THESIS ABSTRACT & POSTER BOOKLET FOR DEPARTMENT OF SOCIOLOGY- UG Thesis 2022

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Relationship Between Parenting Styles and Self-Esteem in University Students

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Abstract

This research aims to understand the relationship between parenting styles and self-esteem among university students. Furthermore, it aims to identify which socio-demographic characteristics are associated with low self-esteem. Literature shows parenting styles are categorized into three main different types- flexible parenting, authoritarian parenting, and permissive parenting. Of these three, evidence suggests that flexible parenting style is linked with better outcomes in children's behavior throughout the world, as it is a way of parenthood that combines the setting of limits with warmth and sensitivity. Flexible parenting use positive reasoning and reinforcement to counsel children and they avoid settling on punishments and threats. This approach is mostly found in middle-class, educated families, and. Attachment theory has been used to understand how parenting styles through childhood and adolescence can affect a young adult's self-esteem. A stable bond and attachment with parents from infancy has a positive influence on mental well-being throughout one's life. It is important to understand the role of parenting in the self-esteem of university students, which is an indicator of their well-being and future quality of life. The study is quantitative in design and convenience sampling has been used to collect data from 128 students of public and private universities of Lahore. SPSS has been used to analyze the data. Pearson correlation and regression results confirm that permissive parenting and flexible parenting lead to high self-esteem, whereas authoritarian parenting leads to low self-esteem. In addition, the female gender, belonging to the Christian faith, having fathers who work in unskilled jobs, and having 4 or more siblings, show an association with low self-esteem. This study implies the need for parental-level literacy interventions to support self-esteem in the youth of Pakistan. Furthermore, there is a need for family-level, community-level, and organization-level interventions for improving self-esteem in different youth groups, such as females, Christian minorities, those from low-wealth backgrounds, and large families.

Keywords: Parenting style, Self-esteem, university students, Lahore

Relationship between Parenting Styles and Self-esteem in University Students

Rahma Faisal, Supervisor: Dr. Sara Rizvi Jafree

Abstract: This research aimed to understand the relationship between parenting styles and self-esteem among university students. Literature shows parenting styles are categorized into three main different types- flexible parenting, authoritarian parenting, and permissive parenting. Attachment theory has been used to understand how parenting styles through childhood and adolescence can affect a young adult's self-esteem. A stable bond and attachment with parents from infancy has a positive influence on mental well-being throughout one's life. The study is quantitative in design and convenience sampling has been used to collect data from 128 students of public and private universities of Lahore. Pearson correlation and regression results confirm that permissive parenting and flexible parenting lead to high self-esteem, whereas authoritarian parenting leads to low self-esteem. In addition, the female gender, belonging to Christian faith, having fathers who work in unskilled jobs, and having 4 or more siblings, show association with low-self-esteem. This study implies need for parental-level literacy interventions to support self-esteem in the youth of Pakistan. Furthermore, there is need for family-level, community-level, and organization-level interventions for improving self-esteem in different youth groups, such as females, Christian minorities, those from low wealth backgrounds and large families.

Operationalization

Parenting styles

The Parental Authority Questionnaire developed by Dr. John R Buri (1991), was used to measure parenting styles.

Self-Esteem

The Rosenberg Self-Esteem Scale was used to measure self-esteem developed by Morris Rosenberg (1965).

Hypothesis

H1. Both permissive and flexible parenting styles lead to high self-esteem among youth (Sharma & Pandey, 2015).

H2. Authoritarian parenting style leads to low self-esteem among youth. (Sharma & Pandey, 2015).

H3. Male university students have higher self-esteem, compared to female students (Arshad et al., 2015).

Table 10 presents the regression results for self-esteem with respect permissive parenting style.

A significant regression equation was found (F(1,126)=21.943, $p \leq .000$), with R^2 of .385. The model shows that when permissive parenting is high, self-esteem is also high.

Table 10:

Multiple linear regression model for permissive parenting style with self-esteem

Model	B	St. Error	Beta	T	Sig	95% CI	
						LB	UB
	16.987	3.369		5.042	.000	10.320	23.654
Permissive	.569	.121	.385	4.684	.000	.329	.809

Dependent Variable= Self-esteem
The prediction model was statistically significant, F (1, 126) =21.943, p≤.000
R2 = .385, Adjusted R2 = .148

This study suggested that there is need for:

- Programs and interventions to be introduced for parents to help them learn the value and practice of permissive and flexible parenting
- Mental health professionals should work to help parents realize that the family is a social structure that significantly influences the growth and development of their children
- Counseling services in schools and universities would help improve the self-esteem and well-being of youth in Pakistan
- Family-level, community-level, and organization-level interventions for improving self-esteem in different youth groups, specifically females, Christian minorities, those from low wealth backgrounds and large families, as we found association with low-self-esteem in these groups.

Effects of Online Learning on the Performance of Students During the COVID-19 Pandemic

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Abstract

In this study, the effects of online learning on the performance of students during the COVID-19 pandemic were assessed. Literature shows that when students are more satisfied with their online classes then their academic performance is positively affected. Self-efficacy theory was applied to observe how online classes affect students, whether it is positive or negative. The research was a cross-sectional quantitative study. For the collection of data convenient sampling was used. A total of 125 students from FCCU were sampled. Sampled students were of different age groups. The questionnaire was sent through online platforms like WhatsApp, Facebook, and Instagram. For the analysis of data, SPSS was used. To show the validity of the scales, factor analysis was used, and to assess consistency, reliability analyses were conducted. Next, to present the study variables, frequency, and percentages were used, and to present the relationship between study variables, multilinear regression was used. The only significant variable in the model was satisfaction with online classes. Results showed that a one-unit increase in satisfaction with online classes resulted in a 0.440-unit increase in academic performance. No significant mean differences in the GPA of students were observed for online, hybrid, and in-person modes of classes.

Keywords: Online Learning; Student's Performance; Satisfaction; Covid-19

Effects of Online Learning on the Performance of Students during COVID-19 Pandemic

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Abstract

In this study, effects of online learning on the performance of students during COVID-19 pandemic were assessed. Literature shows that when students are more satisfied with their online classes then their academic performance is positively affected. Self-efficacy theory was applied to observe how online classes affect the students, whether it is positive or negative. The research was a cross-sectional quantitative study. For the collection of data convenient sampling was used. A total of 125 students from FCCU were sampled. The questionnaire was sent through online platforms like WhatsApp, Facebook and Instagram. For the analysis of data, SPSS was used. To show the validity of the scales, factor analysis was used and to assess consistency, reliability analyses were conducted. Next, to present the study variables, frequency and percentages were used, and to present the relationship between study variables, multilinear regression was used. The only significant variable in the model was satisfaction with online classes. No significant mean differences in GPA's of students were observed for online, hybrid, and in-person mode of classes.

Introduction

Technology today has become of much importance for any sector of a country. Today, due to the COVID-19 pandemic, the use of technology has increased. Many countries around the globe closed their offices, restaurants, hotels, airlines, and even educational institutes along with the examinations. Seeing the situation, the government brought forth the idea to conduct tasks online so that the economy doesn't get worse. Learning or gaining knowledge using online mediums has been in use for years, but with the pandemic on the rise, it has now become a necessity for educational institutes. In online teaching, the basic feature under study has been the satisfactory level of the students and teachers in this online education system. Despite its many disadvantages, online education has grown in popularity and repute among the general public in the country

Objective

1. To know about the existence of any impact of online classes on the performance of students during the covid-19 pandemic.
2. To assess the level of satisfaction of students with online classes.

Methods & Materials

The research was based on a quantitative methodology. To collect data using standardized tools, a closed-ended survey questionnaire was used. The study was cross-sectional in nature. In order to conduct the study, a quantitative data analysis technique was used. For the collection of this quantitative data, Google-based survey questionnaires were designed. The questionnaires were based on a five-point Likert scale model. The five-point Likert scale is based on five measuring points. These are strongly agree, agree, neutral, disagree, and strongly disagree. A sample of 125 respondents was gathered for quantitative data analysis. A Google survey, along with a consent form, was distributed to Forman Christian College University's course and society groups via online platforms such as Facebook and WhatsApp. The survey was online. When the Google surveys were sent, the records of emails or contact numbers were not transferred due to confidentiality and anonymity. The researcher followed all ethical considerations when conducting this study. The main purpose was to keep the personal information of the respondents secure. For any respondent, there was no physical or emotional harm caused. A consent form was provided for signatures prior to the start of the project. They were given proper information regarding the research goals and main objectives. They were assured that their privacy or the information that they provided would not be shared with anyone.

Results & Discussion

Multilinear regression analysis was carried out to predict academic performance using age, gender, academic year, and a key independent variable, that is, satisfaction with online classes. The Durbin-Watson statistic was very close to 2 (value = 1.87), which showed that there was independence of residuals. The tolerance values for all the variables were greater than 0.8, and the VIF (Variance Inflation Factor) values were less than 2 for all the variables, which showed that multicollinearity was not a problem. The model predicting academic performance was statistically significant, $F_{(4, 120)} = 31.31$, adj. $R^2 = 0.49$, $p < .001$. The only significant variable in the model was satisfaction with online classes. Results showed that a one-unit increase in satisfaction with online classes resulted in a 0.440-unit increase in academic performance. Results are summarized in Table 4.

