Sentence final preposition:

• Peace is what they need for.

Direct questions:

• How can a device smaller than our palm make differences?
Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

Table 2. Frequencies of Formal Features in Essays

<table>
<thead>
<tr>
<th>Students</th>
<th>Essay Title</th>
<th>Total Words in an Essay</th>
<th>Adjectives</th>
<th>Preposition al phrases</th>
<th>Article s</th>
<th>Parallelis m</th>
<th>Sentence length</th>
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Table 2 shows that the frequencies of adjectives, prepositions, articles, parallelism, sentence length and large and difficult words are 360, 90, 30, 345, 18, 59 and 154 respectively; while the order of preference according to frequencies is adjectives, articles, large and difficult
words, adverbs, prepositional phrases and parallelism; while adjectives have been used 360 times and parallelism has been employed 17 times.

**Examples of formal features from the Essays:**

**Adverbs:**

• Based on terrorism any government can easily be kicked out.

**Adjectives:**

• There are green fields and flowing streams around the villages whereas there are factories and mills around the cities.

**Parallelism:**

• On one hand there are super stores, schools, colleges, hospitals and public parks in cities. On the other there are not such facilities in villages.

**Prepositional Phrases:**

• Terrorism produces great fear among the people and they feel themselves unsafe in their state and then in the whole world. (Conjunctive adverb and adjective can also be observed.)

• One common form of corruption in our country is receiving cash money, through online transfer or in form of costly gift.

• Co-education means the teaching of boys and girls under the same roof.

**Conjunctive Adverbs:**

• The terrorists organizations give money to their families in return of bomb attacks and other wrong activities.
Long sentences & Large and Difficult Words:

- Corruption is a form of dishonest or unethical conduct by a person entrusted with a position of authority often to acquire personal benefit.

- The cause of flooding also varies by geographical location. High tide combined with a stormy weather and low atmospheric pressure is one of the main causes of flooding in coastal region.

- But some points can minimize it like end impunity, reform public administration, promote transparency, empower citizens, close international loopholes etc.

- It is said that boys and girls being allowed to mix freely run every risk of going astray and suffering the total frustration of their education career.

According to the F-measure formula, following is the F-score:

\[
7.30 + 0.60 + 7.0 - 1.82 - 1.23 - 0.12 + 100/2 = 55.865
\]

Thus F-measure of the essays is 55.865. The results show that students tend to employ formal features more than informal ones; and the essays are formal in style. The results vary from the findings of Chang and Swales (1999), Melissourgou and Maruster (2017), Jin (2015), Chen (2017), Constantinou, et al., (2019) and Leedham (2015) who found the texts to be more informal or displaying a shift from formality to informality; but the present study, in contrast, shows that the essays are formal. Following the framework of Heylighen and Dewaele (1999), Pavlick and Tetreault (2015), however, noted that in threads of online communication, a movement from formality to informality could be observed due to context dependence and estrangement or familiarity between the communicators. Change and Swales (1999) also found an increase in the use of adjectives, as markers of relative formality suggested by Heylighen and Dewaele (1999), and the same can be observed in the present study as well. It is evident, however, that the learners still need to improve on using complex lexical items, sentence length, parallelism and
prepositional phrases. It implies that the essays still lack in what Heylighen and Dewaele (1999) consider “rigidity and heaviness” (p. 1) as markers of formality. Less use of various informal features and similarity in their usage in the essays may also reflect that either the students don’t know how to employ these features, or they have consulted the same source for preparation. Self-writing could perhaps create diversity.

With reference to these findings, it is important to note that helping books which students use to memorize essays partially affect the level of formality. Besides, financial and social backgrounds due to which these students don’t speak or learn English at home, academic issues including lack of individual attention paid to the students due to imbalanced teacher-student ratio in colleges, excessive workload on teachers, inattention to the use of diverse learning materials etc. and social factors for these female students in particular often make them rely on memorizing essays instead of developing a habit of self-writing. According to Horowitz and Wilburn (2017), “dialogic communication can be used as a vehicle to scaffold student revisions of text” (p. 365), which is why, it is important for teachers to give proper feedback and encourage the students to write on their own. Keeping what Tu (2017) notes as L2 “learners’ learning environments, language communities, ecologies, and economic statuses” (p. 162), the findings show that level of formality maintained by the learners may also be an indicator of less exposure to diverse registers and styles due to not speaking English in the classroom or at home or memorizing from helping books.

Hyland and Jiang (2017) claim that increased formality helps reduce the impact of “social characteristics” of academic writers and lead to “intelligibility”, “persuasion” and “lesser chance of misinterpretation” (p. 44); therefore, teachers should impart appropriate knowledge of formality to the learners to reduce the impact of above-mentioned social or linguistic factors. In this regard, however, Barrs (2019), critiquing teaching how to write in the UK, states, “direct teaching of particular linguistic features is no substitute for substantial and extended experience of both reading and writing” (p. 19). Therefore, the purpose is not to emphasize that teachers should teach features which make
writing what Barrs (2019) pinpoints as “bad writing” which is ostentatious, but to develop a culture of reading and writing as well, which leads to learning of multiple style of writing and pertinent features independently.

4. Results and Discussion

The frequencies show that the essays created by undergraduate students in Government Postgraduate College for Women in Faisalabad, Pakistan are formal in nature. The students have used fewer informal features in their essays; however, the F-score also indicates that the level of formality is not drastically high. Besides, researchers of this study also observed many errors while analyzing the essays, which also show lack of linguistic competence. The reasons behind less use of informal features may involve the culture of cramming from text books, more academic nature of English learnt by the undergraduate students in Pakistan, lesser exposure to colloquial forms of expression or spoken English, inadequate use of English by the teachers while delivering lectures and length of the essays etc. As clear majority of the participants belong to social classes that can’t afford English medium schools and parents are also uneducated, so it is understandable that they learn through reading or memorizing. It is, therefore, important that teachers adopt such interactive and task-based teaching methods that develop self-writing habits and skills of students and give them understanding of rhetorical devices, instead of the students passively memorizing from helping books and replicating the same. Studies can be carried out on level of formality in different forms of academic, technical, literary or scientific texts created by Pakistani students. Besides, students’ tendency to memorize essays and teachers’ ratio of speaking English and Urdu while delivering lectures can also be explored.
References:


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Terms of Trade and Economic Growth in Pakistan: An Empirical Analysis

Rizwana Yasmeen¹, Ihtsham Ul Haq Padda²

**ABSTRACT**

This paper evaluates the impact of terms of trade on economic growth for Pakistan economy. We divided our analysis into two parts. Firstly, this study estimates the relationship between terms of trade and economic growth and further the impact of volatility in terms of trade on economic growth. Secondly, focuses on the export demand and import demand elasticities for Marshall Lerner condition. The ARDL test is used to estimate long run and short run relationship. In empirical estimation, no evidence of significant impact of terms of trade and volatility terms of trade on economic growth in the long run as well as in the short run is found although Marshall Lerner condition holds in Pakistan. A movement in terms of trade can be explained in terms of export demand elasticities and import demand elasticities. Despite of satisfaction of Marshall-Lerner condition; only devaluation of currency may not be advantageous. Under situations where export demand and import demand elasticities are not fully elastic separately; devaluation may not be successful.

**Key Words:** Terms of trade, economic growth, trade elasticities, Marshall Lerner Condition

1. Introduction

The link between terms of trade and economic growth is becoming important in economic assimilation or dissimilation while export prices converge or divert globally. The variations and volatility of terms of trade is also getting more significant for trade policies of developing and developed countries. The researchers think that there exists a remarkable
impact of increasing terms of on economic growth is positive. Jawaid et al., (2012), Wong (2010), Bleaney and Greenaway (2001), Blattman (2003), Grimes (2006) provide evidence in support the proposition that an increase in terms of trade raise the levels of investment and thus speedy economic growth YASMEEN et al., (2018). The volatility in terms of trade leads to decrease in investment and hence lowers economic growth Bleaney and Greenway (2001), Mendoza (1997). In contrast to other empirical studies Tehseen et al., (2011) inference that economic growth positively responds to volatility terms of trade.

Economists believe, both terms of trade and volatility in terms of trade are related with the country’s growth Duasa and Jarita (2011). But concentrating on primary products and unpredictability of their prices, exporters of these items practiced larger precariousness of export profits causing little growth in the export sector of the developing countries Bleaney (2001). At this point, it is important to talk about the traditional pattern of Pakistan’s international trade. The main feature of Pakistan foreign trade is its imports i.e. comprises on machinery, electronics, computers, intermediate goods and consumer durables, which have higher income and price elasticity of demand. Whilst on the other side its exports consist on primary goods which have low elasticity of demand. Consequently, these disturbances of low export and high import ratio are source of trade deficit. The trade balance is directly related to the export demand and import demand elasticities. Marshall Lerner Condition states that export demand could be increased to remove the trade deficit by the devaluation of the currency only if the sum of import and export demand elasticities in absolute value is greater than one. But this is only possible if export and import supply are completely elastic (Haberler, 2007). There is an immense literature YASMEEN et al., (2018), Naryan (2010), Stern et al., (1976), Afzal (2004) that comprises empirical estimations of trade elasticities and Marshall Lerner condition. For deep analysis it would also be important to estimate the Marshall Lerner Condition to understand the changes in trade balance.
Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

Primarily this study empirically estimates the effects of terms of trade and its volatility on Pakistan’s economic growth. However, it also estimates the elasticity of export demand and import demand to verify the Marshal Lerner Condition. The next section reviews the existing literature that is relevant to the objective of the study. The section 3 focuses on the model and data sources while section 4 comprises on suitable methodology to be applied for the analysis. The section 4 consists on estimation and results interpretation and the last section based on concluding remarks and policy implications.

2. Literature Review

This study tries to evaluate three aspects of international trade i.e. Terms of Trade and economic growth, Volatility in Terms of Trade and economic Growth and Marshal Lerner Condition. This section briefly discusses the literature on the topics in following paragraphs.

Most of the literature is on the effects of terms of trade on economic growth is cross country. It illuminates the association of terms of trade and output performance for developed and developing countries. Cakire (2009) scrutinizes 18 emerging economies and infers that terms of trade have positive effect on growth. The other cross-country empirical studies e.g. Blattman et al., (2003), Hadass et al., (2001), Bleaney et al., (2001), Mendoza (1997), Barro et al., (1995) also conclude that economic growth is positively affected by terms of trade.

The second emphasis is about the literature on the volatility terms of trade. Here most of the studies conclude that there is negative association between volatility terms of trade and growth. Wong (2010) empirically estimated the association of terms of trade and its volatility on growth for Japan and Korea, Samimi et al., (2011) studied 20 oil exporting countries, Jawaid and Raza (2012) conducted the study about India to find the relationship of terms of trade and volatility terms of trade with growth. In empirical estimation it is
established that volatility terms of trade have negative affect and do not lead to growth. In contrast of above-mentioned empirical studies Tehseen et al., (2011) study shows a positive relationship between volatility terms of trade and economic growth.

The third dimension of this section is about export and import demand elasticities. Based on previous literature it is suggested that Marshall Lerner Condition is satisfied for Pakistan, as well as, inferences that devaluation may effective in improving trade balance in long run (Asif and Rashid, 2011) and Afzal (2004). In cross country analysis Khan (1974) for Pakistan and Arize (1986) for nine African countries determine that Marshall Lerner Condition holds in most of their sample countries.

3. Model and Data Sources

The primary focus of the study is on the relationship between terms of trade and economic growth and volatility terms of trade and economic growth while it also tries to estimate Marshal Lerner condition (ML). For ML condition it is important to estimate export and import demand elasticities. Therefore, the distinguish features of this study are the estimation of the terms of trade model, volatility in terms of trade model, export demand model and import demand model. In growth analyses following two models are estimated:

\[
\ln Y_t = \alpha_{11} + \alpha_{12} \ln K_t + \alpha_{13} \ln L_t + \alpha_{14} \ln TOT_t + \alpha_{15} \ln EG_t + \mu_{1,t} \tag{1}
\]

\[
\ln Y_t = \alpha_{21} + \alpha_{22} \ln K_t + \alpha_{23} \ln L_t + \alpha_{24} \ln VTOT_t + \alpha_{25} \ln EG_t + \mu_{2,t} \tag{2}
\]

This study uses the production function to examine the relationship between economic growth and terms of trade. In cross countries analysis Harrison (1996) use a production function with GDP function of capital, labor openness to international trade, years of secondary education and years of primary education. Therefore, it provides us a logical ground to construct terms of trade model and volatility terms of trade model using
economic growth as a function of per capita GDP. i.e. $Y_t$ (constant 2005 US$). $K_t$ symbolizes the capital and it is expected economic growth will be increased by capital. The Capital is formulated by real gross fixed capital formation via following function:

$$K_t = (1-\sigma)K_{t-1} + I_t,$$

where, $K_t$ is sign of capital, $\sigma$ stands for depreciation rate, and $I_t$ is Gross Fixed Capital Formation; Average (1972-2011) of Growth rate of Consumer Price Index is used as proxy for Depreciation rate which is $\delta = 0.08$ for Pakistan. Labor is expressed by number of workers in manufacturing industries and expected sign of the coefficient to be positive. TOT is terms of trade taken as unit value of export index (2005=100) to unit value of import index (2005=100). EG is Economic Globalization (KOF Index 2013). Volatility Terms of Trade is estimated via moving standard deviation (MSD) with order three.

Following export demand and import demand models are estimated for the determination of trade elasticities.

$$\ln X_{dt} = \beta_{31} + \beta_{32} \ln(PX)_t + \beta_{33} \ln GW_t + \beta_{34} \ln TOT_t + \mu_{3,t} \ldots\ldots\ldots(3)$$

$$\ln M_{dt} = \beta_{41} + \beta_{42} \ln(PIM)_t + \beta_{43} \ln G_t + \beta_{44} \ln TOT_t + \mu_{4,t} \ldots\ldots\ldots(4)$$

In trade elasticities models all variable are in natural logarithm form. In export demand model $X_d$ is taken as real exports. Prices of exports are expressed by $PX$ as unit value of exports Index (2005=100) to Unit value of world export Index (2005 = 100). $GW$ is World GDP (Gross domestic product) constant 2005 US$ and TOT is terms of trade index

$1$ MSD with order three

$$\frac{1}{3} \sum_{i=1}^{3} (\ln TOT_{t+i-1} - \ln TOT_{t+i-2})^2 \left[ \frac{1}{2} \right]$$
obtained as \( \frac{PX}{PM} \times 100 \). \( \beta_{32} \) is the price elasticity and expected sign is negative; \( \beta_{32} < 0 \) and \( \beta_{33} \) is the income elasticity which is expected to be positive; \( \beta_{33} > 0 \).

TOT expected to be positive in export demand. \( M_d \) is for real imports. \( PIM \) are prices of imports measure in term of unit value of imports index (2005=100) to wholesale price Index (2005 = 100). \( G \) is Pakistan’s real GDP and TOT = terms of trade. \( \beta_{42} \) is the import price elasticity and expected sign is negative; \( \beta_{42} < 0 \) and \( \beta_{43} \) is the income elasticity which is expected to be positive; \( \beta_{43} > 0 \). TOT expected to be negative in import demand elasticities.

Marshall Lerner condition can be measured by adding up the import demand and export demand price elasticities in absolutes form i.e. \( |\beta_{32} + \beta_{42}| \). It recommends that if \( |\beta_{32} + \beta_{42}| > 1 \) then currency depreciation could efficiently improve the trade balance. All data are taken from WDI (2012), Pakistan Economic Survey and IFS (2013).

