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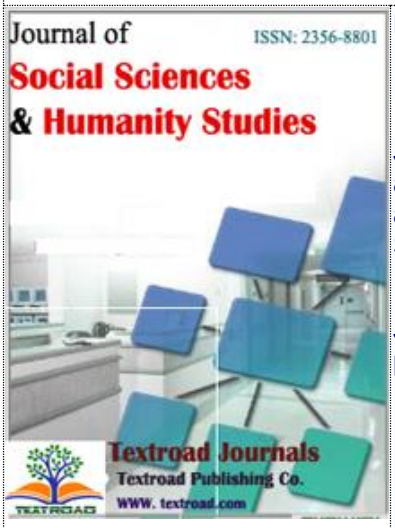

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Determinants and Problems in the Completion of Tertiary Education of Indigenous Peoples in the Philippines

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ABSTRACT

The completion of tertiary education of the Indigenous Peoples (IPs) is constrained by many factors. The study aimed to identify and assess the determinants and problems affecting the completion of tertiary education of (IPs) in the Philippines. The 343 respondents were Aetas found in the province of Zambales, Philippines who were enrolled in different colleges and universities for second semester of the academic year 2016 to 2017.

Majority of the respondents belong to the ethno-linguistic group of Aeta Sambal. Results showed that the strongly agreed determinants perceived by the Aeta respondents were self and family, and the most frequently met problems were the access and utilization of technology and media.

The completion of tertiary education of the Aetas considering their personal and family's perception is an opportunity to show their cultural skills and talents. In addition, they believe that education will free them from ignorance and poverty. Non-completion of tertiary education of the Aetas is attributed to absence of access to new technology and multimedia since they live in far-flung areas where electricity and internet networks are absent. Despite the knowledge of most Aetas on the vitality of education to their lives, limited technology would perhaps bring undesirable effect on their studies in tertiary education. In addition, the differences in religious and cultural beliefs, availability of financial assistance and socio-economic status of the Aetas family limit completion for tertiary education.

KEYWORDS: Determinants, Problems, Tertiary Education, Indigenous People, Aeta

INTRODUCTION

Background of the Study

The Philippines comprises of more than 7, 601 islands. These islands are categorized into three main geographical divisions from north to south, namely Luzon, Visayas, and Mindanao. The three islands are blessed with several ethnic groups. According to United Nation Development Program (2010), Philippines is a culturally diverse country with an estimated 14-17 million Indigenous Peoples (IPs) belonging to 110 ethno-linguistic groups and mainly concentrated in Luzon. Aetas in the province of Zambales are among the IPs in Luzon. They are divided into four ethno-linguistic groups identified as Aeta Abellen, Aeta Ambala, Aeta Mag-Indi, and Aeta Sambal. Despite the Philippine governments' recognition to this diversity and mandates to promote and protect the welfare of IPs, Aeta remains the disadvantaged peoples in terms of finishing tertiary education. United Nation Development Program (2010) reported that IPs make up fully-one third of the world's poorest peoples, suffer disproportionately in areas like health and education. UNESCO (2014) noted that IPs faces multiple barriers to education and are being left behind in terms of educational development and transformation. World Conference on Indigenous Peoples (2014) conveyed that Indigenous learners tend to have less access to education, have to contend with poorer quality education, and do not enjoy the same benefits from education as non-indigenous learner.

Education is extremely important to indigenous children, youth and adults. Through education enables IPs to exercise and enjoy economic, social and cultural, and strengthens their ability to exercise civil right in order to influence political policy processes for improved protection of human rights.

Champagne (2009) stated that education is the primary means of ensuring indigenous peoples' individual and collective development. It is a precondition for indigenous people's ability to realize their rights to self-determination, including their right to pursue their own economic, social and cultural development. To Perso (2012), education is the primary means of IPs self-determination.

Records show that the academic performance of IPs are relatively low due to no specific design for Indigenous Peoples education (National Commission on Indigenous People, 2012). Student performance is naturally considered a critical aspect to education. To Andaya (2016), performance of students in any academic task has always been of special importance to the government, educators, parents and society at large. It has been the concern

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of the educational system to improve the existence of this IPs. The provision of good foundation in education for the Indigenous Peoples is one of the means to uplift their status in life. Reyes (2014) stated that the government has always shown the concern and interest to elevate the quality of life of the Filipino irrespective of their ethnic origin. The fundamental law of the Philippines highly supported the advancement and improvement of the Indigenous Peoples' privileges and rights. The World Conference on Indigenous Peoples (2014) stated that efforts should be made to ensure that indigenous peoples have access to education that is culturally and linguistically appropriate and that does not aim at or result in unwanted assimilation. Cognizant to this, section 1 of Article XIV of the 1987 Philippine Constitution points out that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Education has proven its role in the maintenance of life and culture of the society. It is quite unimaginable to visualize the world without the integrative influence of education on just about every aspects of human life. World Conference on Indigenous Peoples (2014) stated that Indigenous Peoples must be supported and empowered leading to the development of quality education. However, tertiary education is a crucial decision in the life of young people because it affects all aspects of their life and future (Soroush et. al., 2015).

The aim of the study therefore is to determine the problems and challenges which hamper the studies of Indigenous Peoples, and the factors that abet IPs to finish tertiary education.

RESEARCH METHODOLOGY

This study used descriptive survey method of research. It was conducted in five campuses of one university and five colleges in the province of Zambales, Philippines.

Frequency and percentage distribution was employed to determine the frequency counts and percentage distribution of the number of respondents. The researcher used the purposive sampling technique in choosing respondents.

The respondents of this study are students who also belong to the different ethno-linguistic groups of Aetas found in the province of Zambales, Philippines. Table 1 below provides the distribution of respondents per group. This is consistent with the 2016 data from National Commission of Indigenous Peoples (NCIP) and 2017 data from National commission for Culture and the Arts which indicated that the ethno-linguistic group Aeta Sambal constitutes the highest population of IPs in Zambales.

Table 1. Distribution of the Respondents as to Ethno linguistic Group

Ethno Linguistic Group	Frequency	Percent
Aeta Abellen	8	2.33
Aeta Ambala	5	1.46
Aeta Sambal	319	93.00
Aeta Mag-Indi	11	3.21
Total	**343**	**100.00**

A questionnaire was prepared and used to gather data. It consisted of two parts. The first part focused on the 50 indicators of determinants in the completion of tertiary education of IPs, while the second part included 40 items of problems met during this completion.

The questionnaire consisted of the Likert scale of class intervals was also utilized. The class intervals and its corresponding descriptive values as shown in Table 2 were used for the interpretation of the computed mean.

Table 2. Likert Scale for Interpretation of the Computed Mean

Arbitrary Values	Statistical Limits	Verbal Description for Determinants	Verbal Description for Problems Met
5	4.20-5.00	Strongly Agree	Always a Problem
4	3.40-4.19	Agree	Often a Problem
3	2.60-3.39	Moderately Agree	Sometimes a Problem
2	1.80-2.59	Disagree	Seldom a Problem
1	1.00-1.79	Strongly Disagree	Never a Problem

RESULTS AND DISCUSSION

Perception of the Respondents on the Determinants in Terms of Self

Table 3 shows the assessment of the respondents on determinants of completion of tertiary education in terms of self.

Table 3. Perception of the Respondents on the Determinants of Completion of Tertiary Education in Terms of Self

Indicator No	Self	WM	Qualitative Interpretation	Rank
1	A chance and a venue to face other individual and group with a clear sense of identity	4.36	Strongly Agree	6
2	An opportunity to show maturity on the challenges and difficulties of college life	4.45	Strongly Agree	2
3	An occasion to stay conscious of being inheritor of a unique culture and heritage	4.20	Strongly Agree	7
4	An opportunity to share IP student's view during class discussions and activities	4.01	Agree	9
5	An opportunity for the IP student to satisfy his/her esteem need and need of belongingness	3.45	Agree	10
6	An opportunity to show IP student's personal skill and talent	4.52	Strongly Agree	1
7	An opportunity to show IP student's determination and perseverance to succeed	4.42	Strongly Agree	3
8	An opportunity to be in other place and meet other people	4.40	Strongly Agree	4
9	View college education as an absolute necessity	4.39	Strongly Agree	5
10	Focus on the goal and long term target	4.06	Agree	8
	Overall Weighted Mean	4.23	Strongly Agree	

Indicator 6 stated as "An opportunity to show IP student's personal skill and talent" with a weighted mean of 4.52 (rank 1); indicator 2 stated as "An opportunity to show maturity on the challenges and difficulties of college life" with a weighted mean of 4.45 (rank 2); and indicator 7 stated as "An opportunity to show IP student's determination and perseverance to succeed" with a weighted mean of 4.42 (ranked 3). These three indicators were the topmost of the ten indicators of the aspects of self – related determinants in the completion of tertiary education. The respondents of the present study perceived to have found the satisfying effect in them of pursuing higher level of education.

Indicator 8 stated as "An opportunity to be in other place and meet other people" obtained a weighted mean of 4.40 (rank 4); indicator 9 stated as "View college education as an absolute necessity" with a weighted mean of 4.39 (rank 5); indicator 1 stated as "A chance and a venue to face other individual and group with a clear sense of identity" with a weighted mean of 4.36 (rank 6); and indicator 3 stated as "An occasion to stay conscious of being inheritor of a unique culture and heritage" obtained a weighted mean of 4.20 (rank 7). The computed weighted mean of indicators 8, 9, 1 and 3 obtained a descriptive equivalent of Strongly Agree (SA) respectively. The other strongly agreed indicators include the opportunity to be and to know other people, establish clear sense of identity as indigenous people and to show how proud they are as inheritor of a unique Aeta culture and heritage. With this finding, the IP students manifest self-determination. According to Jean (2010), self-determination as a theory argues that people are motivated based on fundamental psychological needs, when fully satisfied, individuals are intrinsically motivated. The respondents of the present study perceived to have found the satisfying effect in them of pursuing higher level of education.

Indicator 10 stated as "Focus on the goal and long term target" obtained a weighted mean of 4.08 and (rank 8); indicator 4 stated as "An opportunity to share IP student's view during class discussions and activities" with a weighted mean of 4.01 (rank 9); and indicator 5 stated as "An opportunity for the IP student to satisfy his/her esteem need and need of belongingness" obtained a weighted mean of 3.45 (rank 10).

The computed weighted mean of indicators 10, 4 and 5 obtained a descriptive equivalent of Agree (A) respectively.

With these findings, the IPs students manifest self-determination. They believed that through education their knowledge, talents and skills will be enhance and improve making them more proficient, more mature, and emotionally stable to combat the challenges and difficulties in life. Parallel to this finding, Brick (2009) have found that tertiary institutions are complex places of learning with a distinctive culture, where new students face several challenges at the early stages to acclimatize themselves with a new ethnicity. Devlin (2009) confirmed that some of the factors new students are confronted with in the transition include adapting to tertiary learning systems, learning in an independent manner and familiarizing themselves with the supportive mediums used by institutions. Bourke, Burden & Moore (2014) on the other hand revealed that the social activities of Indigenous support centers were an enabling factor in students' studies.

The computed overall weighted mean of their assessment was (4.23) interpreted as Strongly Agree (SA).

