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## **GAPS AND ISSUES IN VOLUNTEER MANAGEMENT EVIDENCES FROM CIVIL SOCIETY ORGANIZATIONS**

### **ABSTRACT**

The research was focused on gaps and issues in volunteer management, in concepts and practices, by the volunteer involving organizations (VIOs) housed in Islamabad and Multan. The main hypothesis of the study revolved around the assumption that lack of experience by the VIOs would negatively affect volunteer management. The objectives of the research included: exploring conceptual understanding of volunteerism, evaluation of management practices and identification of gaps in volunteer management. The field data collection was carried out by applying qualitative research methods, whereas, the conclusions were arrived at through content analysis method.

The main findings of the study revealed that volunteerism in Pakistan is a 'land of opportunity' but the inefficiency and inexperience of VIOs coupled with managerial issues has made it 'no mans' land'. The potential of volunteering is enormous and omnipresent but needs to be regulated by adopting more formal practices. The diversity in conceptual understanding by various VIOs needs to be focused and streamlined according to international standards. The non existence and/or inefficient linkages amongst the civil society organizations was causing a loss of knowledge and best practices which, if utilized properly, can help to save lot of resources, time and energy. A great majority of the organizations lack fundamental processes for identification, assessment, retention, sustainability and even database of volunteers. The capacity of VIOs was limited to cater for the volunteers, therefore, hampering overall potential and scope of volunteerism in Pakistan.

**Key words:** Volunteerism, management, civil society organizations, volunteer involvement, community development

### **Introduction**

The study, based on empirical data collected from civil society organizations (CSOs) based in Islamabad and southern Punjab of Pakistan, deals with the prevailing contingencies which may help to understand volunteer management practices in Pakistan. The main aim of the study was to identify and document prevailing practices by various CSOs in its historical and evolutionary perspective. During empirical research, several

influencing as well as determining factors captured central attention due to their vital importance in shaping volunteering in Pakistan. In this connection, the conceptual, institutional and managerial factors were considered to be the basic influence within the context of 'serving the others' which determine the structure and efficiency of volunteering.

The basic hypothesis of research assumed that volunteerism in Pakistan is a 'land of opportunity' but surrounded by a series of management issues. The potential of volunteering is enormous but needs to be regulated by adopting more formal practices. The diversity in conceptual understanding by various volunteer involving organizations (VIOs) need to be focused and streamlined according to international standards. The non existence and/or inefficient linkages amongst the CSOs is causing a loss of knowledge and best practices which, if utilized properly, can help to save lot of resources, time and energy. A great majority of the organizations lack fundamental processes for identification, assessment, retention, sustainability and even database of volunteers. All this has caused a change in the concept and practices of volunteerism which in fact can be phrased as a transitory phase of volunteer management.

### **Explaining Volunteerism**

The rationale of the study lied in the fact that volunteerism is a centuries old cultural tradition of our society and plays a vital role in integrating and coordinating various people and groups. It has been a source of social capital (Hustinx & Lammertyn, 2003) to be invested at the hours of need without expectations of an incentive or reward. Volunteerism has been part and parcel of Pakistani culture with its many manifestations and shades. It is a centuries old practice in rural and urban areas with vivid points of focus (Gaskin, 1998). The urban areas volunteerism has been revolving around politics and the provision of basic amenities of life, whereas, the focus of volunteerism in rural areas has been more on livelihood management activities. The volunteerism in rural settings has been usually observed in various sectors like farming (sowing, plowing, weeding, threshing, etc.) construction (mosques, watercourses, sewerages, farm and residential houses), births & deaths and many other cultural and religious activities (Benjamin, 2008). The urban life witnessed various assemblies of people to voice for or against certain basic human rights, grouping of people for voting in elections, helping the administration for managing community initiatives, supporting the poor and disadvantaged in distress, etc. Therefore, this way the efforts of volunteers were not only made visible and recognized, but a larger understanding and support used to be intact (Lautenschlager, 1991).

The mainstay of volunteers' activities was to provide services to others without the expectation of any reward (Cnaan, Handy & Wadsworth 1996; IAVM, 2007; Jedlicka, 1990; UN Volunteers, 2001; Weiner 2007). This spirit was regarded as an important value in any community. Over the time, there happened some structural changes in the society which have also affected the very concept and practices of volunteerism (Beck &

Beck-Gernsheim, 1996). We have seen a general demise of values in our communities over the past few years. This is evident in the braking-up of the family structure, the young onset age of substance and drug abuse as well as the increased incidences of promiscuous behavior amongst the youth. The overall decline in a service ethic amongst communities can also be attributed to an increased emphasis on individualism, which in fact is in contradiction to the core values of volunteerism (Gaskin, 1998).

It is believed that as Pakistani society is in a phase of transition from agricultural to industrial and/or service oriented economy, so is the case with volunteerism. With new types of collective efforts, community needs and environmental determinants, the nature of voluntary actions has changed (Merill, 2006; Mistry, 2007; Myers-Lipton, 2006). The technology has replaced muscle power and machines are doing work of many, even in lesser time. The social, economic and cultural activities (Barker, 1993) have become more diverse and complicated and that has affected the requirements of volunteerism. The capacity, skill and knowledge of a volunteer are as important as his/her commitment and willingness (Grimm, 2005). In short, not only the endogenous factors of volunteerism have changed but the exogenous dynamics of the social world have also altered.

Volunteerism or service to others can be a most progressive of values: giving and getting nothing in return beyond knowing that you've made a difference. It's giving and knowing that the cumulative volunteer effort can make a noticeable difference. Generally, people volunteer to help others, to promote causes they believe in, and/or to accomplish what they consider to be worthwhile goals. However, volunteers also can be the beneficiaries of their otherwise self-giving work: through learning new skills which enhance their personal growth.

The phenomenon of volunteering in Pakistan visibly surfaced during the relief and rehabilitation activities rendered by all segments of the civil society during the unprecedented devastating earth quake of 8<sup>th</sup> October 2005. The spontaneous and full of commitment response given by all walks of life reconfirmed the existence of a large potential of volunteerism in the country. Although, the spirit of volunteerism has always been demonstrated by the Pakistani community during natural and man-made calamities, but there emerged a common notion about the lack or disinterest of civil society for volunteerism. The mass level involvement of volunteers to undertake a broad based non-, semi-, and skilled activities in a difficult hilly train, in a harsh weather, proved that the spirit of volunteerism is omnipresent.

### **Rationale of the study**

The study aimed at investigating dynamics of volunteer management in Pakistan which may have changed functional and structural parameters of volunteerism. It is believed that volunteerism has witnessed a certain level of transition which has caused changes in

conceptual as well as empirical applications. The extent and depth of this change was systematically studied to ascertain the reality of this very important cultural phenomenon. To search out the myths and ambiguities related with volunteerism is extremely essential to present a transparent picture of concepts and practices. This is a scarcely researched area in Pakistan and very few exploratory researches have been conducted. It, therefore, becomes imperative to explore the dynamics of volunteer management and associated conceptual and thematic understandings by various VIOs in Pakistan.

### **Hypothesis**

Being an integral part of the development paradigm, volunteer management is expected to have been affected by several models and management styles to benefit from the services of volunteers. It is also expected that due to mushroom growth of CSOs in last few decades, the volunteers' management could have not been adequately addressed. Keeping these assumptions in view, following hypothesis was laid down for this study.

- § As the VIOs themselves are in a phase of learning, therefore, volunteer management is negatively affected by their lack of experience and limited organizational capacity.

### **Objectives**

As there is always a direct link between hypothesis and objectives of a study, so is the case here. Following objectives were set for this study.

1. To explore the conceptual understanding of volunteerism across various civil society organizations.
2. To evaluate management practices applied by different VIOs
3. To identify gaps in volunteer management standards and procedures

### **Methodology**

Considering empirical research as a process, the study was completed in three phases. Phase 1 was focused on collection and review of relevant literature. In this phase an overall understanding of volunteerism was strengthened which helped in identification of relevant research tools. In the light of literature review, research tools were structured in the form of questionnaire, interview guide and FGDs. During this phase, the research tools were pre-tested for usage in the field.

The second phase was dedicated for field data collection. The researcher collected data from a wide range of respondents working for selected VIOs. All possible levels of managerial and frontline staff of these VIOs were given equal probability to be a part of this research.

In phase three, the data collected from the field was synthesized and analyzed. During analysis, the issues of subjectivity, ethno-centricism, positioning and translation were reduced to the extent possible. The information finalized for the research report was triangulated at all levels so that the high quality of the data is ensured. Qualitative and quantitative information was incorporated in the report. Additional help was sought from tables and graphs to make the information easily understandable.

For inclusion of related respondents in the research, representative sample of twelve (12) VIOs was drawn. Four and eight VIOs were included in the sample from Islamabad and Multan, respectively. Owing to a limited and uneven number of VIOs in public and private sector, a proportionate sample was included in the study. In-depth interviews were conducted with institutional heads/managers and field staff of the selected VIOs. Group discussions were conducted on specific topics related to conceptual, structural and functional aspects of volunteerism. A comparison of emic and etic perspectives (Barker, 1993) was done both in conceptual perceptible and practical happenings. The collected information was triangulated by applying anthropological research methods where participant observation was the mainstay to differentiate between “*what people say and what they do*”.

### **Key Findings of Empirical Research**

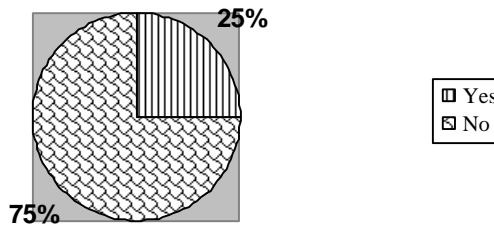
The phenomenon of non-governmental organizations (NGOs) emerged in Pakistan in late 70's through 90's and has progressed overtime. A great number of NGOs are providing services to the local communities by following different development models and involving volunteers in program activities is one of them. At present, volunteerism has been adopted by several Pakistani NGOs to achieve their program objectives. It is general notion that VIO's conceptual and managerial aspects do not coincide with the requirements of volunteer management, as this process has been more formalized over the time. To assess the capacity of VIOs, a number of aspects were explored which have been discussed hereunder.