4. Methodological Framework

Annual data from 1972 to 2011 is used for analysis. The Bounds F test of co-integration designed by Pesaran et al., (2001), Pesaran and shin (1997), under the Autoregressive Distributive Lag (ARDL) framework has been used to identify the long run correlation among the variables. The ARDL methodology is superior to other conventional co-integration procedures to approximate the long term and short-term elasticities. This technique has certain advantages. First, Pesaran et al. (2001) supported the procedure of the ARDL approach for the assessment of level associations as the model proposes that once the order of the ARDL has been acknowledged; then the association can be checked by OLS. Second, the bounds test allows a combination of I(1) and I(0) variables as detriments. Consequently, ARDL system has the benefit of not needing a definite
Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

recognition of the order of the original information Atif (2013). The ARDL method captures short- and long-term dynamics while testing for the existence of co-integration. Third one, this method seems to be appropriate for limited sample size. All above mentioned characteristics motivate us to use ARDL approach for cointegration analysis and ECM. In terms of trade model, an ARDL representation of equations (1) and (2) are as follows:

\[ \Delta Y_t = \alpha_0 + \alpha_1 Y_{t-1} + \alpha_2 K_{t-1} + \alpha_3 L_{t-1} + \alpha_4 \text{TOT}_{t-1} + \alpha_5 \text{EG}_{t-1} + \mu_i \]

\[ \sum_{i=1}^{n} \gamma_i \Delta Y_{t-i} + \sum_{i=0}^{n} \gamma_2 \Delta K_{t-i} + \sum_{i=0}^{n} \gamma_3 \Delta L_{t-i} + \sum_{i=0}^{n} \gamma_4 \Delta \text{TOT}_{t-i} + \sum_{i=0}^{n} \gamma_5 \Delta \text{EG}_{t-i} + \mu_i \]

\[ \Delta Y_t = \phi_0 + \phi_1 Y_{t-1} + \phi_2 K_{t-1} + \phi_3 L_{t-1} + \phi_4 \text{TOT}_{t-1} + \phi_5 \text{EG}_{t-1} + \mu_i \]

\[ \sum_{i=1}^{n} \lambda_i \Delta Y_{t-i} + \sum_{i=0}^{n} \lambda_2 \Delta K_{t-i} + \sum_{i=0}^{n} \lambda_3 \Delta L_{t-i} + \sum_{i=0}^{n} \lambda_4 \Delta \text{TOT}_{t-i} + \sum_{i=0}^{n} \lambda_5 \Delta \text{EG}_{t-i} + \mu_i \]

The trade elasticity equations (3) and (4) can be written with ARDL representation as:

\[ \Delta X_{dt} = \beta_0 + \beta_1 X_{dt-1} + \beta_2 (PX)_{t-1} + \beta_3 \text{GW}_{t-1} + \beta_4 \text{TOT}_{t-1} + \]

\[ \sum_{i=1}^{n} \eta_i \Delta X_{dt,i} + \sum_{i=0}^{n} \eta_2 \Delta (PX)_{t-i} + \sum_{i=0}^{n} \eta_3 \Delta \text{GW}_{t-i} + \sum_{i=0}^{n} \eta_4 \Delta \text{TOT}_{t-i} + \mu_i \]

\[ \Delta M_{dt} = \sigma_0 + \sigma_1 M_{dt-1} + \sigma_2 (PIM)_{t-1} + \sigma_3 G_{t-1} + \sigma_4 \text{TOT}_{t-1} + \]

\[ \sum_{i=1}^{n} \psi_i \Delta M_{dt,i} + \sum_{i=0}^{n} \psi_2 \Delta (PIM)_{t-i} + \sum_{i=0}^{n} \psi_3 \Delta G_{t-i} + \sum_{i=0}^{n} \psi_4 \Delta \text{TOT}_{t-i} + \mu_i \]

In case of equations (1a) and (2a) the null hypothesis:

\[ H_0 = \gamma_1 = \gamma_2 = \gamma_3 = \gamma_4 = \gamma_5 = 0 \]

\[ H_0 = \lambda_1 = \lambda_2 = \lambda_3 = \lambda_4 = \lambda_5 = 0 \]

are to be tested against the alternate hypothesis as there are co-integration among the variables. The null hypothesis of equations (3a) and (4a)
\[ H_0 = \eta_1 = \eta_2 = \eta_3 = \eta_4 = 0, \quad H_0 = \psi_1 = \psi_2 = \psi_3 = \psi_4 = 0 \]
are to be tested against the alternate hypothesis as there are co-integration among the variables.

Two bound sets of critical values are following to reject or accept the hypothesis for instance: if calculated F statistic value exists above upper bound critical values designed by Pesaran et al., (2001) and Narayan (2005a) then do not accept the null hypothesis of no co-integration and determine that the long run relationship exists among the variables. In contrast, if calculated F-statistical value is much lower than tabulated values, then null of no co-integration would not be rejected; and if computed F-statistic exists among upper bounds and lower bounds, at that time the result is indecisive. Once a long run relationship exists among the variables of the equations; then short run analysis can be estimated by following error correction models.

\[ \Delta Y_t = \alpha_0 + \delta (ECT)_{t-1} + \sum_{i=1}^{n} \alpha_1 \Delta Y_{t-i} + \sum_{i=0}^{n} \alpha_2 \Delta K_{t-i} + \sum_{i=0}^{n} \alpha_3 L_{t-i} + \sum_{i=0}^{n} \alpha_4 \Delta TOT_{t-i} + \sum_{i=0}^{n} \alpha_5 \Delta EG_{t-i} + \mu \]

\[ \Delta X_{dt} = \beta_0 + \delta (ECT)_{t-1} + \sum_{i=1}^{n} \beta_1 \Delta X_{dt-i} + \sum_{i=0}^{n} \beta_2 \Delta (PX)_{t-i} + \sum_{i=0}^{n} \beta_3 \Delta GW_{t-i} + \sum_{i=0}^{n} \beta_4 \Delta TOT_{t-i} + \mu \]
Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

\[
\Delta Y_t = \alpha_0 + \delta (ECT)_{t-1} + \sum_{i=1}^{n} \alpha_1 \Delta Y_{t-i} + \sum_{i=0}^{n} \alpha_2 \Delta K_{t-i} + \sum_{i=0}^{n} \alpha_3 L_{t-i} \\
+ \sum_{i=0}^{n} \alpha_4 \Delta V TOT_{t-i} + \sum_{i=0}^{n} \alpha_5 \Delta E G_{t-i} + \mu_t \]

\[
\Delta M_{d_t} = \beta_0 + \delta (ECT)_{t-1} + \sum_{i=1}^{n} \beta_1 \Delta M_{d_{t-i}} + \sum_{i=0}^{n} \beta_2 \Delta P I M_{t-i} + \sum_{i=0}^{n} \beta_3 \Delta G_{t-i} + \sum_{i=0}^{n} \beta_4 \Delta T O T_{t-i} + \mu_t \]

The estimated (ECT)t-1 term indicate that how much quickly the instability corrected in the long run after a short run disequilibrium.

5. Results

The time series data are often integrated, so to identify order of integration of each series Augmented Dickey Fuller (ADF) unit root test has been performed. Table-1 presents the result of the Augmented Dickey Fuller for each variable.

Table 1: Unit Root Results

<table>
<thead>
<tr>
<th>Variables</th>
<th>LEVEL</th>
<th>1st DIFFERENCE</th>
<th>Order of Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>-2.48</td>
<td>-3.51</td>
<td>I(1)*</td>
</tr>
<tr>
<td></td>
<td>(-2.93)</td>
<td>(-2.96)</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>-10.61</td>
<td>-</td>
<td>I(1)*</td>
</tr>
<tr>
<td></td>
<td>(-2.94)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>-0.052</td>
<td>-6.72</td>
<td>I(1)*</td>
</tr>
<tr>
<td></td>
<td>(-2.93)</td>
<td>(-2.94)</td>
<td></td>
</tr>
<tr>
<td>TOT</td>
<td>-0.70</td>
<td>-6.23</td>
<td>I(1)*</td>
</tr>
<tr>
<td></td>
<td>(-2.93)</td>
<td>(-2.94)</td>
<td></td>
</tr>
<tr>
<td>EG</td>
<td>-0.60</td>
<td>-7.10</td>
<td>I(1)*</td>
</tr>
<tr>
<td></td>
<td>(-2.93)</td>
<td>(-2.94)</td>
<td></td>
</tr>
</tbody>
</table>
Note: All the variables are in natural logarithmic form. The SBC has been used for the selection of lag length. * Indicates that null hypothesis of non-stationarity is rejected at 5% level of significance and t-statistics are given in parenthesis.

Results point out that all the variables, except world income, in export demand model and import demand model are non-stationary at level i.e. $I(0)$. In terms of trade model, except volatility terms of trade, each variable is non-stationary at their level. Thus the non-stationary variables, except world income and volatility terms of trade, became stationary after taking the first difference. All the variables in all models are either integrated at order zero or one. In such situation the ARDL technique would be preferable for estimation.

Table: 2 Test for Cointegration Relationships

<table>
<thead>
<tr>
<th>Estimated model</th>
<th>Export demand Model</th>
<th>Import demand Model</th>
<th>Terms of trade Model</th>
<th>Volatility Terms of trade Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTOT</td>
<td>-3.53 (-2.94)</td>
<td>-</td>
<td>I(0)</td>
<td></td>
</tr>
<tr>
<td>Xd</td>
<td>-0.49 (-2.93)</td>
<td>-6.56 (-2.94)</td>
<td>I(1)*</td>
<td></td>
</tr>
<tr>
<td>PX</td>
<td>-0.52 (-2.94)</td>
<td>-5.59 (-2.94)</td>
<td>I(1)*</td>
<td></td>
</tr>
<tr>
<td>WG</td>
<td>1.30 (-2.93)</td>
<td>-</td>
<td>I(0)</td>
<td></td>
</tr>
<tr>
<td>Md</td>
<td>-1.06 (-2.93)</td>
<td>-6.47 (-2.94)</td>
<td>I(1)*</td>
<td></td>
</tr>
<tr>
<td>LN PIM</td>
<td>-1.53 (-2.93)</td>
<td>-5.93 (-2.94)</td>
<td>I(1)*</td>
<td></td>
</tr>
<tr>
<td>LNG</td>
<td>-2.48 (-2.93)</td>
<td>-4.40 (-2.94)</td>
<td>I(1)*</td>
<td></td>
</tr>
</tbody>
</table>
Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

<table>
<thead>
<tr>
<th>F-test for cointegration</th>
<th>9.98</th>
<th>10.08</th>
<th>5.596</th>
<th>5.40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical values of Pesaran et al (2001)</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Lower Bound Value</td>
<td>3.23</td>
<td>3.23</td>
<td>2.86</td>
<td>2.86</td>
</tr>
<tr>
<td>Upper Bound Value</td>
<td>4.35</td>
<td>4.35</td>
<td>4.01</td>
<td>4.01</td>
</tr>
<tr>
<td>Critical values of Narayan (2005)</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Upper Bound Value</td>
<td>4.803</td>
<td>4.803</td>
<td>4.544</td>
<td>4.544</td>
</tr>
<tr>
<td>Diagnostic tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td>0.99</td>
<td>0.94</td>
<td>0.99</td>
<td>0.99</td>
</tr>
<tr>
<td>Adjusted R2</td>
<td>0.98</td>
<td>0.93</td>
<td>0.93</td>
<td>0.99</td>
</tr>
<tr>
<td>DW</td>
<td>2.3</td>
<td>2.0</td>
<td>2.3</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Note: * Pesaran et al., (2001) table use for critical values
  *Critical Values mentioned from Narayan (2005) table:
    *To critical values we follow the unrestricted intercept and no trend.
    *Indicates the rejection of null hypothesis of no cointegration at 5% significance level Long run Trade Elasticities.

Under the ARDL framework, bound testing method has been executed to confirm the presence of the long run relationship and, then F-test is conducted for joint significance of lagged level variables to compare against critical bounds for sample size T=42. Critical values of Narayan (2005)2 and Pesaran et al., (2001) are used to verify the results. The analysis provides the evidence that there is long run relationship among the variables of terms of trade model, volatility terms of trade model, export demand model and import demand model. Above table (2) presents the test for cointegrating relationships for all four models. The results show that F-test values are much higher than upper bounds at 5% level of significance for all four models. So, null hypothesis is rejected, and it is determined that there is long run relationship between the variables.

2 Narayan tabulated values seems to be preferred for small sample size.
a. Terms of Trade

The bound testing approach depicts that there exist long-run relationships among the variables in terms of trade model and volatility terms of trade model. In each model, the optimal 2 lags are used i.e. imax = 2, which is based on SBC criteria. The long run elasticities results based on ARDL technique are reported in the table (3) show that capital and labor significantly contribute to increase the output of the country. As it is shown in the terms of trade model that one percent increase in capital and labor cause to increase output by 0.59 percent and 0.21 percent of the country in the long run, respectively. Positive impact of capital and labor are similar to Yasmeen and Tufail (2015), Wong (2010). While replacing the terms of trade variable with volatility terms of trade variable the coefficients of both capital and labor remained unchanged. The coefficients of terms of trade and volatility term of trade are insignificant, which indicate that TOT has not significant role to boost up the output of the country.

Table: 3 Long Run Elasticities of TOT and VTOT

<table>
<thead>
<tr>
<th>Variables</th>
<th>ARDL coefficients (t-Statistic)</th>
<th>Variables</th>
<th>ARDL coefficients (t-Statistic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms of Trade Model</td>
<td></td>
<td>Volatility TOT Model</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>0.59 (7.09)**</td>
<td>K</td>
<td>0.60 (7.47)**</td>
</tr>
<tr>
<td>L</td>
<td>0.20 (2.85)**</td>
<td>L</td>
<td>0.20 (4.08)**</td>
</tr>
<tr>
<td>TOT</td>
<td>-0.0072 (-0.11)</td>
<td>VTOT</td>
<td>-0.08 (-0.66)</td>
</tr>
<tr>
<td>EG</td>
<td>0.45 (2.79)**</td>
<td>EG</td>
<td>0.46 (2.88)**</td>
</tr>
<tr>
<td>C</td>
<td>7.77 (4.44)**</td>
<td>Constant</td>
<td>7.56 (4.53)**</td>
</tr>
<tr>
<td>Diagnostic tests</td>
<td></td>
<td>Diagnostic tests</td>
<td></td>
</tr>
<tr>
<td>χ2SC (1)</td>
<td>1.32 [0.25]</td>
<td>χ2SC (1)</td>
<td>1.68 [0.19]</td>
</tr>
<tr>
<td>χ2FF (1)</td>
<td>0.13 [0.71]</td>
<td>χ2FF (1)</td>
<td>0.003 [0.95]</td>
</tr>
<tr>
<td>χ2N (2)</td>
<td>1.66 [0.43]</td>
<td>χ2N (2)</td>
<td>2.53 [0.28]</td>
</tr>
<tr>
<td>χ2H (1)</td>
<td>0.67 [0.79]</td>
<td>χ2H (1)</td>
<td>0.002 [0.95]</td>
</tr>
</tbody>
</table>

Note: ** significance levels at 5%. t-statistics values are given in parentheses.

1. χ2 SC Lagrange multiplier test is the test of residual serial correlation,
2. $\chi^2_{FF}$ (functional form of the model) Ramsey's RESET test uses the square of the fitted values,

3. $\chi^2_{N}$ (normality test) Established on a skewness and kurtosis of residual test,

4. $\chi^2_{H}$ (Heteroscedacity) Constructed on the regression of squared residuals on squared fitted values of d.f. are mentioned in parentheses.

5. P-values of LM test are given in brackets.

These results are not astonished for Pakistan economy and also consistent with Kalumbu and Sheefeni (2014) study who postulates that terms of trade is negative and insignificant in Namibia. The study finds that economic globalization is important variable to determine the growth. One implication of positive impact of economic globalization is that economic connections of the countries across the world via rapid growth in cross country movement of capital, goods, services and technology is encouraging to increase the growth of the developing countries. Dependence on global trade links and foreign investments has become indispensable to maintain and boost the pace of economic growth due to the scarcity and misuse of domestic resources. An important implication of these results is that economic globalization is more important as compare to terms of trade for growth of a country.