Table 4. Perception of the Respondents on the Determinants of Completion of Tertiary Education in Terms of Family

Indicator No	Family	WM	Qualitative Interpretation	Rank
1	The IP family accept the student's decision to pursue college education	3.60	Agree	10
2	The other IP members of the family have finished college and/or pursue college degree	4.35	Strongly Agree	3
3	The family provides financial support for IP college education	4.25	Strongly Agree	6.5
4	The IP family provides moral support for IP college education	4.22	Strongly Agree	8
5	The IP family believe that education will free them from ignorance and poverty	4.47	Strongly Agree	1
6	The parents regularly check/monitor IP youth performance in school	4.20	Strongly Agree	9
7	The involvement of parents in the planning policy and school procedures are evident	4.25	Strongly Agree	6.5
8	The family members work hard to support financially the IP student	4.28	Strongly Agree	4
9	The IP youth join and lead schools extra and co-activities	4.42	Strongly Agree	2
10	The parents' time for IP youth academic related activities is available	4.26	Strongly Agree	5
	Overall Weighted Mean	**4.23**	**Strongly Agree**	

Table 4 shows the assessment of the respondents on determinants of completion of tertiary education in terms of family.

Indicator 5 stated as "The IPs family believe that education will free them from ignorance and poverty" with a weighted mean of 4.47 (rank 1); indicator 9 stated as "The IP youth join and lead schools extra and co-activities" with a weighted mean of 4.42 (rank 2) and indicator 2, stated as "The other IP members of the family have finished college and/or pursue college degree" obtained a weighted mean of 4.35 and (rank 3) These three indicators were the topmost among the ten indicators.The Aetas family strongly believed that finishing tertiary education will improved their standard of living and they will be free from poverty and ignorance. Moreover, IP family's' support and approval joining tertiary school activities boost the morale of IPs to finished tertiary education. Metitoba (2013), noted the importance of the role of parents in the lives of IPs through providing protection and encouragement in performing school task. Parallel to Perso (2012), parents must take an active role in the education of their children and assist them in their learning. Problems should be addressed so that tertiary education will be assured.

Indicator 8 stated as "The family members work hard to support financially the IP student" with a weighted mean of 4.28 (rank 4); indicator 10 stated as "The parents' time for IP youth academic related activities is available" with a weighted mean of 4.26 (rank 5); indicator 3 stated as "The family provides financial support for IP college education" with a weighted mean of 4.25 (rank 6.5); Indicator 7 stated as "The involvement of parents in the planning policy and school procedures are evident" with a weighted mean of 4.25 (rank 6.5) and indicator 4 stated as "The IP family provides moral support for IP college education" with a weighted mean of 4.22 (rank 7); indicator 6 stated as, "The parents regularly checked/monitor IP youth performance in school" with a weighted mean of 4.20 (rank 8). All indicators interpreted as strongly agree. Result revealed that family collaboration with the school upkeep to the success of IPs education. Moreover, monitoring IPs in school by parents will provide information on the status of IPs schools' performance. UNICEF (2009) reported that parent and teachers have to work together because this is a channel to articulate their needs and a forum for the exchange of educational views. Universities Australia (2011) pointed out that parent involvement and collaboration with the school are opportunities to participate in the educational process of their children. It is a means to pool the parents' strength in supporting the school development and a network for the parents to meet and exchange their views on the education of their children. Parents have to support children in ways they know so as to ensure the completion of their children in tertiary education since according to Bourke, et al. (2014), the lack of domestic support from partners and family were an inhibiting factor in their tertiary education. Wenger (2010) stated that IP family has to continue to focus of their child's development, taking care of social and cultural capital, overcoming isolation and exclusion.

The computed overall weighted mean of their assessment was (4.23) interpreted as Strongly Agree (SA).

Table 5. Perception on the Problems Met in the Completion of Tertiary Education in Terms of Religious and Cultural Beliefs

Indicator No	Religious and Cultural Beliefs	WM	DE	Rank
1	Devotion of much time to religious ceremonies and conviction to religious beliefs than going to school	3.24	Sometimes a Problem	3
2	Devotion of much time on prayers for the 'anito' and performance of ritual dances	3.12	Sometimes a Problem	4
3	Deity will help provide everything and the needs of the indigenous people	2.63	Sometimes a Problem	10
4	Strong belief in learning more in doing real life activities than what can be learned at school	3.35	Sometimes a Problem	2
5	Firm belief that it is more important to establish a family at a young age rather than pursue education	3.52	Often a Problem	1
6	Preparation in ICC rites and rituals demand time from IP students even in school days	2.80	Sometimes a Problem	7
7	Participation in all tribal rites and ritual affects attendance in classes as advised by the ICC elders	2.71	Sometimes a Problem	8
8	Engaging actively in rituals during planting and harvest season	2.81	Sometimes a Problem	6
9	The conduct of the rites and rituals require individual participation from the youngest to the eldest members of the ICC	2.83	Sometimes a Problem	5
10	Singing and playing the instrument to accompany the conduct of rites and rituals ask/demand time to learn and to master	2.66	Sometimes a Problem	9
	Overall Weighted Mean	**2.97**	**Sometimes a Problem**	

Table 5 shows the problems met in the completion of tertiary education of the respondents in terms of religious and other beliefs.

Indicator 5, stated as "Firm belief that it is more important to establish a family at a young age rather than pursue education" obtained a rating of 3.52 (rank 1), perceived as Often a Problem. Result revealed that IPs cultural practice of getting married at a young age is a priority rather than pursuing tertiary education especially to male IPs. This cultural practice of IPs hinders the completion of tertiary education. Reyes (2014) on the other hand revealed that some identified beliefs and practices of the Ifugao impede their economic and educational development. Parallel to this result, Rich (2012) concluded that many religious beliefs prioritize the establishing and nurturing a family than attending formal schooling. Bourke, Burden & Moore (2014) found in their study that marriage customs and practices can be linked to religious convictions, socio-economic status, family structure and education of siblings.

Other perceived concerns were the strong belief in learning more in doing real life activities, devotion of much time to religious ceremonies and religious faiths, hence education may be second priority. In the study of Buckingham (2011), affiliation to a certain religion, religious beliefs and views certainly could influence and control many aspects in individual or group's life. These can also influence parental relationship, parents and siblings and with other groups. Sparkes (2009) have found that devotion and dedication to religion and deities can be linked to diversities of beliefs in different phases, aspects, rituals, and orientations of life. Indicator 2 stated as "Devotion of much time on prayers for the 'anito' and performance of ritual dances" obtained a weighted mean of 3.12 (rank 4); indicator 9 stated as "The conduct of the rites and rituals require individual participation from the youngest to the eldest members of the ICC" with a weighted mean of 2.83 (rank 5); indicator 8 stated as "Engaging actively in rituals during planting and harvest season" 2.81 (rank 6); indicator 6 stated as "Preparation in ICC rites and rituals demand time from IP students even in school days" with a weighted mean of 2.80 (rank 7); indicator 7 stated as "Participation in all tribal rites and ritual affects attendance in classes as advised by the ICC elders" with a weighted mean of 2.71 (rank 8); indicator 10 stated as "Singing and playing the instrument to accompany the conduct of rites and rituals ask/demand time to learn and to master" with a weighted mean of 2.66 (rank 9); and indicator 3 stated as "Deity will help provide everything and the needs of the indigenous people" obtained a weighted mean of 2.63 (rank 10).

The computed weighted mean of indicators 2, 9, 8, 6, 7, 10 and 3 obtained a descriptive equivalent of Sometimes a Problem (SP) respectively. The Aeta student respondents of Zambales perceived that their strong belief and devotion to their deity/deities; participation to religious ceremonies and intricate rites and rituals; respect to anitos, expression of faith through singing and playing the instrument, the belief that leaning is practical and can be learned informally, and deity will give all the provisions the indigenous people needs were perceived sometimes a problem in their pursuit of tertiary education. These particular findings could also mean that the Aeta students show

respect, devotion and commitment on their religious beliefs and cultural practices but in some extent and instances that manifesting and showing those would bring some consequences that may affect their studies. This finding is consistent with Reyes (2014). Reyes' study concluded that the Ifugaos' 'unquestioning obedience to their beliefs and practices affect their attitude toward education. UNESCO (2010) discovered that groups' cultural rites and rituals, activities and ceremonies were among the cited factors that stimulate traditional, national and ethnic appreciation. World Bank (2009) found that the perception of the value of education was another factor hindering girls of ethnic minorities in accessing higher education, and it was associated with cultural practices (rites and rituals), and expectations of educational outcomes.

The computed overall weighted mean of their assessment was (2.97) interpreted as Sometimes a Problem (SP).

Table 6 shows the problems met in the completion of tertiary education of the respondents in terms of financial assistance and socio – economic status.

Table 6. Perception on the Problems Met in the Completion of Tertiary Education In Terms of Financial Assistance and Socio-Economic Status

Indicator No	Financial Assistance/Economic Status	WM	DE	Rank
1	The scholarship grant/aid requirements are too difficult to produce and most of the time are unavailable	3.13	Sometimes a Problem	6
2	The time of waiting for the approval of the scholarship grant/aid takes time	3.18	Sometimes a Problem	5
3	Financial grants in the local level are categorized as financial aids not scholarship	2.96	Sometimes a Problem	7
4	Lack of comprehensive mechanism in monitoring the needs of the IPs at school	2.85	Sometimes a Problem	9
5	The financial aid/program of the school lack comprehensive procedure to go about the IP needs.	2.81	Sometimes a Problem	10
6	Majority of ICC members are famers and belong to marginalized sector.	2.95	Sometimes a Problem	8
7	The income available is just enough to satisfy the household's basic needs	3.57	Often a Problem	3
8	The parents' work and/or livelihood is seasonal making the income irregular	3.82	Often a Problem	2
9	The inadequate financial resource to pay the initial payments for enrolment	3.84	Often a Problem	1
10	The ICC is far from the school premises	3.31	Sometimes a Problem	4
	Overall Weighted Mean	**3.24**	**Sometimes a Problem**	

Indicator 9 stated as "The inadequate financial resource to pay the initial payments for enrolment" obtained a weighted mean of3.84 (rank 1); indicator 8 stated as "The parents' work and/or livelihood is seasonal making the income irregular" with a weighted mean of 3.84 (rank 2); and indicator 7 stated as "The income available is just enough to satisfy the household's basic needs" obtained a weighted mean of 3.57 (rank 3). The computed weighted mean of indicators 8, 9 and 7 obtained a descriptive equivalent of Often a Problem (OP) respectively. These were the top three among the ten indicators.

Result implies that the IP student respondents are experiencing financial difficulties and constraints. According to De Vera (2007), Indigenous Peoples (IP) in the Philippines remains as the most marginalized sector of society. IPs should use their limited income properly to have extra money or saving for their children's education. The study of Indigenous Higher Education Advisory Council (2008) revealed that financial hardship remains on the top of the list as the main barrier to Indigenous educational achievement. Rich (2012) have found that parent who have lower levels of income are most likely to have lower educational performance. De Vera (2007) revealed that most of the Indigenous Peoples in the country depend on traditional agriculture utilizing available upland areas. Furthermore, most Indigenous Communities do not have legal recognition over their traditional lands, thus limiting their ability to freely conduct their livelihood activities and are denied access to other natural resources in their communities. Rich (2012) have found that parent who have lower levels of income most likely have lower educational performance.

