

Art-the Last Asylum

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The history of last two decades is very important in order to understand the conflicted mindset of current generation and situation of art in Pakistan. However, the commentary on the art and artists' creations is insufficient. In this article, the work of some artists from the artistic, the socioeconomic and the political milieu is critiqued. An understanding of political situation in the late 20th century in Pakistan is necessary to appreciate the motivation of the artists. The fact is the present society reveals a state of socio economic and political chaos. Obviously, the artists, often highly sensitive individuals cannot remain alienated from this social condition. It seems, one way or the other, the prevailing depression has affected the collective psyche of the current generation of Pakistani artists. From the last fifteen years or so, these youthful artists have remained true to themselves and to the reality of the society in which they exist. With art in these dire straits, particularly in the present economic depression, it is a miracle of sorts that even a handful of impoverished artists have faithfully adhered to the genuine nature of their work and commitments. A salute goes out to these honorable and honest individuals of intelligence and intuition. They truly bring light to life in all its panoramic beauty and horror. It is they who accurately record the details of the universe of influence they inhabit on the canvas of their soul.

Key words: Mystic Rituals, Volatile society, Art.

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“To do good work one must eat well, be well housed, have one’s fling time to time, smoke one’s pipe, and drink one’s coffee in peace” (Vincent Van Gogh)

Art always reflect a range of issues overtly political to the deeply personal. Unfortunately, the art of Pakistan is constantly revealing the distressed frame of mind of the general public. An understanding of political situation in the recent past of Pakistan is necessary to understand the conflicted mindset of current generation and situation of art in Pakistan. The fact is the present society reveals a state of socio-economic and political chaos and religious extremism. This is a result of mismanagement in all levels of the administration. The rule of democracy remained in vogue with interval for nearly 25 years in this country whereas martial-law administrators were in power for almost four decades. The consequences of this were that democracy could not flourish in Pakistan in the real sense. Instead, accusation of corruption and many other social evils surged and prevailed in everyday activities.

In such a situation, the degree of tolerance displayed between various segments of society was disintegrated. The atmosphere of turbulence in the political arena seems to have caused suffocation in the populace. A rash of unlawful activities began to appear in reaction to this on the level of the ordinary masses.

The decade of the 1990s, considered by many as a relatively peaceful but economically stagnant decade with a bloodless coup in 1999 ended the civil government which resulted to cast different shadows on our national history including the war on terrorism. From this period onward Pakistan has been engaged in a kind of scattered skirmishes with the terrorists or the so-called Taliban (the seekers). These people have spread terrorist activities all over Pakistan and most of the attacks are conducted through suicide bombers who are hitting not only the military strategic locations but also the innocent civilians.

Soviet forces managed to occupy portions of Afghanistan, a neighboring landlocked country on the northwestern border of Pakistan. The Afghan military was incapable of battling the well-equipped Russian soldiers. Soon enough American think-tanks, which formulate Western foreign policy, started to perceive a threat to their interests due to the territorial advancement of Russia. They wanted to deter them before the impossible became the possible. The only way this could occur was by preparing Pakistan as a frontline state. By pouring in funds, they raised a local force of Taliban, who were basically students of Islamic theology in Madrassas (Islamic Colleges) spread throughout Pakistan. The original purpose was to militate against the belligerent Soviets who had occupied the country. At that time, the Taliban were given the epithet “Mujahideen”

(fighters and strugglers in the name of God). With their support, and an indirect supply of arms and aid through Pakistan, the Americans managed to evict the Soviets from Afghanistan. They withdrew with great losses (both among soldiers and civilians). The Mujahideen or Taliban became very powerful and influential in the region. The temperament of the Afghans and the people living in the wild frontier tribal areas on the northwestern border of Pakistan would not endure slavery and subjugation by any foreign force (be it the mighty Red Army). History was to repeat itself and later turn against America and its allied forces. The history of Afghanistan and its people is there as a sign for all to see. The British Army tried to capture this region in the colonial era but ultimately they had to leave this area with great casualties.

When the Americans with their allies in the form of NATO forces moved to Kabul, the capital of Afghanistan with the connivance of its rulers, they desperately tried to wrest control of the region and they failed miserably. In such circumstances, the only ally in this region was Pakistan and through its help America started a war against Mujahideens or Taliban. These Taliban were against America but now they also started to see Pakistan as their enemy which was once a friend. The Pakistani Army was forced to indulge physically in this war against the Taliban. Several skirmishes took place and momentarily the Pakistan Army managed to gain control of certain areas in the region which were under the influence of the Taliban. This act by Pakistan created emotional hatred in the hearts of the Taliban who turned against Pakistan; its government, people and military. Since then, Pakistan has been subjected to countless suicide attacks which ended in the deaths of hundreds of innocent civilians and military personnel. In the recent past, no part of Pakistan has been safe from the attacks of these suicide bombers.

The government of Pakistan is constantly under pressure to increase its military involvement in the northern regions and tribal areas. The goal is elimination of these terrorist groups. For this purpose increased military spending and expansion of military powers has intensified Pakistan's internal socioeconomic and political dilemmas. The burden of excessive dependence on foreign aids and loans, including the terms and conditions attached to them, has imposed both economic as well as political constraints on what should have been a free and sovereign population.

Pakistan fell into an economic depression due to the muddle-headed policies of its leaders. Furthermore, the endless suicide attacks by the terrorists have created a chaotic condition. Business and factories are being shut down. People, who can, are either investing abroad or immigrating to other countries. Foreign investors from other countries are hesitant to invest in Pakistan. The countries also facing unemployment and poverty on a massive scale. Daily

commodities and eatables have become so costly and are out of the reach of the common person in the street.

The Artists, like other social thinkers cannot remain alienated from this social condition. It seems, one way or the other, the prevailing depression has affected the collective psyche of the current generation of Pakistani artists. For the last fifteen years or so, some artists have remained true to themselves and to the reality of the society in which they exist. With art in these dire straits, particularly in the present economic depression, it is a miracle of its own sort that even a handful of impoverished artists have faithfully adhered to the genuine nature of their work and commitments. Their work truly brings light to life in all its panoramic beauty and horror.

The current generation of Pakistani artists survives within the crucible of historical turmoil. It contends for recognition and combats the situation which is one of an unfavorable socio-economic and political atmosphere. Such scenarios have led them to a conflicted mentality. The present state of art invites changes in thoughts and attitudes, where every artist struggles to enter the confines of an inner circle in his/ her own way. Some talented artists have even come up with their own symbolism, romanticism and mysticism representing a true reflection of this conflicted mindset. A few have also found a way to the world of stylized expressionism in a more abstract manner. Considering all the merits and demerits of the existing situation of art in Pakistani society, the current generation of artists has come forward with their visions conditioned by postmodernism.