Table 4: Multilinear Regression to Predict Academic Performance

Variable	B	SE_b	P-value	R^2	Adj.R^2
				0.511	0.494
Gender	-0.085	-0.007	.920		
Age	1.083	0.089	.209		
Academic year	0.063	0.088	.216		
Satisfaction with online classes	0.440	0.043	<.001		

Paired samples t-test was also carried out to see if the CGPAs of students during online classes (SPRING-21), hybrid classes (FALL-21), and in-person classes (SPRING-22) were statistically different or not. The results showed that there were no mean differences in the CGPA of students with respect to the three semesters. The results are summarized in Table 5.

Table 5: Mean GPA Differences

variable	GPA FALL 21 (MD ± SD, p-value)*	GPA SPRING 22 (MD ± SD, p-value)
GPA SPRING 21	0.02 ± 0.29, .423	0.03 ± 0.33, .362
GPA FALL 21		0.01 ± 0.34, .843

Conclusion

The study was conducted to find out how online learning affected the academic performance of the students. This study aimed at identifying the impact of online classes on the academic performance of the students. Furthermore, students likewise showed that directing internet learning is applicable during the pandemic.

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Effect of Discrimination on the Self-Esteem and Self-Efficacy of Pushtoons

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Abstract

There is evidence that Pashtoons are marginalized, perceived differently, and discriminated against in mainland Pakistan. Within the context of higher education, this study aims to see whether they face discrimination in Lahore and have an effect on their psyche, and by psyche this research means self-esteem and self-efficacy. A descriptive research design was made for this study. The approach used was survey-based. The target population of this study was all Pushtoon students who were studying at FCCU. The total Pushtoon population of FCCU at the time of sampling was 60. Out of the whole population, three students were females. This study excluded the female population from the sampling process. Punjabi students (control group) were sampled by a convenient sampling method. For data analysis, SPSS software was used. Sociodemographic variables of participants, validity and reliability, descriptive statistics, correlations between discrimination, self-esteem, self-efficacy, and linear regression analysis were done. Pearson's correlational coefficients showed a significant linear correlation between perceived ethnic discrimination, self-esteem, state self-esteem, and self-efficacy. Linear regression analysis showed that ethnic discrimination predicted self-esteem $R^2 = .055$, $B = -.234$, $p = .012$. Ethnic Discrimination predicted self-efficacy significantly $R^2 = .034$, $B = -.185$, $p = .049$. Ethnic Discrimination predicted state-self-esteem significantly $R^2 = .137$, $B = -.161$, $p = .000$. The coefficients indicate that self-esteem and self-efficacy have a significant negative relationship. With every 1 unit increase in discrimination, self-esteem decreases by .185 points. With every 1 unit increase in discrimination, self-efficacy decreases by -.161 points. Based on the findings of this research, self-esteem, and self-efficacy are negatively related to ethnic discrimination. It is recommended that enough public policy-making by governments and educational institutes should be done in order to reduce ethnic discrimination. Moreover, the research gap must be filled by future researchers as identified in this research to fill this gap. Future research can find the mediating variables that cause discrimination to affect self-esteem and self-efficacy. Future research can also look at the effects of group cohesion of ethnic groups, which are discriminated against, on their self-esteem and self-efficacy.

Keywords: Discrimination, Self-Esteem, Self-Efficacy, Pushtoons

The Relationship Between Social Anxiety and Online Communication Using Social Media

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Abstract

The main aim of this study was to assess the relationship between social anxiety and online communication which occurs through various social media platforms and over the internet. This research proposed the idea that different means of online communication may prove to be an effective alternative for communicating, for those who experience social anxiety. The hypotheses of this study were based on the Self-presentation theory of social anxiety. This was quantitative research where responses were collected and analyzed from 100 university students, aged between 18-26 years. The results showed that there indeed existed a strong and positive correlation between the two variables. Moreover, it was also found that the independent variable (social anxiety) proved to be an accurate predictor for the dependent variable (online communication). Lastly, the results showed that there existed significant mean differences in values of both test variables across the categories of gender, where female respondents showed greater levels of both variables than male respondents. With reference to past studies, this study also highlights the fact that despite being an effective means of communicating for those who experience social anxiety, the prolonged usage of online means of communication is not deemed to be an effective solution for overcoming these anxieties and may over time cause them to grow and can even cause the development of social anxiety in the first place.

Keywords: Social anxiety, negative evaluation, self-presentation, online communication, social media, anonymity

The Relationship between Social Anxiety and Online communication using social media

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Abstract

This research aimed to assess the relationship between social anxiety and online communication, which occurs through various platforms. The Self-presentation theory of Social anxiety states that those who experience social anxiety tend to avoid in-person social interactions due to their fear of being negatively judged. Hence, in this research it was hypothesized that those who experience higher levels of social anxiety would show greater preference for online means of communication. The results of this research proved these claims.

Introduction

- Social anxiety is described as a persistent fear of being negatively judged or criticized by others. (Vahia, 2013).
- The Self-presentation theory of social anxiety also states that such individuals avoid in-person social interactions due to their fear of being negatively judged based on e.g their appearance, speech delivery etc. (Leary 1995).
- This research was based on the main opinion that those who experience social anxiety tend to communicate more online and tend to avoid having face-to-face interactions with other people. For such people these means of being able to communicate online helps them to both cope with and to find an alternative method for communication.
- Communication through social media platforms is both effective and efficient as people across the globe can connect and communicate with each other, without having to meet people in person especially in today's busy age. However, the increased spread of such online means of communication, for example: text messages, emails, voice notes etc., may also have some negative side effects, especially those pertaining to one's mental health and social fears (Eraslan-Capan,2015).

Objective

Hypothesis:
1. There exists a relationship between social anxiety and using social media and online means of communicating.
2. If the level of social anxiety is high, then the level and preference for online communication will also be high

Methods

- This was a Quantitative research
- Responses were collected from 100 university students, belonging to the age category of 18-26 years.
- Data was collected using convenient sampling technique
- A joint survey/questionnaire was developed using Google Docs and was distributed online
- The collected data was analyzed using SPSS v.20

Results & Discussion

Basic socio-demographic information:

Label	Sub-category	N	Frequency	Percentage (%)
Gender	Male	100	50	50
	Female		50	50
Age	18-20	100	34	34
	21-23		44	44
	24-26		22	22

Tests for validity and reliability of used scales:
- Two scales were used: Social anxiety scale (SAS) and Preference for online social interaction (POSI) scale
- Both scales had high construct validity (all factor loadings > 0.5)
- Both scales were reliable (values of Cronbach's Alpha > 0.7)

Descriptive statistics:

Variable	Minimum	Maximum	Mean	Std. dev
Social anxiety	1	39	19.71	9.900
Online communication	9	40	24.61	6.523

- On average, the respondents experienced low level of social anxiety (0-20 → low) (21-40 → high)
- On average, the respondents showed low preference and use for online communication (9-28 → low) (29-45 → high)

Correlation:

Variable		Online Communication
Social anxiety	Pearson's correlation	.577**
	Sig.	.000
	N	100

- Pearson's correlation test was used
- Results showed a correlation value of 0.577, which shows that a positive and strong correlation exists between the two variables.
- The results are also statistically significant as p –value is less than 0.05

Results & Discussion

Simple linear regression:

Variable	R square (R^2)	Beta	Std. Error (B)	Sig.	95% CI
Social anxiety	.332	.380	.054	0.000	.273, .488

- Value of R was found to be 0.577 (strong correlation), whereas the value of R square was 0.332 which means that the effect size of the research was low (limitation of research → small sample size used)
- The value of Beta (Unstandardized B) WAS 0.38, meaning that 1 unit increase in the level of social anxiety would result in 0.38 unit increase in the preference for online communication (the independent variable is an effective predictor of the dependent variable)

Mean Testing:

	Social anxiety	Online communication
Male	18.24	23.14
Female	21.18	26.08

- Male respondents experienced lower levels of social anxiety than Female respondents
- Male respondents showed lower preference for online communication than Female respondents
- Women generally experience higher levels of social anxiety than males, as they are greatly subjected to and oppressed by gender based normative factors in the society especially when it comes to presenting themselves in front of others (Asher et. al, 2017).

Conclusion

This research concludes that there exists a positive correlation between social anxiety and preference and use of online communication, and those who have greater social anxiety tend to prefer online communication. It was also found that women experienced higher levels of social anxiety than men, which is a finding again supported by the theoretical framework of this research. The findings of this research are significant as they may serve as building blocks for future research on similar topics.

Acknowledgement

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Determinants of Academic Dishonesty Among Students at Forman Christian College and University (FCCU)

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Abstract

This research aims to understand the determinants of academic dishonesty using Ajzen's modified theory of Planned Behaviour (TPB). Previous studies have shown that engagement in academic dishonesty takes place as a planned behavior and is influenced by four factors including subjective norms, attitude towards academic dishonesty, their sense of moral obligation, and perceived behavior control which impact one's intention to engage in a behavior (Whitley, 1998; Whitley & Keith-Spiegel, 2002). This study employs these four variables of TPB in our research in the context of a Mid-level university in Pakistan. This is a quantitative, cross-sectional survey-based study that uses convenience-based sampling, and the data collected is analyzed using SPSS. The sample includes undergraduate students from the program majors including Natural Sciences, Social Science, Management, Education, Public Policy and Governance, Humanities, Computer, and Mathematical Sciences at Forman Christian College and University (FCCU) in Lahore. This study helps to understand how these students portray the relationship between these constructs of TPB and their influence on students' intention to engage in academic dishonesty. Results of this research show that from the constructs of TPB, subjective norms, moral obligation, and attitude towards academic dishonesty along with intention have a significant impact on students' engagement in academic dishonesty while perceived behavior control does not show a significant impact. Among the socio-demographic variables age, gender, CGPA, current semester, and program major of students only gender has a significant impact, with males showing a higher chance to involved in academic dishonesty. TPB suggests that academic dishonesty can be understood as a belief-based behavior. It emphasizes that inculcating a culture of honesty can help deal with the problem of academic dishonesty.