Indicator 10 stated as "The ICC is far from the school premises" obtained a weighted mean of 3.31 (rank 4); indicator 2 stated as "The time of waiting for the approval of the scholarship grant/aid takes time" with a weighted mean of 3.18 (rank 5); indicator 1 stated as "The scholarship grant/aid requirements are too difficult to produce and most of the time are unavailable" with a weighted mean of 3.13 (rank 6); indicator 3 stated as

"Financial grants in the local level are categorized as financial aids not scholarship" with a weighted mean of 2.96 (rank 7); indicator 6 stated as "Majority of ICC members are famers and belong to marginalized sector" with a weighted mean of 2.95 (rank 8); indicator 4 stated as "Lack of comprehensive mechanism in monitoring the needs of the IPs at school" with a weighted mean of 2.85 (rank 9); and indicator 5 stated as "The financial aid/program of the school lack comprehensive procedure to go about the IP needs" with a weighted mean of 2.81 (rank 10). The computed weighted mean of indicators 10, 2, 1, 3, 6, 4 and 5 obtained a descriptive equivalent of Sometimes a Problem (SP) respectively. The Overall weighted mean of their assessment was (2.80) interpreted as Sometimes a Problem (SP).

The IPs perceived that solving these problems might help IPs to pursue tertiary education. The Indigenous Higher Education Advisory Council (2008) have reported that although the situation varies between universities and colleges, and despite a growing number of Indigenous-specific scholarships, bursaries and grants designed to relieve financial burdens to Indigenous students, a worryingly large number of scholarships remain untaken.

The Overall weighted mean of their assessment was (2.80) interpreted as Sometimes a Problem (SP).

Table 7. Perception on the Problems Met in the Completion of Tertiary Education in Terms of Technology and Media

Indicator No	Technology and Media	WM	DE	Rank
1	Electricity services in ICC is limited	2.69	Sometimes a Problem	10
2	Electronic gadget is used most of time for gaming	2.75	Sometimes a Problem	9
3	Electronic gadget appropriate for classroom use are lacking or are limited	2.84	Sometimes a Problem	8
4	Electronic gadget like smartphones and tablets are too costly for the IPs	3.21	Sometimes a Problem	7
5	Computer unit or laptop and Wi-Fi that can help IP student to conduct online researcher is difficult to access and/or unavailable	3.59	Often a Problem	4
6	Computer unit and printer that can help prepare and accomplish requirements for a certain subject is limited and/or unavailable	3.85	Often a Problem	3
7	The location of the ICC is weak for internet connection	3.37	Sometimes a Problem	6
8	The location of the ICC is dead spot for internet connection	3.53	Often a Problem	5
9	Access and manipulation of new technology for educational purposes is limited and inadequate	4.10	Often a Problem	1
10	Promotion and awareness campaigns by mass media of the distinct/unique culture and rights of IPs are minimal	4.05	Often a Problem	2
	Overall Weighted Mean	**3.40**	**Often a Problem**	

Table 7 shows the problems met in the completion of tertiary education of the respondents in terms of technology and media.

Indicator 9 stated as Access and manipulation of new technology for educational purposes is limited and inadequate" obtained a weighted mean of 4.10 (rank 1); indicator 10 stated as "Promotion and awareness campaigns by mass media of the distinct/unique culture and rights of IPs are minimal" with a weighted mean of 4.05 (rank 2); and indicator 6 stated as "Computer unit and printer that can help prepare and accomplish requirements for a certain subject is limited and/or unavailable" with a weighted mean of 3.85 (rank 3). The computed weighted mean of indicators 9, 10, and 6 obtained a descriptive equivalent of Often a Problem (OP) respectively. These were the top three among the ten indicators on Technologies and Media related problems met by the IPs.

The Aeta respondents believed that absence of access to new technology and multimedia in their communities greatly affects their tertiary studies. Most of the IPs are living in far-flung areas where electricity and networks are absent. Despite the knowledge of most IPs on the vitality of education to their lives, limited technology would perhaps bring undesirable effect on their studies in tertiary education that could hinder the completion of tertiary education. Providing the students to use those tools in their education aside from using those for entertainment or social activities may bring positive impact on their education. The finding of the study of Greenhow & Burton (2009) confirmed that students' usage of technology and media resources, keeps creating a vision of continual technology integration in their classrooms but adequacy and availability are issues to be considered and addressed. As stated by Davidson (2011) there is no doubt that the technology inside the classroom

has an effect on the study habits and practices of students today. According to Ntui (2014) students who have access in their home to new methods and tools of education through computers, interactive learning may have also different and more potential to absorb those technologies while used in the school educational system. In the study of Bourke, Burden, & Moore (2014), financial factors were found to be an issue for students concerns about their ability to satisfy and accomplish school requirements. According to the study of Jean (2010) low socio-economic status and having parents who may not have regular income may further hinder student' opportunity to succeed in academia due to the lack of funds to avail necessary tools, devices and gadgets to deal with subject requirements. Tarantino, McDonough & Hua (2013) on the other hand have found that students who use information technology for academics have a higher likelihood of contributing and participating in active, academic collaboration with other students.

The overall weighted mean of their assessment was (3.40) interpreted as Sometimes a Problem.

Conclusions

Based on the findings, the researcher concluded that:

1. Aeta respondents thought that self is not an issue to pursue and finished tertiary education. Instead, they believed that motivating and helping themselves to combat self-issues problem would abet them to complete tertiary education. Another aspect that helps IPs in the completion of tertiary education is family. They are assertive that their family would serve as inspiration, boost their morale, and support them morally, spiritually and financially throughout their studies for their parents' believed that through education will free them from poverty and ignorance.
2. Problems of Aeta in pursuing tertiary education are the lack of access to technology and media. Since most of them are under privileged, Aeta cannot afford to purchase computer such as desktop, laptop or 4G cellphones to help them in doing researches and other related school activities. Aside from that, majority of the Aeta are leaving in far-flung areas where internet connection and electricity are not available. Some other problems that Aeta confronted in the completion of tertiary education are religious and cultural beliefs and having financial aid from the public and private sector.

Recommendation

In the light of the foregoing findings and conclusions of the study, the following recommendations were advanced:

1. Local Government Units in Zambales, Philippines should addressed the problems of Aeta like: (a) providing electricity since most of them are leaving in a far-flung areas where electricity is limited, and (b) providing livelihood trainings to sustain basic needs.
2. Concerned Agencies like National Commission on Indigenous Peoples (NCIP), Higher Educational Institutions (HEI's) and other agencies in the Province may consider investing some of its resources for indigenous services like: (a) Clear scholarship program/financial aid have to be formulated and well disseminated for easy access of IP students, (b) Indigenous support centers to monitor the academic and non-academic performance of the IP students, (c) Free Technology services like internet connection, broadband, and wifi connection for research utilization, and (d) technical support services to facilitate self-starting initiatives by IPs and their communities in the field of education.
3. Families of IP students may be reoriented by the schools they are enrolled in on the benefits that their children can derive from education which are being enjoyed by the non-indigenous learners.

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Analysis of the Communal Attitudes Concerning Police System and Policing in Pakistan

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ABSTRACT

Police system and policing are diverse concepts having multiple specifications and complexities in association with law implementation. However, the current study has been delimited to the attitude of community concerning police and policing in District Dir Lower Khyber Pakhtunkhwa. The sample for the current study has been drawn from diverse community classified into three main categories i.e. lawyers, offenders and general community members of age 20 and above. The empirical data was collected from 200 using convenient/purposive sampling approach because the exact population of the three strata was unknown. Further, structured interview schedule was used as a tool of data collection. Besides, apart from the manual handling of the data, computer and statistical package especially SPSS was carefully utilized to process and analyze the data. The information reveal that police and policing have been influenced by elite class have been held responsible for negative perception of people. The study suggest that if police perform their due role and function for collective benefits, public will be satisfied and expect more from police positively in spite of fear and hesitation.

KEY WORDS: Police, Policing, Community, Racism, Elitism, Economic Orientation.

INTRODUCTION

Background of Study

Police is a public institution accountable for crime detection and deterrence as well as to maintain the rule of law (Otwin, & Dilip,2000). As an organization, police system and policing communicates meanings through temperament of law and its execution which is expressed as *category of thought and affect* (Banas, & Robert,1985). Police and policing lessen nervousness, create hope, maintain law and order to bring social control which connects the social life of community. Further, police are observed as perfect agents and establishment of the community while individuals considered them to reinforce ethical arrangements (Brown, 1997). According to (Charrier, 2000), police must not presents themselves only like a simple guard of society but shall be invariably and vigorously busy in formation and rehabilitation of civilization through law and order implementation.

Research studies point out that the achievement of police needs both advancement of their training and skills, awareness and well equipped backing and political support (Cheema, 2011). According to Eck, & Rosenbaum, (1994), police must goes beyond a rash force which will respond to committed crimes and they must be more practical towards those evils and circumstances that interfere public interest and peace of life. Similarly, the researcher also argued that through expanded and direct contact of police with citizens, generally on a schedule and informal basis, it assists to solve crimes and arrest lawbreakers. Further, in the view of Khan, (2012), police are the first who respond towards any break of law in civilization while according to Ilhan, (2006), police all over the world are trying desperately to measure up the task of prevention and detection of crimes. Police are responsible for positively representing state authority, their behavior toward citizens plays a critical role in promoting respectable attitudes among the public. Good relations with citizens can help the police in humanizing trust, while aggressive or rude relations can aggravate antagonism, criminality and even terrorism specifically in youth (Ilhan, 2010). Besides, a number of research studies have recommended reforms in policing towards professionalization at governmental level which resulted in the separation of the police from the community (Banas & Robert, 1985).

Research has indicated that civilization expects police to be reactive to emergency as well to respond to non-emergency by holding fairness and justice impartially (Eck & Rosenbaum, 1994). Moreover, concerning schedule and activities of police, confidence of public has been lost because of group values and community norms

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are regularly found deteriorating. In this regard, the study of Taylor, (2003) has enveloped that elimination of crime from society need public cohesion and integral sense of living (Foucault concept of control). Similarly, police are the assessing political government and status quo directly or indirectly and the core noticeable figure and force to help out their government. Up to greater extent, police actions and manner are indeed the outcome and reflection of political, economic, racial and capitalist societies (Shelden, 2001).

As for as police and policing in Pakistan is concerned, the British maintainers shape Pakistan Criminal Justice System which performs like an ancestor to understand police system and policing of current era (Reiner,1978). In the context of Pakistani police system and policing, generally they are perceived as dishonest and corrupt, the government has prioritized reforms of police, and other law enforcement agencies but still the police force is one of the country's few institutions in which internal reforms effort are actually underway (Finn, 2001). The policing culture of Pakistan had foundation in colonial structure to serve elite class while the masses remained neglected. In this regard, public opinion also suggests that political interference had affected the police performance and instead of public servant they are a representative of sovereign and elite (Malik, 1997). Moreover, political hold and elitism in the country has made police unable to sustain law keeping while the same classes also are held responsible for exploitation of the police force. In this context, according to Policy Outlook (2010), the Pakistan political royals are enjoying high protocols, security services and common masses have been on the verge of their own risk, which is aggravating a negative propagation against the police and police system in the country.