### **Definition and Conceptual Understanding of Volunteerism**

In the presence of a variety of definitions of volunteerism, it becomes imperative to follow a standard explanation given by some international organization like UN, World Bank or a similar representative entity. Majority of the development organizations have a consensus about adoption of the definitions given by United Nations Development Program (UNDP). Keeping in view the same, the conceptual understanding of the VIOs was assessed on the basis of UNDP definition of volunteerism. The empirical findings reflected that three public sector VIOs had adopted the definition of volunteerism from UNDP, whereas, other nine organizations were not following any standard definition.

They have developed and adopted various shades of the standard UNDP definition<sup>1</sup>. The focus of their definitions remained on “working selflessly for the benefit of others”. Working without monetary reward or any other personal gains has been central to their understanding of the concept. The diagram given below presents results regarding conceptual understanding of VIOs.

Adherence to the UNDP definition



It is important to mention that this understanding reflects how volunteerism was interpreted in Pakistan, but certainly not by global definitions which emphasized that different forms of personal gain were a motivating factor. Contributions in terms of time, cash, goods, services or even knowledge was found integral to the concept. To the query why they have not followed a standard definition, they replied that either they were not aware of any such definition or during the emerging process they focused more on the essence than the contents. The two of the three organizations following UNDP definition are public sector organizations, whereas, one itself is part of the UN system.

The VIOs consulted for this research shared their understanding of the concept of volunteering in a variety of ways. The contents adopted to define this concept and range of activities to be included also varied. The various ways assumed to explain the concept of volunteerism were reflected hereunder:

- § Volunteerism is to work for the benefit of others without any personal interest
- § Provide services to the community in hours of need without any payment
- § Volunteerism is working for the common cause without personal financial gain

<sup>1</sup> The UNDP definition states, “Volunteering is defined as a s form of social behavior undertaken freely, which benefits the community and society at large as well as the volunteer, and which is not driven by financial considerations”. The article “Developing a Volunteer Infrastructure” by UNDP (2005) also states four principles of volunteering: 1) Choice, 2) Reciprocity, 3) Recognition and 4) Diversity.

§ Volunteerism is a self initiative of a person which is focused on social and financial well being of the community and is done without any personal greed, financial gain or interest.

§ Reciprocity is the main stay of volunteerism

It was observed and admitted by the respondents that there did not exist a harmony in conceptual understanding of volunteerism amongst them. Several definitions were translated into actions which were not consistent with each other and, therefore, were causing confusion amongst the practitioners.

A focused group discussion was carried out to gauge and account for the Urdu words and phrases used to explain the concept of a ‘Volunteer’. Following four types of descriptions were spelled out by the participants:

1. RAZAKAR: those who want to work for change with their own consent and will. The supportive explanations to enhance understanding included the following:
  - a. MARZI (own will)
  - b. KHUSHI (with happiness)
  - c. MIL KAR (jointly / together)
  - d. BAZO BANANA (be a support / to extend an arm)
  - e. MADADGAR (helper / supporter)
  - f. APNI TARAQI / ILAQEY KI BEHTARI (own development / for the well being of the area)
2. MADADGAR (helper / supporter)
3. ALLH WASTE / FI SABEEL LILAH (for the blessings of God)
4. MAN PASAND / KHUSHI SEY (willingness / with happiness)

The conceptual understanding about volunteering was extremely incompatible and oblique. To some it did not exist, to others it was pastime for those who have nothing to do, for another school of thought it was a religious, moral and ethical obligation towards the others. The plurality of conceptual understanding was witnessed in variance of its exercise. It was like the concept of participation that “here you see it, there you don’t”.

### **Thematic Focus**

The thematic areas focused by these organization included disaster management & prevention, community development, self awareness & empowerment, advocacy & awareness, education & health, justice & peace, emergency & relief services and workers rights. All the organizations claim them as ‘rights based’. The objective of volunteers’ involvement is promoting participation, creating ownership, assuring sustainability, self help, mutual aid and self defense.

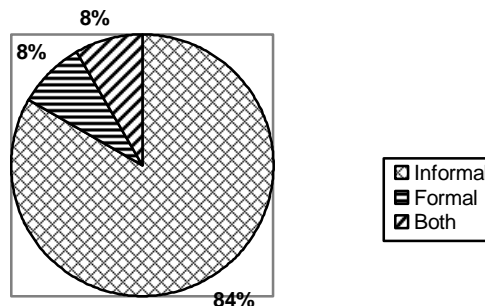
As all the organizations in this sample were ‘rights based’, therefore, focused on empowerment of the communities through participation, ownership, handing over the

stick, etc. The institutional infrastructure created in operational areas by these organizations supported their claims and working through the groups of local people indicates that the organizations had been successful in initiating the process of community empowerment. The reflection of the thematic focus was observed by visiting operational area of one of the sample VIOs. The physical verification of its performance in the form of health dispensary, efforts for land rights, access to irrigation water, and establishment of seed bank proved factual.

### Formal and Informal Volunteering

Formal volunteering involves structured processes in the form of specifically designed formats and detailed interactions / dialogues for the identification, skills assessment as well as need based assignments for the volunteers. Formal volunteering is practiced by following a well elaborated phenomenon of volunteer management which also demands for a broad based data bank, reflecting all personal and professional information about a volunteer. Informal volunteering, on the other hand, relies on a loose arrangement, mostly ruled by personal judgments about the volunteers. Lack of documentation or incomplete information about the person, skills and availability of a volunteer can be singled out as most prominent features of informal volunteering. The difference of formal and informal volunteering is clearly acknowledged by the organizations involved in this research.

Formal and Informal Volunteering

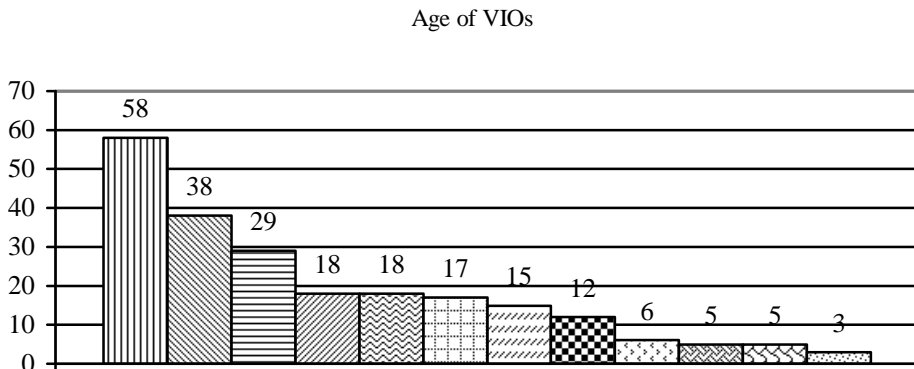


Ten out of twelve organizations are practicing 'informal' volunteering, whereas only one organization claimed that they are following structured and systematic parameters for involvement of volunteers. Another one declared that they are practicing both formal and informal volunteerism. The ten organizations practicing informal volunteering can be further subdivided. Six of them have developed rudimentary structures for volunteer management which include basic assessment of the volunteers, capacity building through trainings on leadership management, social mobilization techniques, advocacy and awareness of basic rights, etc. The remaining four can be categorized as highly informal

in management and utilization of volunteers. None of them has training programs for volunteers or any mechanism for identification, selection and assessment. Matching of volunteers’ capacities with needs of the communities is the most neglected area.

**Age of the VIOs**

The experience of involving volunteers ranged from just three years to over fifty-eight years.



As is obvious from the above figure, the experience of the VIOs varied to larger extent in terms of time period. The oldest organization in the sample was from public sector which started its activities in the area in 1952. The long standing organization started as an organization to render its services to mitigate the effects of war related emergencies by involving local volunteers, and overtime has extended its services to peace-time disasters and other natural and manmade emergencies. The structure of volunteer management in this organization was highly informal and unstructured in all respects ranging from volunteers identification, selection, assessment and placement. The services of the volunteers were limited to a smaller number of activities like facilitation in management of religious processions, arrangements for national days, traffic management and rescue activities.

On the other hand, another organization of public sector started its volunteer based activities three years back and had involved volunteers in its primary education, adult literacy and basic health programs. Some of the activities have been structured in all three program areas by clearly specifying the role of volunteers. The volunteers had been provided basic trainings of fire fighting, etc. to perform their assigned tasks. But the quality of work and regular involvement of volunteers is a constant issue in this organization. The claims about numbers of volunteers and their involvement at different levels and in different activities do not reflect the reality. The role and expectations from

the volunteers appear to be too ambitious and also reflect a gap of capacity on the part of volunteers. The expertise expected from the volunteer, the time required carrying out assigned tasks and the regularity of activities over extended periods of time makes their efforts equivalent to a professional manager which does not match with the reality.

The point needed to be considered is that the age of an organization should not be confused with the level of expertise and skills in the field of volunteering. Some other VIOs are much younger to the one mentioned above but had fairly good structures to manage spirit and skills of volunteers. It is pertinent to mention here that one can find a clear demarcation with reference to quality and quantity in so called public and private sector organizations. Private sector organizations are more conscious about quality of the work whereas the public sector organizations are more concerned about geographical spread and numerology.

### **Advocacy and awareness for volunteering**

Specific activities to raise the profile of and awareness about the concept and practices of volunteering were not focused by the respondent organizations. All of them claimed that during their program activities, the importance and need for voluntary work was highlighted. Activities focused on above mentioned objective have only been carried out by five organizations. The nature of these activities revolved around celebrations of International Volunteers Day to some community level awareness sessions.

This appeared to be the most neglected area in volunteering as only five out of twelve organizations are holding 'some activity' on regularly irregular basis. However, the majority of them claimed that this component was an integral part of their day-to-day activities and they do raise awareness of the people on the subject of volunteering. It was also reported that special activities just focused on raising the level of awareness on importance, benefits and merits of volunteering were not done as a regular exercise. The discussions with the staff and volunteers also revealed that they had a limited knowledge of the concept. The mobilization and motivation of the masses is not adequately stressed. On further probing, it was reported by the respondents that as volunteers are available in abundance; therefore, specific advocacy and awareness campaigns are not designed.