Keywords: Academic Dishonesty, Theory of Planned Behaviour, University students

DETERMINANTS OF ACADEMIC DISHONESTY AMONG STUDENTS AT FORMAN CHRITIAN COLLEGE UNIVERSITY (FCCU)

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Abstract

This study aims at understanding the determinants of academic dishonesty using Ajzen's modified theory of Planned Behavior (TPB). Previous studies have also shown that engagement in academic dishonesty takes place as a planned behavior.

It is a survey-based study that attempts at understanding academic dishonesty among the students at Forman Christian College, University in Lahore (Pakistan).

Results of this study show that moral obligation and attitude towards academic dishonesty along with intention have a significant impact on academic dishonesty. It also shows that gender has a significant impact on academic dishonesty.

It emphasizes that academic dishonesty is a moral issue and inculcating a culture of honesty can help deal with the problem of academic dishonesty.

Introduction

Cheating is prevalent across different cultural contexts and educational levels (Marques, 2019) in many forms (Stephens, 2008) including ghostwriting, plagiarism, cheating or lying about assignment. Although there is a consensus on what constitutes academic dishonesty which is prevalent throughout cultures, there might be varied perception and dealing strategies. Such as in some cultures it might be considered an act of serious academic misconduct while in other dealt with leniency (Kobierski, 2006). This has been understood through multiple theories like Social Structural Theories, Rational Choice and Deterrence Theories.

This research employs the Planned Behavior Theory (TPB) as Ajzen's Model (1991, 2012) is the most appropriate model for explaining academic dishonesty (Chudzicka-Czupała, 2016). It includes intention, moral obligation, subjective norms, attitude towards academic dishonesty and perceived behavior control. These variables measure one's involvement in academic dishonesty. Academic dishonesty includes behavior related to examination, outside help, plagiarism, prior cheating, falsification and lying about academic assignments. The data was collected from 243 students in FCCU.

Objective

This study aims at understanding academic dishonesty as a planned behavior and how students' beliefs regarding academic dishonesty influence their intention to engage in this behavior, among the students at FCCU.

Research Design

- Quantitative, Survey -based (Cross-sectional study)

Sampling Design

- Non-Random, convenience -based sampling
- 243 students studying at Forman Christian College and University (FCCU) in Lahore, Pakistan.
- Undergraduate students from the program majors including Natural Sciences, Social Science, Management, Education, Public policy and Governance, Humanities, Computer and Mathematical Sciences.

Methodology

Online Data Collection (Email, WhatsApp, Facebook, Instagram)

Ethics

- Voluntary Participation and Informed Consent was assured
- Identity and Information is kept confidential

Analysis

Univariate Analysis *(Mean, Median, Mode, Range, St-Deviation)*

Bivariate Analysis *(linear regression, independent sample t-test. One-way Anova, factor analysis and Reliability)*

Multivariate Analysis *(Multiple regression)*
- Individual effects (with academic dishonesty)
- Independent variables (TPB) with intention
- Interaction effects

	Variables	Instrument
Socio-demographic variables	Age, Gender, Program Majors, CGPA, Current Semester	
Dependent variables	Academic Dishonesty	Academic Dishonesty Scale (Anitha, 2021) Includes six factors: examination, outside help, plagiarism, prior cheating, falsification and lying about academic assignments.
Independent variables	Intention, Subjective Norms, Perceived Behavior Control, Attitude towards Academic Dishonesty, Moral Obligation	Theory of Planned Behavior Scale (Harding, 2007) Includes four-factors

Results & Discussion

Regression Model (Interaction Effect)
- Academic Dishonesty
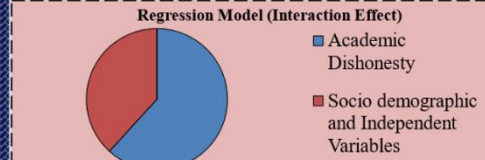- Socio demographic and Independent Variables

*Figure 1 *this model is significant (R square is 0.619)*

Theory of Planned Behavior

Intention
- has a significant individual effect and a significant interaction effect

Subjective Norms
- does not have a significant interaction effect or significant individual effect
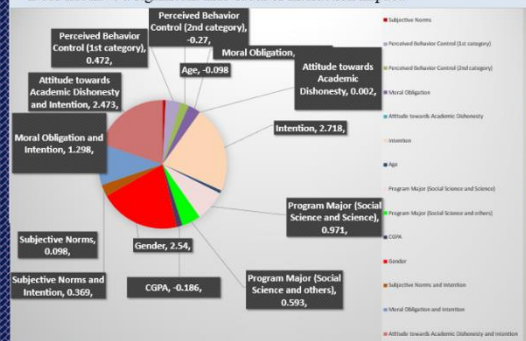
Moral Obligation
- has a significant interaction effect but does not have a significant individual effect

Attitude toward Academic Dishonesty
- has a significant interaction effect but does not have a significant individual effect

Perceived behavior Control
- Does not have a significant individual or interaction impact.

Results & Discussion

Socio-demographic (control variables)
- only Gender is significant in the model
- Following are the variables and their percentages in the total sample:

CGPA	
1.000 thru 1.500	
1.600 thru 2.000	1.6 %
2.100 thru 2.500	2.5 %
2.600 thru 3.000	12.3 %
3.100 thru 4.000	74.2 %

Age	
18 - 20	32.4 %
21 - 23	46.7 %
24 and above	18.4 %

Gender	
Female	63.1 %
Male	36.5%

Program Major	
Social Science	35.7%
Science	27.5%
Other Program Major	32.0 %

Academic Dishonesty (Dependent variable)

Academic Dishonesty (Dependent variable)	
Range	22 to 110
Mean	31.79
Median	29.00
St-Deviation	11.24

Although the mean value is representative yet there is a small amount of dispersion due to some of the extreme values cause positive skewness and effect the mean by making it higher than the most repeated values and the average value

Statistical limitation
- Nonrandom sample (Violation of Random sample assumption of inferential
- statistics)
- Small sample of 243 students
- Some variables are not normally distributed

Methodological limitation
- Cross-sectional study (onetime study)
- No Pilot study

Conclusion
- This study helps identify and understand the determinants of academic dishonesty highlighting that academic dishonesty is a moral concern as moral obligation and attitudes along intention have a significant impact on academic dishonesty.
- It provides basis for long term solutions and future strategies to cope with this problem and emphasizes that a culture of honesty needs to be inculcated among students to reduce the prevalence of academic dishonesty.

Acknowledgement

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The Relationship Between Attitudes Towards Gender Roles and Life Satisfaction in Faculty Members in Punjab

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Abstract

Gender role attitude is the perception individuals have regarding the roles that society imposes upon men and women. Gender roles are a determining factor that affects a person's subjective well-being and hence is associated with life satisfaction. This research studies the relationship between gender role attitudes and life satisfaction in the university faculty of Punjab. The aim of this study is to (i) identify the socio-demographic variables which have an association with attitudes toward egalitarian versus traditional gender roles, and (ii) identify which gender roles have an association with greater life satisfaction. This study is cross-sectional quantitative research adopting convenience sampling. A total of 173 male and female faculty members from both schools and universities of Punjab were part of the study. The study finds that when traditional gender roles are high, life satisfaction is low ($p<0.01$). Additionally, the study finds that the following groups have lower attitudes towards traditional gender roles and higher positive attitudes toward egalitarian gender roles: married people, people living in nuclear family structures, male respondents, those earning above PKR 150,000, and urban areas. The study implies the need for social literacy interventions to improve positive attitudes toward egalitarian gender roles in Pakistani society, especially in the context of females, rural populations, and those belonging to lower wealth classes.

Keywords: Gender roles, Life satisfaction, University faculty, Traditional roles, Egalitarian roles

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Abstract

Gender role attitude is the perception individuals have regarding the roles that society imposes upon men and women. Gender roles are a determining factor which affects a person's subjective well-being, and hence is associated with life satisfaction. This research studies the relationship between gender role attitudes and life satisfaction in university faculty of Punjab. This study is a cross-sectional quantitative research adopting convenience sampling. A total of 173 male and female faculty members from both schools and universities of Punjab were part of the study. The study finds that when traditional gender roles are high, life satisfaction is low (p<0.01). Additionally, the study finds that the following groups have lower attitudes towards traditional gender roles and higher positive attitudes for egalitarian gender roles: married people, people living in nuclear family structures, male respondents, and those earning above between PKR 150,000, and urban areas. The studymplies need for social literacy interventions to improve positive attitudes for egalitarian gender roles in Pakistani society, especially in context to females, rural populations, and those belonging to lower wealth classes.

Introduction

- The belief that women are the caretakers of homes while men are the breadwinners is considered to be traditional gender roles
- The belief can does not conform to this restricted view, is considered egalitarian gender role (Horst, 2014).
- Gender roles make the genders socially different, in terms of behavior, practices and satisfaction levels (Zeyneloğlu, 2011).
- During the socialization process the two genders learn their particular roles (Çetinkaya, 2014)
- These gender roles tend to tighten the constraints on both the genders and result in both positive and negative welfare effects (Bjørnskov, 2007)

OBJECTIVE

(i) Identify the socio-demographic variables which have an association with attitudes toward egalitarian versus traditional gender roles
(ii) Identify which gender roles have an association with greater life satisfaction

HYPOTHESES

1. Lesser positive attitudes for traditional gender roles results in greater life satisfaction and more positive attitudes for egalitarian gender roles results in greater life satisfaction (Matud, 2014; Soltanpanah, 2018)
2. Socio-demographic variables such as gender, marital status, regional belonging and household income have an association with attitudes toward egalitarian versus traditional gender roles (Pampel, 2011).