The Study Rationale

Crimes and other evils alter ethical system and hinder development and people search for counter department and agencies of social control to secure life standard and better achievement through collective values and defense as well by producing ethical standards (Docking, 2003). Since independence in 1947, when Pakistan was visualized, the inborn management left greater planning on shoulder of its administration as well upon people (Johnson,1996). The police background had the colonial basis and approach, prospered in the independent Pakistan as the privileged became neo-colonial-masters and police failed to develop into a service to the people (Jackson, et. al. 2009). Police sustained to serve those at the helm of associations while the masses remain ignored; preference was usually given to those who mattered and this capture of state is beyond significant basis that why excellent control and governance is delays (Malik, 1997). In current capitalist society elitisms, racism and class difference have segregated the influential from underprivileged poor and making of policies are limited to those influential only that have made it. In this regard, police of Pakistan have not been costumed as a civil servant but only representing independent and influential class of society (Ayub, 2009). This widespread employ of police on individual instructions of the ruling leaders corroded the previously shambled organizational potency of police (Hough, & Roberts, 2004). Again, the power culture and domination by no means come from common people but forever stand like the fundamental right of upper group class. Finally, instead to develop and support common masses, police became share holder with elite class in such a dirty system which convert police and police department from service oriented to class and force oriented specifically in our country Pakistan (Greene, & Stephan,1988).

Studies argue that the way citizens think about police system and policing is being altered (Huang, & Vaughn, 1996). Police have vanished from holy blessed[1] (a settled and clear picture department in which police had an iconic position) to blasphemous[2] where once police department and personnel had holy and uniqueness-behavior concerning life of people but now the system had moved and communal assurance and confidence is almost uncertain (Moore, & Darrel,1991). Besides, the police service itself has modified from a narrow and local set of police force to a complex bureaucratic organization where the public may see the police as less visible and accessible than they once were (Chow, 2012). Apart from the above, police have strongly spoiled their name and fame due to every day cases of maltreatment; dishonesty and corruption while public suggest police to be equal to no existence (Dawn News, 2013). Police system and policing in essence is the alliance between police and community that identifies and solves community problems (Allevato, 1989). Police are the only guardians regarding maintenance of law and order having strong coordination and bond with community for safety, protection and welfare of society in which all community members seems like stake holder. Moreover, such policing has a broad and extensive allegation, their roles are to avoid and control the crimes as well as to make community dwellers participant observer in said process in order to make society crime free and resolve conflict and problems (American Association of Retired Persons 1983).

[1] Those aspects of social reality that are set apart and deemed forbidden.
[2] The every day, the common place, the utilitarian and the mundane aspects of life.

In fact police is a great force striving and applying all means composed of economic, political and other social to get community submissive one (Behan, 1990). Analyzing the ideal and real picture of police in Pakistani, it is obvious that the police system has roots in British colonial system, mostly influenced by the elite and influential class. The system remains same and still police continued to serve those at the controls of affairs while the common masses remained neglected. The current study thus aims to highlight and explain the phenomenology of police with the citizens in while illuminating the various facets of the police system from public point of view. In addition, the study will also focus on the attitudes and judgment of public towards police role and performance in the implementation of law and bringing social order and control in society. More specifically, the study focuses on the following main objectives:

Study Objectives:

- To identify public perception concerning the use of police authority and function
- To study the degree and level of satisfaction of local community about police and policing

Hypotheses of the Study

1- Racism, class system and economic orientation affect police functions negatively
2- The involvement of police in elite services, lesser would be satisfaction level of common people

METHODS AND PROCEDURES

The current study has been systematically attempted about identifying public attitudes concerning police function and policing while supporting a particular class, race or elite in society. Particularly, the field information has been obtained in District Dir Lower from general public & experts who had some wisdom and knowledge on the issue of policing in the region. As the nature of the study is quantitative, therefore, data has been collected from 200 male samples on the basis of purposive/convenient sampling from the selected population of three categories i.e. Lawyers, Offenders and Community members. As the population of the study was unknown, therefore purposively/ conveniently data is obtained from 30 Lawyers (N1) 77 Offenders (N2), and 93 common people (N3) who have administered cases in police stations in Tehsil courts of Adenzai and Timergara using interview schedule as tool of data collection. The collected information is analyzed through SPSS and Chi-Square test is used for the verification of hypotheses while the data is presented in the form descriptive statistics i.e. frequency, percentage; while summarization and description of numerical information was made in the form of range, mean, variance, standard deviation. However, in inferential statistics, generalization is made with the help of chi-square, and correlation in order to test the hypotheses. Moreover, the collected information has been narrated under various headings with the support of diagrams.

DATA ANALYSIS AND FINDINGS

Race, Class and Policing: A Public Response

The literature evidently shows that police deliver both force and services not limited to one or few groups of the society or based upon race and class (Alexander, 2000). Studies have explained that the elite class and racially strong background people felt greater satisfaction of police services as compare to lower class people experiences. Recent migration shifts have modified the relationship among citizens and police and a huge difference is found in relation to police with ethnic minorities and dominant community (Hall, 1991). Similarly, the police force has an additional range of discretionary authority and power for criminal target to implement law and to make public law obedient (Brown, 1997). However, such power of police is controversial, especially for minorities and lower class it does nothing, except of teasing and damaging ethnic groups relations with police (NACRO, 1997). In the context of the secondary data, the literary discussion shows black race are somewhat less satisfied with police action and they perceive police to be unfair to certain groups and therefore not surprisingly, are less willing to co-operate with the police than white race people (Foucault, 1977). Besides, racism and racial violence is found common throughout police history and according to Bowling (1999), during the 80s, priority was given on emergency basis to police authorities, local authorities, home offices and other governmental agencies to study racial violence in policing. The findings concludes that whenever a case related to lower class is registered with police, it is dealt as rubbish such reports are considered as not worthy for investigation. Further, the most common complaint among those who were dissatisfied from police response which to Bowling &Phillips (2003) is the police failed to 'do enough' and failed to keep the victim informed and seemed to have no interest. Only a very small minority generally are very satisfied with the way in which racist harassment is dealt by police force (Freeman,1989). Thus, from secondary analysis, it is obviously analyzed and debated that the police are confined to investigation and treatment of the people on the basis

of available stratification in the form of class, caste and race. Similarly, such strata in many situations is the leading factor in generating social disequilibrium, inequalities and distrust among people. The analysis of the field data as obtained from different categories of people is also reported and presented in the following table in the form of frequency and percentages. Such analysis also indicates that the police force is bound to treat people on the basis of basis of inequalities i.e. race, class and other economic backgrounds (**See Table-1**) below:

Table-1: Race, Class and Policing: A Public Response Analysis

Categories	Statements	F	%	C.P
C1	Due to incentive from upper class	45	22.5	22.5
C2	Antagonistic attitude towards a specific group	18	9.0	31.5
C3	Because of personal prejudice and hate	21	10.5	42.0
C4	Police have been made by the upper class	49	24.5	66.5
C5	Due to lack of accountability in police	23	11.5	78.0
C6	Political pressure from elite class	28	14.0	92.0
CT	Total	200	100.0	

Source: Field Information

The analysis of the field data (as given above) regarding the response of the public towards the impact of race and class on policing system in the area shows that policing in the locality is dependent on class and racial basis and it is much overt that police system is much dependent upon upper and elite class due to multiple reasons. In this context, the reasons of why police are attracted towards elites and upper class people have been analyzed from local and public perspective and the tabular data demonstrate that 45 respondents (22.5%) of the target population agreed upon the statement that the dealing of police reflect class base treatment with the public while such treatment is for getting incentives from upper class as denoted by C1 in the table. Police also have an antagonistic attitudes towards specific ethnic group i.e. 18 (9.0%) of the respondents were found in favor of the statement as denoted by C2. Similarly, 21(10.5%) of respondents were of the opinion that police also have personal prejudice and hate to deal public on class and race basis which is a great stigma on their professionalism. Further, different studies have extracted that police have been made by the upper class for their services and still working for the elite and upper class of the society where the mentioned statement is supported by majority 49 (24.5%) of the research sample (denoted by C4). Yet another factor is the lack of accountability system in police by the public and 23 (11.5%) of respondents support the notion in the table (given in C5) and even the political pressure on police is geared by the political elite is supported by 28(14%) respondents denoted by C6. The views of the public and its analysis thus reflect that police system is more subjugated towards race and class system and thus neglect the middle and lower class people of the society, which is producing a distrust, and lack of confidence among public.

The application of Chi-Square test further shows a strong association among the tested variables. The test is significant on the value of $\left(P=.000^{***}<.05\right)$ with D.F=36 while the chi square value is $x^2 = 7.00$ where such association falls in the accepted region. The given test is thus validating the hypothesis.

Chi-Square Results for Public Response on Class and Race Based Policing

Variables	Chi-Square	D.F	P-Value	Conclusion
Pearson Chi-Square	7.00	36	.000	Significant
No of Valid Cases	200	-	-	-

The result of correlation has also been given in table below for the given hypothesis.

Correlation Results for Table-1

The given variables		Police system and policing	Police system and policing
Public Response on Class and Race Based Policing	Pearson Correlation	1	$.966^{**}$
	Sig.(2-tailed)	-	.000
	No of cases	200	200
Association of police with Economic specialization in modern era	Pearson Correlation	$.966^{**}$	1
	Sig.(2-tailed)	.000	-
	No of cases	200	200

The results of correlation further reveal a significant association among the given indicators at the 0.01 level $r(200) = 0.966^{**}; p < .01 . r^2 = 0.96$. In this case, at least 96% of the variance is shared and supporting the validity of the given hypothesis as well.

Police, Policing, and Control of Dominant Class in Society

The historical evidences regarding the development of police institution shows that police as a system has been created by the upper and dominant class of the society. Similarly, it is evident from the findings that the devising of the policing is to serve the elites and to safeguard their vested and personal interest (Frey, 2011). In this context, it has been argued that the dominancy of a particular social or economic class influence the efficiency and work of police and police organization in most of the third world countries (Goldstein,1979). Additionally, not only the formal behavior but also even the discretionary power is affected by a class of people to a major extent (Brown, 1997). Further, the hold of the class system it damaging the identity of police system and the relation of the common people as well (NACRO, 1997). The field information and their analysis regarding the hold of class system has been given in table-2 below, where the discussion indicates that public opinion also demonstrate that the police system is strongly influenced by a dominant class ideology.