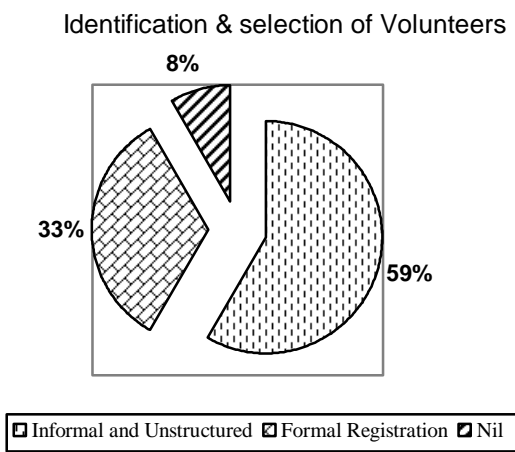
### **Networking and linkages**

The volunteer network of one VIO was informal and event based, i.e. around disasters, focusing on logistics and rehabilitation. Another was making use of Development Committees to mobilize entire communities around the concept of model village. They claimed that they had some informal link or networking with other VIOs and academic institutions but still facing challenges over how to institutionalize and maintain momentum of their actions. The nature of this relationship was reported as of unstructured and activity to activity based. No formal memorandum of understanding (MoU) was signed and a supportive nature of link existed, which mainly revolved around

arranging some rallies, walks and joint actions, more of demonstrating a certain point of view on a collective issue.

**Identification and selection of Volunteers**

The identification and selection of volunteers was practiced in informal and unstructured way by seven organizations. One VIO was not involved in this process; a sit was done by Headquarter located in a European country. Other four organizations were utilizing formal forms for registration of volunteers. The forms utilized for this purpose were extremely different from each other in contents and extent of information asked for.



The staff and management involved in the process of volunteers’ identification and selection belonged to different hierarchical levels in the organizations. Organizations working on more informal basis stated that all staff members are involved in this practice. Only two of them involved senior level management in this procedure. It is important to mention that almost everyone who contacts is welcomed and is registered as a volunteer, sometimes without any face to face interaction. Two VIOs from public sector had trained staff for identification and selection of volunteers. The junior frontline staff was carrying out this activity for which they had received a few days training.

Majority of the volunteers were relatives, friends or belonged to the same residential area. All this was channelized on the basis of already existing relationships. In majority of the cases, the organizations remained successful in getting the required number of volunteers; therefore, they need not to use other methods. Only one organization was approaching the masses by making appeals to join as volunteer through its website, print and electronic media.

It is important to mention that almost all VIOs have been unable to integrate volunteers into their programs; only traditional forms of volunteering are being transformed into development discourses. The volunteers are rendering services for their own communities and not for the operational areas of the supporting organizations. The association of a volunteer is more with one’s own areas of interest than that of the VIO’s operational area. One can find hardly an example where a volunteer is available for any activity in any area. The forms are just limited to traditional roles of men and women, focused on rural and urban areas, supply from definite class and strata, specific issues of specific interest groups, etc. Even after using the volunteers for various activities, they have not been made an integral part of the process of development.

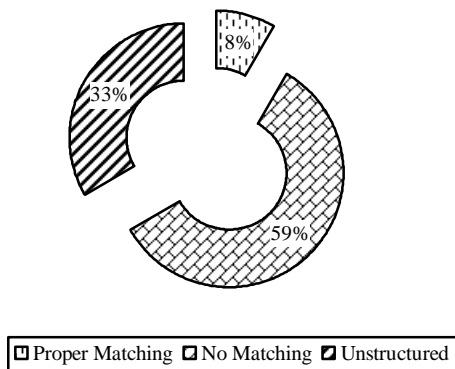
**Assessment of Capacities of Volunteers**

Almost all organizations, except two, reported about assessment of the capacities and skills of the volunteers. This assessment was done on informal basis by conducting an informal interview or discussion with the potential volunteer. As majority of the volunteers are known to the officials or were recommended by someone already in contact with the organization, therefore, their profile was already known. The volunteers were either from the closest circles of the organization or recommended by friends of the staff, hence, were not formally evaluated on the basis of any structured method.

**Matching Capacities with the needs**

Seven of the sample organizations were not matching capacities of the volunteers with their need. Only one claimed to have a proper matching mechanism. The remaining five organizations are using informal and unstructured discussions for this purpose. One organization was utilizing its registration forms for this purpose. During the discussion it was shared that most of the activities carried out by the organizations do not require specific skills or expertise, so this exercise was not part of the volunteer management process.

Matching Capacity with Needs



As majority of the organizations were not utilizing services of the volunteers for special tasks which require special skills and this appeared to be the reason for not assessing the capacities. Volunteers were usually involved in activities where head count matters like rallies, protests, processions, etc; therefore, assessment was not required.

### **Database sharing**

The information about various aspects of volunteers in the form of structured database was not maintained by three organizations. Seven organizations had maintained this information including some rudimentary details in the form of names, addresses and telephone contact numbers. This database was mainly in the form of lists or registers and very few of them had electronic versions. Only two VIOs were properly maintaining database of the volunteers, whereas, one of them has established database very recently and IT section was in the process of upgrading the information.

Database of the volunteers was either non-existent or contained only very basic information which did not reflect upon ones qualities, skills, availability, etc. Updating of data was not a regular practice. Follow up or contacting the volunteers by pursuing a time schedule was not exercised. Sharing of data was not a norm of the day.

None of the organizations consulted for this research were sharing their database of volunteers with one another or any other volunteer involving organization. The reasons for non-sharing had a variety: as we do not have complete information, it is not worth sharing; due to geographical distances, others cannot involve our volunteers in their activities; we have never thought of sharing and nobody has ever asked for this. This situation also reflects to a better supply line or availability of volunteers.

### **Trained Staff for Volunteer Management**

None of the organizations had trained staff for volunteer management. In majority cases, the volunteers themselves were helping other volunteers for various activities. Even big VIOs in public and private sector were utilizing services of volunteers for managing other volunteers. It was sometimes reasoned like “volunteer’s management should be on voluntary basis”.

### **Capacity Building Programs for Volunteers**

Except two organizations, all other organizations were building capacity of their volunteers by involving them in ongoing program activities. Some special courses for volunteers focused mainly on interpersonal skills, disaster and emergency management had been part of volunteers’ capacity building programs. The nature of capacity building programs was usually to facilitate the development activities of the concerned organization. None of the organizations had devised capacity building activities for volunteers outside one’s own mandate.

### **Working through Partners**

The CBOs and CCBs established by the VIOs were utilized to extend their program agenda. Three VIOs from private sector were holding a strong possession of their CBOs following the saying: “created by themselves, for themselves”. Two organizations are working with several CSOs and government agencies, whereas, three of them are not working with the partners. Another organization from Multan has initiated its partnership with several universities of South Punjab by offering internship facility to the students and involving them in their program activities as volunteers. The internship program is a way to career path as those who showed better performance have been offered regular jobs in the said organization. Two more organizations have evolved some mechanism for partners’ identification and other organizations are not doing partners’ identification and selection.

Nine of the twelve consulted organizations did not had specified and structured procedures for the identification and selection of partners. Rest of the three organizations was following their own designed processes which were not similar to each other. The mainstay of their criterion included verification of physical existence and practical work in the field.

### **Retention and Sustainability of Volunteers**

None of the organizations claimed that they were successfully retaining and sustaining their volunteers over the time. Only two VIOs claimed that some of their volunteers have been retained by involving them into program activities and also through incentives like payments, etc. A representative of a VIO stated that although the turnover of volunteers is quite frequent, but they have retained some of the volunteers under the feeling that their rights have been protected by the organization, so they are obliged to reciprocate. Majority of the volunteers joined certain activity of their interest and after the completion of the activity they vanished from the scene. None of the VIOs claimed that the volunteers have become a part of cyclic or repetitive acts of the organization. They worked more like recipients of the program and showed interest in certain part of an activity.

During the discussions it was reported that at the initial phase of any activity, the number of ‘interested people’ is always larger. The fact was associated with a relatively higher pace of community mobilization process and curiosity of the community about the activity and ‘outsiders’ who are there to help them. With the passage of time, the voluntary spirit dies down especially after the completion of first major project in the community. In communities where the hardware interventions have been followed by software initiatives (focused on social change, human rights and capacity building), the voluntary structures have strengthened and also deepened the commitment of existing volunteers. One can assume that continuity of the activities has a direct relationship with the retention and sustainability of volunteers. It was the activity which kept volunteer

groups alive. There also appeared a relationship between the types of needs and the level of participation by the volunteers. Usually there was a diminishing relationship between the fulfillment of basic, secondary, tertiary needs and the involvement of volunteers. In other words, needs fulfillment and voluntary participation were inversely proportional. Majority of the respondents reported that volunteers were easily available for infrastructure development than for report writing or documentation of their own CBOs.

### **Payments to Volunteers**

Only one organization was paying to volunteers neither in cash nor in kind. One VIO was paying in cash, whereas all other organizations in the sample were paying their volunteers both in kind and cash. The cash was not a preferred form of payment, in majority of the cases allied costs like transportation and refreshments were arranged by the concerned organizations. It was stressed upon by the respondents that it was justifiable to provide food and transport to the volunteers.

The availability of volunteers was more from rural settings than the urban areas. The organization working in the cities got more volunteers from middle class and slum areas of the cities. The number and nature of volunteers depended on the issue and the location of services.

### **Awareness about legal Framework**

Out of twelve, only two organizations had awareness about existing legal framework of volunteers in Pakistan. It appeared that other organizations are not concerned with legal framework and some of them also expressed that this is not required as everyone has the basic right for volunteering.

### **Discussion and Conclusion**

Pakistan can be fairly labeled as a land of opportunities in regards of volunteerism. Not only are the cultural norms support the concept and practices of volunteering but religious believes also in line with spirit and philosophy of volunteering. The rural areas, particularly, have huge reservoirs of volunteerism which must be tapped consciously. The family ties, kinship system, brotherhood (both Islamic and cultural) and cultural institutions of reciprocity and cooperation, all favor volunteerism.