Within this sphere of influence, R.M. Naeem's work emerges with some outstanding merits. His work not only reflects a formidable comprehension of style but throughout his career and with the progress of time, his work has immersed into the depths of mysticism, philosophy and other spiritual elements. He is an artist who came from a humble art background. He received his early education from a billboard painter. This young man moved into the urban city of Lahore where he was confronted with a very diverse society compared to his rural provenance. In the year 2000 this artist produced a series of paintings titled "Mystic Rituals" (FigureNo.1). Within the borders of these color creations, a variety of motifs are illustrated with sculptural quality. They are analogous to the art of Gandhara, both in shape and religious power. A sensation of metaphysical proportions, which was not defined in his "genderless" paintings, breaks into the foreground. Pertaining to his paintings he has this much to say: "Trying to express about my work, I have questioned myself regarding issues of gender; examined philosophies of the east and west; watched in dismay at the terrible disasters afflicting the universe and wondered at whether these

are the handiwork of nature, or are merely created through the folly of mankind? For me painting is a meditative activity. Is the solution to be sought on a physical level or a metaphysical plane of existence? Many of these questions stir me profoundly and my point of view always reflects these ponderings. I express my quest for answers, which are sometimes found in my paintings....” The total ensemble creates an ambience suggestive of some sort of cosmic world having an aura of spirituality and bliss. At this stage, his approach is closer to the Buddhist philosophy of “Nirvana”. Nirvana is primarily the aim of those people who remain disturbed because of various social, economic and political situations of their surroundings. A man ordinarily seeks asylum either in intoxication or in theology. R.M. Naeem’s art also reveals a search for asylum through his own philosophy in the dictum of Buddhist theology.

Furthermore he painted another series entitled “Hope, Faith and Lesson” displayed in Colombo in 2007. Offering a peek into his inscrutable imagination, he stated, “My work is an outcome of a series of stimuli from my environment. At one level it is a nostalgic reminiscence of my childhood days, when we used to make paper boats and play with them. At another level this toy boat symbolizes Noah’s ark and in turn is an extension of how religion is intrinsically ingrained in every child who comes forth into this world. Another stratum of my work celebrates the indigenous part of me as an entity. The religious iconography, which I have connoted through these sexless, bald-headed figures, is a symbol of how all religions impart the message of peace and it is this factor which binds mankind. In fact it is a sense of belonging to a metaphysical ideology. It is a need to perform mystic rituals which is a unanimous urge of mankind and connects one individual to another.” A painting from the same series entitled “Lesson I” (Figure No. 2) embodies the transference of the spiritual beliefs of an individual to his legatee in the form of a child’s paper boat. Noah’s ark was the redeemer of those who had faith among the nonbelievers and became a sign of the revival of life on earth. But the paper boat symbolizes a weak or frail attempt to secure this life. This futile endeavor is unconsciously transmitted to the next generation.

Another artist, Ali Kazim has tried to follow in the footsteps of his teacher R.M. Naeem, and has made incessant efforts to infuse his work with a certain philosophical element like his teacher. Ali Kazim has tried to emerge on the pictorial art scene in a convincing way by presenting his work and giving it the title “Forbidden Fruit” (Figure No.3), which had once been a favorite subject of the old western masters. They have shown the expulsion of Adam and Eve from heaven for disobeying the order of God by eating the forbidden fruit. For example, in the painting “The

Expulsion from the Garden of Eden” by Jacopo Della Quercia (1430), and “Fall of Man” (1504) by Albrecht Durer these themes are clearly visible. However, Ali Kazim has endeavored to portray this idea in a somewhat modern way by painting different vegetables, fruits and birds which look like botanical studies rather than paintings. The paintings of such objects under the title of “Forbidden Fruits” look like a mockery in the present depressed economic state of the country. How can a human being survive without eating such things? According to his philosophy, all the gifts of God which He has bestowed on mankind have become “forbidden fruits” due to inflation and prolonged financial hardship.

Recently another image of the same spirit came into appearance in a young female artist Aasma Majeed’s works. She painted a silhouette of a female figure filled with intricate details of different fruits (Figure No.4). In this painting a lady having all the desires is waiting for opening of the door in front of her, which is more like a labyrinth, rather a simple door. The level of satire is far above the ground in this imagery. She said “access to the daily commodities in the life of common man is becoming like an unsolved maze or labyrinth and the door is a symbol of hope that one day it will open the way to new panoramas of optimism”

Ali Azmat’s paintings represents menacing mood of the society through his macabre male figures. In most of his paintings male models appear more like reptiles and repulsive creatures. This repulsive phase of his art has led him to translate the sentiments of agony and anguish felt by characters of androgynous figures. In his show “Murat” (a sculpture or statue) the figures are painted in a somewhat grotesque manner (Figure No.5). The combination of bitterness and repulsiveness are so successfully combined that they convey the innermost state of his soul. This has been further heightened in a very ingenious way by using a cactus plant as a symbol of pain. Therefore symbolically his work exemplifies the life of these people who look strong and sturdy for all apparent purposes but inside are crying and screaming in pain and agony due to the humiliations and suffering they encounter from the larger society. “There is humanism and humanity. This is the redemptive power of the work. Towering up into the sky, the work opens up a brand new world and keeps it there before our eyes.” Moreover “Ali Azmat interpreted his understanding of the world around him through the innocent and gleaming eyes of a child and adds a tint of red, representing violence and blood in our society (Figure No.6). Ali’s recent paintings pose questions to his viewers. He leaves these questions hanging in one’s subconscious. The recent exhibition’s predominant theme in his paintings is a child’s innocence and how this innocence is being polluted in a volatile society of today.”

Mughees Riaz is an artist who mostly painted landscapes without human figures and seldom opted for figurative compositions. His inclinations appeared to be the representation of evening scenes, particularly in a soulless setting. Apart from this, he also created gorgeous sunset scenes around the River Ravi in Lahore. He has composed the river under the expanse of a wide sky with the presence of any of a series of objects; such as a buffalo standing alone in the center of the painting (Figure No.7); boats with a few trees near the bank of the river; or only a flag entrenched on an unidentified grave.