METHODOLOGY

Research design: Quantitative – perception based survey.
Theoretical framework: Need fulfillment theory
Sample: 171 faculty members of Punjab
Sampling technique: Convenient sampling

CONCEPTUALIZATION

Gender roles - the duties, accountabilities and activities that the society attributes to either of the two genders i.e. men and women. There can either be egalitarian gender roles or traditional gender roles. (Zeyneloğlu, 2011).
Life Satisfaction - the subjective feeling of happiness, content or well being that a person may feel regarding their own life (Williamson, 2012).
Attitudes - the positive or negative sentiments or viewpoints that a person has towards a certain topic (Zeyneloğlu, 2011).

METHODS:

- Independent sample t-tests were used to study the influence of socio-demographic factors on the traditional and egalitarian gender roles of a person.
- Multiple linear regression was used to study the relationship between life satisfaction and gender roles.

RESULTS

- Majority of the respondents are females (63%) and 37% are male,
- Majority are also married (74%) with spouses employed in a skilled job (50.3%), whereas only 20.8% are single.
- Majority of the population either live in nuclear families (50.9%) or in joint families (38.2%).
- Nearly all the sample belongs to Punjab (96.5%).
- Significant number of respondents feel strongly about positive attitudes for traditional gender roles with a few exceptions.
- Pearson correlation shows a negative relationship between Life satisfaction and traditional gender roles, suggesting that when traditional gender roles are high, life satisfaction is low (p<0.01).

Respondents living in nuclear family structures have lower attitudes towards gender roles, compared to those living in joint family structures.

Table 8:
Results of t-test and Descriptive Statistics for Traditional Gender Roles by Family Structure

| | Family Structure | | | | | | 95% CI for Mean Difference | | | |
| | Nuclear Family | | | Joint Family | | | | | | |
	M	SD	n	M	SD	n			t	df
Traditional Gender Roles	1.45	0.50	88	1.36	0.48	66	-0.07, 0.25		1.13*	152

* p<0.05

Male respondents have significantly lower positive attitudes towards traditional gender roles and hence a greater egalitarian attitude

Table 9:
Results of t-test and Descriptive Statistics for Traditional Gender Roles by Gender

| | Gender | | | | | | 95% CI for Mean Difference | | | |
| | Females | | | Males | | | | | | |
	M	SD	n	M	SD	n			t	df
Traditional Gender Roles	1.36	0.48	109	1.46	0.50	64	-0.25, 0.05		1.31*	171

The variables that show a significant prediction for life satisfaction include: (i) traditional gender roles (t=-3.072, P=0.002); and (ii) gender (t=2.433, P=0.016). The results confirm that when attitudes for traditional gender roles are high, life satisfaction is low.

Table 12:
Regression model for Traditional Gender Roles Life Satisfaction

| | Coefficients | | | | | | |
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.369	.253		5.409	.000	.870	1.869
Traditional Gender Roles	-.201	.065	-.230	-3.072	.002	-.330	-.072
Gender	.182	.075	.204	2.433	.016	.034	.329
Age	.066	.036	.169	1.829	.069	-.005	.137
Individual Income	-.003	.025	-.010	-.118	.906	-.052	.046
Spouse Income	.025	.022	.093	1.153	.250	-.018	.068
Marital Status	.116	.080	.132	1.449	.149	-.042	.275
Family Structure	-.033	.048	-.052	-.684	.495	-.128	.062
Regional belonging	.001	.088	.001	.014	.989	-.172	.174

Dependent Variable: Com. LS
The prediction model was statistically significant, F (12, 160) =2.606, p=.003
R2 = .404, Adjusted R2 = .164

RECOMMENDATIONS

- Workplace policies that protect women used to introduced.
- Women should be provided with skill training to increase their chances of getting reliable employment (Hunt, 2004).
- National public awareness, online and traditional media should reinforce egalitarian perspective
- Parental leaves should be introduced and normalized (OECD, 2017).

LIMITATION

- Small sample size
- Convenience sampling instead of random sampling hence data cannot represent the whole population of faculty members in Punjab.

CONCLUSION

- Egalitarian gender roles result in a higher life satisfaction and traditional gender roles result in lower life satisfaction
- The following groups have lower attitudes towards traditional gender roles and higher positive attitudes for egalitarian gender roles: married people, people living in nuclear family structures, males, those earning above between PKR 150,000, urban areas.

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Relationship of Westernization and Local Cultural Identity in University Students of Lahore

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Abstract

The aim of this research was to understand the relationship between Westernization and local cultural identity in undergraduate students at Forman Christian College, Lahore. For this study, a quantitative research design was used, and a questionnaire was used to collect data using online and offline respondents. For the data analysis of this study, SPSS was used. Factor analysis was done to assess the reliability of the scales. The findings from this research showed that the mean difference was insignificant and there was no major relation between westernization and local cultural identity. The correlation between Westernization and local culture was insignificant. It was concluded that a new hybrid culture was being observed by the undergraduate students of FCCU, Lahore. The results showed that the respondents neither fully associated with Western culture nor did they fully associate with their own local culture, instead both cultures are moving parallel to each other resulting in a hybridized cultural identity.

Keywords: Westernization; Local Cultural Identity; Culture; Globalization

Gender Differences in Work-Life Balance of University Teachers

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Abstract

The purpose of this study was to determine whether distinct gender roles also have an impact on the work-life balance of male and female university professors. Gender inequalities in the workplace and how they affect employees' progress have been examined in previous research along with general work-life conflict and its many potential causes. This study used a cross-sectional quantitative design to investigate if women experience a weaker work-life balance than men. 106 male and female faculty members from public and private universities filled out the surveys. The data were analyzed through SPSS and frequencies and an independent sample t-test was conducted. Results showed that female teachers (42.4%) have a lower work-life balance than male teachers (36.4%), while males (27.3%) have a higher work-life balance than females (16.9%). This study will allow us to talk more about the differences and their impacts on smaller-to-larger scales.

Keywords: Gender Differences, Work-Life Balance, Work-Life Conflict, University Teachers

Gender Differences in Work-Life Balance of University Teachers in Lahore

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Abstract

This research aimed to find if different gender roles also result in gender-based differences in work-life balance of university teachers. Previous studies have discussed overall work-life conflict and its various possible reasons, including gender differences in the work-environment and how it impacts the growth of employees, but this research specifically tried to find if women have lower work-life balance than men through a cross-sectional quantitative study. A total of 106 university teachers from public and private universities filled the surveys. The data was analyzed through SPSS and frequencies and independent sample t-test was conducted. Results showed that female teachers (42.4%) have lower work-life balance than male teachers (36.4%), while males (27.3%) have higher work-life balance than females (16.9%). One of the limitations was the small sample size due to which differences that appeared in frequencies could not be observed as statistically significant. Future research can be conducted on a bigger sample than the current one, so the results can be more significant, and increase the generalizability.

Introduction

According to Anderson, Morgan and Wilson (2002), dissatisfaction with work-life balance was found to be higher among university staff as compared to corporate employees. This dissatisfaction with work-life balance was further linked to an increase in stress and a decrease in job satisfaction among university staff. Similar findings have been reported in Pakistan.

A study based on a sample of 171 employees at the university of Gujrat showed a significant positive relationship between WLB and job satisfaction, and organizational commitment of university teachers (Arif & Farooqi, 2014). Another study by Fatima & Sahibzada (2012), based on a sample of 146 teachers from universities in Pakistan showed that support from partners and colleagues, and resources available at the job were positively associated with WLB.

Research has also found important gender differences in the WLB of male and female employees. Research indicates that women as compared to men experience higher strain in WLB due to the double burden of child care and caring for elders (Daly & Lewis, 2000; Cross and Linhen, 2006). In addition, female university teachers have been found to experience gender discrimination, have lower job satisfaction, and are underrepresented in decision-making in universities in Pakistan (Shauka et al., 2014). For this reason, it is important to examine differences in the WLB of male and female university teachers in Pakistan.

Objectives

1. To identify the overall work-life balance of male and female university teachers.
2. To examine gender differences in the work-life balance of male and female teachers.
3. To examine the differences in the work-life balance of private and public university teachers.

Methods

- There were 11 socio-demographic questions.
- **Independent Variable, Gender:** respondents self-identified themselves as "male" or "female" on item no. 1 of the socio-demographic section of the questionnaire.
- **Dependent Variable, Work-Life Balance** was measured by a 10-item scale called "Work-Life Balance Scale" designed by Daniels and McCarraher in 2000. Responses on each item were scored as follows:

  1=Agree

  2=sometimes

  3=disagree

- Score ranged between 10-30. The higher the respondent's score, the higher the work-life balance; lower the score, lower the work-life balance.
- Data was collected from university instructors in-person mostly and through google forms.
- Sample size was 106.
- Through SPSS, frequencies and percentages were collected and independent sample t-test was used to analyze the data.