The organizations covered in this research claimed to be rights based organizations and were overwhelmingly involving volunteers in advocacy and awareness activities. With the passage of time, some of these organizations have started service delivery programs with the involvement of volunteers. The non existence of models or structures for involvement of volunteers in development activities was the major problem for volunteer management. The means for tapping potential of volunteerism were relatively weaker both in terms of conceptual understanding and practices.

In the light of findings of this research, the hypothesis has fairly been confirmed because the lack of experience and limited organizational capacity of the VIOs has negatively affected volunteer management. This lack of capacity is quite evident right from conceptual understanding to translating it into meaningful actions. As a result, the VIOs were harming the spirit of volunteerism by exploiting the people for their limited objectives, instead of mainstreaming this potential for broader program of community development. At the time of research, NGOs were utilizing services of volunteers for short term activities in semi or non planned programs. Although, response from the public was positive, even if of an impulsive nature, but sustainability of the phenomenon and more specifically of the volunteers was a big issue.

As reported earlier, the VIOs were following a variety of definition and conceptual understanding of volunteerism causing difficulty of harmony during discussions and practices. The issues like formal and informal volunteering, payments to the volunteers, philanthropy and charity are confused amongst the managers and practitioners. There was a dire need to develop a same page regarding basic parameters and constituents of volunteerism.

Non existence of linkages and partnerships was causing a loss of knowledge and best practices. The organizational capacity of VIOs and other stakeholders was extremely limited to manage various aspects of volunteerism. The capacity building of these organizations with the help of experienced and skilled professionals of this field can help to materialize the enormous potential force of volunteers. The general information and awareness level about volunteering was low. None of the organizations covered in this research has adopted regular systems for spreading information on various aspects of volunteerism.

There is no denial to the fact that Pakistan has entered into a new era of volunteerism and the main hallmark of this era is the interest and involvement of several public and private sector organizations for the promotion, management and strengthening of volunteerism. The changing environment demands for more formal efforts to capitalize the potential of volunteerism in Pakistan. The influences of social, economic, political and religious influences have caused structural and functional changes in the field of volunteerism. Therefore, a serious effort supported by pragmatic programs is need of the hour.

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## TEST ANXIETY AND COPING STRATEGIES AMONG COLLEGES STUDENTS

### ABSTRACT

The present study is aimed to explore the relationship between test anxiety and coping strategies among college students. Sample consisted of 150 college students (75 female and 75 male) whose age range was 16-21 years. Test Anxiety Scale (Sarason & Gordon, 1983) and Coping with Problem Experiences Scale (Hasting, 2005) were used for data collection. Results showed that test anxiety is negatively correlated with coping strategies. Moreover, active avoidance coping strategies are positively correlated with test anxiety whereas, problem focused coping strategies are negatively correlated with test anxiety. Female students scored high on the variable of test anxiety as compared to male students while, male students scores high on coping with problem experiences as compared to female students. Hence, it can be concluded that the effect of test anxiety can be reduced by using problem-focused coping strategies. At the end, practical implications were discussed and suggestions for future research were made.

**Keywords:** Test anxiety, coping strategies, Active Avoidance Coping, Problem –focused coping

### INTRODUCTION

Test anxiety is a special case of general anxiety and it is an unpleasant feeling or emotional state that has both physiological and behavioral components and is experienced in formal testing or other evaluative situations (Sandra, 2004). Sansgiry and Sail (2006) defined it as the reaction to stimuli that are associated with an individual's experience of testing or evaluating situations. Birenbaum and Nasser (1994) claimed that test anxiety has become one of the most disruptive factors in school and other settings where testing is performed. It has been estimated that 30% of all students suffer from various levels of test anxiety (Shaked, as cited in Lufi et al., 2004).

The most widely discussed anxiety types are the state anxiety and trait anxiety. State anxiety is a transitory emotional state or condition of the human beings that is characterized by subjective, consciously perceived feelings of tension, and by heightened autonomic nervous system activity. State anxiety may differ in intensity and fluctuate

over time as a function of perceived threat (Schwarzer & Spielberger, 1982). In contrast, trait anxiety refers to relatively stable individual differences in anxiety proneness that is, to differences between people in the tendency to respond with elevations in state anxiety when a circumstance is perceived as threatening. Test anxiety, the focus of this study, is one form of state anxiety.

According to Vogel and Collins (2005), there are different factors that cause the development of test anxiety. These include the self-concept and climate of classroom. Sansgiry and Sail (2006) stated that many other factors can also lead to the development of test anxiety. Students' past experiences and beliefs, which have been shaped by a complex interaction of factors, may result in unique reactions to a test situation and it may lead to test anxiety. These may include their past experiences with courses and their perceptions of course load, as well as their ability to manage time. Causes of test anxiety can be explained by two models: first the "interference model" and second the "learning-deficit model". According to the interference model, test anxious students are distracted or nervous due to task-irrelevant cognitions and negative thoughts during test taking. However, the learning-deficit model proposes that it is students' ineffective study habits during preparation for a test that causes them to be anxious and affects performance on the test.

Coping is broadly conceived as an array and overt behaviors pattern by which organism can actively prevent, alleviate, or respond to stress inducing circumstances (Lazarus, as cited in McGrath, 1990). The term coping refers to persons active efforts to resolve stress and to create ways of handling new situations at each life stage. In other words coping response is what you think and deal with demands. Thus, coping is ongoing, dynamic, interactional process. Your repeated pattern of coping becomes your coping style (Schaffer, 1992).

Coping strategies have been conceptualized as the cognitive and behavioral plans that individuals use to control their environmental surroundings and to lessen any stress that may occur when environmental demands surpass individuals' resources (Folkman and Lazarus, as cited in Collins & Onwuegbuzie, 2003). These are rational and conscious ways to deal with the anxieties of life (Riaz, 2002). While coping is a goal-directed process in which the individual orients thoughts and behavior towards the goal of resolving the source of stress and managing emotional reactions and distress (as cited in Compass, Smith, Saltman, Thomsen, & Wadsworth, 2001).

Hasting, Bown, Kovshoff, Espinosa, Ward, and Remington (2005) identified the structure of parental coping in families of children with autism through factor analysis of Brief-COPE (Carver, 1997) and reported four factors that include, 1-Active avoidance coping include all the items from Brief COPE subscales for the use of behavioral, self-blame, substance abuse, venting of emotions and one item from distraction scale. 2-Problem-focused coping included all the items from the original Brief-COPE subscales for active coping, planning, seeking emotional social support, and one item from seeking emotional social support scale. 3-Positive coping included items from the subscales of Brief COPE for the use of humor and positive reframing, and one each item from the

acceptance and emotional social support scales and 4-Religious/Denial Coping is a mixed factor that included all the Brief COPE items for religious coping and denial.

Aysan, Ferda, Thompson, Dennis, Hamarat, and Errol (2001) conducted a study in which a group of high school juniors and high school seniors in Izmir (Turkey) completed measures of test anxiety, coping skills, and perceived health status both before and after a major exam period. The study indicates that students with high test anxiety used less effective coping mechanisms and tended to have poorer perceptions of their health. Prior to the exams, juniors showed higher test anxiety and used less effective coping mechanisms than seniors. After the exam periods, improvements were seen for both age groups on perceived health, but scores of younger students remained significantly higher than scores of seniors on one of the key measures of test anxiety.

Some researchers explored gender differences in coping behavior and found that women are more likely than men to use avoidant coping process like distraction, passivity, hostile reaction and wishful thinking. However compared with men, they found that women reported reliance on both approach that is avoidant coping and avoidance coping (Thompson & Hamarat, 2001; Tamres, Janlcki, & Helgeson 2002). In a recent meta-analysis by Tamres et al. (2002), the authors found that women tend to engage in a wider variety of coping strategies when faced with stressful events than men. Similarly, women have been found to report greater stability of coping strategies over time (Arthur, as cited in Liliana, 2000).

Thousands of students suffer from test anxiety especially college students. Their test scores hardly ever reflect what they have learned relative to course content. Rather, their test scores are a reflection of the degree of composure they are able to master during the testing situation. As they progress to higher grade levels, these high-anxious students become yet more anxious and the negative gap between test anxiety and measures of achievement becomes wider. It was estimated that 25% of college students have performance-debilitating test anxiety. Many of these students' academic performance deficiencies are really the net result of poor test coping skills (Sandra, 2004).

### **Rationale of the Study**

Test anxiety has been studied broadly in western countries but not much studied in eastern countries especially in Pakistan so the present research will help to fill the gaps in people's knowledge and the students to know about effective style of coping with test anxiety. Test anxiety not only can cause children to rush through testing in order to escape from unpleasant physical experiences (Rubenzer, 1988), but also it may create an "invisible disability" of achievement stress that can badly affect throughout a student's academic career (Hill & Wigfield, 1984). The "flight or fight" response is often experienced as a part of test anxiety which can lead to major changes in attitude and effort that may include outbursts, withdrawal, overactive behaviors, avoidance of school, fatigue, and other depressive symptoms (Rubenzer, as cited in Liliana, 2000).

Currently, college students all over the world are being faced with an increasing level of anxiety related to their test situation. Aysan, Thompson, and Hamarat (2001) noted that students are now necessary to learn much more information than in previous years. For

students in order to achieve a sense of life satisfaction while in college, they must have, they must know different coping strategies which are needed to deal with various stressors (Aysan et al. 2001). Each year, many students find themselves trying to cope with the distress they experiences due to upcoming examination. Since students generally find examinations to be aversive and have been found to become more nervous as examination approach, academic success may depend on student's ability to utilize adaptive coping strategies when preparing for tests. The present study aims at examine the phenomena of test anxiety among college students and the coping strategies they use to cope with test anxiety (Edelmann & Hardwick, as cited in Baker, 2003).

### **Hypotheses**

The study was conducted to test the following hypotheses:

1. There is a relationship between coping strategies and test anxiety.
2. Problem focused coping strategies are negatively correlated with test anxiety whereas; active avoidance coping strategies are positively associated with test anxiety.
3. Female students use more active avoidance coping strategies whereas, male students use more problem focused coping strategies.

## **METHOD**

### **Instruments**

In the study, following scales were used:

#### **Test Anxiety Scale.**

Test Anxiety Scale was developed by Sarason and Gordon (1953) to measure the level of test anxiety. It had 37 true-false items. The total number of "true" answer was the student's test anxiety score. A score of 12 or below ranked the respondent in the range of low test anxiety. A score of 12 to 20 ranked the respondent in the medium range. Score above than 20 indicated high test anxiety.