He tried to give voice to his silent art by the addition of life in the form of birds or animals. But the feel one gets in his landscapes and figurative compositions is one of immobility. An unknown stillness prevails throughout his work. His paintings evoke lonesomeness and emptiness. This theme seems a common factor among most of his contemporaries as well. The peaceful conditions in Mughees Riaz's paintings, in actual fact, seem like a mournful silence that lasts too long. Nowhere in his paintings one can detect a glimmer of hope. The analysis of Mughees Riaz landscapes and nude figure compositions leads us to a world of desolate and downcast romanticism. Painting a series of male nude figures (Fig No.8) on green, or some times on a red foreground, again rendered a dead environment. The greens did not infuse life in the figures and the same is the case with the reds. In the painting (Fig No.8) he has visualized a seated nude in a regretful pose while hiding his face and sex organs with a dehydrated and empty water pot. The picture is composed with two crows in it; one is perching on his head and one is visible on the red ground. The red surface does not produce the impression of red earth beneath the vast open sky. It appears as if it is a red carpet in a room against a bare wall. One thinks of the red carpet treatment reserved for celebrities and VIPs all over the world. The red carpet symbolically suggests that man is the celebrity of his own internal world. However the presence of the red does not show his powers, his emotions, his passions or how much worth he really has. Red connotes the bloodshed of his heartfelt desires. The repentant pose with a waterless pot on a red carpet suggests that the figure awaits death after living an extravagant and excessive life. As for the presence of the crows, they underscore the mortality of human beings, since crows and death have a strong link with each other. It is a well-known fact that these creatures always flock together to eat carrion.

In another composition he shows a green carpet spread out underneath a seated man who is, not only nude, and in a dejected pose, but also hiding his face with shame. He is clutching a water pot in his lap. A crow and a white cat accompany him. All scientists and even the 'Greek

philosophers of bygone days believed water is the source of life'. Here, on the contrary, the water pot seems empty or proves to be an emblem of the deficiency of life itself. His greens do not symbolize the natural color of greenery on a vibrant and verdant earth. The grasping onto an empty water pot is sufficient proof of the futility of trying to hold onto life.

Mughees has also painted a reclining nude lying on a green ground with a crow behind his body. The presence of the crow behind the body suggests that the bird is awaiting his death so that it can get a chance to feed upon the dead meat. The flying kites in the sky and the crows inhabiting the lonely grounds send out the same message loud and clear for all to hear. Whether it is in the presence of broken clay pots, or seated on the back of an exhausted buffalo or for that matter at an unnamed grave. With his lethargic male nudes this artist confirms the ever-present danger of the twin menaces of death and decay in the existing anarchy.

Ahsan Asif, is another artist whose work suggests the amalgamation of sorcery by adding some mysterious element in his figurative compositions entitled "ancient believes" (Figure No.9). The figures are in a charmed or spellbound state. They are believed to have supernatural powers over natural forces. By using such effects and motifs in his paintings, in a way, Ahsan is trying to reflect a side of society, where a number of people are suffering at the hands of poverty and face atrocities. They seek redemption by means of engaging in such practices.

Another aspect of this fantasy is seen in Aakif Suri's miniature paintings (Figure No.10, 12). He has shown a large egg from which a giant animal is about to break free. The shell of the egg is in a broken state as several cracks have appeared on its surface. The animal is asserting its freedom, and a human figure is cutting the threads in order to help it free. This phenomenon is not possible in ordinary life. Therefore, this artist once again seems to be taking full advantage of visions and fantasies culled from his dreamscape. In all his paintings, which have been discussed so far, the underlying theme remains focused on the urge of freedom. This concept of freedom may be interpreted in a different manner depending on whether it is the artist's personal desire to gain liberation or independence from his environment or the symbolic meaning is one of being in a confined and suffocated society. Bound by these political situations, the people are under great compulsion and in a suppressed state of anxiety. They appear to be looking for somebody to relieve them of this quarantine and become their redeemer.

The phenomenon of the cracking of the egg and the birth of an unknown formidable force reminds one of a painting by Salvador Dali titled "Geopolitical Child Watches the Birth of New Man" (Figure No.11). In this painting a large egg is manifested, out of which a man is struggling

to emerge. The struggle of a man to come into being is very firmly symbolized in this painting. A dark canopy shades the large egg-like shape which symbolically represents the world of the new man. The whole ensemble reflects the application of a struggle by the emerging man to free himself and come into being as a separate entity. The dark canopy above the ovoid shape (probably a symbol of the world) holds several symbolic meanings. And outside the egg, a woman is standing with a child pointing at the event of the birth. The child seems to be in a state of curiosity or rather fear has turned her knees to jelly. Her eyes are wide open in fright. The perception of fear or panic is further heightened by the posture of the child. This situation elevates the uncertainty and sense of horror. Whereas Suri does not directly reflect the concept of the birth of the new man, he nevertheless presents the same kind of alarming situation with the depiction of the birth of a giant animal which is an indirect symbolic commentary on the birth of demonic evil. The unpredictable fear in the paintings of both artists brings their concepts nearer to each other.

It is very difficult to unveil the real philosophy behind this painting because of the characteristic versatility of the objects which in fact represent many-sided meanings. Suri is the only artist, so far, among the current generation whose stance is very different from the rest. His paintings come out as a sort of enigma for the viewer. The apparent meaning, if one could interpret it may be that for centuries the people and particularly the young lot of this country remained fettered under social, religious and political conditions. Probably, this young artist has tried to expose and reveal the difficulties of the times and the confined physical and mental state of the lost generation. The giant golden wild animal of unknown and limitless powers is probably a symbol of the coming generation. It is struggling to erupt out of a superficial and frail shell which is destined to burst pretty soon. The external erroneous restrictions are suggested through the thin threads and the artist is trying to cut them down.

Suri presented another concept of the same ilk by portraying an egg-shaped form, which is in the final stages of cracking (Figure No.12). As a result some areas inside the egg are exposed whereas a major image remains obscure. From this shape, a head of a man is coming out, and this egg shape rests above a circular form which is broken from one edge at the lower portion. The head of the man retains another egg which happens to be inside his mouth. It is only a head or a portrait of an imagined and novel personality which is expected by the artist to bring a change in this chaotic society. Nobody can imagine what kind of change he will bring; the better one or the worst kind? However the broken circle around this head may suggest the insignificance of this personality. The people are yet unaware of its potentialities entirely due to their insensitive

attitude and negligence. The other possible interpretation which suits the existing condition of the corrupt ruling people may be seen reflected in this image.

The artist has referred to several elements to highlight the powers of this upcoming personality. Another symbol is the elaborated kind of turban, enriched with pearls and quills at the top of head. The turban is a kind of headgear which has been used by the Muslim Rulers in the subcontinent for centuries to enhance their authority and affluence. The same essence is being portrayed in this image. The emblem of long hair indicates vicious power.

Keeping in mind the current situation of the country, the artist has decided to unveil the ruling political parties in this image, as the hidden face is gradually getting exposed through the peeled off area by virtue of cracks created with the passage of time over the shell of the ruling people.