Results

Table 1

	Frequency	Percentage
Sex		
Male	47	44.3
Female	59	55.7
Age		
Less than 40	65	61.3
40 to 49	23	21.7
50 and above	17	16.0
Type of Institution		
Public	56	52.8
Private	42	39.6
Semi-government	6	5.7

Table 2
Work-Life Balance Categories

	Frequency	Percentage
Low WLB	41	38.7
Moderate WLB	40	37.7
High WLB	22	20.8

Table 3
Gender-disaggregated data on Work-Life Balance

	WLB Categories					
	Low WLB		Moderate WLB		High WLB	
	Count	Percentage	Count	Percentage	Count	Percentage
Sex						
Male	16	36.4	16	36.4	12	27.3
Female	25	42.4	24	40.7	10	16.9

41.5 percent of those working in the private sector experience low WLB whereas 38.9% of those working in public sector universities reported low WLB. Though the difference is not significant but relatively a greater percent of private-sector university teachers experienced low WLB.

Table 4
Descriptive statistics for independent sample T-test

	Sex	N	Mean	Std. Deviation	Std. Error Mean
WLB Score	Male	44	19.02	5.559	.838
	Female	59	18.25	5.313	.692

Table 5
Independent Samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
WLB Score	Equal variances assumed	.005	.942	.712	101	.478	.768	1.079
	Equal variances not assumed			.707	90.424	.481	.768	1.087

The Levene's Test:
The p-value of Levene's test (p=0.942) is greater than the level of significance i.e., 0.05 therefore we will assume that the variances of both groups are equal. This can also be seen in Table 5 that the standard deviation for both groups does not differ significantly.
T-test:
The p-value of the t-test (p=0.478) is greater than 0.05. This show that there is not a statistically significant difference between the work-life balance of males and females. The same is reported in frequency table 3.

Conclusion

Limitations:
- The sample size for the research was small thus the results were not significant with the t-test. The results would have been more significant if the sample size was larger.
- As the sample was only taken from Lahore, it is difficult to generalize the findings to Pakistan.

Recommendations:
- Discussions on gender roles should be normalized as this is important to understand the biases and stereotypes of gender and thus give the space to the people, the younger generation especially, to break out of the stereotypes and create healthy spaces in their work environment.
- Future research can be conducted on a bigger sample than the current one, so the results can be more significant, and increase the generalizability.

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Observing Levels of Empowerment in Context to Household Decision Making in Working Women from Debt Burden Households.

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Abstract

This study is initiated to focus on the current socio-economic conditions of working women belonging to economically disadvantaged families in the community of Lahore. The main question this study proposes is, are women able to gain economic empowerment from earning? And if they gain any, are they able to translate this earning power into social, relational, and personal levels of empowerment in the context of households' decision-making? The findings are based on a qualitative study that used the three-dimensional approach (Empowerment at micro, meso, and macro levels) by (Huis, M. A., Hansen, N., Otten, S., & Lens ink, R. (2017) to observe the levels of empowerment on a personal, social and economic level. Three focus group discussions were held with 15 participants in a village near Lahore, to reveal how their experiences of wage earning contribute to their empowerment on each level. The study focused on their perception of empowerment more to observe what empowerment is for them and how they perceive it on personal, social, and economic levels. The data was analyzed through thematic analyses into three major themes which further extended to subthemes. My research findings demonstrate in all cases women translated their experiences in reference to their children and especially their daughters, they were able to recognize certain acts, attitudes, and actions as empowering. Support and respect were recognized as motivation to keep going. Varied work experiences due to the nature of the job. Additionally, their empowerment in social or relational was enhanced compared to their past as they built some autonomy regarding the future of kids, family decisions, improved confidence, and ability to pave their road for the future. However, Due to disempowering factors like interest rates of debt and inflation, their empowerment on the macro level ceased. They did acknowledge that their earnings did make a difference, but they did not feel a significant or pleasant outcome due to rising inflation. This study aims to be a significant contribution to academic research as it suggests researching more on the impacts of inflation in reference to women's empowerment.

Keywords: Women's empowerment, debt-burdened, inflation, working women.

Observing levels of empowerment in working women of a debt-based community in a village near Lahore.

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ABSTRACT

The present study focuses on the socio-economic conditions of working women belonging to economically disadvantaged families in a community of Lahore. The main question of this study asks if women from this background are able to gain economic empowerment from earning? And, if they are able to improve their income, are they able to translate this earning power into the social, relational, and personal level of empowerment in the context of households' decision-making? The findings of this study are based on a qualitative method that used A three-dimensional approach that focused on empowerment at three levels—micro, meso, and macro level—to assess their personal, social, and economic empowerment. The themes contributed to understanding how a woman saw herself: through her own eyes; through the eyes or others; and in relation to values and goals in the larger society. Data were taken from three Focus Group sessions that I held with 15 participants from the same village. The sessions focused on their experiences of wage earning and how such experiences contributed to their empowerment on a personal, social, and economic level.

The data were analyzed through thematic analyses into three major themes which I further divided into subthemes. My research findings demonstrated that in all cases that women translated their work experiences in relation to their children and especially their daughters. They associated certain acts, attitudes, and actions as empowering. They valued supporting their families and respecting their own efforts as key motivations to their ongoing efforts. They had varied work experiences due to the nature of the job, either as domestic or factory workers. Additionally, their empowerment was evident compared to their past as they built some autonomy regarding the future of kids, family decisions, improved confidence, and believed they had the ability to contribute to the future success of their family. Disempowering factors like increased interest rates on debts and inflation impacted their empowerment at the macro level. They acknowledged that their earnings made a difference, but due to inflation they felt frustrated that their efforts were not more significant. This study contributes to research on economic factors that positively impact gendered social status and it suggests that more research is needed that includes changing economic conditions like inflation.

Keywords: Women's empowerment, debt-burdened, inflation, working women.

INTRODUCTION

- Empowerment is the process of change. It refers to the ability of disempowered and disadvantaged women who acquire to exercise choice and make strategic decisions that will have a direct impact on their well-being (Kabeer, 2002). If a person does not have enough means/resources to meet his/her basic needs, then there is a decreasing chance that he or she will be able to exercise meaningful choices' (2002,19).
- My study was about how women acquire these resources (at personal, social, and economic levels) and make independent choices from their experiences of earning. The extent to how much they gain agency determined the level of their empowerment.
- I used tri-sectional approach developed by (Huis, M. A., Hansen, N., Otten, S., & Lensink, R. (2017) to determine if achieving empowerment on all these levels upgrades the status of women personally, socially, and economically
1. Micro level (personal empowerment)
2. Meso level (includes interpersonal and relational empowerment)
3. Macro level (empowerment on socio-economic level)

OBJECTIVES

My aim of this study was to find out whether:
- Women who belong to economically disadvantaged families in the community of Lahore, are they able to gain economic empowerment from their earning?
- And if they gained any, were they able to translate this earning power into the social, relational, and personal levels of empowerment in the context of households' decision-making? (Malhotra, Schuler and Boender (2002).

METHODOLOGY

The methodology section can be summarized in the following steps:
- Research design

Finalized qualitative study as a research design and used focus group discussion as a method for data collection.
- Sampling criteria

Used purpose sampling for selecting the respondents.
- Sample size/data collection

The sample size of 12-15 women was selected and a total of three FGD sessions was conducted. The key question leading the whole discussion was "How has earning money impacted your life?" I used a self-made question guide as well.

Analysis

Used thematic analysis for generating themes via inductive coding method. The themes were later divided into subthemes.

PARTICIPANTS

The main characteristics of the respondents were based on their marital status, nature of work, type of families and number of children, and lastly amount of debt. All the respondents lived in the same village.

Demographics	N =15
Nature of work	
Factory worker	40%
Domestic worker	60%
Age (mean)	37.4
Marital Status	
Widowed	20%
Married	80%

Family Type	
Joint	33.3%
Nuclear	66.6%
Amount of debt	Range 50k- 3lakh

- All the respondents had children
- Respondents got thier wages on monthly bases

RESULTS

THEMES	SUB-THEMES	DESCRIPTION
1. Micro Perception	a) Feelings b) Sense of improvement c) Self-awareness d) Coping strategies	Includes women's perception of themselves, and how certain attitudes of women and experiences empowers or disempowers them and affect their choices and relations with people around themm.
2. Meso perception	a) Attitudes	Their perception of how people see them. When empowerment at micro level is translated into the relational and interactional level, it then falls under meso perception and it includes how interaction with family members, relatives, employers, fellow workers, and their attitudes contribute to their empowerment or disempowerment.
3. Macro perception	a) Socioeconomic conditions b) Political condition	The macro perception includes how these women perceive external factors as determinants of their empowerment. For instance, having lesser interest on debt, and reduced inflation will empower them.

DISCUSSIION

- In this study, empowerment was recognized in the process of building autonomy, accomplishment, and confidence to enact change.
- Similar to the literature, the women in my study preferred to have less or no control over their income as managing expenses would be an additional responsibility that they wanted to avoid. Their choice to compromise and never challenge the patriarchal norms to keep the peace at home was parallel to the literature.
- Contrast to the literature based on Bangladesh and Africa, my study reported no conflicts (power, conflicts, times management) between husband and wife due to earning. instead, both of them compromised whenever required.
- A factor that has been discussed extremely less is inflation and how it affects their development and empowerment in general. Inflated prices, and increased interest rates dictated the financial decisions rather than their husbands.
- Important findings were varying job experiences (factory, domestic), hierarchical values used by women in an empowering way, gratitude as a source of hope and empowerment, and constant struggle to find stability was indicators of their personal empowerment.
- A limitation is I did not compare the issue of debt with non-debt population of women. Relationship of inflation with empowerment could also be studied in detail.