#### **Brief COPE.**

Coping of Problem Experience (COPE) scale was originally developed by Carver (1989). Its Urdu translated version (Akhtar, 2005) was used to identify the coping strategies used by the student to lessen their test anxiety. Brief COPE was a briefer form of COPE Inventory. It was consisted of 28 items categorized into 14 subscales and they were Self Distraction, Active Coping, Denial, Substance Abuse, Use of Emotional Support, Use of Instrumental Support, Behavioral Disengagement, venting, Positive Reframing, Planning, Humor, Acceptance, Religion, Self Blame. Items were arranged in a 4-point Likert-type scale.

In the present study factor structure of Hasting (2005) for Brief COPE was used. It had four subscales namely; Active Avoidance Coping, Problem-Focused Coping, Positive Coping and Religious Denial Coping .The items were summed for each subscale separately to get a total score on all four categories. The high scores on each subscale showed more use of that particular coping strategy and low score indicated less use of that coping strategy.

### Sample

The sample was taken from the students of Rawalpindi colleges that included the Post Graduate College for Women, Kashmir Road Rawalpindi and F.G College for Boys. The total sample was of 150 students in which 75 were girls and 75 were boys and their age range was 16-21 years (Mean age =18.4). The education level of the students was graduation. Purpose convenient sampling technique was used for data collection.

### Procedure

The students were approached from their classes. They were informed about the purpose of research and were asked for their willingness to take part in the research. The students were given instructions and were requested to give their answers honestly and accurately as they could not to leave any statement unanswered. They were also ensured that information provided by them will be kept confidential and will be used for research purpose only. Researcher had paid special attention to give similar instructions to both boys and girls. As researcher had used two scales in the study so there were first administration of "Test Anxiety Scale" on student to measure the level of their anxiety in test situations then the administration of second scale that was "Brief COPE" was used to find out different coping strategies of students. After the completion of data respondents were thanked for their participation and cooperation.

### RESULTS

The present study was conducted to investigate the relationship between test anxiety and coping strategies used by students. For its psychometric properties, reliability and item total correlation of the test scores were computed. *T-test* and correlation were also computed to find out differences and relationship between the variables. Table 1 shows the alpha reliability of test anxiety scale. The reliability (.86) shows that this scale is highly reliable for the research in measuring test anxiety among students. Table 1 also shows the alpha reliability of Brief Cope Scale and its subscales. It means that it is reliable scale for measuring the coping strategies among college students.

**Table 1**

*Alpha Reliability of Brief COPE & subscales of Brief COPE and Test Anxiety Scale (N=150)*

Scale name	No. of items	Alpha coefficients
Breif COPE Scale	28	.69
Active Avoidance Coping	10	.64
Problem –focused coping	7	.77
Positive coping	7	.66
Religious/Denial	4	.42
Test anxiety scale	37	.86

Table 2 indicates that there is a negative correlation between test anxiety and coping strategies which is statistically significant ( $p < .05$ ). Table 2 indicates that there is a

negative correlation between test anxiety and problem focused strategies which are statistically significant whereas. Results also indicate that there is a positive correlation between Test anxiety and Active Avoidance Coping strategies that is statistically significant ( $p < 0.01$ ).

**Table 2**

*Correlation Coefficients of Problems-focused coping strategies and active avoidance coping strategies with test anxiety*

	Test Anxiety Scale	<i>P</i>
Problem-focused coping strategies	-.48	.01
Active Avoidance coping strategies	.48	.01
Coping Strategies	-.18	.05

Table 3 shows that comparison between male students and female students on Test Anxiety Scale. Significant gender difference was found between female and male students. The results indicate the female students are more test anxious than male students. There is considerable difference in mean score on Test Anxiety Scale. The mean score of male students on Test Anxiety Scale ( $M = 16.44$ ) is less than the mean score of Test Anxiety Scale by female students ( $M = 23.29$ ) which indicate that female students show high level of test anxiety than male students. The Results are significant ( $t = 6.21, p < .01$ )

**Table 3**

Comparison between Male and Female Students in Test Anxiety and Utilization of Coping Strategies ( $N=150$ )

Coping strategies	Male Students ( $N = 75$ )		Female Students ( $N = 75$ )		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Test Anxiety	16.44	7.07	23.29	6.41	6.2	.01
Problem focused	21.58	4.18	19.14	4.42	3.6	.01
Active Avoidance	24.30	4.90	26.18	4.90	2.4	.01

$df = 148$

Table 3 shows the gender difference between male and female students in utilizing coping strategies. Significant gender difference was found ( $t = 3.6$ ) between female and male students. The result indicates that male students utilize more problem-focused strategies in coping their test anxiety than female students. There is considerable difference in mean scores on male and female students. The mean score of female students ( $M = 19.14$ ) is less than the mean score of male students ( $M = 21.58$ ) which indicate that male students use more problem- focused coping strategies than female

students. Result of the table 3 also indicates that female student use more active avoidance coping strategies to cope their test anxiety than male students. There is considerable difference in mean score on male and female students. The mean score of female students ( $M = 26.18$ ) is less than the mean score of male students ( $M = 24.30$ ) which indicate that female students use more active avoidance coping strategies than male students.

## DISCUSSION

The present research is aimed to analyze and measure the reported level of test anxiety and to explore the methods and strategies which students used to cope their test anxiety during their examinations. The findings of the present research have significant and acceptable reliability on both scales i.e. for test anxiety scale ( $r = .86$ ) and for Brief Cope ( $r = 0.69$ ) (see table 1).

The previous literature review on the relationship of test anxiety and coping strategies of students shows that both variables are negatively correlated (Aysan, Ferda, Thompson, Dennis, Hamarat, and Errol, 2001). The results of present study also showed that there is a negative correlation between test anxiety and coping strategies (see table 3). The magnitude of correlation is  $r = -0.18$  ( $p < 0.05$ ).

The literature review reports differences in test anxiety level of males and females. Billingham and Katherine (2005) conducted two studies related to influences of sex differences in test anxiety. In both studies, females had higher scores than males on Test Anxiety Scale. The present study also shows that female students showed high score ( $M = 23.29$ ) on Test Anxiety Scale than male students ( $M = 16.44$ ). Some researchers have found gender differences in the use of various coping strategies but there are inconsistent findings regarding gender differences in the use of problem focused coping strategies or active-coping strategies. Some studies indicate that males use problem-focused strategies more often than females (e.g., Brems & Johnson, 1989; Stone & Neale, 1984) and some researches indicate that women use them more than men (e.g., Billings & Moos, 1981; Ptacek, Smith, & Dodge, 1994 ); whereas others find no differences (e.g., Hamilton & Fagot, 1988). But the results of present study shows that females show more active avoidance coping strategies while men use more problem-focused coping strategies. Our findings are in line with the findings of Morris and Engle (2004) who examined the use of cognitive coping strategies in meeting the stressfulness of a testing situation and the relation of these strategies to performance and test anxiety. The findings of the study were that rationalization and isolation was associated with better performance while pre-occupation and resignation associated with higher anxiety and poorer performance, and denial is associated with lower anxiety.

According to Whatley, Foreman, and Richards (1998) problem-focused coping was often associated with higher exam scores as well as lower levels of anxiety in stressful situations. Similarly the results of present study support the hypothesis that test anxiety is negatively associated with problem-focused coping strategies. The magnitude of correlation is  $r = -.48$  insignificant ( $p < .01$ ) (see table 2).

The results of present study indicate that test anxiety is positively correlated with active avoidance coping strategies i.e. the magnitude of correlation is  $r = .48$  ( $p < 0.01$ ), (see table 2). Likewise earlier researches also suggested that emotion focused coping and active avoidance coping (i.e. doing unrelated activities) had been found to be associated with higher levels of anxiety in exam situations (Zeidner, 1995). It can be concluded that, There is significant difference between scores of female students and male students in level of test anxiety. Moreover, there is significant difference between scores of female students and male students in their coping strategies in relation to the test anxiety.

### **Limitations and suggestions**

Purposive convenient sampling technique was used for data collection. Respondents who participated in the study were volunteers who agreed to be the part of the research. It can be inferred that some kind of bias can indulged when dealing with convenient sampling. The cross-sectional nature of current investigation prevents us from examining causality. The sample selected was not large enough to make the results generalizable. The entire sample was taken from the government institutes so for the future studies collect data from the private institutes also and administer it on large sample. Intervention plans can be devised to mitigate the effect of test anxiety among college students. The results of study are found to be reliable and can be used for further researches.

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## **IMPACT OF WOMEN EDUCATION ON THEIR FAMILY POSITION AND REPRODUCTIVE DECISIONS**

### **ABSTRACT**

This study was aimed to investigate the impact of women education on their family position and reproductive decisions. Along this, it was also planned to find out effect of women's age and family size on their family position and reproductive decisions. For this purpose, women's family position and reproductive decision scale was designed in first phase of the study while second phase dealt with testing of hypotheses and with fulfilling the objectives. By using the purposive sampling method, 50 women who were below primary in education and 50 women who were above Matric in education were involved in the study from Rawalpindi. The results of the study showed that there was no impact of women education on their family position and reproductive decisions. However, in depth response analysis revealed that there were certain issues like decision-making, mobility, and contraceptive use in which education has some impact. Results also showed that age of women and number of children has no impact on women's family position and reproductive decisions.

**Keywords:** women's education, education and family position, women's education(below primary and above matric) and reproductive decisions.

### **Introduction**

The education is the process of providing with and developing knowledge, training or skill or knowledge so developed (Racelis, 2001). However, it is important for both men and women but woman education is badly neglected and is not given as much importance as education for males has been given in Pakistan and that is why there is minimal investment on women education, (Mamoon, 2006). The role of women education is well known and recognized as an agent of social change (Rahman, 2005). The higher education of women has often been highlighted as the most important factor towards restoration of condition at their social and economical level as well as level of reproduction health rights. (Gulati & Patnaik ,1996).