Table: 4 The Short Run Elasticities of TOT and VTOT:

<table>
<thead>
<tr>
<th>Variables</th>
<th>ARDL coefficients (t-Statistic)</th>
<th>Variables</th>
<th>ARDL coefficients (t-Statistic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms of Trade Model</td>
<td></td>
<td>Volatility TOT model</td>
<td></td>
</tr>
<tr>
<td>$dK$</td>
<td>1.68 (2.86)**</td>
<td>$dk$</td>
<td>1.77 (2.85)**</td>
</tr>
<tr>
<td>$dK1$</td>
<td>0.357 (2.96)**</td>
<td>$dK1$</td>
<td>-1.11 (-2.27)**</td>
</tr>
<tr>
<td>$dL$</td>
<td>-0.069 (-1.40)</td>
<td>$dl$</td>
<td>-0.076 (-1.49)</td>
</tr>
<tr>
<td>$dL1$</td>
<td>-0.091 (-1.69)</td>
<td>$dL1$</td>
<td>-0.092 (-1.67)</td>
</tr>
<tr>
<td>$dTOT$</td>
<td>-0.0038 (-.11)</td>
<td>$Dvtot$</td>
<td>-0.048(-0.63)</td>
</tr>
</tbody>
</table>

---

3 Economic globalization index has two measurements: 1: is actual Flows 50%. In actual flows, trade percent of GDP is 21%. foreign direct investment, stocks (%of GDP) is 28 percent, portfolio investment (%of GDP) is 24 percent, income payments to foreign nationals (%of GDP) is 27 percent. 2: is Restrictions 50% and this includes hidden import barriers i.e is 24 percent, mean tariff rate is 27 percent, Taxes on International Trade (%of current revenue) is 26 percent and capital account restrictions is 23 percent.
The short run results reported in table 4 depict that the TOT and labor have no significant role to determine the growth. The co-efficient \( ECM_{t-1} \) which is speed of adjustment procedure back to long run is negative and statistically significant and illustrates that in both models more than 50% instability is adjusted in every year.

b. Trade Elasticities

Table: 5 Long Run Trade Elasticities

<table>
<thead>
<tr>
<th>Export Demand Model</th>
<th>Import Demand Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variables</td>
<td>ARDL coefficients</td>
</tr>
<tr>
<td></td>
<td>(t-Statistic)</td>
</tr>
<tr>
<td>PIX</td>
<td>-0.73(-2.52)**</td>
</tr>
<tr>
<td>GW</td>
<td>4.49 (5.82)**</td>
</tr>
<tr>
<td>TOT</td>
<td>1.075 (2.62)**</td>
</tr>
<tr>
<td>C</td>
<td>-122.21(-4.79)**</td>
</tr>
<tr>
<td>Diagnostic tests4</td>
<td>Diagnostic tests</td>
</tr>
<tr>
<td>( \chi^2 )SC(1)</td>
<td>1.69[0.193]</td>
</tr>
<tr>
<td>( \chi^2 )FF (1)</td>
<td>0.98[0.321]</td>
</tr>
<tr>
<td>( \chi^2 )N (2)</td>
<td>0.97[0.953]</td>
</tr>
<tr>
<td>( \chi^2 )H (1)</td>
<td>0.67[0.42]</td>
</tr>
</tbody>
</table>

Note: ** significance levels at 5%. T-statistics values are given in parentheses.

\( ECM \) is the error correction term, which represents the speed of adjustment towards the long-run equilibrium. The values reported in parentheses are t-statistics.

---

4 To evaluate the fitness of the model stability test as cumulative (CUSUM) and cumulative sum of squares (CUSUMSQ) are also tested, which shows that parameters of models are stable overtime compared to the critical bands of the 5% significance level. In Diagnostic test we found that the probability of LM test is greater than 0.05 and determined no serial correlation, Ramsey’s RESET of no miss- specification in the model, residuals are normally distributed and there is no auto-regressive conditional heteroscedastic (ARCH) effect in all models.
After the identification of the long run relationship among the variables of import demand model (equation 3) and export demand model (equation 4) long run elasticities are estimated. For selection of lag length Schwarz Bayesian Criterion is used. The criterion shows that optimal lag length is two i.e. imax = 2.

6. Conclusion

The study could not find significant impact of terms of trade and volatility of terms of trade on output in short run as well as in the long run. These results implied that terms of trade and volatility terms of trade do not play leading role in the determination of Pakistan’s growth. These results are not surprising for Pakistan country which must face some internal and external crisis. The fact that Pakistan mainly exports primary goods like cotton; jute and imports consist on capital goods machinery; and must compete with other countries which exports similar goods.

A movement in terms of trade can be explained in terms of export demand elasticities and import demand elasticities. Despite of satisfaction of Marshall-Lerner condition; only devaluation of currency may not be advantageous. Under situations where export demand and import demand elasticities are not fully elastic separately; devaluation may not be successful. When currency devaluated, it means import prices are getting higher than export prices which results in deterioration of the terms of trade. On our empirical results, some important policy implications can be emerging. First, the devaluation has some other consequences which can negatively affect the terms of trade and economic growth. Low export capacity is another feature of Pakistan economy due to some internal crises as, energy crises, political issues, Government policies, which affect the export promotion activities negatively. Pakistan cannot curtail imports because of capital goods, machinery, oil, etc. So; terms of trade deteriorated in Pakistan because of higher imports and lower exports.
An important result that is found in this study is that economic globalization is more important for trade and development of Pakistan as compare to terms of trade and export and import prices. Therefore, it would be important to enhance confidence building measures for improvement in globalization. Furthermore, developed countries are not much concerned of developing countries’ exports (availability of substitute). These factors affect the terms of trade through export and import elasticity which keeps import prices high and export prices low; these may be the reasons of the worsen terms of trade of Pakistan’s.

No doubt some quality improvement in productivity of export sector has occurred but still need to take such steps that may lessen the problem of cyclical fluctuation in Pakistan’s export sector. In this way not only, volume of export will increase, prices of exports goods may also be increased, finally terms of trade will increase and remove the trade deficit consequently the growth will increase.
References:


Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.


Norman Fairclough’s model as a research tool in the critical discourse analysis of Robert Frost’s poem Fire and Ice.

APPENDIX

Figure 1

Net barter terms of trade index (2005=100) (IFS 2013)

Figure.

Source: KOF Index of Globalization (2013)
Gender and Regional Differences in Five Factor Personality Traits Among Students at Secondary Level in Punjab, Pakistan

Sajid Ali Yousaf Zai¹, Afroz Jan²

**ABSTRACT**

The educational success of any person seems to depend on residence. It is usually seen that students residing in urban areas enjoy more facilities than rural pupils, so they show higher academic success. Along with residence, many other factors such as students’ personality type and gender matter a lot in academic success. Personality is considered as a fundamental pattern of all-round development of a person. An attempt in this regard was made to examine difference in academic achievement of rural and urban students of secondary level according to their personality traits. Students of rural and urban areas of 9th grades enrolled in public sector schools at secondary level in district Mianwali constitute population. 935 students were selected as sample through stratified random sampling technique. 752 students responded on Big five (BFI) Personality Inventory resulting 80% response rate. Descriptive and inferential statistics were used for data analysis. Consciousness, neuroticism, agreeableness, personality traits were higher in students of rural area. Openness, extraversion personality traits were higher in urban students. Significant difference between openness personality trait and gender of students while no difference in consciousness, extraversion, agreeableness, neuroticism personality traits were observed.

**Key Words:** Personality traits, Big five inventory, rural and urban residence.

1. **Introduction**

   Personality is thrashed out in terms of specific characters and sum of many factors. The study of human personality always remained a focal point discussion among psychologists since long time. Personality is an intrapersonal process as well as set of consistent behavior pattern that instigate within a person (Berger 2004). Psychologists...

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proposed different theories for explaining personality as well as its traits. There are different factors that make people behave differently living in different regions of same country. For example, urbanization, gender, and climatic changes may be the reason of differences in personality traits. This is in accordance with psychological researches that tend to emphasize the role of environmental interactions, in which a fit can be perceived between the individuals and living environment attributes. Gender and regional differences are major factors in shaping personality of students and it has profound effect of students’ academic success.

Studies conducted on gender and different personality traits revealed that personality is shaped out in different ways in different cultures and regions. Terracciano and McCrae (2005) revealed that there are gender differences in personality traits. The results of their studies exposed that males were more assertive as compared to females. Furthermore, secondary analyses data based on revised “NEO personality inventory” of many different cultures revealed that there exist differences in personality of males and females in different cultures. Females were found to be higher in Neuroticism, Agreeableness, besides Openness personality traits, while male members were found higher in Assertiveness plus Openness to ideas traits of personality (Costa, Terracciano, & McCrae, 2001). It is in accordance with the findings of research studies by Eysenck (1967), who on the basis of exhibition of different characteristic adapted, their unique identifications in the direction of life plus many cultural variations, biological stimuli, classified these traits as: Neuroticism, Extraversion, and so on (Phares & Jerry, 2002).

The other issue in the mind of researchers was the role of region. Individuals (men and women) are self-perceived in exhibiting common characteristics that all people in a given region/society share with each other (Maccoby, 2000). According to Rentfrow (2010) Individual differences and group personality differences across gender and region had been an area of interest for personality researchers and psychologists. Regional science research studies revealed the fact that attitudes, values and behaviors of individuals are
clustered across the regions. For instance, Markus and Lachman (2002) and Rentfrow, Gosling and Polter (2008) reported significant regional personality differences in the United States.

The present research study is an attempt to highlight how different personality traits help individuals in their academic success and which traits is found greater in male and female students of secondary level based on regional difference. Personality is considered as a vital pattern of all-round development of a person. In order to measure this unique pattern different techniques have been used by researchers. Cattell (1966) used 16 factors and three factors model. However, recently big five factor personality dimensions are used as a psychometric test in many institutions in cosmopolitan cultures. Applying the Big Five personality traits in this research study would permit us to make comparisons among personality traits, gender, residence and academic achievement of students at secondary level. Furthermore, it explores which trait exists more commonly among boys and which is dominant among girls. The findings of the study are helpful for teachers to comprehend pupils’ learning and success and to have insight into learners’ behaviors and the way that teachers would help students for their academic success.

2. Literature Review

The study of personality is principally valuable in examining behavioral differences between genders. Personality is often perceived to be an extent of displaying high or low levels of specific traits. Traits are considered as the consistent patterns of beliefs and intentions. Gender differences in personality traits are described in relations of which gender seem to have higher scores on one trait, on average. For instance, female usually scored more on agreeableness trait than males (Costa et al., 2001; Feingold, 1994). The goal of examining gender differences in personality, is to expose the differences in behavioral pattern of males and females, with the understanding that males and females can experience situations across the full range of many traits. Gender differences in
personality traits are usually studied in terms of the “Big Five”. In Big Five, traits are categorized in such a way that more specific traits that vary together are clustered in higher-order factors, such as Big Five.

**The Big Five Personality Traits**

The Five Factor Personality Inventory (FFM) has been developed as a measuring tool for capturing personality traits of individuals. This inventory is based on five specific traits: Extraversion, Agreeableness, Conscientiousness, Neuroticism, as well as Openness (Barrick, Mount & Judge, 2001).

**Agreeableness Personality Trait**

Agreeableness personality trait talks about how one is cooperative, sympathetic and show high concern in sustaining social harmony in a situation in hand. According to Larsen and Buss (2002) high agreeable people are those with high level of trustworthiness, honest, selfless, in contrast to those with low agreeableness personality trait with characteristics of aggressiveness, unreliable, obstinate. Females are generally found to have high scores than male counterparts on Agreeableness and related measures, such as tender-mindedness, because females are nourished in such an environment, where they are trained to be agreeable to certain situations (Feingold, 1994; also see, Costa et al., 2001).

**Conscientiousness Personality Trait.**

People with Conscientiousness personality trait are mostly hard working, success-oriented, and strong mindfulness (Barrick & Mount, 2001). Female students are generally thought to be more conscious toward their success than males (Erdheim, Wang & Zickar, 2006). Thus highly conscious individuals are thought of organized, with strong success orientation. On the other hand, individuals’ who have low scores on consciousness
personality are generally unplanned, liable to procrastinating, in addition to their undisciplined nature. (Costa & McCrae, 1995).

**Openness Personality Trait**

People with Openness personality assumed to have artistic creativity and are divergent in their thinking as well as having strong imagination power (Barrick & Mount, 2001). This is one of the traits among all big five personality traits, which include highest level of cognitive aspects (imagination, thinking, creativity). In this regard, individuals with high level of openness to development have strong imagination, they are adventurous in nature, having originality in their work while individuals with a lower level of openness are traditional, conservative, and are regarded as uncaring. Such beings may be male or female, depending on their locality in which they live and are nourished (Carson, Butcher, & Mineka. 2000; Costa & McCrae, 1995).

**Extraversion Personality Trait**

Extravert people are thought of friendly and social in nature. Such people are usually talkative in nature, generally females are thought to possess this trait at higher level than males, but it is not true in all circumstances, boys are found more social than girls in certain situations (Barrick & Mount 2001). According to Fleeson (2001) extravert individuals are outgoing, energetic, and experiences positive emotion that are portrayed in wide variety of behaviors. They tend to attain positions of leadership, are more accepted, and live longer.

**Neuroticism Personality Trait**

Neurotic people exhibit a strong state of anxiety, anger, hatred besides mistrust (Barrick & Mount, 2001). People with neurotic personality trait tend to have negative
emotions of guilt, irritability, sadness and fear in their surrounding rather than accepting and making their surrounding joyful and excited. In this regard, a high neuroticism individual seems anxious, and feels insecurity in their surroundings (Costa & McCrae, 1995).

Big-Five inventory is known as cross cultural instrument due to its wide use in numerous cross-cultural researches that validate its broad-based applicability and practical validity (Yung, 1999). Allik and McCrae (2004) carried out secondary analysis using FFM data from 36 cultures and concluded that differences exist between Asian and African cultures with European and American cultures. As, European and American cultures showed high scores in extraversion and openness to experience and low scores in agreeableness. According to Costa et al. (2001) smaller gender differences in personality among Asian and African cultures were found while largest gender differences were found in European culture. These studies were carried out to demonstrate comparison between mean levels of personality across cultures. This approach seemed useful for understanding the important links between culture and personality (Schmitt, Allik, McCrae, & Benet-Martinez, 2007). Emmerik et al. (2010) recommended that national character may interact with culture for shaping the demonstration of attained needs in cultural perspective. (see also Allik & McCrae, 2004; Schmitt et al., 2007).

In view of the above, the present study aimed to investigate the differences in personality traits between male and female and urban and rural students in district Mianwali, Punjab, Pakistan. Following two research questions were formulated to carry out research.

**Research Questions**

1. Is there any significant difference in five traits of personality between male and female participants?
2. Is there any significant difference in five traits of personality between rural and urban participants?

3. Materials and Methods

- Research Design

The researchers used descriptive research design in this study. The research design enabled the researcher to establish the relationships between the subscales of Big Five personality traits and gender and region. Various statistical tools were used to find the significant difference among personality traits between male and female and between urban and rural students.

- Participants

Data were collected from secondary level students enrolled in 10th grade in district Mianwali, province Punjab, Pakistan. Random sampling technique was used to obtain potential participants from population. The population of this study comprised of secondary level students of urban and rural. The sample size of 930 was determined through the criteria given by Gay (2015)’s sample size table. Proportionate random sampling technique was used to get representative sample. The 930 sample was comprised of 651 boys and 279 girls from secondary level schools selected through proportionate random sampling technique. The Urdu translated version of BFI was distributed to 930 students, 755 students participated and responded their responses with the response rate of 80%. During data cleaning process six observations were removed due to incomplete response. A total of 749 samples were used in this study including 342 male (46%) and 407 female (54%) participants after data cleaning process. Because missing plus flawed data can result a significant problem in the validity as well as reliability of research outcomes. There were more urban participants (N=407) than rural participants (N=342).
• **Instruments**

To answer the research questions, data was gathered by using Big Five Inventory (BFI; John & Srivastava, 1999). The Big Five Inventory (BFI; John & Srivastava, 1999) includes 44-item with five subscales: Extraversion, Agreeable, Consciousness, Neuroticism, and Openness. The Big Five Inventory consists of 10 facet scales, two for each domain, for examining personality traits (See Soto & John, 2009). Individuals were to respond on a five-point Likert type scale ranging from 1= Strongly Disagree to 5= Strongly Agree.

The Big Five Inventory (BFI; John & Srivastava, 1999) comprised of items that were already tested at the time of their first use, thus making it easy for researchers to be confident in using it as good indicators of their concepts of interest. It might be helpful in saving time on part of respondents (Biemer & Lyberg 2003). The reliability of the questionnaire was determined through pilot testing on 30 students of class 10th. Before data collection, the Urdu translated version was validated through expert consultation.

4. **Data Analysis**

A range of statistical procedures were used to measure the reliability and validity of the instrument and to answer research questions. These techniques included descriptive statistics, reliability analysis, factor analysis, correlation analysis, MANOVA (Multivariate Analysis of Variance). Two separate MANOVA procedures were used to find the significant difference in five personality traits between male and female and between rural and urban participants. The data was analyzed using SAS 9.4 software. Statistical significance level was set at p < .05 for all omnibus statistical tests to analyze the data.
Table 1. *Descriptive Statistics of the scores on each subscale and scores on overall BFI (N=749)*

<table>
<thead>
<tr>
<th>Variable</th>
<th># of Items</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
<th>Kurtosis</th>
<th>Skewness</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>8</td>
<td>3.95</td>
<td>0.58</td>
<td>0.02</td>
<td>-0.42</td>
<td>-0.79</td>
<td>0.82</td>
</tr>
<tr>
<td>Agreeable</td>
<td>9</td>
<td>2.83</td>
<td>0.63</td>
<td>0.02</td>
<td>1.09</td>
<td>1.18</td>
<td>0.82</td>
</tr>
<tr>
<td>Consciousness</td>
<td>9</td>
<td>4.10</td>
<td>0.47</td>
<td>0.02</td>
<td>1.76</td>
<td>-1.30</td>
<td>0.80</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>8</td>
<td>2.76</td>
<td>0.70</td>
<td>0.03</td>
<td>-0.51</td>
<td>0.21</td>
<td>0.85</td>
</tr>
<tr>
<td>Openness</td>
<td>10</td>
<td>3.05</td>
<td>0.75</td>
<td>0.03</td>
<td>-1.20</td>
<td>0.20</td>
<td>0.83</td>
</tr>
<tr>
<td>BFI</td>
<td>44</td>
<td>3.33</td>
<td>0.31</td>
<td>0.01</td>
<td>0.29</td>
<td>0.04</td>
<td>0.78</td>
</tr>
</tbody>
</table>

The assumptions of normality and equal variance were checked prior to statistical procedures. The descriptive statistics of the average of each subscales of Big Five Inventory (BFI) along with reliability coefficient are reported in Table 1.