The areas which are exposed reflect an image of a person who, due to his features and the style of his hair, seems to belong to the same martial race as the Mongols or Timurids. This is raw power and vigor at its best. The head is endowed with such symbols and the character demonstrates mercilessness and cruelty. At this stage Suri has tried to expose the present merciless monarchs through his image all the while combining symbolism and surrealistic elements in the greater whole.

The urge of freedom and redemption gains invigoration with the passage of time while society is further inflicted with the atrocities of the ruling parties or power-wielding mafia. Suri has probably ventured this aspect to reveal in one of his images (Figure No.11) the true character of the political people who like to hide behind a false façade.

Another miniaturist of the modern period in Pakistan was Mudassar Manzoor. He has interpreted his dreams and thoughts from various different angles (Figure No.12). The artist in his prayer may be consciously seeking the benevolence of the Almighty and may be that is why the atmosphere of his paintings has been lent a religious aura. Certain areas show a figure in a devoted posture. These show the subconscious mind of the artist. Akif Suri is trying to find redemption with the help of a violent force. Mudassar meanwhile appears to be submissive both in his conscious efforts and his subconscious dream works. He seeks help from somewhere beyond the human realm. The aforementioned painting by Mudassar is immersed in ultimate reality and invokes divine power for the glory of bliss.

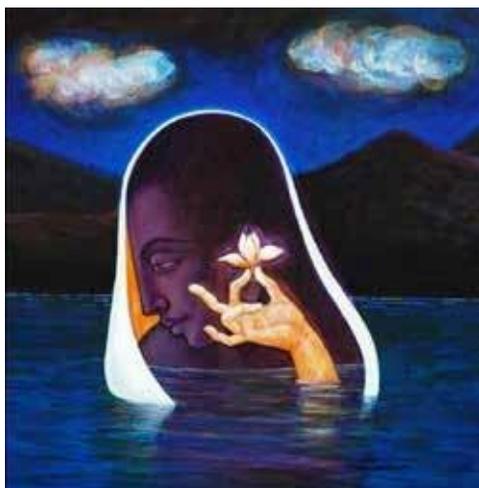
A mathematician and scientist George Louis Leclerc de Buffon said about the creativity of human mind: "The human mind cannot create anything. It produces nothing until after having

been fertilized by experience and meditation; its acquisitions are the germs of its production.” So, all the above referred artists are being examined in the context of their experiences and styles of thinking.

The past history of Pakistan generated an unavoidable anxiety in the society. The current status is such that there is a spirit of insurrection among the masses of the country. The people have come out on the streets protesting and demanding their basic rights. They are blocking roads, attacking railway stations, etc. It seems that a general “uprising” has started for real in the country. Like other members of society, the artists too are deeply affected by the upheavals which are taking place in society. At times, they have responded with pessimism and rejection of what is rightly their traditional inheritance. Sometimes they have found themselves in a state of bleak despair and have desperately looked for utopian visions. There is an urge for euphoria as a last asylum.

References

Aasma Majeed, interview by the author 4th January 2012



Symbolism of Water in Lord of the Flies, <http://www.exampleessays.com/viewpaper/39774.html> <http://www.artsz.org/creativity-develop/>

board 12 x12inches

Figure No. 1: R M Naeem a painting from the series “Mystic Rituals” acrylics on canvas.



Nicole Tomlinson, art critic Melbourne, Australia, forward to “this is not untitled” Ali Azmat 2007, p1

R.M.Naeem, Interviewed by the author, 5th May 2008.

Let a thousand flowers bloom, Copyright © The News International, Lahore [http:// www.thenews.com.pk/PrintEdition](http://www.thenews.com.pk/PrintEdition)

Figure No.2: R M Naeem “Lesson I” acrylics on

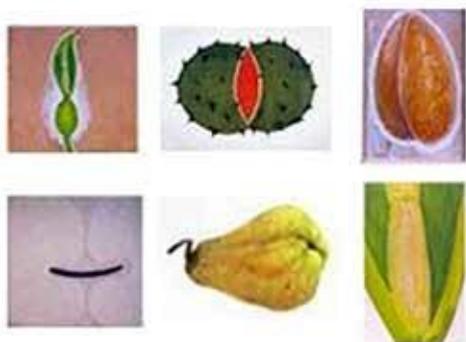


Figure No.3: Ali Kazim, A few paintings from series of "Forbidden Fruit".



Figure No.4: Aasma Majeed, miniature painting entitled



"devastated in the passage of destiny"

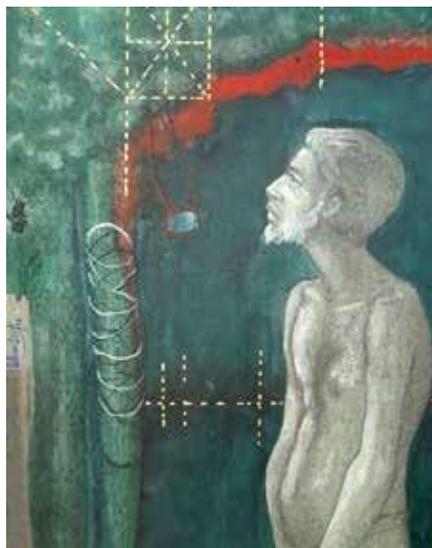


Figure No. 6:

Ali Azmat, a painting from the series "let the thousand flower bloom"

Figure No. 5: Ali Azmat, a painting from the exhibition entitled "Murat" oil on canvas

Figure No. 7: Mughees Riaz "Golden Buffalo" oil on canvas 91.5 x 91.5 cm

Figure No. 8: Ahsan Asif, a painting from the series "Ancient Believes" oil on canvas



Figure No. 9: Aakif Suri, gouache on wasli paper, 25.2 x 48.2 cm



Figure No. 10: Salvador Dali "Geopolitical Child Watches the Birth of New Man" Oil on canvas



Figure No. 11: Aakif Suri, gouache on wasli



Figure No. 12: Mudassar Manzoor. Opaque water color on wasli paper, 48.2 x 17.8 cm

Occupational Role Stress and Health Related Quality of Life among Secondary School Teachers Tehziba Kousar*

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Growing industrialization and technical advancement have caused an obvious change in the field of teaching, rendering teaching today a challenging task. The research examined occupational role stress among Government secondary school teachers (S.S.T.s). The purpose of the study was to find out the Role Stressors among secondary school teachers and the relationship of Occupational Role Stress to the Health Related Quality of Life of the teachers. The sample comprised of 200 S.S.T.s (100 men and 100 women). Purposive sampling technique was applied to draw the sample. Cross-sectional Survey was used as research design in the study. Data collection was done by using Questionnaires namely ORSS (Pareek, 1983), Q-LES-Q- Short Form (Endicott, Neej, Harrison, & Blumenthal, 1993), and WHOQOL-BREF (World Health Organization, 2004) in Urdu version. Both descriptive and inferential statistics were used for data analysis. The results showed that men S.S.T.s experienced more ORS than women S.S.T.s and that men S.S.T.s had poor Physical Health as compared to women S.S.T.s. It was also found that there had been no significant relationship between ORS and demographic variables.