Women decision-making power on family sizes and contraceptive use highlights the women status and family position that influences the status in family (Govindasamy & Malhotra 1996). Usually husbands are the one who on the adoption of family planning. There appears to be a positive relationship between the education of women and

contraceptive knowledge. Cleland and Jejeebhoy (1996) argued that the role of schooling becomes more apparent in terms of detailed knowledge i-e the number of methods, especially non-terminal methods, the correct use of a particular method; and from where a particular method can be acquired. There is significant effect of both education and employment on the belief that women should make decisions about family size, either alone or with their husbands ( Kazi & Sathar ,1990). In many developing countries, it has been observed that even women who are highly educated do not have an adequate understanding of reproductive physiology -- upon which the success rate of traditional and modern contraceptive methods depend. Moreover, there still exists a large gap between knowledge and actual practice of contraception (Jejeebhoy & Shireen, 1995; Cleland & Shireen1996; Jeffery & Basu,1996). The study on fertility differential by education have narrowed in Latin America over the past decade, childbearing patterns among the various educational strata remain disparate. Education has such a pervasive effect in shaping the whole spectrum of women roles, reproductive behavior obviously cannot elude its influence (Martin & Jurez, 1995). Another study, which considered the relationship between female education and fertility in Bangladesh, a significant, inverse relationship was found. Miah's (1993) study showed negative effect of education on fertility. A number of other researches (Khuda and Howladar (1990), Amin and Faruquee (1980), and Mizan (1992), Chowdhury (1877) cited by Miah, 1993) also revealed an inverse and negative effect of education on reproductive decision making.

Position of women and their status are always reflected by their rights, educational standards, health status, decision-making roles in the families and communities, and their freedom of mobility (Govindasamy & Malhotra 1996). The closeness of the husband-wife relationship and the degree of communication between spouses has also been suggested as an important dimension of women's household position (Furuta & Salway, 2006). According to Govindasamy and Malhotra (1996), there is a positive relationship between education and decision-making and mobility. Research conducted in Nepal asserts that there is a positive effect of education on women's mobility but not their ability to participate in domestic decision-making (Niraula & Morgan, 2000). In Sri Lanka, schooling is positively associated with young women's input in financial decision in the household, but not in the social and organizational decisions (Malhotra & Mather, 1997). On the other hand, research by Bhatti showed that education is not a contributing factor to the higher status in the family decision making power because illiterate women have greater percentage of high status as compared to educated women (Bhatti, 1998). Studies in India also showed that women wielding decision-making power in different household do not improve consistly along with their educational standards. The excepted positive association with women's education and their decision-making powers does not turn out to be significant in any other household matter (Gulati & Patnaik, 1996).

Data of Pakistani men and women reveal significant disparity in educational attainment. The discrepancy between rural and urban areas is even more marked. Pakistan's low female literacy rates are particularly confounding because these rates are analogous to those of some of the poorest countries in the world (Lewis, 1994). This is because of number of reasons, for example, being an Islamic country where the practice of purdah is

more prevalent and women are not considered the earners for family for which education should be considered compulsory. Along this it is a patriarchal society in which the women household position is determined by the social and cultural characteristics, which are very important in determining the women household position and reproductive decisions. In Pakistan, despite a governmental programme supporting family planning and despite the improvements over the last few decades (Hakim & Ahmad, 2000-01), Pakistan had lower rate of contraceptive use than most other Muslim countries. On the basis of literature this study has planned to find out the impact of women's education on their family position and reproductive decisions in Pakistani society. This research is also investigating the impact of other variables (age and number of children) on women family position and reproductive decisions.

## **METHOD**

### **Objectives:**

- To find out the impact of women's education on their family position.
- To find out the impact between women's education on their reproductive decisions.
- To find out the effect of women's age on their family position.
- To find out the impact between women's age on their reproductive decisions.
- To find the relationship between family size and women's family position.
- To find out the relationship between family size and women's reproductive decisions.

### **HYPOTHESES:**

Education has positive impact on women's family position.

Education has positive impact on women's reproductive decisions.

### **RESEARCH DESIGN:**

This research was conducted in two phases, Phase I and Phase II. Phase I was about the development of an instrument which was done by following systematic procedure in which item pool was generated through literature review and focus groups and instrument of 22 items was finalized for tryout after taking opinion from judges.

The phase II (Main study) dealt with testing of hypotheses and fulfillment of objectives.

### **Sample**

The main study was conducted in Rawalpindi. Sample size of main study consisted of 100 married women. Among those 50 women were above Matric and 50 women who were below primary. Sample was taken from Chaklala and Dhoke Syedan because these areas were in approach of researcher and sample of both categories was available. The age range was from 20-50 years.

### Instrument

The scale, women family position and reproductive decision, developed in Phase I of the study was used for studying reposes on rating scale. It was likert type rating scale with five response categories of “strongly disagree”, “disagree”, “undecided”, “agree” and “strongly agree” consisting of two parts, part A was for women’s family position consisting of items 15 and part B was for women’s reproductive decisions consisting of 15 items. Alpha Reliability of the part A was .83 and .74 for part B.

### Procedure

All participants were briefed about the purpose of study and were asked for their willingness to participate in the research. For uneducated sample researcher read out statement and there was no time limit to respond the questionnaire. Data was analyzed by using SPSS (Statistical Package for Social Sciences 13).

### RESULTS

**Table 1**

*Mean, standard deviation and t-test value on scale women family position and reproductive decision scale (N=100)*

Scale	Above Matric (n=50)		Below Primary (n=50)		T
	M	SD	M	SD	
<b>Family position</b>	58.70	7.06	59.66	9.09	.590

*df=98, p= n.s*

The findings in the table 1 indicates that non significant difference exist between women who were in education above matric and below primary, which means that education has no significant influence on women’s family position.

**Table 2**

*Mean, standard deviation and t-test value on women family position and reproductive decision scale(N=100)*

Scale	Above		Below		T
	Matric (n=50)		Primary (n=50)		
	M	SD	M	SD	
<b>Reproductive decisions</b>	24.26	5.48	23.86	6.69	.327

*df=98, p= n.s*

Table 2 indicates that no significant difference exist between women who were in education above matric and below primary, has no significant influence on women’s reproductive decision.

**Table 3**

*Items having high percentages on agree and strongly agree responses of women who were with below primary education (N=50)*

No	Items	Strongly agreed %	Agreed %	Total %
<b>Part A</b>				
1	In house hold matters my decision is taken.	54	38	92
2	I am able to purchase household items and other things.	42	44	86
3	I am able to purchase every kind of things for my children.	40	42	82
4	I am able to meet with my relatives and friends independently.	52	36	88
5	In household matters, my decisions have importance.	44	40	84
10	My decisions have importance in my children’s life matters like education, carrier and marriage.	46	36	82
<b>Part B</b>				
12	I use contraceptive methods.	52	18	70
19	Along with my husband’s decision, I myself have power to decide number of children.	48	24	72
22	My children were born with mutual agreement and planning.	58	26	84

Results in table 3 shows the high percentage was on item no 1 of part A (92%) and item no 8 of part B (70%).

**Table 4**

*Items having high percentages on disagree and strongly disagreed responses of women who were with below primary education (N=50)*

No	Items	Strongly disagreed %	Disagreed %	Total %
<b>Part A</b>				
8	I do most of the work with the agreement of my mother in law.	22	16	38
9	I have permission to work out side.	20	16	36

12	In my house matters, my father and mother in law give importance to my decisions.	8	20	28
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**Part B**

17	I use contraceptive methods with the agreement of my husband.	8	18	26
20	My husband is also using contraceptive methods.	26	64	90

Results of table 4 show that high percentage was gained in part A was on item 1 (38%), and high percentage was gained in part B on item no 5(90%).

**Table 5**

*Items having high percentages on agree and strongly agree responses of women who were with above matric education (N=50)*

No	Items	Strongly agreed %	Agreed %	Total %
<b>Part A</b>				
1	In house hold matters my decision is taken.	46	38	84
2	I am able to purchase household items and other things.	42	40	82
3	I am able to purchase every kind of things for my children.	48	36	84
4	I am able to meet with my relatives and friends independently.	46	38	84
5	In household matters, my decisions have importance.	50	38	88
6	I have control on my house hold budget so I can make decisions for lending and borrowing of money	50	32	82
10	My decisions have importance in my children's life matters like education, carrier and marriage.	54	38	92
<b>Part B</b>				
18	With my husband's decision, I myself have the power to decide gap within the children.	54	30	84
19	With my husband's decision, I myself have the power to decide number of children.	52	24	76
17	My rest of children were also born with mutual agreement and planning	54	30	84

Results in table 5 showed the high percentages were on item 7 (92%) of part A of scale and part B of scale was on item 15 & 16 (84%, 84%).

**Table 6**

*Items having high percentages on disagree and strongly disagreed responses of women who were with above matric education (N=50).*

No	Items	Strongly disagree %	Disagreed %	Total %
<b>Part A</b>				
8	I do most of work with the agreement of my mother in law.	26	20	46
9	I have permission to work out side.	12	14	26
14	In my house matters, my father and mother in law give importance to my decisions.	10	14	24
<b>Part B</b>				
16	I use contraceptive methods.	36	50	86
20	My husband is also using contraceptive methods.	20	12	32
17	I use contraceptive methods with the agreement of my husband.	20	12	32

Results in table 6 the high percentage was gained in part A of scale on item 1 (46%), and part B of scale was on item 1 (86 %).

**Table 7**

*ANOVA shows the difference between women who were in education above matric and below primary on likert type rating scale of women’s family position and reproductive decision making based on their ages (N=100).*

Scale	Age(20-30)(n=29)		Age(31-40)(n=57)		Age(41-50)(n=14)		F	P
	M	SD	M	SD	M	SD		
<b>Family position</b>	59.51	7.15	58.45	8.34	61.42	9.10	.786	<i>n.s</i>
<b>Reproductive decisions</b>	23.86	6.53	24.50	5.35	22.64	8.00	.54	<i>n.s</i>

The findings in the table 7 show there was non-significant difference on women’s family position and reproductive decisions based on their ages.