The construct validity of the instrument was assessed through factor analysis. The factor analysis with five factors produced overall 64% variance in the BFI 44-item scale. The internal consistency reliability of the full scale Big-five inventory was calculated through Cronbach alpha and was .78. The reliability coefficients of all five subscales were ranged from .80 to .85. These internal consistency reliability values indicate quite well reliability of the instrument. Following are the subscales of Big-Five inventory to measure five traits of personality:
i. **Extraversion**

Extraversion subscale items refer as an active approach toward social word. This subscale contains eight items. The reliability coefficient of Extraversion subscale was .82.

ii. **Agreeable**

This subscale contains nine items. These items measure the kindness and antipathy of an individual person towards another person. The internal consistency reliability was .82.

iii. **Consciousness**

There are nine items in this subscale. These items describe socially set values that lead to task and goal-directed behavior. The internal consistency reliability of Consciousness subscale was .80.

iv. **Neuroticism**

There are right items in Neuroticism subscale. These items reflect emotional states of an individual. The internal consistency reliability of Neuroticism subscale was .85.

v. **Openness**

The openness subscale includes 10 items. These items describe the scope, depth, and complexity of an individual’s mental and life experiments. The internal consistency reliability of openness subscale was .83.

The negative worded items were recoded prior to data analysis. The averages of all items of corresponding subscales were used for data analysis. The higher mean value of each subscale indicates a higher level of agreement.
vi. Results

The inter-scale correlation matrix is reported in Table 2. The total BFI score is positive significantly correlated with each subscale of the BFI: Extraversion, Agreeable, Consciousness, Neuroticism, and Openness with, .53, .66, .24, .51, and .45 respectively.

Table 3. Descriptive Statistics of the Scores on Five Traits of Personality for Male and Female Students (N=749)

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Extraversion</th>
<th>Agreeable</th>
<th>Consciousness</th>
<th>Neuroticism</th>
<th>Openness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Female</td>
<td>407</td>
<td>3.95</td>
<td>0.56</td>
<td>2.97</td>
<td>0.76</td>
<td>4.15</td>
</tr>
</tbody>
</table>

Note: ** significant at 0.01
Descriptive statistics for the scores on five personality traits for male and male are reported in Table 3. According to Table 3, male students tend to have higher level of agreement in extraversion personality trait than female students while female students have reported higher scores on other four personality traits (Agreeable, Consciousness, Neuroticism, Openness) than male students.

Table 4. *Descriptive Statistics of the Scores on Five Traits of Personality for Rural and Urban Students (N=749)*

<table>
<thead>
<tr>
<th>Region</th>
<th>N</th>
<th>Extraversion</th>
<th>Agreeable</th>
<th>Consciousness</th>
<th>Neuroticism</th>
<th>Openness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Rural</td>
<td>342</td>
<td>3.92</td>
<td>0.62</td>
<td>2.94</td>
<td>0.83</td>
<td>4.16</td>
</tr>
<tr>
<td>Urban</td>
<td>407</td>
<td>3.98</td>
<td>0.54</td>
<td>2.73</td>
<td>0.36</td>
<td>4.04</td>
</tr>
</tbody>
</table>

Descriptive statistics for the scores on five personality traits for urban and rural students are reported in Table 4. According to Table 4, rural students have higher scores on agreeable, consciousness, neuroticism than urban students while urban students have significantly higher score on the personality trait of openness than rural students.

A one-way MANOVA (Multivariate Analysis of Variance) revealed a significant multivariate main effect at 0.05 in gender, Wilks’ $\lambda = .76$, $F (5, 743) = 46.73$, $p < .001$; concluded that there were significant differences among the set of five personality traits between male and female participants. The result indicates that 24% of the variation in the set of big five personality inventories is accounted for by the gender of the participants. Since the multivariate $F$ test was statistically significant. The post-hoc analysis was conducted using Bonferroni correction. The Bonferroni’s correction alpha $0.05/5 = .01$ was
used for follow-up analysis. The univariate F-test showed significant differences in Agreeableness, Conscientiousness, Neuroticism, and Openness personality traits between male and female participants, $F (1, 747) = 50.50, p < .001; F (1, 747) = 11.64, p < .001; F (1, 747) = 73.43, p < .001; and $F (1, 747) = 20.43, p < .001$ respectively. While Extraversion subscale showed a non-significant result, $F (1, 747) = 0.11, p = 0.73$.

Hence, there were significant differences in Agreeableness, Conscientiousness, Neuroticism, and Openness personality traits between male and female participants and no significant difference in the Extraversion personality trait between male and female.

Another one-way MANOVA (Multivariate Analysis of Variance) was used to see the significant difference in five traits of personality between rural and urban participants. A MANOVA result revealed a significant multivariate main effect at $\alpha = 0.05$ in region, Wilks’ $\lambda = .80, F (5, 743) = 36.12, p < .001$; concluded that there were significant differences among the set of five personality traits between rural and urban participants.

The result indicates that 20% of the variation in the scores of five personality traits is accounted for by the region of the participants. Since the multivariate F test was statistically significant. The Bonferroni’s correction alpha $0.05/5= .01$ was used to control Type I error rate. The univariate F-test showed significance differences in Agreeableness, Conscientiousness, Neuroticism, and Openness personality traits between urban and rural participants, $F (1, 747) = 22.28, p < .001; F (1, 747) = 12.92, p < .001; F (1, 747) = 20.78, p < .001; and $F (1, 747) = 119.82, p < .001$ respectively. While Extraversion subscale also showed a non-significant result, $F (1, 747) = 1.94, p = 0.16$ alike gender’s result.

Hence, there was significance differences in Agreeableness, Conscientiousness, Neuroticism, and Openness personality traits between urban and rural participants but no significant difference in the Extraversion personality trait between rural and urban participants.
• Discussion

The purpose of this study was to compare five personality traits between male and female student and between urban and rural students at secondary level in district Mianwali, Punjab, Pakistan. The Urdu translated version of BFI was used in this study. The psychometric properties of the BFI Urdu version had strong internal consistency and therefore, it was a valid and reliable instrument to measure the personality traits in a general Pakistani population. This study found that 24% of the variation in the set of big five personality inventory is accounted by gender and 20% of the variation in the set of big five personality inventory is accounted by region (urban and rural). Results indicated that female tends to have higher level of agreement in BFI in Agreeableness, Conscientiousness, Neuroticism, and Openness personality traits than male. It was also found that females have significantly higher agreeableness than males. High level of Agreeableness, Conscientiousness, Neuroticism, and Openness in female is consistent with the findings of many researchers (Goodwin & Gotlib, 2004; Terracciano & McCrae, 2001).

However, there was no difference in extraversion subscale. The current study revealed that rural area students scored higher on big five inventory for consciousness, neuroticism, and agreeableness, whereas urban are students scored higher on openness, extraversion. Exceptional findings are shown for conscious personality trait, perhaps this is due to the fact that that rural area students have minimum resources as compared to urban students, so these students have to struggle more for their better academic success, as a result they are more conscious for their achievement as compared to their urban area fellows. Research findings in Extraversion and Conscientiousness subscale revealed some inconsistencies. Scores on Extraversion, in addition to Conscientiousness among girls in some studies were significantly higher (Goodwin, & Gotlib, 2004; Schmitt, Realo, Voracek, & Allik, 2008) whereas, other researches indicated significantly higher scores for males (See for review Shokri, Kadivar, & Daneshvarpoor, 2007). It is stated by some researchers (Costa, Terracciano, & McCrae, 2001) that gender differences on these traits might be inconsistent or negligible. According to Costa, Terracciano, and McCrae (2001)
elaborated that male scored higher in some aspects of Openness along with Extraversion, on the other hand females scored higher in others. Furthermore, it seems that a little modification exists between males and females on these personality dimensions.

An interesting and unexpected result was found related to the Openness, agreeableness, and neuroticism personality traits that were found to exist higher in girls than their male fellows at secondary level, which is in contrast to the results reported by Goodwin and Gotlib, (2004) and Shokri, Kadivar, and Daneshvarpoor (2007). It is evident that in Pakistani context there exist different social norms for male and female. Female students are supposed to do domestic jobs while males are supposed to do outside jobs. Female are associated with particular personality traits like: openness in the form of creativity, agreeableness in the form supporting others, consciousness in the form of to be careful in several matters, and neuroticism as getting nervous in several matters. Therefore, females tend to possess these personality traits higher than male counterparts at secondary level.

This study has certain limitations. For example, this study was limited to one district of Punjab province, Pakistan. Samples from other districts are required in order to generalize the findings for larger population. Future research is required to address the psychometric properties and to examine the construct validity of the BFI. However, despite of all the limitations, this study has some rigorous implications. The present study is taken for finding the relationship of specific personality traits and school success of secondary school pupils. This research study revealed facts about how specific personality traits may be influenced by gender and region.

There are certain directions for future researchers. Like, potential researcher can use similar study in different context to validate the findings of this study. Moreover, future researcher can use rigorous validation process to validate the Urdu version of BFI inventory. Moreover, potential researcher can use qualitative research method to get in-depth information about how gender or region can influence various personality types.
Gender and Regional Differences in Five Factor Personality Traits among Students at Secondary Level in Punjab, Pakistan

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Gender Differences in Personality across the Ten Aspects of the Big Five retrieved on April 11,2019 from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3149680/


Gender Role Differences in the Preferences of Values among University Students

Sarwat Sultan¹, Saqib Shabbir², Frasat Kanwal³

ABSTRACT
The purpose of the study was to investigate the impact of gender roles on the preferences of values among postgraduate students studying in Baha Uddin Zakariya University Multan. The sample consisted of 256 students; 126 male and 130 female students who were selected through convenient sampling technique. The Allport-Vernon Study of Values Questionnaire measuring six personal values and Bern Sex Role Inventory measuring masculinity and femininity were used. The data were analyzed on SPSS-21 employing Pearson Correlations and t-test. The findings revealed the significant relationships among gender roles and personal values. Results showed that males were found more political, social and economic while females were found more religious, theoretic and aesthetic. Correlation analysis depicted that masculinity was more related to political, social and economic values and femininity was more related to religious, theoretic and aesthetic values. The study findings have the significant implications for students’ teachers and parents in the manner that understanding of gender roles and preferences of values will help them to understand their expected roles and behaviors in daily activities.

Key Words: Femininity, masculinity, aesthetic, religious values, social values

1. Introduction

Values are the products of socialization, which plays one of the most important roles behind the personality development of human child. Values reflect the culture of a society and are widely shared by the members of the culture. A man and the culture of his society can be known by knowing his values. Although, values are a concept adapted by human beings to function properly according to the set customs of the society one lives in (Kopelman, Prottas, & Tatum, 2004). Some values may be shared almost universally by

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human beings and others are very specific in accordance with the culture one lives in. Values are developed relatively early in the process of primary socialization and are most of the time constant and unchangeable. Simply put, an individual’s existence in a society is completely based on his/her values because one’s existence is governed by values (Woodhill, & Samuels, 2003).

Allport’s early work (1931) on identification and measurement of dimensions of primary values is significant. The outcome of his contributions to the field of personality values is the initial publication of Allport–Vernon–Lindzey Study of Values (SOV) (Vernon & Allport, 1931) and its third edition (Allport, Vernon, & Lindzey, 1970) that had a substantial impact on psychological research and practice. Based on the seminal work of Spranger (1928), the SOV identifies six value orientations, which briefly are as follows:

- Theoretical (the discovery of truth: empiricism, intellectualism)
- Economic (that which is useful: resourceful, practical affairs)
- Aesthetic (form and harmony: grace, artistry in life)
- Social (love of people: altruism, sympathy, caring)
- Political (power in all realms: influence, leadership)
- Religious (unity of life: comprehension of life’s meaning)

Alport was of the view that people have individual differences in values. Several demographics such as gender, age, race, and income have impact on preferences of values; however, gender roles are more dominant in describing the values. Gender role is a social role. It is a set of expectations associated with the perception of masculinity and femininity (Goldstein, 2001). The two terms of ‘sex role’ and ‘gender role’ are generally used interchangeably, but this traditional interchange is quite misleading and confusing. Sex refers
to the biological part persons belong to, while gender refers to the social role which is ascribed to people by society regardless of sex either the male or female (Bem, 1995).

Gender role contains many dimensions. Gender role of any one can be tailored through actions, preference of work, material in use, clothing, social connectivity and other aspects of life (Ali, Krantz, Gul, Asad, Johansson, & Mogren, 2011). Gender is described as the beliefs, attitudes, behaviors, and values so on that a certain cultural group refers to an individual’s realizing and acceptance of gender roles (Hutson-Comeaux & Kelly, 2002). People have different degree of "maleness" and "femaleness," or masculinity and femininity (Ethan, Zlatan, & Sabrina, 2015). If a person evaluates the other person then he or she can put the other person to be evaluated on side of feminine, means more women alike, while others may be fitted to masculine side more; means more men alike, and there is possibility that some are viewed as in between the two who possess both masculine and feminine characteristics (Cameron, 1992). Gender roles hold the different values and are characterized by the different personality traits that are determined by person values. The gender role could have the connection with following six values;

1.1 Gender and Theoretical Value

Under this value, one individual is basically pertained to the knowing of reality and truth. Person proposes a cognitive' attitude towards achieving this goal, looking only to identify and to argue. In this context, the person doing under this theoretical value explores the primary truth and conflict, disapproving condition of beautification or usefulness. Women as compared to men have been found more theoretical just because of their closeness of nature to reality and truth.

1.2 Gender and Economic Value

The individual with economic value emphasis heavily on the value of usefulness. The value of economic gradually leads to the daily life affairs of the world of business; for
instance, the productivity of goods, marketing, and its consumptions. In doing so, an individual of economic value is concerned with earning wealth and money. Economists have suggested that income has significant psychological impact on wellbeing. Previous research shows different relationships between income and wellbeing for men versus women, and this difference may be related to psychological factors such as needs, desires, and role (Diener & Biswas-Diener, 2002).

The value of economic directly affects the economic decision making that is differently reported by men and women (Diener & Oishi, 2000). Underlying factors impacting the relationship between well-being and both personality and income for men and women are rooted in economic values as well (Kandler et al., 2010). Given the differentiation of gender roles in society it is possible that men will show a stronger effect of income on well-being than women. Gender is a prime candidate in such an equation of economy and wellbeing because males and females are differentiated in the societal roles they are expected to fulfill (Eagly et al., 2000).

1.3 Gender and Aesthetic Value

The person of aesthetic value puts more consideration on value of harmony and form. The individual sees his or her life as a series of events by evaluation every single event in the context of significance, consistency, grace, or appropriateness. Every individual takes the impression in terms of its enjoyment for own self. It doesn’t mean that the person must be creative but is expected to perceive the world and life as artistic piece of work at his level (Chamorro-Premuzic, Furnham, Reimers, 2007).

Fechner’s more (1876) lasting contribution to the study of aesthetics opened the door to the study of individual aesthetic preferences (McManus, Cook, & Hunt, 2010). More recently, Kraaykamp and Van Eijck (2005) reported that Openness was positively associated with a preference for more complex and stimulating genres, particularly literary novels and literature. McManus and Furnham (2006) examined demographic and
personality predictors of engagement with a range of aesthetic activities, including engaging with performance art, engaging with visual arts, engaging with literature, engaging with classical music, and engaging with popular music. Of the personality variables included in their study, they reported that openness was positively associated with engagement in these activities. More broadly, engagement with aesthetic activities was found to be more strongly associated with openness that was further mediated by gender role.