Opinion of the respondents regarding creation of police institution by dominant class

Categories	Statements	F	%	C.P
C1	Research population who are not in favor of dominant class for police creation	14	7.0	7.0
C2	An instrument for preservation of its control over basic resources	31	15.5	22.5
C3	Over political apparatus governing this access	29	14.5	37.0
C4	Over the labor force	23	11.5	48.5
C5	Over the necessaries to provide surplus upon which dominant class live	26	13.0	61.5
C6	For changing the rules in favor of dominant class	22	11.0	86.5
C7	For dominant class security	28	14.0	75.5
C8	Separation of elite class from common people	27	13.5	100.0
CT	Total	200	100.0	

Source: Field Information

Similarly, the statistical data in the table also provides the reader with such information in the research area and different approaches have been collected. In this concern, out of 200 respondents only 14(07%) research population are not agree with the mentioned statement and said police have not been created by dominant class denoted by C1 while the rest of the sample size agreed in one way or the other. Among the agreed respondents 31 people being (15.5%) reflects police as a legal instrument of elite and dominant class for preservation and control over basic resources, while 29 respondents being (14.5%) of the total mentioned police as political apparatus for governing access to the resources as denoted by C2 & C3. Besides, 23 being (11.5%) of the sample size perceived police has been created by the dominant class for controlling of labor force and 26 respondents being (13%) perceived police creation for provision of surplus necessities upon which dominant class live as denoted by C4 & C5. Further, the information in the table constitutes police have been made for creation and changing the rules of law in the favor of dominant class and supported by 22 (11%) respondents denoted by C6. Moreover, dominant class security is also one of the important issues especially in our country Pakistan and regarding this issue 28 respondents being (14%) were of the opinion that police have made by dominant class for their own security. Following the research questions and variables in the table 27 being (13%) of the total respondents accept police have been created by the emerging dominant class for their security, protocol and to make them separated and distinguished from common people as denoted by C8.

Chi-Square results for Hypothesis

Variables	Chi-Square	D.F	P-Value	Conclusion
Pearson Chi-Square	8.21	42	.000	Significant
No of Valid Cases	200	-	-	-

The tabulated value for the chi-square test also shows that the given association is strong one with respect to the variables i.e. between involvement of police in elite services, public satisfaction and police system and policing. The value of the test is also significant i.e. $\left(P=.000^{***}<.05\right)$ with D.F=42 whereas the same result for

square value is $x^2 = 8.21$. Further, the chi-square value and the association fall in the region of acceptance and thus confirm the given hypothesis as valid and authentic. The relationship of the mentioned variable has also been defected in table as;

Correlation results for Hypothesis

		Police system and policing	Police system and policing
The change in police relation from kinship to a class dominated society	Pearson Correlation	1	.965**
	Sig.(2-tailed)	-	.000
	No of cases	200	200
Opinion of the respondents regarding the creation of police institution by dominant class	Pearson Correlation	.965**	1
	Sig.(2-tailed)	.000	-
	No of cases	200	200

In the case as mention above, the results in the form of correlation reveals a significant association at the 0.01 level $r(200) = 0.965^{**}; p < .01. r^2 = 0.96$. Further, in such a case, 96% of the variance is shared reflecting that the association and the relationship is strong with respect to the information as well as test statistics.

DISCUSSION AND CONCLUSION

Police system and policing are very broad concepts and carry diverse connotations with reference to the law and its proper implementation. The current study, nevertheless, has been delimited to the study of communal attitude towards Police system and policing and its concomitant association with the existence or lack of harmony and peace in society. The prime objective of this study has been to come up with a scientific explanation of policing in local cultural terms i.e. knowing the public expectation regarding police as well as knowledge about how police use their authority. The study also aimed at offering a brief explanation of the satisfaction level of common people regarding police system and policing. In addition, the study attempted to decide on the most appropriate methodology in order to ensure the best possible scientific results. In this regard, hypotheses formulation was made sure at the very outset. In the light of literature, as well objectives given and discussed above, it become very clear that police do not responds to crimes to make society prosperous and if they do responds, it is limited. A great amount research base verification indicates that governmental reposes given to crimes and other social problems are almost meaningless and have no such influence over social control. The common response of government includes:

- Appointing and hiring of more and more police officers
- Utilization of traditional policing in the form of patrolling
- Manual investigation manner and quick responses to all events and happening
- Follow up of criminals etc

Moreover, it would be wrong to say that the above mentioned policies or changes have nor importance but government should create all those effective strategies and law which satisfy the expectation and thirst of public safety which are still under perform in our country Pakistan. Similarly, the local government officials and elected members need to fulfill their commitment of public safety by providing good policing. Of course, a lot of pressure and criticism would generate if these policies failed but it would be deal with modesty. On the other hand, for effective police and policing community collaboration is needed direly because irrespective of police huge training and providing major resources as well power police is defendant upon the strong support of and help of communal people in order to bring fair and effective control. The support of community is necessary due to some major findings and reasons like the strength of police personnel on duty is minimum and less then citizen's imagines even police can not provides their physical appearance in all places of the society. Police authority, great as it is for certain tasks, is often relatively inadequate compared with what people expect of police as well as police cannot captured and control directly all conditions and disorder of community. Police abs authority ash is founded in part, of course, on what the law grants, but the extents to which police can effectively use their legal authority heavily depends on the public's support of and trust in the police, which police must constantly strive to cultivate and sustain.

Recommendations

On basis of research findings, the following policy recommendations are made:

- Community mobilization for advocacy needs to be enhanced
- Developing skills regarding negotiations and arbitration among public to solve conflicts
- General information awareness method (e.g., to reduce exaggerated fear, to generate public awareness
- Awareness and avoiding of those factors which contributes to create problems
- To inform people concerning the limits of police power and authority
- Establishment of such a physical environment in which opportunities for problems happening is reduce
- Civil laws enforcement
- Effective and well flourished conditions of probation and bail
- Moreover, Police must develop effective planning's and policies, protocols as well working interaction with all of the above systems. As a local government officials the officers must keep large amount of influence over relations, interdependency of inter departmental works as well as having influence over other systems through which you can encourage or promote good relations with your police agency.

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A Study of Critical Success Factors forISO9001 Implementation in the Manufacturing Sector of Punjab, Pakistan

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ABSTRACT

Manufacturing organizations strives to obtain ISO9001 certification because of several associated benefits. Achieving ISO9001 certification is however not easy as organization has to give attention to several factors. The current study is about identifying such factors within the manufacturing sector. The study is based on quantitative approach and used the survey method for data collection. By sampling approach, it generated a usable sample of 84 participants belonged to the thirty manufacturing organizations located in the Punjab province of Pakistan. Through literature, we identified fourteen critical success factors for ISO9001 implementation which we used as an independent variable in regression. We used the forward method of regression, and result indicate that the top critical success factor for ISO9001are middle management commitment, services and support from the certification body, and the top management commitment. Together these three factors explain up to 35% change in the dependent variable of favorable ISO9001 outcomes. The implication of our findings are that besides focusing on hard aspects of quality such as quality tools, the soft aspects such as management commitment also need to be given attention for the proper implementation of ISO9001.

KEYWORDS: ISO9001, Quality Implementation, Critical Success Factors, Manufacturing, Punjab, Pakistan.

INTRODUCTION

The ISO refers to the International Organization for Standards which came in to existence on 23rd of February, 1947. It is a federation of national standard bodies based on 176 countries around the world [1]. The ISO has different families of certification such as ISO14000 series, ISO22000, and ISO9001 which deals with different type of standards. Within ISO9001 family, there are standards such as ISO9000, ISO9001, and ISO9004. The ISO9000 only covers the basic quality management system; ISO9001 provides a comprehensive framework for evaluating quality management system within an organization; and ISO9004 provides guidelines for continuous performance improvement. Among these standards, ISO9001 is the most common and famous among the organization and if obtained then it signals that organization has achieved certain required level of quality [1]. It is a generic type of standard which any organization regardless of its size, type, and nature can obtain after fulfilling the necessary conditions [2].

Problem Statement

Pakistani organizations need to get the ISO9001 certification as it is helpful for not only improving the quality of the products and processes, but also a requirement for exporting products to most of the International countries. Pakistani organizations however remains very reactive in getting the ISO9001 certification for example based on ISO record, in year 2012 there were only 2132 Pakistani organizations which obtained the ISO9001 certification; which increased to 2369 certifications in year 2013; and 2512 in year 2014. The slow progress is due to the strict requirements and the procedure for the ISO9001. Furthermore, there are several organization related factors which if present can improve the ISO9001 implementation process; while their absence may result in difficulties in implementing and achieving the ISO9001 framework. So the specific problem which this study wants to investigation of quality tools frequently used and their benefits in the manufacturing sector of Pakistan.

Background

ISO9001 is a quality based certification based on certain requirements which an organization needs to fulfill in order to get the certification [3]. The environment within an organization can be supportive or non-supportive for ISO9001 implementation based on different factors. Literature suggests that different factors such as existence of already

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developed quality management system, top management commitment, middle management commitment, effective internal auditing, ISO related training, and availability of external consultants facilitate the ISO9001 implementation [4, 5, 6, 7, 8]. Other similar factors include resource allocation, employee involvement, and support from the certification body [3, 8, 9]. The critical success factors may var1wies from context to context and identification of these factors within the local manufacturing sector is the main theme of this study.

Objectives

The objective of the study is;

- To identify the critical success factors for the successful implementation of ISO9001 among the manufacturing sector of Punjab, Pakistan

Critical Success Factors for ISO9001 Implementation

Literature on quality management points towards different critical success factors for ISO9001 implementation. For example, existence of already developed quality management system and subscription to some common quality frameworks such as ISO9000 or BS5750 is highly important for successful implementation of ISO9001 framework [3]. If such system exists, then it provides a solid background about quality management requirements and thus proves highly useful [4]. Commitment from top and middle management is also an important factor. It is the responsibility of top management to devise quality related policies and devote resources [6]. Middle management is also important as they can influence important decisions regarding quality management; creates a bridge between the top management and lower level employees; communicate necessary information; and implement strategy [6, 25].Effective internal auditing is also useful technique for preparing organization for the ISO9001 certification [11]. It means that management should focus on utilizing self-assessment tools to figure out that whether organization's quality related efforts are up to the required level[3]. Having a sufficient ISO related training program within an organization is also crucial factor. When employees are given training and education based on the ISO framework, it results in successful changes in the whole system [12]. Availability of the ISO published material is another key factor[3]. Availability of such material provides necessary guidance; while, non-availability of such material may result in situation where managers doing things from their own understanding which can undermine the implementation process [3].

Availing advice from the external consultant is also crucial factor for successful ISO9001 implementation. A lot of organization does not possess the necessary knowledge of implementing the system; therefore, they seek help from outside consultant. Normally, consultants charge some fee and provide their expertise to upgrade the system for making it ready for certification purpose. Availability of such external guidance reduces organization's efforts as right action can be taken at the right time [8]. Employee involvement is also necessary for successful ISO9001 implementation as without employees' involvement, no quality management program can be successful [5, 13]. Resource Allocation is also important factor for ISO9001 implementation. It is necessary that during the planning phase, top management devote enough physical, financial, and human resources for ISO9001 implementation [11, 12]. All quality gurus such as Deming, Juran, and Crosby have also emphasized on organization to devote enough resources for quality. Existence of appropriate communication system is also a crucial factor for successful ISO9001 implementation[9]. Cooperative attitude of customer is another key factor for successful implementation of ISO9001 framework. Customer attitude is important as if customers are cooperative; they will highlight issues related to the products, give their feedback, and provide valuable suggestions for improvement in the system. Therefore, organizations are required to maintain good relationships with customers and take necessary steps to monitor feedback from the customers [3, 8]. Cooperative attitude of suppliers is another key factor or successful implementation of ISO9001 framework. This factor requires that suppliers and organization build long lasting relationships so that the information can be shared; processes can be aligned; and good quality input can be procured [3, 14]. Service and support from the certification body is also important. If such support is given, it can result in making the process smooth for both parties [11]. Similarly, in case of a subsidiary, assistance from the parent company is also very important. Parent company can provide guidance, resources, and expertise which provide support for successful implementation of ISO9001 certification [8, 9]. In sum, different internal factor related to the management, operations, employees; and external factors related to the customer, suppliers, or certification body can be critical success factor for successful implementation of ISO9001.