**Table 8**

*ANOVA shows the difference between women who were in education above matric and below Primary on likert type rating scale of women's family position and reproductive decision making based on their number of children. (N=100)*

Scale	No of children (1-3)(n=59)		No of children (4-6)(n=38)		No of children (7-9)(n=3)		F	P
	M	SD	M	SD	M	SD		
<b>Family position</b>	59.61	6.622	57.92	9.76	66.66	10.21	1.84	<i>n.s</i>
<b>Reproductive decisions</b>	24.77	5.85	23.05	6.29	22.66	8.50	1.01	<i>n.s</i>

The findings in the table 8 show that family size has no significant impact on women's family position and reproductive decision-making.

## DISCUSSION

In order to test the first hypothesis that the education has positive impact on women's family position and reproductive decisions for which t-test was computed (see table 1 & 2) and the results showed that education has no significant impact on women's family position and reproductive decisions. Although education is considered a contributing factor towards their family position and reproductive decisions, there are some studies, which reveal that there is no impact of education on women's family position. Bhatti (1998) found that education is not a contributing factor to the higher status in the family decision making power because illiterate women have greater percentage of high status as compared to educated women. This also indicates that reproductive decisions are not influenced by education. Miah's (1993) study shows negative effect of education on fertility. One reason for this non-significant difference in present study might be that the sample of less educated (below primary) women was taken from the rural area of developed city where the awareness level is high because people have too much exposure for information, either through media or through interactions with one another. Along this, NGO are also working in the sector that is another source of information and creating awareness, so the uneducated women who are homemakers have more contact with media and regular T.V viewer have more exposure to information, which to some extent brings more awareness in them. Although education has its own importance and gives more awareness and status to educated women, but in some household matters their education has no direct and solid impact either in their house hold position or in reproductive decisions. The reason might be the impact of education depends on the degree of gender sensitization, which they achieve through regular degree education and in reality this is missing from academic education. But from in depth response analysis, it is revealed that there are certain issues of women's family position and reproductive decisions on which education has some impact, for example issues like women's decision making in house hold matters ,control on financial matters, mobility to purchase major house hold items, to meet friends and relatives, and use of contraceptive methods. These are some issues on which women, with above matric education, scored high but there are certain items, for example to work outside , working with the agreement of mother in

law, decisions for their children's life matters, and shopping for their children on which women with below primary education also scored high. This shows that they are aware about their rights. In reproductive decisions, the contraceptive use in women is much greater as compared to their husbands; there is no impact of education on contraceptive use with mutual agreement, birth of first child with planning and mutual agreement of their husband.

To find out the impact of ages on women's family position and reproductive decisions total sample was divided into three groups (20-30, 31-40, and 41-50). ANOVA was computed and results showed non-significant impact on women's family position and reproductive decisions (see Table 7). This indicates that women of all ages have almost same family position and right of being part of reproductive decision-making. The findings comply with the results of a study conducted by Hadi (2001) in Bangladesh that reproductive decisions issues had non-significant relationship to the ages of women. Islam (2006) also supported the finding that women age is not a contributing factor in determining their decision-making role and mobility in their family.

ANOVA was computed to see the relationship of women's family position and their reproductive decisions based on their number of children (see Table 8). The findings showed non-significant relationship, which indicates that women having more or less number of children have no effect on their family position and reproductive decisions. Similar findings were found in a study conducted in Latin American countries (Martin & Juarez, 1995) less educated women share the same small family norm as educated women, but they are less successful at implementing it. However, a few other studies (Jejeebhoy, 1995; Cleland & Shireen, 1996, Jeffery & Basu, 1996) found that desired family size becomes smaller with the increase in women's educational levels. However, the strength of relationship varies from culture to culture depending mainly on the degree of gender stratification in the society under study.

## **CONCLUSION:**

Present study aimed to analyze the impact of education on women family position and reproductive decisions. It is found that overall there was non-significant impact of education on women's family position and reproductive decisions. The reason might be that the sample of uneducated women was taken from the rural area of developed city where the people are more aware, the people have more interaction with each other, and that the education, which is provided in the institutions, is not targeting such type of issues. However, in depth response analysis revealed that there are certain issues of women's family position and reproductive decisions, in which education has some impact on their family position and reproductive decisions. For example, decision making in house hold matters, control on financial matters, mobility to purchase major household items, and to meet friends and relatives, use of contraceptive methods. The present study also found that the women's family position was not influenced by their ages and family sizes.

**LIMITATIONS:**

- As the data was collected mainly from the married women and those women are always shy in giving the information for their family position and especially in the area of their reproductive matters. So the one reason for findings might be that they did not share the true information.
- The present study only deals with impact of education on women's family position and reproductive decision-making.
- In present study, only married women are taken so gender differences could not be explored.
- The study was carried out on a small sample, which will not support the generalization of results.
- As the sample of women who were below primary in education women was taken from rural area of developed city of Rawalpindi where the people are a little bit more aware about their rights, so clear difference could not be investigated.

**RECOMMENDATIONS:**

- As this research investigated the impact of education on women's family position and reproductive decisions, therefore future research is needed to investigate how the working status, socio economic status, husband's education and family system effects women's family position and reproductive decisions.
- The research was conducted with small sample so in future it can be conducted with larger sample generalization of results.

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## **A STUDY THE PLANNING AND ORGANIZATIONAL SKILLS OF HEAD TEACHERS AT ELEMENTARY LEVEL IN DISTT. ATTOCK**

### **ABSTRACT**

The focus of this study is on the planning and organizational skills of educational administrators at elementary level in Distt. Attock. Administration is one of the basic factors upon which the quality of the students' learning depends. The planning and organizational effectiveness mostly depends on the way the head of the institution conceives and executes his/her leadership. But, practically we see that the school administration at every level needs for improvement because people are directly appointed at this post without getting any type of administrative training. Therefore, it was necessary to conduct a study to investigate planning and organizational skills of educational administrators and their impact on students' learning to make recommendations for improvement. Main objectives of this study were (a) to investigate the current practices of educational administrators.(b) critically analyze these practices of educational administrators.(c) to make recommendations for effective educational administration. The nature of this study was descriptive. The population of this study was consisted of all the heads of all elementary schools in Disst Attock. Thirty heads (fifteen male and fifteen female) were randomly selected as a sample which was considered to be significant for the study. The return of the questionnaire was 100% because it was personally filled up by these heads. It was concluded that department should arrange training programs for professional development of the heads in the time of induction. The respondents were of the view that in-service trainings also be provided to the heads in intervals on large scale to get fruitful results in students' learning.

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## Introduction

Education is a powerful instrument of socio-economic and political change concomitant to global technological and democratic development. So it is necessary to improve quality of education at different levels of education especially at elementary level. According to Shahid (2000), this stage produces the bulk of skilled and literate workers. The Commission on National Education (1959) recommended that Elementary Education should be imparted free to all children belonging to the age group of elementary schooling. Quality of education depends on good administration. According to Kochhar (2000), educational administration is a comprehensive effort to achieve some specific administrative skills like planning, organizing, decision-making, delegation of authority, stress management, conflict management, motivation, team building, human relations and instructional leadership skills. According to Kochhar (2000), planning and organizing are the basic factors upon which the quality of a person's work depends. These are the qualities that a head of institution must have, if the educational system is to prepare young people adequately for the challenges and demands of coming era.

In fact, true and superior educational administration is so basic to the satisfactory functioning of the institutions. Therefore, it was the need of the time to conduct a study which may help to make effective recommendations for good administration to improve results.

According to Akbar (1992), administration means to manage techniques and methods such as planning, organization, direction, financial control etc. Administration is not doing things but getting them done. It is a functionary that gets things done by others, by directing and supervising their work. According to Adam & Dickey (1996), the purpose of educational administration is to enable an organization or an institution to carry out with maximum efficiency for the purposes for which the organization or institution exists.

According to Murgatroyd & Morgan (1994), it also refers to the internal organizational structures, roles and management working process, which needs to be conceived to deliver the chosen strategy. It is likely that there may need to be drastic changes from hallowed and traditional practice.

According to Shahid (2000), planning is the first and foremost step in any academic and administrative assignments. The head has to plan all kinds of activities in time for implementing various programs with success throughout the year. Planning should embrace all activities, curricular, co-curricular projects and community service.

According to Thakur & Thakur (2001), organization is the combination of necessary human efforts, material equipments brought together in systematic and effective correlation to accomplish the desired results.

According to Shahid (2000), the head is that major component of school administration on whose ability and skill, personality and professional competences will largely depend on the tone and efficiency of the school. According to Chaube & Chaube (1995), while distributing responsibilities among the teachers the head should bear certain aspects in

mind. The head should not think that some individuals are totally incapable and also that everyone cannot be good at everything. Such a situation in which the load of work is too much on some teachers and too little on others should be avoided, because this leads to discontentment among the teachers. According to Bear & Clark (1994), a teaching performance accomplished with a level of effort and persistence influenced by the performer's sense of efficacy, when completed, becomes a source of future efficacy beliefs.

According to Hill & Hill (1998), "School community co-operation is really something more basic than the parent teacher or student community relationship". According to Chaube & Chaube (1995), the school management committee is needed to properly carry on the work of the school. The school management committee looks after all the work and is held responsible for the best management of the affairs.

According to Chaube & Chaube (1995), by means of examinations the knowledge gained by students from their own experiences is tested. The area of examination is the worst hit with respect to politicizing of our educational, peaceful conduct of examination has become impossibility.

According to Chaube & Chaube (1995), like other subjects, co-curricular activities also have great importance. These activities may prove very beneficial with the help of proper supervision and guidance.

### **Statement of the problem**

The present investigative study, therefore aimed to investigate current practices of planning and organizing skills of the heads at elementary level to make effective recommendations for good educational administration.

### **Objectives of the Research Study**

Following were the main objectives of the study.

1. To investigate current practices of educational administrators.
3. Critically analyze these practices of educational administrators.
3. To make recommendations for the effective educational administration.

### **Significance of the Study**

The role of school administration is very important for the provision of healthy environment to enhance the students' learning and the performance of the heads and the teachers. Therefore, the findings of the study would be useful for:

1. The heads, to improve their school's administration.
2. The education department, to provide a guideline to the beginning heads as well as the working.

### Delimitations of the Study

This study was limited to only thirty govt. elementary schools (fifteen male and fifteen female) in Distt. Attock.