1.4 Gender and Social Value

This value of social considers the highest degree of love of people. Hence the two aspects of love; altruistic or philanthropic are the main concerns of Study of Values, people of social value appreciate others. They are themselves very polite, kind, supportive, and altruistic. The people with this value of social are more likely to report the economic, theoretical, and aesthetic beliefs as passive and insensate or inhuman because they consider the value of love as the only valuable aspect of human relationship. Gender differences in personality traits explained that women are often found to be more agreeable than men (Costa et al., 2001). This means that women, on average, are more nurturing, tender-minded, and altruistic more often and to a greater extent, than men. Buss (2008) also identified that women are more concerned with successfully raising children and therefore are more cautious, agreeable, nurturing, and emotionally and socially involved. Gender norms are shaped by socio-cultural influences, such that women and men are expected to serve different roles in society and are therefore socialized to behave differently from one another (Eagly & Wood, 2005).

1.5 Gender and Political Value

The political people take interest in power. Political individuals are not bound to the actions of political realm, though the leaders place more focus on power in any area of
life. Since the efforts and competitions are in-built in all areas of life, several thinkers have debated upon power that it is the most unique and vital motive of an individual.

The burgeoning field of gender and political behavior shows gender differences in voting behavior and participation across democracies. In contemporary elections, women tend to support leftist parties more than men in many countries. Men and women political behavior is different, but women still trail men in important participatory attitudes and activities such as political interest and discussion. After enfranchisement, women traditionally participated less than men in democracies around the world. In recent decades, women have made great strides in voter turnout. Burns, Schlozman, and Verba (2001) demonstrates that women are least engaged with the stages of the political process. Since the 1970s, studies of political behavior show that men are more interested in politics and more frequently discuss politics, tune into public affairs programs on television, read newspapers, and report reading stories about political events (Burns et al., 2001).

1.6 Gender and Religious Value

The religious value is highly focused on value of unity. In fact, relating to mystical aspect, people try to know the world as a unity or whole and seek to experience it as one bind. Spranger interpreted the person of religion value as an individual who is consistently focused on seeking the satisfaction from his or her experiences and life events. Women’s generally greater level of religiosity has been observed by scholars for decades (Gallup & George, 2002). Initially, some scholars assumed women were universally more religious across all religions and cultures. This assumption was likely reinforced by the early concentration on patterns of religious behavior in predominantly European and North American countries with large Christian populations. Hoffmann (2018) detected different patterns of gender differences and found that women generally were more religious than men.
Review of the existing literature revealed the importance of values and gender role in one's life. Hence the studies conducted in western countries have presented strong connection between gender roles and values preferences. It was expected that eastern cultures could have different outcomes, therefore, the present study was planned to examine the gender differences in values preferences. This study is an extension to the currently available literature focusing the differences in the preferences of values by men and women in Pakistani society because the existing literature lacks the investigations particularly in the context of Pakistani society. To see the relationship of masculinity and femininity with values was another objective of the present study. It was hypothesized that women will prefer theoretical, religious, and aesthetic values while men will more likely to show their interest in economic, social, and political values in Pakistani sample. It was further assumed that masculinity will be more linked to social, economic, and political values; and femininity will be more associated with theoretical, religious, and aesthetic values.

2. Method
   • Participants

The participants of this study were 256 postgraduate students aged between 23-29 years (M=26.03, SD=3.1) selected through convenient sampling technique from Baha Uddin Zakariya University Multan. Of this sample, 49% were male and 51% were female adults; 41% were from nuclear family system and 59% were from joint family system. The inclusion criteria of the study required students enrolled in postgraduate university program or above for at least one semester. All the participants were single in marital status and were living in Urban areas of Multan City.
• **Instruments**

  Following scales were used to obtain the information regarding students' preferences of values and their characteristics of masculinity and femininity.

**2.1 Study of Values**

  To measure the values, the Study of Values (Allport-Vernon, 1970) was used. It is one amongst the earlier developed and rationally well-structured measures assessing personal values based on obvious and clear behavioral preferences. This questionnaire analyzes the six categories of values of personal preferences such as economic, theoretical, political, aesthetic, religious and social rated on 5-point Likert scale. The internal reliability of the scale has satisfactory alpha coefficient of .83.

**2.2 Bem Sex Role Inventory**

  Bem Sex Role Inventory (Bem, 1974) containing 60-items is a self-reported measure that assess instrumental and expressive characteristics. Instrumental is composed of ambitious, analytical and assertive, while expressive is composed of affectionate, gentle, and loyal characteristics. Twenty gender-typed items measure each subscale. There are 20 neutral additional items for adaptable, conscientious, friendly characteristics. Responses are obtained on a 7-point Likert scale where they answer how well each trait true for them. The seven categories for response are: never, rarely, a little bit, neither true nor untrue, to a large extent, most of the times, and always. The score of 1, 2, 3, 4, 5, 6, or 7 is given to the checked category. Responses to items no. 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, and 59 are summed and divided by 20 to obtain a score on the femininity scale, while responses to items no. 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, and 58 are summed and divided by 20 to obtain a score on masculinity scale. The internal consistency of the scale was found .91 alpha coefficient.
2.3 Procedure of Data Collection

Employing convenient sampling technique, the participants of the study were approached at three departments (Psychology, Sociology, and Philosophy) of Baha Uddin Zakariya University, Multan during their break time. The survey method was used to collect the data on two questionnaires measuring personality values and gender roles along with demographic information sheet. Prior collecting the data, informed consent was obtained from each participant individually. They were briefed about how to respond the items on questionnaires and were assured that their responses are anonymous and will be kept confidential. Data were then analyzed on SPSS-21.

3. Results and Discussion

To analyze the data, the descriptive analysis, correlation analysis, and independent sample t-test were performed on SPSS-21.

Table 1 - Means, Standard Deviations and t-values for the Scores of Male and Female students’ Preferences on Values (N=256)

<table>
<thead>
<tr>
<th>Values</th>
<th>Male Students (N=126)</th>
<th>Female Students (N=130)</th>
<th>T</th>
<th>P</th>
<th>Cohen’s d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td>38.98 5.77</td>
<td>40.49 5.93</td>
<td>-1.99</td>
<td>0.04*</td>
<td>0.34</td>
</tr>
<tr>
<td>Economic</td>
<td>44.75 6.97</td>
<td>37.53 4.73</td>
<td>6.03</td>
<td>0.00**</td>
<td>0.42</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>40.25 7.90</td>
<td>46.80 4.35</td>
<td>-5.10</td>
<td>0.00**</td>
<td>0.37</td>
</tr>
<tr>
<td>Social</td>
<td>38.02 6.04</td>
<td>36.24 5.44</td>
<td>2.17</td>
<td>0.02*</td>
<td>0.32</td>
</tr>
</tbody>
</table>
Table 1 shows the comparison between the male and female students' preferences of their values. Findings revealed the significant differences in choosing values by male and female students. Results indicated that female students were found high on theoretical (t=1.99*), aesthetic (t=5.10**), and religious (t=6.17*) values than male students while male students scored high on economic (t=6.03*), social (t=2.17*) and political (t=5.77**) values than female students.

Table 1 - Descriptive Analysis and Correlation Coefficients for Male and Female Students' Preferences of Values

<table>
<thead>
<tr>
<th>Values</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
<th>df</th>
<th>*p</th>
<th>**p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious</td>
<td>34.82</td>
<td>5.50</td>
<td>-6.17</td>
<td>0.00**</td>
<td>254</td>
<td>0.42</td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td>43.73</td>
<td>7.13</td>
<td>5.77</td>
<td>0.00**</td>
<td>254</td>
<td>0.38</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows the comparison between the male and female students' preferences of their values. Findings revealed the significant differences in choosing values by male and female students. Results indicated that female students were found high on theoretical (t=1.99*), aesthetic (t=5.10**), and religious (t=6.17*) values than male students while male students scored high on economic (t=6.03*), social (t=2.17*) and political (t=5.77**) values than female students.

Table 2 - Correlation Matrix among Masculinity, Femininity, and Values (N=256)

<table>
<thead>
<tr>
<th>Variables</th>
<th>M</th>
<th>SD</th>
<th>Masculinity</th>
<th>Femininity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td>39.70</td>
<td>5.86</td>
<td>.25*</td>
<td>.36**</td>
</tr>
<tr>
<td>Economic</td>
<td>41.14</td>
<td>5.85</td>
<td>.56**</td>
<td>.17</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>43.52</td>
<td>6.12</td>
<td>.15</td>
<td>.44**</td>
</tr>
<tr>
<td>Social</td>
<td>37.13</td>
<td>5.74</td>
<td>.61**</td>
<td>.32**</td>
</tr>
<tr>
<td>Religious</td>
<td>38.17</td>
<td>5.43</td>
<td>.21*</td>
<td>.39**</td>
</tr>
<tr>
<td>Political</td>
<td>40.16</td>
<td>6.06</td>
<td>.57**</td>
<td>.23*</td>
</tr>
</tbody>
</table>

*p<0.05, **p<0.001

Table 2 shows the descriptive analysis and correlation coefficients for the scores of six values with masculinity and femininity. Correlation analyses indicate the significant relationships among all variables. Findings suggest that masculinity was more related to political, social and economic values and femininity was more related to religious, theoretic and aesthetic values.
The present study was focused on knowing the relationships of gender roles with values. To see the gender differences in preferences of values was another objective of the current study. Data were analyzed to test the hypotheses of the study. The first hypothesis stated that male and female students will report different preferences in their values, was supported by the present findings. It was assumed that female will show their more interest in the values of theoretical, aesthetic, and religion while male students will demonstrate their more preferences for the values of economic, social, and political. Findings about theoretical value were found supportive and consistent with the previous literature. Females were found higher on the theoretical value than males. Gidengil, Blais, Nadeau, and Nevitte (2001) provided that women are more leftist in their issue preferences and, specifically, more supportive of feminist values, welfare state, and social spending and less supportive of market-based solutions than men.

Findings related to preferences regarding economic value by both men and women indicated that male respondents scored higher on economic value that clearly showed the greater interest of male students in economic value. The supportive reasons for this finding might be located in the report presented by (Bem, 1974) wherein males have been presented as more focused on obtaining economic resources to provide for a family while females have been found more oriented towards behaviors related to nurturing, with more of a focus on domestic rather than work-related activities. Diener and Biswas-Diener’s work (2002) is also in line with the present findings who argued that male gender role emphasizes economic success as well as the ability to procure the resources that it purchases.

Present study hypothesized that female students will be more aesthetic compared to male students. This assumption was found supportive by the present findings and females were found with more value of aesthetic than male respondents. This finding is similar as reported in literature review. Several studies have confirmed the present findings for Pakistani sample in the consistent way. For instance, Furnham and Walker (2001a) presented that women are more with openness to experience personality trait and show
more aesthetic sense in all daily routine activities ranging from domestic to even workplace.

Social value and gender role differences when were correlated, findings suggested that females expressed more social interest as compared to males. These findings can be reasoned that from a socialization perspective, people learn their appropriate gender role through parenting, social exchanges, and interactions with surrounding institutions and their hierarchies. Nicholson and de Waal-Andrews (2005) further added that women tend to be more oriented towards social activities, social exchange, and social regulation than men. The results are also in line with the work of Lippa (2010) who demonstrated that men and women prioritize different issues, and feminist values and social spending appear to be more important to women.

The assumption that female students will value the religion orientation more than female students was also found significant and supportive. Results indicated that female participants were found more religious valued as compared to male participants. This finding is in tune with the findings of the study conducted by Devine (2013) who reported that women remain more engaged in religious activities than men. Voas, McAndrew and Storm (2013) also reported the similar findings that women generally tend to be more religious than men in many societies. They found that women are less likely than men to work in the labor force; a social role that some studies find is associated with lower levels of religious commitment. Scholars note that a focus solely on home management, which involves more attention and time spent raising children and caring for sick or elderly relatives, appears to encourage stronger religious commitment and more frequent religious activity.

Findings pertaining to the gender role differences in terms of political value suggested that male students rated high on political value compared to female students. These findings are in consistent with the findings reported by Kittilson and Schwindt-Bayer (2012) that men reported greater political interest, discussion, political knowledge, and attention to news about politics. Kellstedt, Peterson, and Ramirez (2010) also provided the
similar findings that men and women often react differently to policy shifts and political issues. They elaborated that when government spending rises, both men and women’s attitudes become more conservative—men’s more rapidly than women.

4. Conclusion

Findings of the present study affirmed the similar patterns of preferences of different values by men and women in Pakistan as well. Study bore the significant findings in terms of gender roles and personal values. Feminine gender role was found connected with the preferences of theoretical, aesthetic and religious while masculinity gender role was found more associated with economic, social, and political values. The findings revealed the significant gender differences in preferences of values. It is concluded that Pakistani sample also revealed that males are more oriented towards economic, social, and political functioning while females are found with more aesthetic, theoretical, and religious aspects of livings.

5. Limitations and Suggestions

Despite significant findings of the present study, the study has also encountered with some limitations. First, the sample size was small. So, to increase research generalizability, the sample size should be increased. Second, for the present study only students of the Baha Uddin Zakariya University were approached, more meaningful findings could be obtained if students of other Universities were also included in the sample. Third, this domain has not been much explored in Pakistan, the present research calls attention to overall need for further research in this area. There is need to encourage the researchers to explore this important area, which has great influences on individual’s life orientation. The research can be more meaningful if other values are also studied because it will provide a better understanding. Fourth, Scales used in present study should be translated into Urdu according to the local language of participants.
References


A Comparative Study of Gender Inequality in Education Pertaining to Economic and Socio-Cultural Aspects at Secondary School Level in District Swabi

Dr. Habib Elahi Sahibzada ¹, Mr. Muhammad Tayyab ², Dr. Kifayat Khan ³

ABSTRACT

The main purpose of this study was to compare the gender inequality in education between male and female students pertaining to cultural, social and economic aspects at Secondary school level in Swabi district, Khyber Pakhtunkhwa. All the students of the Government schools situated in the district were the population of the study. The sample of the study consisted of 200 students (male and female) from rural and urban areas of the population. More than 70% of the male respondents were undecided that economic, cultural, and social aspects are the main cause for gender inequality. Further, about 70% male respondents disagreed that culture is the main cause for gender inequality. More than 68% female respondents were undecided that economic and cultural aspects are the main factors responsible for gender inequality. Furthermore, more than 65% female respondents disagreed that social aspect is the main cause for gender inequality at Secondary school level. Uniform measure needs to be prescribed for teachers and parents to reduce discrimination against students by gender in rural areas. Furthermore, the introduction of free and compulsory education along with some financial support is recommended for every female student up to high school level specifically in distant areas.

Key Words: Gender inequality, Education, cultural aspect, social aspect, economic aspect

1. Introduction

In Pakistan female education faces numerous problems including traditional constraints and poverty. Government of Pakistan has taken several initiatives for improving female education for the last two decades 1990-2010. The main points were to develop the social aspects for female gender. The primary aim of gender inequality in education was to

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reduce the gap and to improve the female education (World Bank, 2001). In Pakistan it is a common view that education is not important for female. People consider education useless for female because they would not be allowed to do jobs. Further, they will be shouldering the responsibility as a mother and wife (Jayaweera, 2007). In some regions of Pakistan, cultural norms require female to either stay inside home or get permission to go outside. If permission granted to leave the home, so it is very important that she must go outside with her family members either male, female or a child. Such steps are planned to avoid any harm to a girl. So people harmed or even to be thought so it may be cause for her honor” and also for her whole family. Then it is very difficult for the family to make a relation as a husband for her and also degrade socially and economically when such ethics are updated.

The restrictions of these cultural are now changing with the passage of time with the education of male family members of the society, better interaction with exterior world and with contact of media. On the other hand, still present some compartments where female education is not motivated. Unfriendly situation of Secondary school from family, parents and society do not permit their children to get education. The distance of 500 meter from home to school effects on girls’ enrolment. This distance is considered responsible for 60% of the gender gap in enrolments (Hausman, Tyson & Zahidi, 2010).

Female education is very important for a progressive nation but unfortunately there is an inequality between male and female education in Pakistan. Progress of a nation depends upon female education because they are more than half of a nation. If the government gives full attention to the female education, so the nation of Pakistan can progress regarding some aspects.

1.1 Problem Statement

Globally, statistics shows the restricted participation of females in almost all sectors of development comprising education and employment prospects although the fact
that female constitute more than half of the world’s population. The degree of low participation of women and girls fluctuates from country to country. In most civilizations, especially in developing countries like Pakistan, female has low access to these transforming opportunities and discriminated against employment opportunities and other benefits available to their male counterparts. It is true that if once there is gender inequality in education, then there is greater chance of disparity in all other sectors of national life. According to Adhikari (2013), the reasons of gender inequality are the results of structural, cultural, religious, social and economic factors which influence female’s involvement and drop out of school. Further, gender disparity is in practice in Pakistani society and males are considered as economic and social utility (Nasrullah & Bhatti, 2012). Moreover, in Pakistan, sons are considered the earners for their family while daughters are not considered as income earning source for their families after getting their weddings in the other family. Females are considered economically expensive because parents viewed it as wastage of time and money (Shahzad et al, 2011). Furthermore, boys’ education is, as per the prevalent taboos, a lucrative investment. This is apparently the reason that parents tend to offer formal education to sons rather than daughters (UNESCO, 2010; Global Monitoring Report, 2010; Noreen & Awan, 2011). Therefore, acknowledging this a comparative study of gender inequality in education pertaining to economic and socio-cultural aspects at Secondary school level in district Swabi” was designed.