Keywords: Occupational Role Stress, Role Stressors, Health Related Quality of Life, Secondary School Teachers

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Stress refers to the response of a person to the stimulus imposed on him. It is the situation where the well-being of an individual is challenged by different demands expected to be fulfilled at his end (Erkutlu & Chafra, 2006). Occupational Stress particularly means stress followed by lacking the potentials to meet the challenges of a job (Rees, 1997). Stress has become a frequently used term in daily life which is a result of growing industrialization and following modern trends of living. Teaching profession puts a lot of demands on teachers hence leading them to stress. Teachers also have to handle students with diverse interests and attitudes that could be an underlying reason of stress (Roland, 2003).

Various studies see stress in context with physical, mental and psychological perspective. When we talk about stress with reference to business or job, it is called Occupational Stress. (OS) is defined as stress caused by job and work among employees (Ganster & Schaubroeck, 1991). Role can be defined as the combination of norms and duties that is set by the authorities and influential in an organization. It is actually a set of actions that a person has to take within an organization to deal with the challenges and tasks assigned to them by the significant people around and sometimes set by the person himself (Pareek, 1993).

Pareek (1997) reported about ten different components of Occupational Role Stress (ORS), which include Role Overload (RO), Role Erosion (RE), Role Isolation (RI), Role Stagnation (RS), Role Expectation Conflict (REC), Self- Role Distance (SRD), Role Ambiguity (RA), Resource Inadequacy (RIn), Personal Inadequacy (PI), and Inter- Role Distance (IRD). To study various components of ORS and to find out its causes, Desgupta and Kumar (2009) carried out a study on doctors in a government hospital of Shimla (India) on a sample of 150 doctors where they came up with the findings consistent to Pareek (1997).

Elaborating the term further, Nelson and Hurrell (1997) argued that stress is the worst outcome of today's lifestyle that involves a lot of technical advancement. In an organization there are different factors which contribute to stress among people of different fields. These elements involve lack of security, burden of work, and overload of information. The effects of this stress are various like mental, physical and emotional which is consistent with the findings of Quick (1989) who has reported in his study that stress brings with it symptoms of bad functioning of mind and body. Roles assigned to the people in an organization have deep impact on the minds of those people. Accepting certain roles becomes the internal need of a person to satisfy their self-esteem, status and self-ego (William & Alligeri, 1994). But when their abilities do not

support them to perform the roles assigned to them appropriately, the situation leads to stress (Lee & Schular, 1980).

ORS has been reported to influence health related quality of life. As a result of stress Behavioral, Physical, Emotional and Mental symptoms may appear in a person thus collectively describing the effects of ORS on Health Related Quality of Life (HRQOL). Definition of QOL has been modified by Social Science researchers and Psychologists to a great deal. Mein, Martikainen, Stansfeld, Brunner, Fuhrer, and Marmot (2000) have defined QOL as the paramount of human health and describe it with reference to the social, psychological and physical grounds of human life. As far as the QOL of teachers with reference to ORS is concerned, they report more illness, use of medicines, burnout, depressive symptoms, passive sexual behavior and many other psychological as well as bodily symptoms (Bauer et al., 2006). Occupational stress is frequently reported and studied and has been found to have significant relationship with health and illness. It was estimated that almost half of the diseases are caused by the OS (Pelletier & Lutz, 1988).

Wang (2009) conducted a study to explore the relationship between ORS, burnout among teachers and their physical and mental health. A sample of 300 teachers was selected from Peking University through stratified random sampling technique. 4 tools used in the study included BDI, SF-36, OSI-2 and MBI-Gs. The conclusion drawn was burnout among teachers as an outcome of occupational stress among them and that burnout in turn was related to depression and poor physical health among teachers.

Leung (2009) wanted to see relationship between Occupational Role Stress and person's health status as well as the effects of management behaviors upon the intensity and severity of problems related to stress. The findings revealed that Occupational Role Stress has close relation to the mental health of Secondary School teachers and stress, anxiety and depression are the various outcomes of (ORS). Sometimes the influence of ORS on HRQOL becomes so serious that it takes under it not only the individual but the whole organization. Prominent aspects of individual life that is affected by ORS include, overall quality of life, health, levels of self-efficacy, achievement drive and personal growth of individual within a certain profession. While for organization, ORS results into lack of communication, employee absenteeism due to ill-health, high turnover rate, recruitment problems, low motivation levels, low productivity and finally poor performance (Michie, 2003). Consistently stress affects both psychological as well as social health severely (Karasek & Theorell, 1990). According to an

estimate, 180 million days in offices go unutilized and there is no work due to the sickness caused by ORS (Sigman, 1992). Studies have found stress affecting both physical as well as mental health of teachers (Parabissi, Rolland, & Santinello, 1991; Wang, Lan, Li, & Wang, 2002). Demographic variables have been studied to have close relationship with ORS by many researchers (Jick & Payne, 1980; Quick & Quick, 1984). Jick and Mitz (1985) conducted a similar study where they wanted to see if gender was important in ORS and whether the consequences of ORS are same for both genders or not. Garrosa, Gonzalez, Moreno-Jimenez and Liang (2008) carried out a study to highlight the importance of demographic variable to affect ORS. The model for burnout predication used in this study suggested that it could be predicted from demographic variables, occupational stressors and hardly personality. Chaturvedi (2009) added more to the relationship between ORS and demographic variables by keeping in mind the trends of present day organization where to work has become equally compulsory for both males and females. He found in his study that female teachers with age range 40 to 60 are better able to cope with the challenges of their profession as compared to those below and above this age range and then that of male professionals. Teacher Stress Model relies on the fact that ORS is not outcome of a single stressor but it is actually multidimensional as far as organizational factors are concerned. These organizational factors are chained together and collectively to cause ORS among S.S.T.s. This model is of the view that the chain of unpleasant events invites the onset of stress (Fimian, 1984). Person -Environment Fit Model has an important role to play in adjusting the person to an organizational environment, in a person`s recruitment and selection and teaching the norms, traditions and culture of an organization. Burnout, emotional attachment with teaching, public image of teachers, fear of being found out, limited opportunities for reflection, reluctance to seek help, isolation, need for perfection, aggressive parents, colleagues and pupils are the various causes that may not be visible but play a very important role in causing stress among teachers (Holmes, 2005). Stress is an invitation to many unwanted, unpleasant and troublesome consequences which may include undesirable feelings and behavioral response, physiological disease, psychological problems, and organizational problems (Ross, 2005).The negative consequences of ORS can be summarized as poor employee performance, drug intake at workplace, absenteeism, great turnover, decreased motivation, poor health quality, malfunctioning, behavioral problems and low customer service (Quick, Quick, Nelson, & Hurrell, 1997; Wright & Smye, 1996). In a study carried out by Majeed, Rashid, and Zia-ur-Rehman, (n.d) level of teacher`s stress and its relationship with the different variables such as climate of work, working conditions, work load,