Benefits from Implementing ISO9001

Literature suggests that there are a lot of benefits from implementing the ISO9001. The internal benefits of implementing ISO9001 include but not limited to the increased operational performance, improved processes, minimized production losses, low level of rework and less defects, better process flow, reduced time wastage, raw

material and labor saving, and development of quality culture [15, 16, 26]. The outcomes in terms of employees are that employees become more aware towards quality, are highly motivated, and loyal towards the organization which result in controlling the turnover and related cost [2]. Further, the marketing advantage is that it result in gaining greater market share, a marketing tool for promotion, helps in beating competitor, and better organizational image in the public [17]. A specific example of benefit of implementing ISO9001 is based on a study conducted in Iran which where it is found that its implementation in health services result in increase in bedridden patient's satisfaction and decrease in work-related mistakes by hospital staff (27). Overall, it can be concluded that implementing ISO9001 certification and framework result in a lot of favorable outcomes for organization in terms of customers, markets, financial, and employees.

MATERIALS AND METHODS

Research Design

The design of the current study is descriptive and explanatory. It is based on the cross-sectional nature of data means data is only collected at one time interval. The design of the study is non-experimental means the study is not based on any experiment or altering the conditions of the participants. Furthermore, it is based on the quantitative approach.

Survey Measure

Survey is used for data collection which is based on previously developed measures. Critical success factors for successful implementation of ISO9001 implementation is based on 14 statements adapted from previous researcher [18]. The perceived benefits of implementing ISO9001 were measured by 17 statements and adapted from previous researcher [19].

Reliability and Validity

Reliability is the degree to which measures adapted are free from error and therefore yield consistent results [20]. Reliability can be measured using methods such as internal consistency, test-restest, and split-half method. In current study, we used the internal consistency method by calculating the Cronbach alpha for both variables. In our data, the Cronbach alpha for critical success factors was .811; and Cronbach alpha for perceived benefits was .793. Thus both variables had Cronbach alpha of above 0.70 which can be considered satisfactory as per the cut-of value suggested [20].

Validity on the other hand refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. Different methods for establishing validity are available such as face, content, construct, discriminant, and criterion validity. In current study, we established the validity of the survey measures adapted using the face validity and the content validity. For face validity, the instrument was compared with the literature and found to be in line with the concepts found in literature, therefore, establishing its face validity. Content validity on the other hand refers to when there is general agreement among subject matter experts that the items in the survey are adequately measuring the variables involved in the study [21]. For this purpose, the instrument was presented to a panel of two university professors who were expert in related fields. The panel agreed that the items are adequately measuring the concepts involved. Overall, both reliability and validity were satisfactory in our data.

Population and Sampling Procedure

The study is based on manufacturing sector of Punjab, so all manufacturing organizations in Punjab make the population of the study. Since population is large, so we used the sampling approach. The study draw sampling frame from four main cities located in the Punjab province. The sample consisted of 30 manufacturing organizations in which total of 150 survey questionnaires were distributed. These manufacturing firms were related to the manufacturing of textile products, construction material, and household goods. These survey were distributed in the sample firms by the researcher by visiting physically. Later these surveys were picked up by the researcher. A total of 84usable surveys were returned making a response rate of 56%. The data was analyzed using the descriptive statistics and the regression analysis. The exploratory regression analysis is used while number of control variables was also added in the model.

RESULTS

Our results are as under which are based on demographic characteristics, descriptive statistics, and regression analysis.

Demographic Characteristics of the Survey Participants

The demographic characteristics of the survey participants are given in the table below.

Table I: Demographic Characteristics of the Survey Participants

Label	Category			
Gender	**Male**	**Female**		
	68	16		
Age Group	18 to 25 Years	25 to 40 Years	40 to 60 Years	
	36	41	7	
Educational Level	Intermediate or Less	Bachelors	Master or Above	
	1	65	18	
Work Experience	Less than 1 Years	1 to 5 Years	5 to 15 Years	Above 15 Years
	8	29	37	10

There were total of 84 survey participants out of which, 68 were male, and 16 were female. Age wise, 36 participants belonged to the age group of 18 to 25 years; 41 belonged to the 25 to 40 years; and 7 belonged to the 40 to 60 years. In terms of education, 1 participant had qualification of intermediate or less; 65 had bachelor qualification; and 18 had master or above level qualification. In terms of work experience, 8 participants had less than 1 years of work experience; 29 had 1 to 5 years of work experience; 37 had 5 to 15 years of work experience; and 10 had above 15 years of work experience.

Descriptive Statistics

The results based on respondent's response are given in the table below and arranged in descending order.

Table II: Critical Success Factors for ISO 9001 Implementation

Important Factors for Successful Implementation of ISO 9001	Minimum	Maximum	Mean	S. D
Top management commitment	4	5	4.78	0.419
Middle management commitment	2	5	4.44	0.606
Resource allocation	3	5	4.28	0.648
Sufficient ISO training programs	2	5	4.18	0.889
Effective internal auditing	2	5	4.16	0.937
Employee motivation and involvement	2	5	4.04	0.68
Existence of appropriate communication	2	5	3.84	0.687
Pre-existence of ISO 9000 standards	2	5	3.72	0.75
Co-operative attitude of suppliers	2	5	3.65	0.882
Assistance from the parent company	2	5	3.42	0.918
Services and support from the certification Body	2	5	3.25	0.815
Availability of external consultants	1	5	3.14	0.861
Co-operative attitude of customers	1	5	3.09	0.971
Availability of ISO published materials	1	5	3.01	0.893

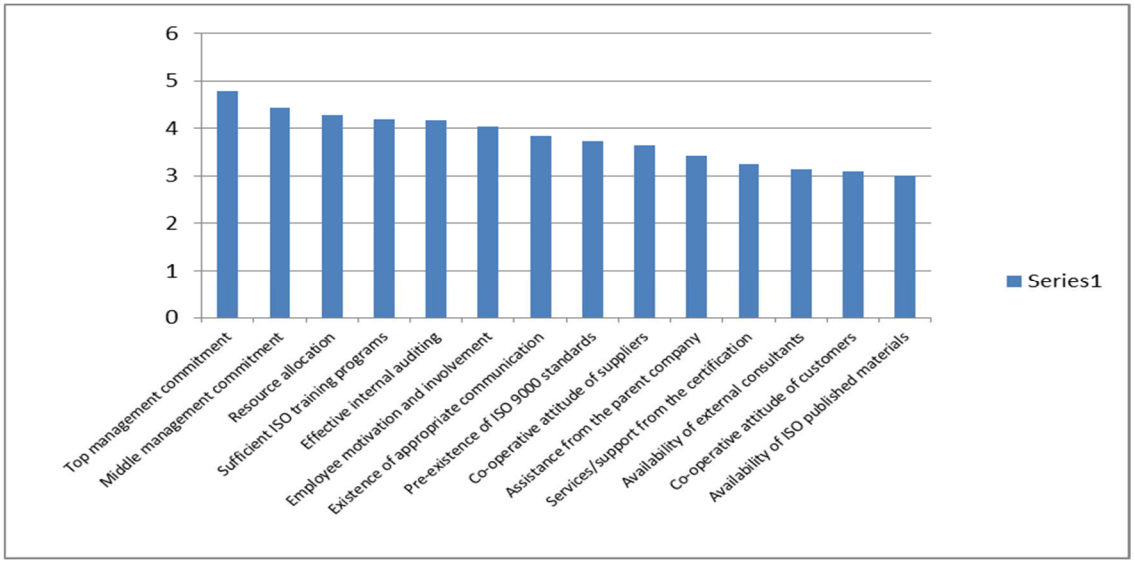

Figure 1: Descriptive Statistics for CSF for ISO9001 Implementation

The results based on descriptive statistics are given in table and chart above. The results shows that most important factor successful implementation ISO9001 based on mean value of is top management commitment (M=4.78, S.D=.41); followed by middle management commitment (M=4.44, S.D=.60); followed by resource allocation (M=4.28, S.D=.64); followed by sufficient ISO training programs (M=4.18, S.D=.88); followed by effective internal auditing (M=4.16, S.D=.93); followed by employee motivation and involvement (M=4.04, S.D=.68); followed by existence of appropriate communication (M=3.84, S.D=.68); followed by pre-existing of ISO9000 standards (M=3.72, S.D=.75); followed by cooperative attitude of suppliers (M=3.65, S.D=.91); followed by assistance from the parent company (M=3.42, S.D=.91); followed by service and support from the certification body (M=3.25, S.D=.81); followed by the availability of external consultants (M=3.14, S.D=.86); followed by the cooperative attitude of customers (M=3.09, S.D=.97); and finally followed by the availability of ISO published material (M=3.01, S.D=.89).

Regression Analysis

We used the Forward method of regression analysis to identify which factors among these 14 factors are the most critical one for the successful implementation of ISO9001. For this purpose, we used the benefits of ISO9001 as a dependent variable and all these critical factors as an independent variable. Additionally, we used three control variables including the presence of already achieved ISO certification, organizational size (medium), and organizational size (large). Further, we also tested the four assumptions of regression including the normality of error term using the graphical method of NPP plot of regression standardized residual; no multicollinearity using VIF(cut of value <5); no autocorrelation using the DW statistics (cut of value around 2); and homoscedasticity using the Park test. All these four assumptions were satisfied in our data. The results for the forward method of regression is given as under.

Table III: Regression Analysis

	Model 1	Model 2	Model 3	Model 4
ISO Certification Dummy	.117	.132	.100	.073
OrganizationalSizeDummy1	-.008	.039	.084	.184
OrganizationalSizeDummy2	.052	.060	.062	.121
Middle Management Commitment		.266***	.268***	.186**
Services & Support from the Certification body			.147**	.162**
Top Management Commitment				.319**
R-square	.028	.187	.270	.357
Change in R-square		.158	.083	.087
FStat	.781	4.541**	5.778***	7.119***
Change in F-Stat		15.400	8.908	10.360
DW Statistics				2.346

*P<0.05, **P<0.01, ***P<0001

The forward method of regression used iterative approach and produced solution for four models in which the model 4 was the best model based on model fitness. Further, out of the 14 independent variables only three variables turned out to be significant. The rest of the independent variables were excluded due to the non-significance value. The results indicate that middle management commitment is the most significant factor associated with the perceived benefits (β=.186, P<0.05); followed by the services and support from the certification body (β=.162, P<0.05); followed by the top management commitment (β=.319, P<0.05). Further, based on the model 4, the three independent variables and the three control variables explained up to 35.7% change in the dependent variable of perceived benefits (Rsquare=.357). Overall, model 4 shows high fitness based on the F-statistics compare to the other models (Fstat=7.119, P<0.05).