Future directions
- More research to be done on the impact of inflation on woemn'e empowerment.

CONCLUSION

- The women under study were empowered by their work experience. It was evidenced at the micro-level (personal), the meso-level (relational and social), and the macro-level (economical).
- Women excersiced autonomy in decisions related to children
- Empowerment also occurred within established beliefs of social norms within Pakistani society. women used values found in the larger society—like education, skill sets, more gender equality, and religious devotion.
- An unexpected finding of the study was the significance of the type of work that a woman did.
- Empowerment was positively interpreted and was interpreted according to a common hierarchy of success found in the larger Pakistan society.
- They were more empowered at micro level, somewhat empowered at meso level and very less empowered at macron level.

RELATED LITERATURE

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Mental Illness and Stigma: A Perceptual Analysis of Prevalence and Determinants of Mental Illness in Undergraduate Students in Lahore

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Abstract

Current literature on student mental health offers ample evidence of a worldwide increase in the prevalence of mental health issues among university students. There is, however, a dearth of social constructionist literature in Pakistan that explores how students perceive mental illness, the stigma associated with it, strategies for reducing stigma, and obstacles to getting care. The findings of this study are based on a descriptive qualitative study that used the social constructionist paradigm to examine how stigma associated with mental illness is perceived in a fluid, non-canonical way. Semi-structured interviews were conducted with 9 students from Forman Christian College (A Chartered University), to reveal the perception and experiences of mental illness, mental illness-related stigma, coping strategies, and barriers to help-seeking among undergraduate students in Lahore. In light of the students' perceptions, intersectional characteristics of gender, class, and educational attainment were thoroughly investigated. The Data for this study was analyzed through reflexive thematic analysis. The research's findings demonstrate that mental illness was viewed in connection to daily functionality in both academic and non-academic settings. Prior mental diseases, exposure to stigma and its prevalence, and a lack of faith in qualified healthcare practitioners were identified as significant risk factors for mental illness among university students. The research also demonstrates that both positive and negative coping mechanisms were used by university students as a result of their perceptions and experiences of mental illness stigma. Engaging in student activism, speaking with friends and classmates, getting professional aid, and practicing mindfulness were all shown to be effective coping mechanisms. Smoking and drug (ab)use were determined to be negative coping mechanisms. This study aims to be a significant contribution to academic research on mental health and illness among young people in higher education institutions in Pakistan, where mental illness is both common and heavily stigmatized.

Keywords: mental illness, university students, social construction, stigma management strategies.

MENTAL ILLNESS AND STIGMA
A PERCEPTUAL ANALYSIS OF PREVALENCE AND DETERMINANTS OF MENTAL ILLNESS IN UNDERGRADUATE STUDENTS IN LAHORE

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Current literature on student mental health offers ample evidence of a worldwide increase in the prevalence of mental health issues among university students. However, there is limited literature written from a social constructionist approach within Pakistan examining the student perception of mental illness, stigma, stigma management, and barriers to help-seeking. This study attempts to bridge the gap by conducting a descriptive qualitative study using the social constructionist framework to understand the perception of mental illness and its corresponding stigma in a fluid, non-canonical fashion. With a sample of 9 students from Forman Christian College (A Chartered University), semi-structured interviews are conducted to reveal the personalized meanings given to the key terms within the study. Intersectional dimensions of gender, class, and level of education are extensively explored in light of the student's perceptions. Using reflexive thematic analysis, the data has been analysed to identify perceived determinants of mental illnesses, the perceived relationship between mental illness and stigma, stigma management strategies employed by respondents, and perceived barriers to seeking professional help. In the scope of Pakistan, where mental illness is not only prevalent but highly stigmatized, this research hopes to be a valuable addition to scholarly research on mental health and illness among young people in higher education institutes.

1. Introduction

83% of students report being moderately or severely distressed and almost half the students report at least one mental health issue (Storrie, Ahern, & Tuckett, 2010). When compared to German and Chinese students, the results showed that Pakistani students had poorer mental health and limited access to mental health treatments (Blackwell & Margraf, 2021).

Stigma relies on certain "signals" (e.g. symptoms, impairment, appearance) that lead to discrimination. Upon being given a label, an individual with a mental health issue may have to face stereotyping and prejudice which can force them into the identity of a mental patient (Goffman, 1961, as cited in Corrigan & Kleinlein, 2005).

Stigma management communication strategies may include acceptance, avoidance, evasion, responsibility, reducing offensiveness, denial, and neglect(Meisenbach, 2010).

Stigma is a significant barrier faced by individuals with mental illness in achieving life goals and even seeking treatment.

2. Objectives

1. To explore the perceived nature and prevalence of mental illness and stigma among undergraduate students in Lahore.
2. To examine the perceived determinants of mental illness among undergraduate students in Lahore.
3. To understand the perceived stigma management strategies employed by undergraduate students.
4. To examine perceived barriers to help-seeking behavior for mental illnesses among undergraduate students in Lahore.

3. Methodology

Research Design: Descriptive, Qualitative
Method: Semi-structured Interviews
Theoretical Framework: Social Constructionism
Sampling Technique: Purposive
Sample: 9 students from FCCU
Conceptualization:

1. Stigma - a mark that discredits one's identity and moral status (Goffman, 1963).
2. Mental illness - "labeled violations of social norms" (Scheff, 1966, p. 25, as cited in Horwitz, 1999).
3. Stigma management strategies - means of highlighting how a stigmatized person may respond to their situation in order to minimize social stigma (Goffman, 1963).

4. Analysis

Reflexive Thematic Analysis (Clarke & Braun, 2013)

1. Familiarization
2. Coding
3. Generating themes
4. Reviewing themes
5. Defining and naming themes
6. Writing up

5. Findings

- Undergraduate students define mental illness mainly with respect to the ability or inability of a person to be functional in everyday life.
- Many students perceived that mental illness was caused by experiences in students' homes but exacerbated due to academic, social, and personal challenges faced by students in the university.
- Experiences of mental illness-related stigma were perceived as the main barrier to help-seeking behavior among students.
- undergraduate students with pre-existing mental illness are especially vulnerable to mental distress and exposure to stigmatization on campus.
- Gender emerged as a crucial dimension within the study with differences in the experiences of male, female, and queer students.

7. Conclusion

The social constructionist perspective is at the heart of this research, and this is reflected in the ever-changing concepts employed in the study. Mental illness and stigma are found to be fluid concepts, spanning across a range of definitions determined by personal and perceived experiences of respondents. Gender, class, disability, and several other intersectional dimensions were explored through qualitative links. Despite being small-scale, the study hopes to spark a conversation about student mental health in higher education institutes of Pakistan.

6. Recommendations

- Online intervention systems (Barrable, Papadatou-Pastou, & Tzotzoli, 2018).
- Trauma-informed approaches e.g. trauma-informed pedagogy (Pica-Smith & Scannell, 2020).
- Disability-friendly counselling centers
- Peer support interventions (Byrom, 2018)
- Campus resource center

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Assessing the Effect of Work-Study Conflict on Academic Stress and Wellbeing in University Students

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Abstract

This research assessed the effect of work-study conflict and academic performance on academic stress and the well-being of university students. Some of the prior studies show that those students who have higher work-study conflict have higher stress and lower well-being. This quantitative research was administered with 140 survey-based questions to students studying at FCCU Lahore. The spill-over theory was used to frame the hypotheses for this study. Data were analyzed using SPSS *(v.22).* Descriptive statistics were generated depending on the nature of a variable. Factor analysis was conducted to assess the construct validity of scales (work-study conflict, academic stress scale, well-being scale) followed by reliability analyses using Cronbach's Alpha to assess internal consistency. Results of multivariate regression analyses showed that higher work-study conflict significantly predicted higher academic stress and lower well-being. Likewise, higher academic stress significantly predicted lower well-being. Another interesting finding of the study was that students working within FCCU had higher well-being than those who were working outside FCCU. The findings of this research can help in devising interventions and policies to mitigate the negative consequences of work-study conflict.

Keywords: Work-study conflict; Part-time employment; Academic Stress; Wellbeing

Assessing the Effect of Work-Study Conflict on Academic Stress and Wellbeing in University Students

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Abstract

This research assessed the effect of work-study conflict and academic performance on academic stress and wellbeing in university students. It was a quantitative research administered through survey to 140 FCCU students. Prior studies suggested that higher the work-study conflict, higher the stress and lower wellbeing. Spillover theory was used to frame hypotheses. Data was analyzed using SPSS *(v.22)*. Factor analysis was conducted to assess the construct validity followed by reliability analysis using Cronbach's alpha. Multivariate analysis showed that higher work-study conflict resulted in higher stress and lower wellbeing. Also, students working within organization had higher wellbeing than those who worked outside. Findings will help to devise policies to mitigate effects of work-study conflict.

Introduction

Research suggests that there are several reasons for stress in graduate and undergraduate students. It can, be both, academic as well as non-academic. Due to the increase in the cost and financing of education, it becomes compulsory for many students to combine work and study. Students who combine several roles such as married students and those students who are involved in part-time employment experience stress due to multiple roles. These students perform poorly as compared to full-time students. Statistics reveal that number of working students increased worldwide. 65% of first year students and 71% of last year are involved in work-study. (Ryan, Barns, & McAuliffe, 2011).