student`s behavior and different administrative assignments were analyzed. It was concluded in the study that secondary school teachers suffered from ORS caused mostly by lack of equipment to teach, greater quantity of students in classrooms, poor working conditions and job insecurity.

Rationale of the Study

Occupational Role Stress has remained of interest for many researchers since 1950 onwards, and various studies have been conducted in this area. ORS among secondary school teachers has also been studied by various researchers with its different components but only a few studies have been conducted in Pakistan focusing on ORS among Government Secondary School Teachers and its relationship with their Health Related Quality of Life. The present study is hence another effort to draw researcher`s attention to ORS, its sources and consequences among the teachers of secondary schools, and its relationship with the physical, mental and social health of teachers which is called their HRQOL in the following study.

The study is an effort to find out different stressors that can cause ORS among teachers. It is helpful in devising different tools to reduce ORS among teachers and to improve overall quality of education system as well as quality of work of S.S.T.s. It is further important to guide the physicians and psychologists to identify the factors that are related to HRQOL of teachers. It has suggestions for researchers to address self- efficacy, self-esteem, level of confidence and need for perfection among teachers. The study is socially helpful as well as it addresses many week points of education system in public sector institutions and provides a comparison of both private and public sector institutions.

Hypothesis

- Female Secondary School Teachers experience more ORS than Male Secondary School Teachers.
- Female Secondary School Teachers have poor HRQOL as compared to Male Secondary School Teachers.
- Role Overload and Role Erosion are significant predictors of HRQOL among secondary school teachers.
- Demographic variables will significantly predict ORS among Secondary School Teachers.

Method

Participants: The participants selected for the study included 200 Government secondary school teachers, 100 males and 100 females. Sample was drawn through purposive sampling technique from 8 different Government schools of Lahore, Pakistan. Cross-Sectional Survey was used as research design.

Sampling: Sample was collected by using purposive sampling technique. This technique was used because data was to be collected from the population of interest with specific characteristics of the selected group. Sampling frame for study was secondary school administration. Data were collected from eight Govt. schools of Lahore. Sample comprised of 200 teachers (100 male teachers and 100 female teachers). Inclusion criteria was secondary school teachers in Govt. schools with the age range 22 to 60 While exclusion criteria for study was primary school teachers, internees, tutors and private schools teachers and teachers below the age 22 and above 60.

Instruments and Measures: Occupational Stress Scale (ORSS) constitutes items that tend to measure individual role stress, other conflicts that exist within an occupation like teaching and influence of the demographic variable upon that role stress. Occupational Role Stress Scale was constructed originally by Pareek (1983). It constitutes 50 items and respondents rate each item as 0, 1, 2, 3 and 4 that depend upon the relevance of the item to their Occupational Stress. It measures 10 Role stressors (Pareek, 1983). ORS scale used in this study was refined and adopted by Sohail (1996) which constitutes 10 subscales. These ten subscales measure all the ten components of ORS. Five point Likert scale is the response criteria in this scale. The scale has an alpha coefficient of 0.96 while the scale is valid up to 0.86 and this validity is drawn out by using Varimax Rotation. Ten Role Stressors measured by ORS-scale include RI, RS, RE, RC, IRD, SRD, RO, PI, RIn, and REC.

Quality of Life Enjoyment and satisfaction Questionnaire (Q-LES-Q)- Short Form, developed by Endicott is a five-item scale, a self-report instrument with score responses on a 5-point scale ('not at all or never' to 'frequently or all the time'), with higher scores indicating better enjoyment and satisfaction with specific life domains. Q-LES-Q-SF is reported to be highly reliable and valid to be applied on adults.

Scoring of Q-LES-Q-SF is done in the way that raw score total is drawn by adding first 14 items while last 2 items are left uncalculated and are treated as independent items. The range of raw score is between 14 to 70.

Health is not merely physical well-being rather WHO has given a broad definition of health that answers the questions of public in a multidimensional way. Health according to WHO is person's physical, mental as well as social well-being (WHO, 2004).

WHOQOL- BREF (WHO, 2004) is a questionnaire which constitutes 30 items focusing on how one feels about one's overall quality of life. It is an abbreviated form of previously developed WHOQOL-BREF. It is multicultural and covers 4 areas of QOL such as environmental, social, physical and psychological. The reliability of the scale is from good to very good in terms of psychometric properties and is sound and valid to apply on the respondents of diverse cultures (Connel, Lotfy, and Skevington, 2004).

WHOQOL-BREF is developed in a way that it has representation of 50 % males and 50% females. It constitutes 26 items. Items cover the QOL on four aspects that are Physical, Psychological, Social and Environmental. Apart from that, two items (Question1& 2) are kept separate to ask about person's overall view of QOL and Health. Scoring is done in a way that scores of each of four domains are taken in positive ascending order for example as it increases from zero to 4 it shows at zero there will be lowest value of Quality of life and it is highest at 4. Domain score is calculated from mean score of items for each domain. By multiplying mean scores with 4. In WHOQOL, the first process is transforming scores to a range of 4-20. In the 2nd method, scores are transformed from 0-100 scale (WHO, 2004).

Procedure: For data collection, eight Govt. Secondary schools of Lahore were visited. At first, girl schools were visited. In the start of procedure, permission was taken from the principals of the targeted schools to approach the teachers. They were presented the request form with the signatures of the supervisor and University Registrar to grant permission for data collection. After approaching the teachers, first of all their consent was asked for if they wanted to become participants of research and purpose of study was explained to them. ORS scale was read out loudly to them before administering it and various points which had ambiguity were explained for clarification. Questionnaires were distributed among participants after giving them instructions. Many female teachers found it boring and showed a little reluctance after filling half of the questionnaire. Many inquired about the benefit they will have from this research. To bring back their interest, participants were told that after they have filled questionnaires, they will be explained various techniques of Psychology to manage stress and enhance Quality of life. Response ratio was not quite satisfactory; if 30 teachers participated from a school, 20 were able to complete it according to instructions. Questionnaires were collected omit after they been

had filled and they were further told to remain part of research until and unless two more questionnaires (WHOQOL-BREF and Q-LES-Q-SF) were filled. Same procedure and process was applied to schools for boys. After the time interval of one week, participants were again contacted and they were asked to respond to the WHOQOL-BREF, and Q-LES-Q-SF. Again questionnaires were distributed and collected after the given time. Male respondents were found less difficult to deal with, however it was observed on certain items regarding QOL i.e. items related to the quality of sexual performance, they were quite hesitant to respond.