DISCUSSION& CONCLUSION

The objective of the study was to identify the critical success factors for the successful implementation of the ISO9001 framework. For this purpose, we collected data from sample of 84 participants belonged to the 30 manufacturing based organizations from the Punjab province of Pakistan. For identifying the most critical factors, we used the exploratory method of regression using the forward method. Our results indicate that the critical factor for the successful implementation of the ISO9001 framework are middle management commitment, services and support from the certification body, and the top management commitment. Middle management commitment is important since they are highly influential and present at shop floor level where they makes important quality related decisions, and act as a bridge between the top management and lower management as well as between the

management and the workers. The significance of the role of middle management is also recognized by previous studies [6, 22]+. The service and support from the certification body is also highly important since certification body conduct the audit, provide guidance, and finally issue the certification. If certification body is supportive, then it can greatly facilitate the certification process; while, absence of support may hinder or even discourage organizations from obtaining the certification. Support from certification body is also found important in previous study [3, 11]. Finally, top management commitment is found to be significant in our study. This is a factor which is consistently reported in the literature and its importance is due to the fact that top management makes policies, devote resources, and act as a role model for quality implementation. All quality gurus also stressed on the role of top management commitment in quality management. Previous studies also found it as an important factor for ISO9001 implementation [3, 14, 25]. Furthermore, our findings that the ISO9001 implementation is associated with favorable internal and external outcome is also consistent with the literature [2, 15, 16, 17, 23, 27, 28].

Recommendations

Based on the findings of the study, we present the following recommendations.

- Organization should give attention to the implementation of ISO9001 framework and achievement of the certification as it is associated with several favorable employees, customer, suppliers, and strategic benefits
- For implementing the ISO9001 framework, top management should play a very active role in devising quality policy, devoting resources, and monitoring the entire process of implementation
- The middle management role should not be ignored during the ISO9001 implementation process. Further, proper training should be given to the middle management so that they can manage different activities related to the ISO9001 implementation.
- The certification body should also more support and guidance to the certification seeking organizations.
- Government should also give attention to create more awareness for ISO9001 certification among the manufacturing organization. Further subsidies in fees, support, and training should also be made available to the manufacturing sector as it has larger benefits in terms of exports, jobs, and the taxes.

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Problems Faced by Divorced Women while Educating their Children in Malakand, Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

Divorce is one of the growing social problems in modern societies (Nikolis and Zatand, 2015). Pakistan includes in list of countries where divorce rates are gradually increasing. The current study is an effort to explore the issue faced by divorced women while educating their children. The study has been conducted in District Malakand, Khayber Pakhtunkhwa, Pakistan. This is study is explorative and is framed under qualitative research design. Sampling for the study has been done purposively whereby a total a 25 divorced women having education up to at least metric level were sampled. Information from the respondents has been collected through interview guide and is analyzed thematically. Findings of the study shows that divorced women are confronted with many socio-economic problems while schooling their children. In addition, divorced women faces many problems while educating their children, for instance, lack of aspiration, lack of economic support, transport problems, frequent residential moves and lack of adjustment etc.

KEY WORDS: Divorce, Women, Schooling, Children, Problems etc.

INTRODUCTION

Background of the Study

Family and marriage are universal social institutions that fulfill several important functions, which are significant to both individual and society. Social institutions such as marriage and family provide individuals with socio-economic and psychological support, regulates sexuality in culturally approved manner, provides psychological satisfaction, expand social relationships, and help in provision of economic support (Kornblum, 2012). Despite the fact that marriage serves the society in multiple ways; is also confronted with plethora of issues and challenges, which affects society in many important ways. These issues and challenges include marital instability and considerably easy dissolution of marriages resulting in divorce (Stevenson and Wolfers, 2007; Amato, 2000).

Divorce affects marriage as an institution i.e. by disturbing the socio-economic and psychological functions fulfilled by marriage (see Clark, 2015). Globally, divorce rate is rising (Hartz and Niaz, 2015) such as in the United States, it is estimated that 40% of all marriages ended in divorce by 2008. Similarly, in Australia, nearly every third marriage ends with divorce (Parveen, 2010) while in Saudi Arabia, about 70 thousand marriages held annually while 13 thousand marriages end with divorce (Al-Huwaider, 2009).

Divorce women are confronted with significant problems regarding the schooling of their children. The most note able among such problems are frequent residential moves (disturbing the continuity of schooling), inability to pay school fee leading to transfer to low quality school or even dis-continuation of school, inability to help children in home work and to visit to school, inability to pay transport fee and to buy books and meet daily expenses of the children. There are numerous reasons for facing such problems while schooling their children such as divorced women often live their life in poverty, they suffer from mental illness leading to decreased focus on their children as well as remain in search of job or work outside home which do not allow them to focus on the schooling of their children. Concomitantly, children of divorced women perform poorly in schools. For further details see the studies of Amato & James (2010), Haynie & South, (2005), Potter (2010), Gruber (2004) and Fagan (2011).

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Statement of the Problem

Research indicates that during the last decade, a significant rise in divorce rate has been evident in Pakistan (Zafar, 2011). Only in Lahore, there were about 75,000 registered divorce cases during the span of February 2005 to January 2008 while the number increased to 1, 24141 during February 2008 and May 2011 (Rao, 2011) while on average, about more than 100 divorce cases are registered in family courts on daily basis (Hussnain, 2014). In addition, a substantial increase is observable in courts of Gujranwala in 2015. Keeping in view the statistics of the district, family courts have separated as many as 4500 couples out of 5000 applicants (Dunya News, 2015). In the capital city Islamabad, 557 couples divorced in 2011, while in 2002, 208 couples were divorced. According to a survey conducted by Gilani Research Foundation Pakistan, nearly half of all Pakistanis (48%) believe that the rate of divorce has been increased (Gallup International Association, 2010). Statistics shows that the number of couples getting divorced has increased by 4.9% from the year 2010 to 2011 (Saleem, 2012). Further, after 2002 about 50 per cent rise was observed in divorce cases initiated by females as a result of Muslim Family Courts Amendment Ordinance (Zafar, 2011).

Divorced women face problems in upbringing of their children to settle down their life and future (Kotwal and Prabhakar, 2009; Hassan, 2015). Women's balanced emotional, socio-economic position and better physical health is necessary for healthy development of a child. Children of emotionally tortured, socio-economically unbalanced and suffering from poor physical health women are at a high risk of developing problems in future (Zafar and Kausar, 2014). It is difficult for a divorced woman to provide proper guidance to children, take care of them and to provide them with basic social needs i.e. food, shelter, schooling, hospitalization etc., which manifestly affect their socio-economic wellbeing. Consequently, such children may not thrive physically; probably they do not perform better in education and may suffer from psychological problems (Hassan, 2015; Kotwal and Prabhakar,2009; Amato and Booth, 1994).

Divorced women having children are vulnerable to many difficulties in life. In this regard, management of children including their socialization and economic fulfillments are highly difficult tasks for divorced women (Nikolis and Zatand, 2015). Women suffer from emotional and economic problems; as a result, such women face significant problems while socializing and economically taking care of their children (Spillman, Lorenz, Wickramma, 2006; Parveen, 2010). Divorced women are less able to provide their children with appropriate and hygienic food, water and shelter as well as pocket money and other personal expenses (Kotwal and Prabhakar, 2009; Saleem, 2012). Further, divorced women facing significant economic problems are unable to provide their children with quality education and consequently, they suffer from lack of educational aspiration and perform weakly in educational stream (Sun and Li, 2002). Divorced mothers also face problems in providing recreational facilities to children where they are scarcely available with toys and other recreational facilities (Carol, MacKinnon, Brody, and Stoneman, 1982). Considering the problems of divorced women, this study will be an effort to explore the socio-economic problems faced by divorced women in socializing and fulfilling the economic needs of their children.

Objective of the Study

- To know about problems of divorced women in fulfilling the educational needs of their children

METHODOLOGY

Nature of the Study

This study is explorative and is framed under qualitative research design. The current study is explorative in nature, for instance, an exploration of problems faced by divorced women while educating their children. In addition to it, on the basis of nature of investigation this study is qualitative, for instance, the information is presented in textual form such as transcription, narration and discussion.

The current study has utilized non-probability of technique for sample selection specifically purposive sampling technique. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on inclusion of samples which fulfils a specific criteria in accordance to the study conducted. In this regard, the inclusion criterion for the current study was:

- Divorced women
- The divorced women must have children of school age

On the basis of mentioned criteria, a total of 25 divorced women having educated of metric level or above and having children were sampled for the current study. In addition, interview guide is utilized as a tool for data collection. Keeping in view the nature of the study interview guide was a suitable tool for data collection. Besides, interview guide provided the researcher with flexibility and ability to gain an insight to the issue. Lastly, the collected information through interview guide will be narrated, and linked with literary information in order to extract results.

RESULTS AND DISCUSSIONS

Part-A: **Socio-Demographic Information**

This portion of analysis is devoted to socio-demographic information about respondents whereby age and gender wise distribution, educational and marital status, family type and income level of respondents are presented in tabular for along with its description. For further details see the tables below

4.1.2 Age wise Distribution of Respondents

Life means "The time from birth to death and life expectancy is the age of a person (Garbarino & Abramowitz 1992; Merriam-Webster Dictoary, 2014). It is an important aspect of human life as it includes physical, psychological and social growth related to maturity of a person. With increase in age, the intellectual maturity of a person may increase as well. Age is an important aspect related to life whether it animals or plants (Louise, 2005).The term age refers to "How long something has existed" (Word Web, 2015). Age is one of the factors associated with variation response, attitude and perception towards processes, phenomena and various other social aspects. Age factor is a category for sorting out social research to accumulate relevant information provided by different age group of people. In relevance to the current study, age is an important factor because age can determine the earning level of divorced women, their care for children, mental conditions and efforts to provide rare and care for children. The age wise distribution of the respondents is presented in the table below

Table No. 01: Age Wise distribution of Respondents

Age of the respondent	Frequency	Percentage
15-25	09	36
26-35	12	48
36-45	04	16
Total	**25**	**100**

Description

Statistical information in the table shows that 09 (36%) respondents were in the age category of 15-25. 12 (48%) respondents' were in the age category of 26-35 years, and 04 (16%) respondents were in the age category of 36-45 years.

Number of Children of the Respondents

In relevance to the current study, number of children is an important aspect. According to (Ratzen, 2013) number of children is important while considering the socio-economic status of a family. Poor families cannot afford a higher number of children as income level determines the facilitation provided to children, their food, education, health etc. besides, the number of children living with single parent (specifically women) is also important to be considered while education them, providing health facilities and socializing the children. Keeping in view such an eminence of number of children, the below table contains information regarding the number of children respondent had (see the table no.02):

Table no. 03: Number of Children

Number of children	Frequency	Percentage
01	12	48
02	08	32
03	04	26
04 or more	01	04
Total	**25**	**100**

Description

Statistical information in the table no. 03 shows that 12 (48%) respondents were having one child. 8 (32%) respondents were having 02 children; 04 (26%) respondents were having 03 children while 01 (04%) respondent had more than four children.