1.2 Objectives of the Study

The following were the study objectives:

1. To draw a comparison between male and female students about gender inequality in education from economic, cultural, and social perspective at Secondary school level in district Swabi

2. To examine the opinions of male students about gender inequality in education with reference to economic, cultural, and social aspects at Secondary school level in district Swabi
3. To study the opinions of female students about gender inequality in education with reference to economic, cultural, and social aspects in Secondary schools.

1.3 Research Questions

The following research questions governed the study:

1. What are the views of male and female students reveal about gender inequality in education from economic, cultural, and social perspective at Secondary school level in district Swabi?

2. What are the opinions of male students about gender inequality in education from economic, cultural, and social perspective at Secondary school level in district Swabi?

3. What are the opinions of female students about gender inequality in education rooted in economic, cultural and social factors at Secondary school level in district Swabi?

2. Literature Review

Gender discrimination, inequality, and uneven distribution of the rights is prominent all over the world. The civilized societies are facing the dilemma as well, however, in our society it is in the most dreadful form (Shameem & Ara, 2011). The full involvement of females in all spheres of life is of vital importance for the purpose of attaining gender equality and the empowerment (Noureen, 2015). For human recourse development, education is considered to be the utmost essential tool. Education is becoming a universal human right and an essential element of women empowerment (Zacharia, 2014). Further, equal access to higher education is needed without any discrimination for improvement of female in the countryside regions of Pakistan (Salik & Zhiyong, 2014). This can be achieved by participating in the decision making, access to resources, and free mobility. There is no doubt that the women of Pakistan are determined to play their part in raising their own position and of their families. To understand this
potential woman, need education just as Pakistan needs educated women” (Ministry of Education Report, 1959).

Jejeeboy and Sathar (2001), discussed the culture and customs in Pakistan, they distinguish that norm and cultural civilizations in various rural parts of Pakistan claim that without permission females cannot go outside from the home. They should stay at home. If they are allowed to permission, so they must always be tried to accompany by a male family member. Shaukat (2009) acknowledged that utmost inequality exists in rural areas, in Pakistan the female’ enrolment rate in education is huge below than that of schoolboys especially in some rural regions. Such uneducated parents are reluctant in sending their female children to schools due to certain cultural taboos. Gender inequality is the outcomes of various factors (structural, cultural, religious, social and economic) which impact the girls’ involvement and dropout of the school (Adhikari, 2013). Male are the source of income and social utility while female exposed to biasness for whole life (Nasrullah & Bhatti, 2012). Males were the decision makers in their houses and there is no equal opportunity in higher education for females (Alam, 2011).

**Governmental and Non-Governmental initiatives for Girls’ Education**

Various aspects are related to cultural customs, practices and traditional beliefs that have an undesirable impression on the presence, performance and female enrolment in schools. The pregnancy of single daughters is considered as traditionally and culturally disgraceful incidence for their family and as well as in their society, majority of the parents in most of rural areas, they are getting marriage of their daughters in earliest. It has been recorded that parents decide their daughters’ marriages early in time, and then most of incident occurs for their shame (Colclough et al., 2000).

The main hurdles for female’ education is the blame of schools’ distance which affects girls’ unreasonably. They belong to poor families, and then usually a very small
number of female children are enrolled especially in the far-flung areas. Under the FFE program initiated in Pakistan in 1998 this gender gap was to be addressed. The illiterate parents were to be made aware to stop traditional line of thinking and their financial hurdles were to be addressed by the State so as to ensure the education of the female children. From 2005-2009 under WFP Program more than 400,000 girls were enrolled and facilitated at primary level in backward districts. A student girl was supported with once-a-month ration of a 4-liter tin of vegetable oil, refreshments and other food items. This fact was highlighted by many scholars such as Lambeis (2008) and Ahmed, Amir, Espejo, Gelli and Meir (2007) who pointed that FFE programmed guide for the improvement of enrolment of girls in primary schools, and especially the provision of food items enhanced girls’ enrollment.

- **Major hurdles in the way of Girls’ Education**

Education increases further ability of the girls, Education increases females’ competence in case of helplessness to cruelty and harassment. Poor families allocate limited income to their sons’ education, in the family system better economic income. Yet certain cultural taboos abstained parents to go for schooling such as co-education and gender mix-up in schools (Ally, 2006). The cultural and traditional norms in backward areas of Pakistan have led to a position where male and female have assigned particular family responsibilities. Males are considered potential for earning life and are considered fit for daily jobs, while women are considered to have little potential in terms of economic returns, hence their education is usually ignored (Ali, Fani, Afzal & Yasin, 2010).

A basic reason, for why there are fewer girls than boys enrolled in school in Pakistan not just in the financial calculations of parents but also in the “socio-cultural taboos and inhibitions against female education (Government of Pakistan, 1999). These interconnected factors include the traditional attitudes regarding females’ education, the practice of purdah, and opinions that education is irrelevant to females’ futures.
Cultural and Financial Constraints

In Pakistan, sons are considered that they are the earners for their family and make a strong position for them, but on the other hand daughters are not considered as earners for their families because daughters are economically expensive (they are mostly not permitted to do job, earn an income, and considered that they are in positions to take risk for their family’s honor) and also think that one day they will get marriage and may not be in a position to support the family. Boys’ education is, as per the prevalent taboos, a lucrative investment. This is apparently the reason that parents tend to offer formal education to sons rather than daughters (UNESCO, 2010; Global Monitoring Report, 2010; Noreen & Awan, 2011).

The role of girl’s in schooling is greater in urban areas than in rural. In rural areas, individuals who give attention to their females to send them to school next to predominating civilization and traditions exist in the majority. Socio-cultural situations do not permit usual inhabitants to encourage schooling of their females. Traditional and Cultural stresses don’t encourage females schooling mostly in rural areas. According to Shahzad et al (2011), the parents viewed it as wastage of time and money, since routinely females are not responsible as income earning source after getting their weddings in the other family. Most of the parents think about a school going girl is the most danger for their respect particularly when the girls are going to distance school. Other families think that all of them provide her subsequent family after getting wedding. But according to Farah and Shera, (2007), such types of traditional and cultural ideas dishearten women education. The economic organization of urban and rural zones varies to everyone in developing nations. Extraordinary poor quality is the chief characteristic of rural and as well as in tribal areas of Pakistan, where people live in depressed environments. As compared to persons in urban or city areas of Pakistan, rural areas have a lesser amount of education and health services as well. Unfortunately, in Pakistan, the position of rural areas influences individual interests (Khan et al, 2010).
Pakistani society is linked with a number of old traditions, cultural norms and civilization. These practices are very high in the rural area of Pakistan, created on women, girls respect and man sovereignty. The women and girls are treated harshly in the forms of corporal punishment, sexual exploitation and in reasonable forms and generally occur within family domains. These practices, according to Kay (2007) take place in the form of lashing females and, rapes, and girls honor killing in Pakistani male-controlled culture. Usually women take a smaller amount of foodstuff and fitness mind than boys by the parents and still society demands for girls and women to eat up to last stages (Muslims, 2010).

In large number of communities, gender preferences begin from start, where the birth of son brings happiness to the parents and daughters being considered shame for the family. Girls and women are trained in their earlier period to respect her bothers and parents and not quarrel with them. There are moderate rations and dress for girls as compared to her bothers. According to Zafar (2007), brothers and sisters are unequal in the sense that brothers are directed to be self-confident and have power in addition to their sisters by large those responsibilities to create foodstuff and deliver it to the grasslands or fields.

According to Groot (2007), the prejudice for the lads’ schooling is below the proposal of financial income, where lads are considered wealth creators for the entire clan. While women once married joined the new clan; for an instance parent have to select among the education and gift cash. Groot (2007) says that parentages gather moneys for her daughter dowry in spite of financing on her schooling. Family work and direct towards the gender preference, where mother’s approval to maintain her daughters at residence in order to support her in family work and get worry of her relations.

Likewise, moms educate their daughters how to maintain a family (Zafar, 2007). Majority of the female in rural areas at younger age are important to try for struggle with her mom and as well as for her family. By respected than mentioned responsibilities, girls
who are belongs to rural areas obtain fuel from fields etc., get water from the outsides wells and ponds, and also bring some foodstuff in field for their brothers and parentages (Shahzad et al. 2011). According to the Pakistan Domestic Research (2001-02) the ordinary cause for not attending girls, school is the necessity of parental approval to the girls in both urban and rural areas of every province. But consistency of this biasedness is mostly obvious in rural areas as compared to urban ranges and tougher limitations are imposing by parentages in rural ranges. While in urban ranges, this state is a bit improved, since cultural and customary feelings are spoiled in cities, villages, and towns. Through the rate of increased literacy on highest of mentioned investigation, it is essential that boys are not important to any authorized body to attend the school or allow them to attend the school (Farah & Shera, 2007).

- **Parents’ prejudice for Sons**

  According to Afzal, Butt, Akbar and Roshi (2013), various special measures have been applied to lessen gender disparity in social and cultural contexts. In this context, many conventions including the United Nations Millennium Summit in September 2000 discussed this problem in its Millennium Development Goals (MDGs). The 3rd Millennium Development Goal was generally outlined to encourage gender equality and women’s empowerment (Nasrullah & Bhatti, 2012; Noureen, 2015). However, the gap due to differential treatment of parents with males and females under usual routine and social desire revealed the partiality for males over females, explicitly in rural areas (Taga, 2012). According to Sathar, Wazir and Sadiq (2013), the education outcomes for girls have improved, but progress has been uneven with in Pakistan. Rural females lag far behind urban females and progress across the provinces remains unequal (Sathar, Wazir, & Sadiq, 2013). In urban areas, the importance of education proved dominating factor for eliminating distinction between males and female’s enrolment (Afzal, Butt, Akbar, & Roshi, 2013).
The people create hurdles between girls and prediction for getting education, so these ethics bound the society of female and often prevent them from going to schools. Such morals are given when there is no male member in their family to go along with her then no permission is granted for getting education to go school alone specially when (Jejeeboy & Sattar, 2001) there is a long distance to school. They consider that education is not important for female as where there is a long distance on the other hand when there is a long distance for boys they give permission to go to school.

3. Materials and Methods

A survey research design was used to collect data form the sample. This design is one of the most important areas of measurement in applied social research. It includes any measurement procedures that involve asking questions of respondents.

3.1 Population

The population of the study comprised of (55614) students enrolled in the year 2013 and their teachers (1711) at Secondary level in district Swabi (Government of Khyber Pakhtunkhwa, 2013).

3.2 Sample of the Study

Random sampling technique was used to collect the study sample of 300 respondents. Out of 300 respondents (200 students and 100 teachers) were chosen randomly from selected schools ten male students (5 urban and 5 rural) and ten female students (5 urban and 5 rural) from the Secondary schools of district Swabi. From each school five teachers and ten students from 9th class were randomly chosen. Total numbers of students were (10*20) =200 and total teachers were (5*20) = 100 respectively.
3.3 Research Instrument

Data were collected from respondents through a questionnaire developed by the researcher. It was a five point Likert scale prepared for the learners comprised of 40 items. The responses were vary from “strongly agree to strongly disagree” and divided into three aspects social, cultural and economic respectively. Responses of the students were gathered using two variables namely: gender and location. The questionnaire was made valid and reliable through experts’ opinions and pilot testing. The Cronbach’s coefficient α obtained for tool was 0.936.

3.4 Data Collection and Analysis

The sampled schools were visited personally to get relevant information through the use of selected instruments i.e. questionnaire. The respondents had to mark on the appropriate place one of the five categories ranging from “strongly agree to strongly disagree”, carrying the score 5 to 1 respectively as described by the items. The coded data were analyzed by utilizing statistical techniques to get the true picture of the prevailing gender disparity among the schools of district Swabi.

4. Results and Discussion

The data collected from the respondents were analyzed using frequency, percentage, mean, and standard deviation through SPSS package. The tables were interpreted in the light of the objectives framed. The details of these tables are as follows:

Table 1: Male student’s opinions about gender inequality at SSs level (Economic Aspect)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>16</td>
<td>16.0</td>
<td>2.8667</td>
<td>0.41234</td>
</tr>
<tr>
<td>N</td>
<td>80</td>
<td>80.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above table 1 indicates that 80% male students were unclear about economic factor as a major component for gender inequality. This reveals that both the male and female respondents enjoy same economic advantage provided by the parents.

**Table 2: Opinions of the male students about gender inequality at SSs level (Culture Aspect)**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>12</td>
<td>12.3</td>
</tr>
<tr>
<td>D</td>
<td>70</td>
<td>70.7</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>15</td>
<td>15.0</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of the table shows that 70% male respondents were in disagree to think of culture is responsible for gender inequality at Secondary level. This highlights the fact that cultural values have nothing to exacerbate gender disparity in Swabi.

**Table 3: Male students’ opinions about gender inequality at SSs Level (Social Aspect)**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>D</td>
<td>16</td>
<td>16.7</td>
</tr>
<tr>
<td>N</td>
<td>75</td>
<td>75.0</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>9.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 indicates that 75% male respondents were unclear to think that social factor influence the gender disparity. Though smaller yet interestingly 16% of the
respondents disagree with the statement that social aspect is the factor of gender inequality at SSC level between male and female respondents.

Table 4: Female students’ opinions about gender inequality at SSs level (Economic Aspects)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>D</td>
<td>12</td>
<td>2.92</td>
<td>2.92</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>81</td>
<td>81.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>7</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100.0</td>
<td></td>
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</table>

Table 4 shows that more than 80% female respondents remain unclear to explain their support in considering the economic for gender inequality at Secondary school level. This simply reveals that economic factor does not enlarge gender disparity at Secondary school level as revealed by female respondents in district Swabi.

Table 5: Female students’ opinions about gender inequality at SSs level (Cultural aspect)

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Valid</td>
<td>SD</td>
<td>9</td>
<td>9.0</td>
<td>2.16</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>69</td>
<td>69.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>22</td>
<td>24.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The above-mentioned table shows that more than 66% female respondents disagree that culture plays any negative role in widening gender inequality at Secondary schools. This shows that cultural norms do not widen gender difference. As per statistics in the table girls have almost the same treatment from the society. They can be pleased
with the cultural norms and ethics persisting in the society for both genders, male and female.

**Table 6: Female students’ opinions about gender inequality at SSs level (Social Aspects)**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Valid SD</td>
<td>4</td>
<td>4.0</td>
<td>2.86</td>
<td>0.61</td>
</tr>
<tr>
<td>D</td>
<td>22</td>
<td>22.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>66</td>
<td>66.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>8.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table no.6 shows that more than 65% female respondents stand at an undecided position as to whether social aspect of their life exerts any influence on widening gender inequality in the schools. This means that social environment has no impact on gender difference at Secondary schools in district Swabi.

Generally, most of male respondents do not believe that economic factor as a primary reason for gender difference at Secondary school level in district Swabi. Such findings are in sharp contrast with the findings of certain researchers such as Memon (2007) who found that there are some solid reasons rooted in the economic conditions of parents that influence gender gap as the increase in per capita income is directly proportional to improvement in reducing gender disparity. However, the results of this study reveal that the situation in district Swabi is relatively different as the respondents reported that both the sex enjoys equal economic advantage.

Virk (2008) results also support the current study who described that economic and social classes are usually not considered by the female respondents and similarly most
of the male respondents do not consider that culture is responsible for gender inequality at secondary school level. Therefore, the causes of this study’s findings may be that the subculture of Swabi District is different that provides equal opportunities to both the sexes at secondary school level. Furthermore, individuals may be determined to present each kind of facilities and resources for their kids without any discrimination. Similarly, most of the male respondents do not consider that social aspect is responsible for widening gender disparity. These findings contradict with the findings of Gupta (2004) who stated that male students are getting more chances to carry on their education even in face of their poor social and domestic problems. In the same way majority of the female respondents of the district were not thinking that economic and social features are responsible for gender inequality. Similarly, majority of the female respondents did not consider culture as a widening factor for gender inequality at secondary school level.