Studies suggest that paid work can be beneficial and can result in increased academic knowledge; but working long hours can damage students' mental and physical health. (Lingard, 2016)

Objectives

1. To assess the effect of work-study conflict on academic stress and wellbeing in university students.

Methods

- Quantitative research administered to 140 students through online survey.
- Researcher contacted financial aid office and requested to email the questionnaire to WSP students.
- Google link of survey was circulated in different students' WhatsApp and Facebook groups within FCCU.
- Convenient Sampling was done.

Results & Discussion

57.9% of respondents were males and 42.1% were females.

Factor analysis was conducted to assess the construct validity of scales. There was 48.7% variance in the construct of work-study conflict scale, 25.39% variance in the construct of academic stress scale and 33.26% variance in the construct of wellbeing scale.

Cronbach's Alpha value was greater than 0.7 which showed that internal consistency exists among all the scales.

Multiple regression was carried to predict academic stress from socio-demographic variables and work-study conflict. It was observed that one unit increase in work-study conflict increased academic stress by 0.40 times, ($\beta = 0.40$, $p<.001$). Results are summarized in Table.1.

Table 1. Multivariate Regression to predict Academic Stress from Work-Study Conflict in University Students (N = 114)

Variable	B	SE_B	P-value	R^2	Adj. R^2
				0.346	0.261
Age (years)	0.75	0.37	.044		
Gender	-2.93	1.62	.073		
Program	-2.29	2.85	.424		
Year of Study	-0.86	1.21	.479		
Credit hours	0.84	0.57	.141		
CGPA	-3.55	1.78	.049		
Work experience (years)	-0.03	0.04	.448		
Working hrs./day	0.34	0.34	.306		
Working days/ week	0.21	0.47	.663		
Working in same organization	3.12	1.71	.072		
Average hrs. for study	0.19	0.25	.453		
Involved in co-curricular activity	0.61	1.51	.689		
WS Conflict	0.40	0.07	.000		
(R^2 =.346, adj. R^2 = .261, F(13,100)=4.062, p<.001)					

Multiple regression was conducted to predict well-being from socio-demographic variables and work-study conflict. It showed that one unit increase in work-study conflict decreased well-being by 0.40 times, ($\beta = 0.40$, $p<.001$). Results are summarized in Table 2.

Table 2. Multivariate Regression to predict Well Being from Work-Study Conflict in University Students (N = 114)

Variable	B	SE_B	P-value	R^2	Adj. R^2
				0.312	0.223
Age (years)	-0.31	0.66	.640		
Gender	9.36	2.91	.002		
Program	-2.17	5.13	.673		
Year of Study	-2.50	2.18	.255		
Credit hours	1.63	1.02	.113		
CGPA	1.67	3.20	.604		
Work experience (years)	-0.01	0.07	.873		
Working hrs./day	0.30	0.61	.626		
Working days/ week	-0.84	0.85	.322		
Working in same organization	3.37	3.07	.276		
Average hrs. for study	-0.80	0.44	.074		
Involved in co-curricular activity	3.88	2.71	.156		
WS Conflict	-0.40	0.13	.003		
(R^2=.312, adj. R^2=.223, F(13,100)= 3.492, p<.001).					

Multiple regression was run to predict well-being from academic stress along with socio-demographic variables. It was observed that one unit increase in academic stress decreased wellbeing by 0.78 times, (β =-0.78, $p<0.001$). Results are summarized in Table 3.

Table 3. Multivariate Regression to predict Well Being from Academic Stress in University Students (N = 114)

Variable	B	SE_B	P-value	R^2	Adj. R^2
				0.416	0.340
Age (years)	0.33	0.61	.591		
Gender	7.18	2.73	.010		
Program	-3.89	4.75	.415		
Year of Study	-3.43	1.98	.086		
Credit hours	2.37	0.93	.013		
CGPA	-0.61	3.00	.841		
Work experience (years)	-0.04	0.73	.616		
Working hrs./day	0.49	0.56	.379		
Working days/ week	-0.66	0.78	.399		
Working in same organization	5.97	2.84	.038		
Average hrs. for study	-0.66	0.41	.109		
Involved in co-curricular activity	4.48	2.50	.076		
Academic Stress	-0.78	0.15	.000		
(R^2=.416, adj. R^2=.340, F(13,100)= 5.470, p<.001).					

Conclusion

Work along with study is becoming necessary in this advanced era, but it has negative consequences on the wellbeing of students. Students having higher work-study conflict has lower wellbeing and higher academic stress. From the research conducted it was observed that students working within same organization in which they study have higher wellbeing than students who are working outside. It was also observed that males have higher wellbeing than females. Keeping in view the findings it is recommended that there should be flexible working hours, proper and safe workplace environment for students. There should be proper counseling to mitigate the negative impacts of work-study conflicts.

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Exploring Reasons and Risks of Body Modifications in University Students

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Abstract

The trend of body modification has increased in Pakistan, specifically body piercing and permanent tattoos. However, there is very little academic scholarship in this area. The aim of this research was to try and understand: (i) the reasons for engaging in body piercing and permanent tattoos, and (ii) any perceived risks or difficulties experienced by people who have had body piercing and permanent tattoos. The research design is qualitative in nature, using a semi-structured questionnaire to conduct in-depth interviews. The selection criterion was FCCU university students who have engaged in body piercing and permanent tattoos using snowball sampling. Ten themes were found through thematic analysis under the two study areas. 1. Reason for body modifications: (i) Depression, anxiety, and stress – tattoos as a coping strategy or way to take control of the body; (ii) Using tattoos as a form of rebellion against society; (iii) Influence of Western rock music; (iv) Impulsive Decision; (v) Fascination from a young age due to social media; and (vi) Peer pressure. 2. Perceived risks or difficulties after body modifications: (i) Hiding tattoos from family – shame and passing; (ii) Society's stance that it is not allowed in Islam; (iii) Regret for permanent tattoos; and (iv) Engagement in other risky behavior. Based on the study findings salient recommendations to support university students are discussed, including family sessions for counseling and social support can be provided, and education about the risks of body modification.

Keywords: Reasons and risks; Body modification; University students; tattoos and piercings

EXPLORING REASONS AND RISKS OF BODY MODIFICATIONS IN UNIVERSITY STUDENTS

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Introduction

Making a decision to have something permanently done to your body, like tattoos and piercing, is interesting from a sociological point of view. This is because we get to learn and understand the reasons behind the decisions and the importance behind changing the body permanently in individuals. Body modifications have been known to be practiced more than 10,000 years ago. Body Modification is any method of permanently adorning the body, including tattooing and piercing. Bodily modifications suggest the practice of intentionally changing physical appearance. The term body modification is not only about getting tattoos, piercing, getting branded or scarification, but is also about understanding what the current trends and expectations in society are, and how people adapt and modify their bodies to meet social expectations. People who modify their bodies have different reasons behind their choices, even if they are living in same society, culture or environments. Understanding and exploring the underlying reasons or motivations behind body modifications is necessary to understand the youth of today and also the factors behind their desire to permanent alter the body.

Some of the literature suggests that body modification is associated with peer support and encouragement. Whereas other literature highlights that it is associated with family rejection and community shaming. In addition, scholarship reports that there is an association between body modification and engagement in deviant activities such as use of intoxicants, and engagement in risky behaviour in youth. Research in body modification can also highlight needs of youth related to following cultural practices versus going against the norms in order to gain attention and become rebellious. In this way, research in body modification can alert practitioners to the possibility of other risk-taking behaviours in adolescents, leading to preventive measures, including counselling. There is great need to understand the underlying reasons and experiences of youth of Pakistan who engage in body modification in order to identify if areas of support are needed.

Objective

This study can help in understanding the reasons that motivate FCCU university students, to engage in body modification, specifically permanent tattoos and piercing. Understanding and exploring the underlying reasons or motivations behind body modification is necessary to understand the youth of today and also the factors behind desire to permanently alter the body. Prevalence of permanent tattoos and body piercings is associated with low social support, community shaming, engagement in deviant activities such as use of intoxicants, and engagement in risky behaviour. Thus, this study's findings may also help to highlight the need for family, and social support for youth, and also practitioner attention to prevent deviant behaviour in youth.

The aim of this study is to learn about the reasons behind getting body modifications in FCCU university students, specifically body piercing and permanent tattoos. In addition, the study has attempted to explore the barriers and facilitators participants have faced after getting body piercing and permanent tattoos from family, friends and society. The aim was also to understand the underlying meanings behind body modifications and if participants are aware of risks and take precautions accordingly. Finally, there was an attempt to explore if participants who engage in body piercing also partake in risky behavior.

Abstract

The trend of body modification has increased in Pakistan, specifically body piercing and permanent tattoos. However, there is very little academic scholarship in this area. The aim of this research was to try and understand: (i) the reasons for engaging in body piercing and permanent tattoos, and (ii) any perceived risks or difficulties experienced by people who have had body piercing and permanent tattoos. The research design is qualitative in nature, using a semi-structured questionnaire to conduct in-depth interviews. The selection criterion was FCCU university students who have engaged in body piercing and permanent tattoos using snowball sampling. Ten themes were found through thematic analysis under the two study areas. 1. Reason for body modifications: (i) Depression, anxiety and stress – tattoos as a coping strategy or way to take control of body; (ii) Using tattoos as a form of rebellion against society; (iii) Influence of Western rock music; (iv) Impulsive Decision; (v) Fascination from young age due to social media; and (vi) Peer pressure. 2. Perceived risks or difficulties after body modifications: (i) Hiding tattoos from family – shame and passing; (ii) Society's stance that it is not allowed in Islam; (iii) Regret for permanent tattoos; and (iv) Engagement in other risky behaviour. Based on the study findings salient recommendations to support university students are discussed, including family sessions for counselling and social support can be provided, and education about risks of body modification.