### Methodology

A questionnaire was prepared for data collection. It was framed to collect opinions of the heads about planning and organizational skills in their institutions. The population of the study was consisted of the heads of all elementary schools (male and female) in Distt. Attock. Thirty heads (fifteen male & fifteen female) were taken as a sample and questionnaire was filled up by them by personal survey. Item wise analysis of the data was made in order to arrive at findings of the study.

### Presentation and Analysis of Data

**Table-1**

#### Showing the gender distribution of Respondents

Gender	Total No.	Percentage
Male Heads	15	50%
Female heads	15	50%
Total	30	100%

It is evident that total thirty heads were the respondents of the study in which 50% were male and 50% were female.

**Table-2**

#### Showing administrative experience of Respondent

Experience in (years)	No. of the Respondents	Percentage
0 – 4	12	40.0
5 – 9	05	16.7
10 – 14	09	30.0
15 – 19	04	13.3
Total	30	100

It is clear from the data that the administrative experience of the heads of the study varied between **zero** to **nineteen** years, but a high percentage of the respondents (i.e 40%) had the administrative experience below four years. From the data it was concluded that the respondents of this study have less experience of administration and they belong to comparatively younger age group.

**Table-3****Showing Planning Views of Respondents**

<b>Item No.</b>	<b>Item</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
1.	Does the head plan to set the school objectives by involving the staff?	9	30	21	70
2.	Does the head plan to achieve the set objectives?	12	40	18	60
3.	Does the head plan to assign approximately equal load of work?	16	53.3	14	46.7
4.	Does the head plan to assign duties to the subordinates according to their competencies?	7	23.3	23	76.7
5.	Does the head plan to organize the whole system for effective administration?	17	56.6	13	43.4

Data of the table 3 shows that:

1. Only 30 percent of the respondents were in the favour that the involvement of the staff-members is necessary in planning the school objectives. It is clear that either the respondents did not keep in view the importance of the staff-members or they were not aware of its objectives. Hence, there is a need to set school objectives by involving the staff-members.
2. Only 40 percent of the respondents tried to achieve the set objectives. It is obvious that 60 percent respondents did not understand it necessary to do so, because they were not aware of its importance due to shortage of experience. Hence, it is very essential for the heads to make effective plans to achieve the set objectives with the co-operation of the staff-members.
3. 53.3 percent of the respondents indicate that they had comparatively better awareness about it, that work should be equally divided among the staff-members to avoid conflictions. Therefore, it is necessary for the heads to try to assign approximately equal load of work to create pleasant environment in the school.
4. Only 23.3 percent of the respondents were aware of its importance. It is clear that their attention to this serious aspect was very limited and insignificant. It shows that either they were under pressure or they followed the rule of favoritism while assigning duties to the staff. It is very dangerous because some teachers take comparatively easy work and remaining teachers accept their assigned work as a burden on them, that looses their interest and affects the students' learning. Both conditions are not in favour of good administration. Therefore, there is a need to assign work to the teachers according to their

capabilities to get fruitful results. No doubt, all these qualities can be created in a head by proper trainings.

5. 56.6 percent of the respondents knew that they should plan to organize the whole system for effective administration if they wanted to make their institutions an ideal learning place. Hence, there is a need to create this quality in all heads by special trainings.

**Table-4**

**Showing Organizational Views of Respondents**

Item No.	Item	Yes	%	No	%
1	Does the head organize disciplinary actions in the school?	14	46	16	54
2	Does the head organize regular meetings with the school management committee to get suggestions?	18	60	12	40
3	Does the head organize democratic environment in the school?	13	43.3	17	56.7
4	Does the head organize co-curricular activities in the school?	4	13.3	26	86.7
5	Does the head organize fare examinations in the school?	6	20	24	80

Analysis of the data in table 4 shows the following picture:

1. Only 46 percent of the respondents had the capability to organize full discipline in their institutions. It is obvious that either the heads were under pressure by locality or they were also undisciplined in their actions themselves. Hence, there is a need to maintain full discipline in schools by the all participants to achieve the set objectives. There is also a need to appoint experienced persons at this post.
2. 60 percent of the respondents knew that it was necessary to hold regular meetings with the school management committee to get their suggestions for the improvement of their administration and institutions. No doubt, the school management committee's members do not bother it, hence, whenever they come to the school, the heads should make aware them about school problems and try to get their favour.
3. 43.3 percent of the respondents were aware of the importance of democratic environment in the school. The remaining 56.7 respondents understood that a strict atmosphere helped to create an ideal learning place. According to their views, a head should remain at a distance from the staff and the staff from the

students because friendly and democratic environment make all the participants rude.

4. Only 13.3 percent of the respondents had the awareness about the importance of co-curricular activities for the students. It is clear that their efforts and interests for co-curricular activities were very limited and insignificant, that is alarming. Perhaps the reason is that, they had not given any training regarding to its importance. Hence, there is a need to organize proper co-curricular activities for the mental and physical development of the students.
5. Only 20 percent of the respondents had the power to conduct fare examinations which is very insignificant and alarming. It is obvious that the heads are at the mercy of the local bodies and the department does not give them any protection. If the heads are helpless in conducting fare examinations in their own schools, how can they achieve the targets? Therefore, there is a need to provide full protection and help to the heads by the department and local bodies.

### **Main Findings of the Study**

1. Most of the heads had less teaching and administrative experience.
2. All the heads were appointed without any training.
3. The heads complained that they were not given regular in-service trainings to overcome their deficiencies.
4. The heads complained that the staff did not cooperate with them in administrative affairs.
5. Local teachers often used their resources to under pressure the heads for their benefits.
6. The department did not check the institutions regularly, therefore, the heads and the staff became lazy and they ignored discipline.
7. The school management committee did not understand it necessary to come to schools in meetings and cooperate with the school participants in their problems.
8. The heads and the teachers had to do a lot of work due to the shortage of staff. Therefore, they could not give proper time to the co-curricular activities.
9. The heads could not conduct fare examinations due to the pressure of local bodies.
10. The heads could not create democratic environment due to the monopoly of local staff.

### **Conclusions**

It is concluded that the persons are appointed at this post without any professional training. Even they are not given in-service trainings regarding to administration. The department do not cooperate with them in their problems, rather tries to search deficiencies in their administration while visiting the schools. School management committees are made but

these are only a formality because its members do not bother it and do not try to solve the school problems. The local staff-members show their powers and threat the heads for their benefits. There is insufficient teaching and non-teaching staff in almost every school that causes a continuous problem.

### **Recommendations**

Following are the major recommendations of the study:

1. In order to make good administration, it is proposed to appoint trained and experienced persons rather than too young and untrained at this post.
2. Need for a regular in-service training program is justified. It is, therefore recommended to arrange in-service programs.
3. Keeping in view the significance of the planning and organizing skills of the heads, it is recommended to make regular visits in the schools to assess heads' performance by the inspecting officers.
4. It is recommended that the members of the school management committee may be given awareness of its importance.
5. Cooperation of the local staff is recommended for the betterment of the school.
6. To reduce work load, it is recommended to provide sufficient staff.
7. For the help of the heads, it is recommended to develop a handbook. This may be useful for them in their smooth functioning and to be effective instructional leaders.
8. Regular and fare assessment of heads would be of value in the evaluation of their performance.
9. A strategy may be developed based on administrative skills for the help of the heads.

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## **Forgotten Faces**

**By Dr. Fouzia Saeed Publisher Lok Virsa, Islamabad**

**by**

**Dr. Shamim Zaidi**

A beautiful book indeed the first comment on seeing the book which compels you to select it for your reading. The moment you start reading, you have embarked upon a journey holding hand of the author. It is not only a biography of Bali Jatti or prominent theater artists of that period simultaneously. It is not the documentation of theater world rather. It is a great collage of experience of tradition, glance at culture and witness of reality, opening a window to give a direction to our thoughts. Dr.Fouzia, takes you along from chapter to chapter and you see these characters, entertainers sometimes enjoying, sometimes facing hardships, at time busy in bargaining and negotiating. Dr.Fouzia has met these characters, she talked to them she lived with them and has painted the pictures of their world in words. The book is recommended reading for sentinel of art, cultural, historians and every one who seeks to ascertain a link with the artists who have lost their identities in the ruins of time. Ladies & Gentlemen, this topic is not widely searched and others have hardly ever tried to discover the beauty of this tradition and people connected with it, which despite all the sufferings they had to face, have tried to keep these traditions alive. This work can only be undertaken by someone who has love for the traditions and passion for their revival if not in practice at least in the form of a book. Only Dr. Fouzia a Ph.D from Minnessofa, but whole heartedly immersed with the artistic tradition of country could do it. May it be establishing SANJ or organizing first ever folk theater festival. As a true researcher and authentic folklorist, she used to mix up with these performers and result was the first ever book “Women in Folklore” followed by other best seller book “Tabo” a very bold effort and now we have “Forgotten Faces” in our hands.

This book is an authentic resource material for the researchers of Cultural Anthropology. Folk theater is an important segment of folk lore. Documentation of intangible heritage is a very difficult and technical art. This powerful folk tradition, transferred from generation to the next generation. Dr.Fouzia has very intelligently documented its when she talks about the children of folk theater artists.

Meanwhile, it is a worthwhile reference book for the students and researchers of Department of Gender Studies, of excellence for women studies and the women research and resource center.

Author, has very intelligently appraised the audience about the other side of all these glamorous characters.

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Dr. Shamim Zaidi

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There is food for thought, for those involved in Gender and Development, look at the character of Bali Jatti, who became the first Women Owner of a theater, performing male characters on stage, but her struggle is true example of exploitation by men, may it be her husband or her son or the men attached to the profession.

This piece of writing infact has opened new vistas for the researcher to explore, to assimilate, to develop and to carry forward our heritage which seeks attention for its custodians. You peep into the world of folk theaters through eyes of the author. She introduces the nuts and boots of the theater, and documents the famous nomadic theater groups of time, like Phaji Shah and Gaman and others.

She calls Bali as legendary Bali Jatti. The title of the book says “Forgotten Faces”, Daring women of Pakistan’s folk theater, allow me to say that the author herself is a daring woman to pen down the Ins and outs of these women, how they were patronized and exploited economically and socially.

Well done Fouzia

## Notes To Contributors

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