Generally, most of the male students don’t consider that economic factor as a main reason which will responsible for gender inequality at secondary school level in Swabi District. So, these results do not match with the outcomes of the study carried out by Ghulam (2005). It is acknowledged that there are some solid and reliable suggestions that increase in per capital income for the improvement in different process of gender parity. So, the causes of this result may be also that male and female both the sex enjoys equally economic advantage and their parents or majority of people are providing the same economic position in the society. Further, the results of our studies do not match with the outcomes of the studies conducted by Adhikari (2013) and Linda (2014).

5. Conclusion

Keeping in view the complex nature of the issue of gender disparity in education and the contrasting findings of various researchers, coupled with the findings of the current study, it can safely be concluded that the reason behind this contradictory finding can be due to sub-culture variations. This is a fact that all the districts of Pakistan do not have the same educational facilities together with the strong influence of sub-culture. Of course, the
Government tries to bring at par all the districts of the country; however regional and local context plays a decisive role in shaping the nature of education. An instance of such variation can be seen in the urban areas as compared with the far-flung areas such as Kohistan, Chitral, Dir, Kharan, and Gawader to name a few and even the tribal belt. This could be the possible reason behind the apparently astonishing results of the current study. Hence; on the bases of findings it was concluded that no gender inequality was found between male and female respondents in Swabi District at Secondary school level with reference to economic, cultural and social aspects.

- **Recommendations**

The following recommendations were made in the light of the findings:

1. Gender awareness campaign may be launched involving students and their teachers in the rural and urban areas of Swabi district with the aim of causing attitudinal changes toward girls’ education.

2. Provide scholarships to girls from disadvantaged and low-income groups to allow them to pursue their education.

3. Prepare a code of conduct that prohibits teachers from discriminating against students by gender.

4. Introduce free education with some financial assistance up to the Secondary school level for every girl enrolled especially in remote areas.
References


A Comparative Study Of Gender Inequality In Education Pertaining To Economic And Socio-Cultural Aspects At Secondary School Level In District Swabi


Working Long Hours and Its Impact on Family Relations: Experiences of Employed Women in D.G. KHAN

Aamir Abbas¹, Dr. Kanez Fatima², Muhammad Imran³

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**ABSTRACT**

Long working hours affect the life of both men and women. But the impact of long working hours has been greater on the women as compared to men regarding their family relations. The aim of this study is to find out the impact of working long hours of employed women on family relations. A sample of 160 long hours working “employed” women of public and private sectors from the study areas of Tehsil Dera Ghazi Khan has been taken. To find out the impacts of long working hours of women on family relations we had applied linear regression, chi-square test and Cronch Bach’s alpha for reliability. Results of the present study concluded that situation of working long hours has a significant positive impact on the employed women family relations. Whereas the women working for long hours had a negative impact on children’s grooming and socialization because of lack of their care. Furthermore, the working long hours also had a negative impact on mutual understanding among spouses. Findings of the study concluded that “long working hour’s women” experience physical symptoms of stress such as fatigue, irritability, headaches and depression. Therefore, there is a need for protective laws to decrease employed women’s working hours, providing training about health safety measures, time management & nutrition education so that these employed women perform their work activities in a better way and play a significant role at their workplaces.

**Key Words:** Impact, Long Working Hours, Women, Family, Relationship

1. **Introduction**

Working for a length of time, increased from the standard working hours is known as “long work hours”. Standard working hours definition differs from country to country. This difference of standard working hours among the countries might affect in forming the standard working hours definition (Bannai and Tamakoshi, 2014). Variation of these
standard working hours is as: Standard working hours are 35, 37 and 40 hours/week in France, Denmark and US respectively, but in Japan maximum working time is 40 hours/week as defined by the labor standard laws. Among European Union countries maximum working hours are 48/week including over time.

The situation of Long working hours is considered as that time which exceeds from the normal standard working hours per week or per day. Due to different working hours timing per week according to the perception of different countries, it is very difficult to define the common definition of average working hours. According to the findings of Akerstedt et al., (2002) long working hours lead to the depression and disturbances among the family members.

Every person takes long working hours according to work type and profession likewise the workers who work manually they consider it as an overtime and they get payment of their over time while the persons associated with managerial job they take it as an opportunity in aspect of promotion. Kodz et al., (2003) reveal in his study that long working hours become the reason of less motivation of the employee and workers, poor work performance, stress, disturbance and harmful for the social life of family.

Ehnke and MacDermid, (2004) explained in his study that it is necessary to explore the impact of long working hours in the different areas of family circle where its consequences are vivid and clear. Results of the different studies reveal that extended working hours have an adverse impact on the health of workers. Long working hours are associated with several diseases of individual workers like with an increased risk of hypertension, cardiovascular disease, fatigue, stress, depression, musculoskeletal disorders, chronic infections, diabetes general health complaints, and all-cause mortality. Systematic reviews normally have accepted that long working hours are potentially dangerous for the health of workers (Jungsun et al., 2001).

Godin et al., 2005 identifies in his study that long working hours affect the life of both men and women. But the impact of long working hours has greater impact on the
women as compared to man. Women associated with long working hours experience physical symptoms of stress such as fatigue, irritability, headaches and depression than men. Women are also more likely than men to cope with job stress with unhealthy behaviors, such as poor eating habits.

Dong, (2005) explored in his findings that long working hours become the cause of sleeplessness and fatigue. It is identified that in extended hours production of the work is slow with less efficiency. The study reveals that due to sleep deprivation production and progress of the work considerably decline. Long working hours increase the stress level of employees.

Pakistan is developing country where males are considered the bread earner and females as home makers but now evidently that trend is changing in Pakistan. Women are also working actively in every sector so that’s why females are also being considered the equal partners to make the livelihood of family sustainable. Such a change has brought numerous problems in balancing family and work matters. Employed women are playing multiple roles, by taking care of their children; these females also must bear the long stressful day at work places. At home these working women also must look after their kitchen and such other household duties.

Women who work for long hours still carry the burden of the main household tasks of cleaning and cooking. This was rare for partnered men working long hours. Women working long hours are much more likely than those who do not work long hours to report poor health. For women, there is also an association between long hours working and higher levels of mental stress, especially if it was over a sustained period (over a year) and they had a partner. Working people’s satisfaction with various aspects of their lives, for example, health, social life, and leisure pursuits, tended to decrease with the number of hours worked. Again, this negative effect was much more marked amongst women than men. Long hours working put women under greater amounts of pressure and had a greater
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negative impact on their health, well-being, and satisfaction with life than it did for men (Mohney, 2015).

Dera Ghazi Khan is a region of far west province of Punjab. As compared to other districts of Punjab, it is more tribal in its social set up. Here in this region women also actively participate in making livelihood for their family sustainability. Due to different roles and tasks at work place and home, these working women also face different problems in Tehsil Dera Ghazi Khan. Among these some of the major problems are: extended working hours, unavailability of conveyance, no job security, very low allowance, face gender discrimination and the problem of low wages. The problems related to domestic workers are long and unscheduled working hours, low social status and non-recognition of their work. The incidence of long hours working was higher in the private sector than the public sector (Awan et al., 2015).

Majority of the long hours working women are employed at low-quality jobs, unrecognized and unaware of their rights. In fact, with 12 million domestic workers in Pakistan (more than 3 million concentrated in urban areas and 8.5 million in rural districts), the government is failing to improve working conditions and workers’ rights. Moreover, pending issues of low wages, the lack of social security, including discriminatory laws and poor working conditions, persistently impede women’s socioeconomic indicators. Domestic workers work long hours at the cost of their health. Even so, these invisible women are unrecognized in official statistics, with no minimum wage or health benefits. Although their abject working conditions are known, the government has yet to work on a national policy that focuses on legal protections for them (Sultana, 2013).

1.1 Statement of the Problem

This present study is examined to find out the impact of long working hours of women on family relations. Long working hour’s women in Pakistan are facing different types of social, domestic and cultural problems as they are not capable of taking care of their households and children. The negative impact of long working hours is very clear and
vivid on families. Issues that are expected to arise out of this research include complexity in corresponding work and family life, and less interaction with family members, with possible negative effects on children’s emotional and intellectual development.

1.2 Objectives of the Study

The objectives of the study are as following:

1. To find out the impact of long working hours of employed women on family relations

2. To examine the impact of long working hours of employed women on their relationship with their children.

3. To find out the impacts of Long working hours of employed women on mutual understanding among spouses.

1.3 Hypothesis

Hypothesis of the present study is as following.

H1: There is a significant positive effect of long working hours of employed women on family relations

H2: Long working hours of women had a significant negative impact on the children grooming and socialization

H3: Long working hours of women had a significant negative impact on the mutual understanding among spouse

1.4 Significance of the Study

This study can be much helpful from policy point of view to combat the issues of all working women in a formal sector in D. G. Khan specifically and in Pakistan generally.
The research in this area extends the knowledge of employed women about the negative impacts of long working hours on their family relations and how to overcome those issues with self-management. It will also provide ample opportunities to the work centers management towards regulating their working hours. So, by keeping in view the present study, it will be ultimately helpful to combat the prevalent issues of working women especially in target population.

2. Literature Review

According to the findings of Caruso et al., (2006) employees’ performance and family life gets affected with long working hours. Practices of long working hours put negative effects on the health of the employee and create a less social interaction among the family members, society, spouses and children. The other associated factors of long working hours are fatigue, stress, sleeplessness and easiness which leads to the poor work performances.

It is very difficult to continue work for long hours without taking any rest. Human body and mind need rest to enhance the work performance. Women working within different sectors, have a lot of responsibility on their shoulder. They must look after their family, husband and their children. It is very difficult for working women to manage proper time for their family, husband and children. If women are associated with this issue of long working hours, it creates many difficulties for them. There is less interaction among husband wife and children. It also affects the work performance of the female. Women need proper rest for their better health and family matters. One of the study findings reveal that continuous working of women from morning till evening and later their household work effects their health badly. In modern society, there is no concept of working long hours at work place. The assigned work must be completed at any time and place. It is common perception that work must be completed within standard 7 to 8 hours per day. (Kronholm et al., 2008).
The impact of long working hours has a great impact on Female employees. They face a lot of problems in balancing personal and family life but more than this, it is much difficult for the married women due to more family responsibilities (Susi & Jawaharrani, 2010). Females after performing their assigned duties at their work place when reach home, they share a larger work of their household too and look after their children, hence, these females obviously don’t have enough time for proper rest and sleep. Ultimately it puts a negative impact on the health of the female. (Courtemanche, 2009).

One of the findings of the study reveal that long working hours are job requirements. Some associated factors are work place and industry culture and to achieve better rewards they are compelled to work for long hours. Kodz et al., (2003) explored in his studies that large family size, need for more income, promotion prospects, greater job security, and Workplace and industry culture are those driving factors which are responsible for working long hours. Present study highlights that job requirement including completing the task is a major factor for the working long hours.

According to the finding of Susi & Jawaharrani, (2010) completion of task in time, long working hours, night shifts and insufficient holidays produce disparity in work-life. Ultimately production and progress of the work considerably decline. Now-a-days people do more work to earn more money in the way of over time to maintain their life style and to meet their needs economically. Resultantly it leads to less interaction among the family members, relatives, friends, spouses and children. Less interaction among the children and parents, thus it creates gap among parents and children. Deprived of the love of their parents such children prefer to spend their time in outdoor activities because they feel boredom and fed up with the unfriendly environment of their home. It is also important for the employees to give their proper time to their work but on the other hand it is also much important for the married employees that they must manage their time for his/her family. Time management strategies should be adopted by the employees for office and family (Akhtar et al., 2012).
Female employees face the problem of balancing personal and family life, out of which more imbalance is observed in married women due to more family responsibilities. Organizations always seek employees who are more flexible, productive and who can adjust to the corporate world. Work pressure, long working hours, night shifts, insufficient holidays, pressure to complete the tasks in time due to cut throat competencies etc., create an imbalance in work-life. This results in less productivity at the workplace, giving way for absenteeism, high attrition, low morale, high employee turnover etc. (Mehta, 2012).

Women comprise 49.1% of total population in Pakistan. Their proportion in labor force is 21.6% whereas their participation rate as a percentage of total population of females as of 2011 is only 22%. These figures specify the male oriented labor market which is characteristic of developing countries. In a country where living standards are very low and basic facilities are miserable. Women constituted only 13.7% of total workforce in Pakistan. These statistics are low on global averages. One of the other reasons for the women to enter in the informal sector they’re not receiving any education at all. Most of the illiterate adults are women in Pakistan. Even if they begin their education, either they do not complete it or if complete high school education, do not get some professional training. Due to poverty and inadequate income when they come to do some work, they opt for informal sector and jobs like agri-workers, lowest paid jobs in manufacturing, domestic maids (Sarwar and Abbasi, 2013).

Working mothers face a lot of issues and they don’t have enough time for their social contacts. Most of the time these working mothers remain busy in their heavy scheduled work. Even these working mothers don’t have time to visit their family relatives and friends as well. Most of the time these working mothers face a lot of issues when their children fall ill, and a lot of hurdles are there for them to manage their time for the office and look after their children too.
2.1 Theoretical Framework

Present study finds out the impact of working long hours of employed women on family relations. Theoretical framework of the study is constructed below:

![Theoretical Framework Diagram]

- Long working hours
- Family relations
- Less grooming and socialization of children
- Less mutual understanding among spouses

3. Research Methodology

Present study is intended to find out Impact of long working hours of women on family relations. The universe of the study is limited to the long working hours of women in Tehsil Dera Ghazi Khan. A sample of 160 long hours working employed women of public and private sectors from the study areas of Tehsil Dera Ghazi Khan was selected for data collection through well-structured questionnaire by using five-point Likert scale. The questionnaire basically consisted on three sections. Section A consisted of demography, section B consisted of the perception of respondents towards factors associated with long working hours and section C describes about the perception of the employed women towards negative impacts of long working hours on health, family life and social life. For the present study multi-stage sampling technique has been adopted. The rationale for such a technique lies in the fact that at first stage, public and private work places have been targeted, at second stage, four public and four private work places are selected through simple random sampling technique. At third stage, with a convenient sampling technique twenty respondents are selected from each workplace. The data is collected from those respondents who are working average ten hours a day at the targeted work place. Cronch
Bach’s alpha value is 0.60 indicating the reliability of the instrument. The rationale of this Alpha is to ensure inter item consistency before using the data for further statistical analysis. SPSS version 2017 was used for data analysis. After data analysis, it is presented in the shape of appropriate charts.

4. Results

Table 4.1: Demographic characteristics of the respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td></td>
<td></td>
<td>EDUCATIONAL LEVEL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>64</td>
<td>40</td>
<td>Illiterate</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>30-39</td>
<td>68</td>
<td>42.5</td>
<td>Matric</td>
<td>12</td>
<td>7.5</td>
</tr>
<tr>
<td>40-49</td>
<td>16</td>
<td>10</td>
<td>Intermediate</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>50 &amp; above</td>
<td>12</td>
<td>7.5</td>
<td>Graduation</td>
<td>64</td>
<td>40</td>
</tr>
<tr>
<td>OCCUPATION</td>
<td></td>
<td></td>
<td>PhD</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Own Business</td>
<td>31</td>
<td>19.4</td>
<td>Private employee</td>
<td>84</td>
<td>52.5</td>
</tr>
<tr>
<td>Govt. Employee</td>
<td>45</td>
<td>28.1</td>
<td>Govt. Employee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keeping this fact, Table 4.1 shows the classification of different age groups. According to the findings 40% of the respondents belong to 20-29 years of age and while 42.5% of the respondents were from the age group of 30-39 years of age and 10% of the respondents were in the age bracket of 40-49 years whereas the remaining 7.5% respondents age group was 50 & above years.

Regarding the educational level of the respondents, results of the table indicates that 10% of the respondents were illiterate, 7.5% were matric, and rest of the respondents’ proportion from 20%, 40%, 20% and 2.5% were intermediate, graduate, master and PhD respectively.

Above mentioned data also shows that more than half i.e. 52.5% of the respondents were private employees while 19.4% of the respondents had their own business. Remaining (28.1%) were doing government jobs.
In the present study, for a better understanding of the respondent's economic condition the researcher got knowledge about the status and condition of the house. In this regard, data in the above-mentioned table indicates that half i.e. 50% of the respondents were living in pakka (cemented) house type, 10% of the respondents were living in kaccha (muddy) house and rest 40% of them were living in semi pakka (concreted) house.

The family type data shows that half (51.8%) of the respondents were living in the joint family system. There were 42% of the respondents belonging to nuclear family structures and remaining 6.2% of them belong to the extended family system. The study indicated that majority of respondents lived in joint family system.

Table highlights that 58.1% of the respondents had 5-7 family members, 31.3% of the respondents had 8-10 family members, 5% of the respondents had 2-4 and similar percentages rest 5.6% of the respondent had above 10 family members.