Methods

Research design
This study is a qualitative research design using snowball sampling. Qualitative research involves different type of data collection and is inductive in nature (Bryman, 2006). In-depth interviews have been conducted with the support of semi-structured questionnaire, developed through literature review.

Sampling design
The selection criterion is FCCU university students who were approached based on prior contact and those who have engaged in body piercing and permanent tattoos. The researcher knew two FCCU university students who have permanent tattoos and body piercing, and they were asked to share contacts of others at the university through a snowball sampling approach

Discussion

The study findings suggest that reasons behind getting body modification i.e., tattoo or piercing is diverse; personal life narrative, fascination from social media, peer pressure, engagement in risky behavior, impulsive decisions. And difficulties faced as societies stance not allowed in religion or individuality. **(1) Reasons** why the participants opted for body modifications One of the participants was going through rough times in life and family which she considered as depression and anxiety she wanted to opt for other kind of modifications too like dying hair. One of the other participants also claimed the similar interest of other body modifications. The participants said that they wanted to take charge of their life, want change in life get some kind of confidence through it that could give them a boost or energy. There sometimes be a deeper motivation to get tattoos; individuals are looking for to maintain control of their body over their possessions, and body modification is a statement of someone's taking ownership of their body. (Cano & Sams, 2010). Getting tattoos or piercing is a form of individualism. the impulsiveness all the participants talked about shows that they didn't really think it through, it's just like when the consumer likes the idea of having something he don't think in his excitement about the cost he will have to pay or the consequences he'll have to face after it (Rodriguez Cano & Sams, 2010).
Tattoos are so common these days in society that most of the individuals feel stress to get tattooed. One of the participants shared his fascination from western rock music culture. He got really captivated by these western rockstars, their lifestyle and of course, the tattooed bodies. Social norms theory describes situations in which individuals incorrectly perceive the attitudes and/or behaviors of peers and other community members to be different from their own (Berkowitz, 2005). These trends of body modification are not any longer constrained to the West culture.
Nowadays they have become more popularized, they are broadly available, and more popular in parts of the world where they weren't before (Brean, 2013). In current India, the terror and disgrace linked with tattoos disappeared, and that body artwork is no longer allied with scramblers and drug addicts. In a study it was stated that a tattoo workshop owner, in Delhi, speaks that mothers even get inked, and you "see people at discussions with tattoos." This behavior was not always the case. One of the participants associated their tattoo with the star of taurus. There's always a meaning behind these modifications it can be special for them, every one of the participants tried to show their individuality or personality through these modifications i.e., if it is rebellious nature, deviancy, showing their personality in different ways then the rules defined by the society they live in.

Results & Discussion

Therefore, younger generation is inclined to body modification because of the childishness, inquisitiveness, thrill-seeking attitude and leaning toward peer pressure. Though tattoos have been more communal in the West; it's now also piercing in other portions of the world. According to a study Pakistan can extremely indoctrinate the tattooing as; 30% of the total population is among 15-29 years old is of people who are young and have extreme susceptibility to get predisposed to body modification. Secondly there's an inspiration of Western-culture through social media. Henceforth; as predicted, the intensifying trend of tattoos is lately stated in Pakistan. Evolutionary theory aided to build the foundation of this study in terms of highlighting that even if Pakistani society did not traditionally accept body modification, with globalization and time there is a change and youth is partaking in body modification.

In medical facet; from Pakistan there's a case-controlled study described that tattooing rises the danger of Hepatitis C 27 times. Which according to the interviews not most of the participants knew in detail. Few of the participants were completely indifferent about the risk associated with body piercing and permanent tattoos, they just went for it without considering any fatal effects to their health. As Goffman's dramaturgical theory relates to body modification and raises the question- how do people who engage in body modification fit into society, with the theory suggesting that 'fitting in' largely depends on the time, culture, setting, and society (Robert, 2016). **(2) Difficulties** participants faced apart from medical facts were also religious and social facets of body modifications. There were different kind of beliefs concerning tattoos or piercings in different cultures and religions. In Islamic culture getting body modifications is forbidden, getting something done on the body created by Almighty is highly intolerant according to the principles of the religion and society the participants live in. In some cultures, having a tattoo portrays illegal actions. In Japan, tattoos are strongly related with crime establishments identified as the Yakuza.

Lastly, Ministry of Health should take measures regarding the hygiene standards at tattooing parlours to lessen the risk of transmission of infectious diseases. Results advocate that individual with body modifications are more expected to involve in risky behaviours, which can cause health risks. The participants showed that one way or other they are involved in risky behaviours, it was part of their personality before getting their body tattooed and none of the participants believe that it has any association with their body modification. The participants were unconcerned by how they modified their body be piercing or be it the tattoos they had on their bodies. They had their reasons to justify their modifications. All of the participants were so captivated in their sentiments and the influences and individuality that none of them regret their modifications though one them wanted to coverup the last tattoo and get it done in a better and new way. Participants had to face inconveniences within the family and in the society because of the culture they live in and religious values. All the participants had to hide their modifications because of the fear of not being expected and the outburst of the family.

Result/Conclusion

Ten themes were found through thematic analysis under the two study areas. 1. *Reason for body modifications:* (i) Depression, anxiety and stress – tattoos as a coping strategy or way to take control of body; (ii) Using tattoos as a form of rebellion against society; (iii) Influence of Western rock music; (iv) Impulsive Decision; (v) Fascination from young age due to social media; and (vi) Peer pressure. 2. *Perceived risks or difficulties after body modifications:* (i) Hiding tattoos from family – shame and passing; (ii) Society's stance that it is not allowed in Islam; (iii) Regret for permanent tattoos; and (iv) Engagement in other risky behavior.

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Exam Stress and its Impact on Academic Performance

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Abstract

Exam stress can lead to both academic failure and mental health problems for students. This paper attempted to find the relationship between exam stress and its impact on academic performance. The sample for this research was 150 male and female students, conveniently approached through an online Google survey through class WhatsApp groups and emails of students. Nist and Diehl's test anxiety questionnaire was used to measure exam anxiety, and a set of questions was added to measure academic performance, after collecting the data it was run through SPSS for further procedures. The Pearson correlation and ANOVA prove the hypothesis of a significant correlation between test anxiety and academic performance. Findings also show a significant relationship between gender and academic performance. Females had more test anxiety which affected their academic performance. It can be concluded that the academic performance of university students will improve if students are supported with relevant coping mechanisms to deal with test anxiety. Furthermore, educational institutions also need to alter their system of testing in order to control students' anxiety.

Keywords: Exam stress, Academic performance, Mental health, Students

Exam Stress and its Impact on Academic Performance

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Abstract

Exam stress can lead to both academic failure and mental health problems for students. This paper attempted to find the relation between exam stress and its impacts on academic performance. The sample for this research was 150 male and female students, conveniently approached through an online Google survey through class WhatsApp groups and emails of students. Nist and Diehl's test anxiety questionnaire was used to measure exam anxiety, and a set of questions were added to measure academic performance, after collecting the data, it was run through SPSS for further procedures. The Pearson correlation and ANOVA proves the hypothesis of significant correlation between test anxiety and academic performance. Findings also show a significant relationship between gender and academic performance. Females had more test anxiety which affected their academic performance. It can be concluded that academic performance of university students will improve if students are supported with relevant coping mechanisms to deal with test anxiety. Furthermore, educational institutions also need to alter their system of testing to control students' anxiety.

Introduction

Exam stress is a sense of anxiety and tension associated with taking an exam. It's natural to be anxious about future tests, exams, papers, or presentations. A modest amount of stress can, in fact, push you and motivate you to work harder. Exam anxiety becomes a problem when it impairs your capacity to perform and meet your academic and learning objectives. Exam periods and exam scenarios are stressful for students, according to several studies of exam stress, which is especially true for oral exams. This makes you worry more, makes you anxious and depressed, causes you to lose sleep, makes you forgetful, irritated, overwhelmed, weary, and makes you feel out of control

Acknowledgement

Dr. Sara Rizvi Jafree

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Objective

The aim of this study was to identify whether a link exists between exam stress and academic performance in FCCU students. In addition, this study attempted to examine if exam stress leads to bad academic performance and to find the difference in exam stress in both men and women. The two research questions of this study include:

1. Does exam stress lead to poor performance of students in exams?
2. Which gender is impacted by exam stress, males, or females?

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Methods

The questionnaire included three sections, with a total of 15 questions. The first section consisted of socio-demographic variables, and the second section included academic questions. One section of the questionnaire included questions from the Nist and Diehl's Test Anxiety Scale, which measures test anxiety (Nist and Diehl, 1990)

Results & Discussion

The aim of this study was to find out whether there is linkage between test anxiety and academic performance, does one gender gets more affected by it than others and to provide effective recommendations for structural changes and better policy making by finding out the existing problems with the current exam system locally and nationally through available research and data about this problem. The results and corroboration of our study corresponded to results of other existing literature. The result of this study is like the results of cited literature.

Conclusion

This research is an attempt to provide an analysis on whether test anxiety exists in the students and if there is a link between test anxiety and academic performance. The questionnaire will provide me with responses that will help conclude the intensity of the existence of test anxiety and the level of impact it may have on CGPA of students. Test anxiety can be controlled to a certain extent if students are taught the coping mechanism on dealing with anxiety. Furthermore, the altering the test system can be helpful for it as well. If these two methods are applied to prevent test anxiety not only a academic performance but mental health can improve as well.