After collecting the questionnaires, scoring was be done by through cut-off scores and manuals. Both descriptive and inferential statistics were used for data analysis. Regression Analysis was applied as statistical technique and along with it Correlation, ANOVA, and t-test were applied to draw results.

Results

To present demographic variables, descriptive tools of statistics have been used while different variables related to ORS and HRQOL are analyzed by using inferential statistics. The results are presented as under.

Table-1: Demographics of the teachers who participated in the study

Variables	Frequency	%
Age		
22-32	69	34.5
33-42	54	27.0
43-52	51	25.5
53-60	25	12.5
Marital Status		
Married	155	77.5
Unmarried	45	22.5
Qualification		
Matric	5	2.5
Intermediate	6	3.0
Graduation	48	24.0

Masters	131	65.5
M. Phil	10	5.0
Income		
10,000-	20	10.0
20,000-	59	29.5
30,000-	50	25.0
40,000-	40	20.5
50,000-	17	8.5
60,000-	13	6.5

Percentage of the age of the participants in table 1 shows that the maximum participants lie between 22-32 years of age that is 34.5%. The marital status of 155 candidates is married that is 77.5% of the total sample, while 22.5% are unmarried. Most of the participants have an income of Rs. 20,000-30,000 that is 29.5% while 25.0% has 30,000-40,000 and 20.5% has an income of 40,000-50,000.

Table-2: Reliability Analysis of Scales

Scale	N of items	N of cases	Cronbach Alpha
ORSS	90	200	.74
WHOQOL-BREF	26	200	.74
Q-LES-Q-SF	16	200	.74

Table 2 shows the reliability analysis of the three scales used in the study. The scales used in the study were translated into Urdu version. The reliability analysis of Occupational Role Stress Scale shows that it has Cronbach Alpha value equal to .745 which means scale is reliable. Q-LES-Q-SF used to measure Quality of Life Enjoyment and Satisfaction has Alpha value equal to .743, which again justifies the reliability of the scale. The Alpha value for World Health Related Quality of Life-BREF scale is .749 which again shows the significant reliability of the scale.

Table-3: Independent sample t-test

Variables (n=100)	Males (n=100)		Females		t	Cohen`s d
	M	SD	M	SD		
RS	14.24	6.31	11.35	6.41	3.21**	0.45
PI	16.33	6.26	11.66	6.38	5.22**	0.73
RE	15.67	5.55	10.44	6.55	6.06**	0.86
RA	14.37	7.85	9.24	6.63	4.99	0.70
SRD	15.27	6.00	10.77	6.51	5.07**	0.71
RIn	17.32	6.47	12.46	6.58	5.26**	0.74
RC	15.00	5.64	12.09	6.29	3.56**	0.48
RC	15.00	5.64	12.09	6.29	3.56**	0.48

Note: **P <0.05

Independent sample t-test (table 3) shows comparison between male and female teachers on Role Stagnation, Role Erosion, Role Ambiguity and Personal Inadequacy in the above table. Male S.S.Ts have high scores on all the four variables and P=0.000 which is highly significant (2-tailed) and further that male teachers` experience of SRD, RIn, and RC is higher than female teachers. (P <0.05).

Table-4: Independent sample t-test comparing domain-1 of Health Related Quality of Life that is physical health between both genders

Variables	Males		Females		df	t	Cohen`s d
	M	SD	M	SD			
Domain-1	57.07	15.09	52.99	12.08	198	2.06*	0.29
Domain-2	58.39	13.69	57.06	14.08	198	.66	
Domain-3	58.24	21.09	59.93	21.97	198	-.55	
Domain-4	54.68	17.39	55.79	17.90	198	-.44	
Q-LES-Q	45.37	9.02	46.97	8.03	198	-1.29	

Note: *P <0.05

Table 4 shows independent sample t-test comparing HRQOL between male and female teachers. Male teachers` mean scores on domain-1 are higher than female teachers and also the p value is sig. (2-tailed) =0.04.the analysis shows that male teachers have poor physical health as compared to female teachers.

Table-5: Linear Regression showing RO and RE as significant Predictors of HRQOL

Variable	Dependent Variable: HRQOL		
	B	SE	β
RO	-2.82	.66	-.34
RE	2.42	.74	.26
R2	.08		
F	9.64**		

Note: ** $P < 0.01$

Regression analysis is used to predict HRQOL by using different components of ORS as independent variables. Table 5 shows that Role Erosion and Role Overload are significant predictors of HRQOL.

Table-6: Linear Regression analysis showing demographic variables as predictors of ORS

Variable	B	SE	β
Age	.77	1.66	.03
Marital status	8.87	9.33	.06
Qualification	-6.69	5.21	-.08
Job experience	5.13	4.12	-.08
Income	.00	.00	-.01
Gender	-38.31	7.56	-.34**
R2	.13		
F	5.78**		

Note: ** $P < 0.01$

The linear regression analysis for the relationship between demographic variables and ORS has been shown in the above table. The result values show that only gender is a significant predictor of ORS ($p < 0.01$) while for all other variables difference is not significant, so hypothesis is said to be rejected here. Hence demographic variables do not seem so important in predicting ORS among secondary school teachers.