### Table 4.2: Socioeconomic characteristics of the respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family structure</td>
<td></td>
<td></td>
<td>Family size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear</td>
<td>67</td>
<td>42</td>
<td>2-4</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td>Joint</td>
<td>83</td>
<td>51.8</td>
<td>5-7</td>
<td>93</td>
<td>58.1</td>
</tr>
<tr>
<td>Extended</td>
<td>10</td>
<td>6.2</td>
<td>8-10</td>
<td>50</td>
<td>31.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>above 10</td>
<td>9</td>
<td>5.6</td>
</tr>
<tr>
<td>House hold monthly income</td>
<td></td>
<td></td>
<td>Type of house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than RS15000</td>
<td>13</td>
<td>8.1</td>
<td>Kacha</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td>RS 15001-20000</td>
<td>29</td>
<td>18.1</td>
<td>Semi pakka</td>
<td>64</td>
<td>40.0</td>
</tr>
<tr>
<td>RS 20001-25000</td>
<td>43</td>
<td>26.9</td>
<td>Pacca</td>
<td>80</td>
<td>50.0</td>
</tr>
<tr>
<td>RS 250001-30000</td>
<td>52</td>
<td>32.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above RS 30001</td>
<td>23</td>
<td>14.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 4.3: Indicators of long working hours

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long working hours of women observed</td>
<td></td>
<td></td>
<td>Respondents with long working hours practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To great extent</td>
<td>74</td>
<td>46.2</td>
<td>To great extent</td>
<td>150</td>
<td>93.8</td>
</tr>
</tbody>
</table>
Table 4.3 exposes the respondent’s opinion towards observation of working hours of women in their city. So, in this regard, a simple majority (53.8%) of the respondents admitted that long working hours of women were to some extent observed in Dera Ghazi Khan City and remaining 46.2% responded as they, to a great extent observed working women in mention city.

Above mentioned Table identifies the respondent’s opinion about their experience as long working hours. So, in this regard, a huge majority (93.8%) of the respondents admitted they were to a great extent involved in their work as long working hours employee and remaining few (6.3%) of them were to some extent worked long hours to support their family.

Results of the Table elaborates that the respondent’s opinion about their length of working hours per day. So, in this regard, majority of the respondents (54.4%) responded that they work 11 to 14 hours per day and remaining 40.6% and 5% of them work 9 to 10 hours and 15-16 hours per day to support their family respectively.

The results of the table exhibit that the respondent’s choice is to work for fewer hours. So, in this regard, the great majority (75.6%) of the respondents preferred fewer working hours and remaining 24.4% mentioned to some extent in this statement.
Table 4.4: Factors responsible for working long hours

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for more income to earn</td>
<td>14</td>
<td>8.8</td>
</tr>
<tr>
<td>Workplace &amp; industry Culture</td>
<td>19</td>
<td>11.9</td>
</tr>
<tr>
<td>To achieve the better rewards</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>Job requirements including completing the task</td>
<td>103</td>
<td>64.3</td>
</tr>
</tbody>
</table>

Table 4.4 indicates that about 64.3% of the women revealed that job requirements including completing the task is a main factor responsible for working long hours; while 11.9% of the respondents said that work place and industry culture is another main factor responsible for working long hours while 15% of the respondents said that to achieve better rewards they work for long hours. Kodz et al., (2003) explored in his studies that large family size, need for more income, promotion prospects, greater job security, and Workplace & industry culture are those driving factors which are the responsible for working long hours. Present study highlights that job requirement including completing the task is a major factor for the working long hours.

Table 4.5: Distribution of respondents according to their opinion about less mutual understanding among spouse associated with long working hours of women

<table>
<thead>
<tr>
<th>Less mutual understanding</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>144</td>
<td>90.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>
Results of the table 4.5 portray that great majority (90%) of the respondents strongly agreed that less mutual understanding among spouse is associated with long working hours of women and while rest (10%) of them also agreed with this statement.

Brotheridge and Lee (2005) revealed in their findings that due to working long hours family members will have a less mutual understanding.

Table 4.6: Distribution of respondents according to their opinion about husband-wife relationship had been affected by the long working hours of women

<table>
<thead>
<tr>
<th>Husband wife relationship has been affected</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>72</td>
<td>45.0</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>30.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

Data in This Table 4.6 represents that near about half of the respondents 45.0% strongly agreed that husband-wife relationship had been affected by the long working hours of women. More than one-fourth 30% of the respondents favored and while 10% remained undecided with this statement. About 10% of the respondents strongly disagreed and remaining percentages 5% of them admitted that husband-wife relationship did not get affected by the long working hours of women.

Nawaz et al. (2013) stated in his study that that long working hours of women had a negative impact among husband and wife relationship.
Table 4.7: Distribution of respondents according to their opinion about due to long working hours, quarrels and fights among spouses occurred

<table>
<thead>
<tr>
<th>Quarrels and fights among spouses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>104</td>
<td>65.0</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>40</td>
<td>25.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Results of the Table 4.7 represent that simple majority (65.0%) of the respondents who strongly agreed that due to long working hours, quarrels and fights among spouses occurred. One-fourth (25%) of the respondents were undecided and while remaining similar proportion 5% of them remained strongly disagreed and agreed with this statement that long working hours, do not become cause of quarrels and fights among spouses.

Table 4.8: Distribution of respondents according to their opinion about long working hours job responsible for marital conflicts among spouses

<table>
<thead>
<tr>
<th>Marital conflicts among spouses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>80</td>
<td>50.0</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>30.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>24</td>
<td>15.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Above mentioned table 4.8 shows that more than half majority (50%) of the respondents strongly agreed that long working hours job is responsible for marital conflicts
among spouses, 30% agreed while 10% were neutral and remaining proportions (5%) of them remained strongly disagreed.

Table 4.9: Distribution of respondents according to their opinion long working hours associated with domestic violence

<table>
<thead>
<tr>
<th>Domestic violence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>56</td>
<td>35.0</td>
</tr>
<tr>
<td>Agree</td>
<td>64</td>
<td>40.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>24</td>
<td>15.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results of above-mentioned table 4.9 reveal that 40% of the respondents agreed that long working hours are associated with domestic violence, 35% strongly agreed while 15% strongly disagreed and remaining proportions 10% of them remained undecided with this statement.

Table 4.10: Distribution of respondents according to their opinion men who work long hours make their wives feel more stressed than women who work long hours don’t have the same effects on their husbands

<table>
<thead>
<tr>
<th>Long working hours stress</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>128</td>
<td>80.0</td>
</tr>
<tr>
<td>Agree</td>
<td>32</td>
<td>20.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Above mentioned table 4.10 shows that great majority (80%) of the respondents strongly agreed regarding men who worked long hours make their wives feel more stressed than women who work long hours don’t have the same effects on their husbands and remaining (20%) of them also agreed with this statement.

Table 4.11: Distribution of respondents according to their opinion about their children suffered health problems because of their long working hours

<table>
<thead>
<tr>
<th>Children suffered in health problems</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>100</td>
<td>62.5</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>50.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>60</td>
<td>37.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

This Table 4.11 reveals that simple majority (62.5%) of the respondents strongly agreed and remaining (37.5%) of them strongly disagreed that their children suffered health problems because of their long working hours.

Table 4.12: Distribution of respondents according to their opinion about their children suffered health problems because of their long working hours

<table>
<thead>
<tr>
<th>Long working hours broke child and mother relationships</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Agree</td>
<td>56</td>
<td>35.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>80</td>
<td>50.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Above mentioned table 4.12 reveals that half majority (50%) of the respondents strongly disagreed regarding long working hours broke child and mother relationships, 35% agreed while 10% disagreed and remaining few 5% of them were undecided and neutral about their children suffered health problems because of their long working hours.

Brotheridge and Lee (2005) believed that working long hours associated with less interaction among children, comprising communication breakdown; long working hours broke child and mother relationships and conflict between siblings. Long working hours are linked with negative influence on children’s grooming and education.

Table 4.13: Distribution of respondents according to their opinion about due to long working hours delaying of childbirth created marital conflicts

<table>
<thead>
<tr>
<th>Delaying of childbirth</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>72</td>
<td>45.0</td>
</tr>
<tr>
<td>Agree</td>
<td>72</td>
<td>45.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Results of the table 4.13 depict that nearly half majority (45%) of the respondents strongly agreed and similarly respondents (45%) just agreed that due to long working hours delaying of childbirth created marital conflicts. Remaining, about 10% of them strongly disagreed with this statement.
Table 4.14: Distribution of respondents according to their opinion about long working hours created bad impact on children grooming and socialization

<table>
<thead>
<tr>
<th>Bad socialization of children</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>152</td>
<td>95.0</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>4.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Data in this Table 4.14 depicts that clear majority (95%) of the respondents strongly agreed that long working hours created bad impact on children’s grooming and socialization and about 4.4% agreed. Remaining, only one (0.6%) strongly disagreed in this perspective. Study hypothesis found a highly significant relationship between long working hours of woman; children grooming and socialization which shows that as the women working hours increase so their children’s grooming and socialization will decrease.

Table 4.15: Distribution of respondents according to their opinion about due to long working hours, children showing signs of distress because lack of their mother’s care

<table>
<thead>
<tr>
<th>Children feel distressed</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>88</td>
<td>55.0</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>25.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>16</td>
<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Data in this Table 4.15 portrays that more than half majority (55%) of the respondents strongly agreed due to long working hours, children showing signs of distress because of lack of their mother's care. One-fourth (25%) agreed but about 10% strongly disagreed while 5% disagreed. The remaining small sizes (5%) of them remained undecided and neutral in this situation.

Table 4.16: Distribution of respondents according to their opinion their long working hours had a significant negative consequence on children health

<table>
<thead>
<tr>
<th>Negative consequence on children health</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>112</td>
<td>70.0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>48</td>
<td>30.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

Data in this Table 4.16 depicts that great majority (70%) of the respondents strongly agreed that long working hours had a significant negative consequence on children health while rest of more than one-fourth (30%) strongly disagreed.

Qureshi et al. (2012) explored in his research findings that due to long working hours women couldn’t pay more attention to their children.

Table 4.17: Distribution of respondents according to their opinion about mothers long working hours job associated with low academic achievement of children

<table>
<thead>
<tr>
<th>Low academic achievement of children</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>120</td>
<td>75.0</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
In this Table 4.17 results depict that great majority (75%) of the respondents strongly agreed regarding mothers long working hours job associated with low academic achievement of children while in this context one-fourth (25%) of them strongly disagreed.

Table 4.18: Distribution of respondents according to their opinion about children deviant behavior had been affected by the long working hours of women

<table>
<thead>
<tr>
<th>Children deviant behavior</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>88</td>
<td>55.0</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>70</td>
<td>43.75</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

Data regarding children’s deviant behavior is presented in this Table 4.18 which reveals that more than half majority (55%) of the respondents strongly accepted that children’s deviant behavior had been affected by the long working hours of women while about 43.75% disagreed and remaining small sizes 1.25% of them agreed with this statement.

H1: There is a significant positive effect of long working hours of employed women on family relations

Table 4.19

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Model</th>
<th>Unstandardized coefficient</th>
<th>Standardized coefficient</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td>.857</td>
<td>.259</td>
<td>3.307</td>
<td>.001</td>
</tr>
<tr>
<td></td>
<td>Long Working Hour</td>
<td>.281</td>
<td>.051</td>
<td>.323</td>
<td>.000</td>
</tr>
<tr>
<td>Dependent Variable: Employed Women Family Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results of the table 4.19 show that long working hours have a significant positive impact on the employed-women family relations. The regression equation value of the beta coefficient of the long working hour is 0.281 and the level of significance value is 0.000 which shows a positive significance. Therefore, the existing hypothesis “There is a significant positive effect of long working hours of employed women on family relations” is accepted.

**H₂:** Long working hours of women had a significant negative impact on the children grooming and socialization

Table 4.20: Association between long working hours of woman and children grooming and socialization

<table>
<thead>
<tr>
<th>Long working hours of woman</th>
<th>Long working hours created bad impact on children grooming and socialization</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly agree</td>
<td>Agree</td>
</tr>
<tr>
<td>To great extent</td>
<td>146</td>
<td>3</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>152</td>
<td>7</td>
</tr>
</tbody>
</table>

\[ R^2 = 32.38 \quad \text{D.F} = 2 \quad \text{Sign} = .000^{**} \quad \text{Gamma Value} = .908 \]

Results of the table 4.19 depict that Chi-Square value (32.38) explores a statistically highly significant (probability=.000) association between the variables. The Gamma value (.908) shows a positive correlation between the variables. This relationship between long working hours of woman and children grooming and socialization was found significant (P=.000*) which shows that as the women work hours increase, the children’s grooming, and socialization decreases. Consequently, keeping in mind 0.05 level of significance current hypotheses entitled “Long working hours of women had a significant negative impact on the children grooming and socialization” is statistically accepted.

**H₃:** Long working hours of women had a significant negative impact on the mutual understanding among spouses

Table 4.21: Association between long working hours of woman and less mutual understanding among Spouse associated with long working hours

<table>
<thead>
<tr>
<th>Long working hours of woman</th>
<th>Less mutual understanding among Spouse associated with long working hours</th>
<th>Total</th>
</tr>
</thead>
</table>


Results of the table 4.20 depict that Chi-Square value (32.38) explores a statistically highly significant (probability=.000) association between the variables. The Gamma value (.694) shows a positive correlation between the variables. The relationship between long working hours of woman & Less mutual understanding among Spouse was found significant (P=.000*), which shows that as the women working hours increase; ultimately mutual understanding among spouses will decrease. Consequently, keeping in mind 0.05 level of significance current hypotheses entitled “Long working hours of women had a significant negative impact on the mutual understanding among spouses” is statistically accepted.

5. Conclusion and Discussion

The present study has been conducted to find out the impact of long working hours of employed women on family relations in targeted public and private work places of D. G. Khan. In this research a sample of 160 long hours working employed women of public and private sectors from the study areas of Tehsil Dera Ghazi Khan have participated. To find out the impacts of long working hours of women on family relations we had applied linear regression, chi square test and Cronch Bach’s alpha for reliability. The frequency results for family status concluded that half (51.8%) of the respondents were living in the joint family system. There were 42% of the respondents belonging to nuclear family structures and remaining 6.2% of them belonged to the extended family system. Further the frequency results for the income shows that 32.5% of the respondents’ current monthly income from all sources was Rs 250001-30000, 26.9% of the respondents’ income was Rs. 20001-25000 and 18.5% of the respondent’s monthly income from all sources was Rs. 15001-20000 and rest of the respondents 14.4% and 8.1% of the respondents were earning above RS 30001 and less then RS 15000 respectively from all sources. According to the
results of the all existing hypothesis are accepted. The beta value of independent variable working long hours has a significant positive impact on the employed women family relations. Further the results of chi square tests of existing hypothesis show that working long hours of women had a bad impact on children grooming and socialization because of lack of their mother's care and it had also a negative impact on mutual understanding among spouses, which are statistically accepted.

Findings of the study concluded that working long hour had a significant impact on the employed women’s family relations. Whereas working long hours create stress, pressure and psychologically disturb the employee. Most of employees accepted that due to working for long hours at their workplaces they are unable to give sufficient time to their families because of their work commitments.

Moreover, respondents believe that their children suffered health problems due to their working long hours. They experienced marital conflicts due to delaying of childbirth and created some such issues which are also associated with their long working hours. They believe that it had a bad impact on children grooming and socialization because of lack of their mother's care. Great majority of the respondents strongly accepted that mother’s long working hours job had been affecting children and is the result of low academic achievement of their children which also becomes a cause of their deviant behavior. Employed women typically had less free time to engage in their health care which created depression and sleep disturbances among them. They live with their children under great pressure. Present research revealed that respondents were facing work overload which affected their work-life balance. According to the respondents that long working hours has also created poor eating habits, anger, interpersonal tension and communication breakdown for them.

- **Recommendations:**

Present study focuses on one of the key issue due to which the family relations and organizational duties get disturbed. So therefore, it is recommended that:
1. There is a need for protective laws that would decrease employed women’s working hours.

2. There is a dire need to plan work hour adjustment mechanism to resolve increasing work force diversity and rising work life changes.

3. It is also suggested to policy makers of the work centers to employ the policy of reducing working hours for the women so that it may reduce working women’s constraints that they face in their families.

4. Conveyance facility should be provided by the concerned departments of working women, so they can be protected from social problems.

5. Child care facilities and child care leave for working women should be provided by every organization.

6. Flexible timing and possibility to work from home should be provided for working.

7. Incentives and bonuses for extra work done by working women should be given.
References


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