School Enrolment Status of the Children

Children's status of being enrolled in school or not is an important factor with regard to the current study. Enrolled children requires more attention as they spends time outside home as well as such children requires a higher level of income due to their expenses on education. The following table contains information regarding the school enrolment of children of the sampled divorced women (see the table below):

Table no. 04: School Enrolment Status of the Children

Educational status	Frequency	Percentage
Going to school	13	52
Not going school	12	48
Total	**25**	**100**

Description

Statistical information in the table no. 04 shows that 13 (52%) children were enrolled in school where as 12 (48%) children were not enrolled in school.

School Grade Details of Enrolled Children

Grade level of children indicates their age, level of understanding, spending time outside home, tutor requirements, expenses on schooling etc. In this context, school grade of the enrolled children of divorced women is important aspect as it determines the required focus on behaviour, expenses on education, observation over children outside home etc. therefore, the following table contains information about school grade of the enrolled children (see the table below):

Table no. 05: School Grade Details of Enrolled Children

School Grade	Frequency	Percentage
Pre-school	04	30.76
1st to 3rd grade	03	23.07
4th to 5th grade	01	07.69
6th to 8th grade	04	30.76
Doing metric	01	07.69
Total	**13**	**100**

Description

Statistical information in the table no. 05 shows that 04 (30.76%) children were enrolled in pre-school grade. 03 (23.07%) children were enrolled lower grades i.e. class 1st to 3rd. 01 (07.69%) child was enrolled in 5th grade; 04 (30.76%) children were enrolled grade 6 to 8, and 01 (07.69%) child was in enrolled in grade 10th.

Part-B: Thematic Analysis

Divorce Mothers and Schooling of their Children

Field information shows that parental divorce affects the education of children. After divorce of parents, the schooling of children is affected. Respondents told that after divorce the children start showing poor results in the school exams. Many of the respondents agreed that prior to divorce their children were performing well in schools and were taking good marks in exam, however, after divorce their performance in school gradually declined, and now sometimes they fail the monthly tests and exams. Besides, the activities of children in school are also affected i.e. games, taking part in debates, quiz competition etc. For validation few of the extracts from the interview are mentioned below:

"....there is no hesitation in arguing that my daughter's education is significantly affected due to my divorce. There are many reasons for it such as changing homes and changing schools, financial problems and decreased in focus on Haajra (her daughter)...." (Kausar Nawaz).

A respondent said that:

"....both of my children were very good in school, however, after divorce Zohaib (her son) is not performing well in tests as well as exams...."(Azra).

A respondent explicated that:

"...my children do not take interest in studies as they were interested in studies before divorce..."(Nazish Ali).

"....my daughter was a position holder in class but after divorce she has not taken even third position in the class...." (Lubna Bibi).

"...My son was a regular participant in quiz competition in school and took 1st position many times. But, after divorce, he didn't got any position in last three years. I have noticed that after divorce he has lost interest in school and co-curricular activities..." (Gulalai).

Field information indicates that the education of children is affected after divorce. Mobility of the children from one place to another (for example with mother as well as residential moves due to rent problems etc.) leads to poor performance among the children of divorced women. After divorce the children move from one place to another with their mother resulting in changing the school, teachers and friends, which in turn affects the education

of the children. Consequently, children lose interest in school as it is difficult for them to get adjusted with new friends, teachers and school environment.

For validation few extracts from the interviews are:

"....my children liked private school but I had to migrate them to government school as we migrated to new residential area after divorce. Certainly, the migration has affected her school performance...."(Azra).

"....my children were attached to their teachers in private schools and were able to learn quite well from them. But after migration to new school, their test and exam marks have been affected...."

Regarding its reason, a respondent argued that:

"....the main reason behind the decline in the performance is lack of time provided to them due to frequent residential changes...."(Sawera Bibi).

"....I transferred my children from private school to government school and they face problems in understanding the new pattern of teaching...."(Gul Rukh).

"...my son was used to group study with his friends but now he is not interested to do study as he miss his friends...." (Kashmala Khan).

Field information reveals that children who are living with their mothers face many educational problems. Mothers are unable to help them often because doing job and household work and stress. Respondents (e.g. divorced women) argued that they do not ask of about their children from teachers and school staff; they do not help them in doing homework; and do not have time visit schools and ask about their test and exam performance. Some of the respondents do not understand the English language and are not able to for tuition fee as well. In this connection, a respondent stated that:

"....I do not have time to go to school and ask about the performance of my children...."(Gul Rukh).

"....I am busy in doing work to earn money, and not have time to help him while doing home work. I am tired and stressed when return from work...."(Sawera).

A respondent shared that:

"....I don't have money to arrange tutor for my son...."(Azra Begam).

Field information in this context enumerates similar findings. Respondents agreed that they face difficulty in making the children regular to school due to many reasons. For example, a respondent said that:

"....children are not listening to me; they are irregular to school and are not interested in their studies..."(Masooma Bibi).

"....my daughter's admission has been cancelled as she was irregular to school. Probably it was because of my lack of focus on her, involvement in earning related activities and involving her (the daughter) in household chores...."(Irum Khan).

DISCUSSION

There is evidence that children living with lone mothers performs poorly in education. For example, according to a survey conducted by National Survey of Children's Health shows that those children who live with both of their parents are more intelligent and good in studies and academics than those who live with their mothers alone (see also Haynie & South, 2005).

One of the major issues of parental divorce on children has long term effect on educational attainment of children. Divorce affects a child's educational career by disturbing their economic and psychological well-being, relationship with their parents, teachers and friends resulting in gaining lower level of socioeconomic, physical and psychological satisfaction in future. In this regard, also see the studies of Garriga & Härkönen (2009) and Amato & James (2010).

The current study enumerates that divorce significantly disturbs the schooling of the children. In this regard, a research study conducted by Potter reveals that after the divorce between a couple, children start performing poorly in education as compared to their peers belonging to non-divorced families (see Potter, 2010). Gruber (2004) further asserts that children observing and passing from the experience of parental divorce at school level are also vulnerable to perform poorly in higher education. Findings show that there are many reasons behind poor performance whereby lack of aspiration from parents is mentionable. The study of Sun & Li (2002) also indicates that divorced mothers are unable to aspire their children while educating them.

Further, findings of this study enumerates that children of divorced women are vulnerable to poor performance in exam. Such children are unable to get good grades, marks and have worse reading skills. These findings are supported by the studies of Jeynes (2000) and Fagan (2011) further validates the argument that children of divorce parents in particular when children reside with mother post to divorce are vulnerable to poor education performance, for instance, such children get low grade and GPA in exams and have worse reading skills and poor in maths than those children from intact families. Those children whose mothers are divorced achieve fewer marks in

monthly tests and annual exams than children from non divorced families (see for example Shaff, Wolfinger, Jones & Smith, 2008). Further, frequent mobility of divorced mothers is an important contributor to poor educational performance among children of divorced mothers. After divorce of parents, the children move from their house with their mothers which affect the education of the children. Usually adolescent are more affected by the movement from one house to another which brings behavioral, psychological, economic and adjustment issues related to mothers as well as children. Children in such a scenario are affected in two ways e.g. they are affected directly, and are affected by the changes related to their mothers' socio-economic and psychological condition as well (in this regard see Scanlon & Devine, 2001 as well). In addition to it, migration from better school to lower quality schools due to financial crises also results in poor performance among the children of divorce women which is supported by the study of South, Haynie & Bose (2005).

For balanced personality development of children, both mother and father are necessary. Same is the case in education where children who live with parents receive more help in education such as home work help, sharing educational burden, communication with school and solution of other educational problems. However, children living with mothers alone receive less help, their mothers are unable to communicate frequently with school as well as do not have someone to share economic burden leading to poor school performance. These findings are in line with the studies of Sabry (2006) and Jeynes and William (2002).

Children from divorced family usually remain absent which affect their studies than those children from non divorced family (see also Ham, 2003). A research study shows that divorced children have 26 percent higher absentee ratio as compared to children from non-divorced families. This study also shows that keeping children regular at school is one the challenges to women socializing their children in absence of father supported by the study of Evans, Kelley & Wanner (2001).

CONCLUSION

This study concludes that divorced women face many problems while taking care of schooling of their children. Children of divorced women perform poorly in school whereby many socio-economic hurdles are responsible for it. It includes the inability of divorced women to provide an appropriate economic support to their children. As a result, divorced women cannot afford good quality schooling, books, and transport facilities for their children. Further, divorced mothers suffer from socio-psychological problems whereby they are unable to aspire their children while education them. It is also evident that divorced women are vulnerable to frequent residential moves leading inability of their children to settle to one educational institution. Absenteeism and lack of control over children is another core issue faced by divorced mother while educating their children.

SUGGESTIONS

Educational Institutions

Educational institutions can give admission to children of divorced women and can provide special financial packages to them. Educational institution can provide the talented children of divorced women with scholar ships as well.

Employment

Divorce women should be given priority in employment. There should be specific quota for divorce women in employment. Those divorce women who are educated should be given jobs in government organization and non-governmental organization should also provide them jobs. Further, industrial sector can play an eminent role in providing employment to divorced women which will increase their income and will help in fulfilling the needs of their children. The government or nongovernmental organization should provide them sewing machine and other materials they need for making handicrafts.

Policy Makers

Policy makers have to devise policies to help divorced women and their children in different manners. They should sign child support agreements for divorced women to help them in upbringing their children. The policy makers should provide such remedies to decrease the high level of poverty of divorced women.

Financial Assistance Programs for Divorced Women

Divorced women should be provided financial assistance so they should be able to adjust themselves to the new condition after divorce. Divorced women should be given packages of electricity and gas, and should be given discount in paying electricity bills and gas bills. Further, a specific economic consideration can be given to divorced women in national economic assistance program such as Benazir Income Support Program (BISP).

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This section should include sufficient background information, provide a clear statement of the problem, the relevant literature on the subject, and the proposed approach or solution. The aims of the manuscript should be clearly stated. The introduction should not contain either findings or conclusions. It should be understandable to colleagues from a broad range of scientific disciplines.

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Journal paper:

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Books:

1. Daniel A. Potter, 2002. Destructive turfgrass insects: Biology, diagnosis and control. Wiley Canada Publishers, pp: 24-67.

Chapters in Book:

1. Bray R.A., 1994. The leucaena psyllid. In: Forage Tree Legumes in Tropical Agriculture (eds R.C. Gutteridge and H.M. Shelton) pp. 283–291. CAB International, Oxford.

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1. Makarewicz, J.C., T. Lewis and P. Bertram, 1995. Epilimnetic phytoplankton and zooplankton biomass and species composition in Lake Michigan, 1983-1992. U.S. EPA Great Lakes National Program, Chicago, IL. EPA 905-R-95-009.

Conference Proceedings:

1. Stock, A., 2004. Signal Transduction in Bacteria. In the Proceedings of the 2004 Markey Scholars Conference, pp: 80-89.

A Thesis:

1. Strunk, J.L., 1991. The extraction of mercury from sediment and the geochemical partitioning of mercury in sediments from Lake Superior, M. S. thesis, Michigan State Univ., East Lansing, MI.

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