The current study looks into the different components of ORS and their relationship to the HRQOL of Secondary School Teachers. The first hypothesis that female SSTs experience more ORS as compared to males is rejected. The results show a mean score of 158.08 for male teachers and 120.36 for female teachers on ORS. The study findings are very close to the findings the study conducted by Aftab and Khatoon (2012) where mean scores of male teachers on ORS were higher than female teachers. Results also match the findings of Desgupta and Kumar (2009). In their study, among 150 doctors (male and female), there were more male doctors who scored higher on ORS as compared to female doctors. The findings of Antanasoska and Eres (2011) were not more different as it was revealed that stress levels of male teachers are higher than female teachers in their study. The results can be justified with this view as suggested by many researchers and scholars that overall females seem more comfortable with the professions like teaching and nursing because of the natural element of care, locus of control and level of patience that makes them less stressful as compared to the male teachers. The 2nd hypothesis that female S.S.T.s would have poor HRQOL as compared to the male S.S.T.s is rejected in terms of scores on Domain-1 that is the physical health. The results are such that male S.S.T.s mean score on physical health are 57.07 and female teachers have 52.99 with a ($P = 0.04$). The study findings coincide with the results of a previous study by Mondal et al. (2011) where there was a marked difference between the scores of both genders in terms of ORS and the physical health of male SSTs was affected more as compared to the female S.S.T.s. The result findings of a study conducted by Moreno et al. (2007) show that physical health of female teachers was poor than that of the male teachers. The present study results are inconsistent with that study. Results are also comparable with the findings of another study by Basu and Bhattacha (2007). The results revealed that female professionals had better physical health as compared to the male professionals. There may be inconsistency between the results mentioned and results of various other studies where mostly females are found with the physical complaints as in the study of Wang (2009). The 3rd hypothesis that RO and RE will be significant predictors of HRQOL is approved. The study findings can be compared with the

findings of Leung (2009) in terms of consistency of results showing ORS as a significant predictor of physical, mental and social health of teachers. The study findings are further supported by the literature including research findings of Edimansyah, Nating and Rusli (2008), Salami (2010), Fakhri and Zadeh (2011), Jackson and Rothmann (2006), Wang (2009). Hypothesis 4 that a significant relationship could be predicted between ORS and Demographic variables is however rejected. The results for this hypothesis are inconsistent with the various research findings such as Aziz (2004), Garrosa, Gonzalez, Moreno-Jimenez and Liang (2008), Cardoso and Fernandes (2011), and Abbas, Asadullah, and Rogers (2012).

Conclusion

The study findings reveal that overall ORS is experienced more by male SSTs as compared to the female S.S.Ts and that the relative scores for various components of ORS such as RS, RE, PI, RA, SRD, RC and RIn are higher in male SSTs than female SSTs. The study further reveals that the components such as RO and RE are found significant in predicting HRQOL of S.S.Ts. The findings further disclose that male S.S.Ts. are found more to report poor physical health as compared to their opposite gender. Their scores on the physical domain of Q-LES-Q are higher than the female S.S.Ts. It is also revealed through results that there is no significant difference between ORS and demographic variables.

Research Limitations

The sample is too small to be generalized to all Government school teachers. The study provides a comparison of male and female secondary school teachers but does not come up with a comparison of public and private school teachers. Causal interpretations cannot be made because of cross-sectional research design used in the study. Sample is divided into equal number of female and male participants but there is no equal demographic distribution. Furthermore, the study points out different sources that may contribute to the stress and problems that the secondary S.S.T.s encounter regarding physical, psychological and social health but does not suggest the possible solutions to those problems. Data is collected from metropolitan area of Pakistan (Lahore) where schools are in a comparatively better condition whereas condition of schools in small cities and rural areas is even worse so the researcher cannot claim to express exact causes of ORS and poor HRQOL of SSTs.

Recommendations

The study should have taken into account both Government and private S.S.T.s so that a comparison of both organizations could be made to present different factors and causes of ORS in a more detailed form. Sample should have been drawn from both primary and secondary school teachers and it should have been large in size so that results could be generalized to a larger population. The study provides a hint that further research is required on the effectiveness of stress management interventions, coping strategies and training programs among SSTs and that Schools should introduce health educational programs to enhance HRQOL of teachers.

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Effect of Immediacy on Teacher's Acceptance in University Students

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“Immediacy” refers to actions or words that encourage a feeling of physical or psychological closeness between people. Teachers who show immediacy to their students tend to enhance likeliness, motivation, confidence, enthusiasm and better learning achievement in students. Immediacy is categorized in two types; non-verbal immediacy that includes overt behaviors like smiling, gesturing, maintaining eye contact, having relaxed body position and verbal immediacy refers to calling students by name, using humor and encouraging student's responses in the class etc. The present study aims to investigate how university students with high self-esteem and independent style of learning, accept and like their teachers the most, and why and how teachers become favorite ones? A survey questionnaire having 30 items was used to collect students' opinion about the immediacy characteristics of their favorite teachers. Two hundred students from three public and private universities were randomly selected as a sample of the study. The major findings of the study were that the teachers who used relaxed body posture, smiled at students, moved around the class for closeness, spoke softly, used positive and frequent facial and body expressions, encouraged students' responses by appropriate nods, were liked more by the students. They felt free to see them before and after the class. They were not happy with the teachers who didn't call them with their names, were indifferent, and did not maintain an eye contact with them.

Keywords: Immediacy, verbal gestures, nonverbal gestures, teacher's acceptance.

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Immediacy, first coined by Mehrabian (1971) is the patronizing communicative behavior of teachers which enhances closeness and interaction with students. The principle of immediacy reveals that “people are drawn towards person and things they like, evaluate highly, and prefer; and they avoid or move away from things they do not like, evaluate negatively, or do not prefer” (p.1).

Communicational channels like eye contact, facial expressions, postures, body movements, tone of voice and body distance reveal the level of immediacy in general human interaction. Instructional immediacy is the mental, psychological and physical closeness of instructor with the student. It invites high trust, dependability and honesty on the part of both student and instructor. Immediacy displayed is verbal as well as non- verbal.

Instruction in the university classrooms is basically a communicative interaction between teachers and students. Pakistan is a developing country and we need sufficient talented individuals. This need cannot be met until there is a strong relationship between student and teacher. Although a student’s academic success is dependent upon a host of qualities that are both external and internal to the student, a large body of education and communication research points to a strong teacher-student bond as an important predictor of student learning and success regardless of age, gender, income, or race of the student. Specifically, immediacy behaviors or actions that signal closeness have been found to be the prerequisite in developing successful teacher-student interactions (Andersen, 1979).

University students, being adults, are mature, self- motivated and self-directed. They want to participate in class activities and contribute their opinions and feelings with teachers. For the reason they demand self- respect from their teachers and want relationship with them at equal status due to less difference of age and maturity.

Review of Literature

Instructional immediacy is the psychological, emotional and social closeness with students to patronize them and reduce the distance. Teachers who have positive attitudes towards students tend to enhance their motivation, which in turn lead to better learning.

Students usually want to learn more and are more open to different learning experiences when they perceive that their teacher is interested in them and likes them.

There are two types of immediacy;

1. Nonverbal immediacy which includes facial and body expressions and gestures etc.

2. Verbal immediacy which includes voice tone and intonation etc.

According to Mehrabian (1971), maxim of immediacy states “people are drawn toward persons and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer”.

Teacher's immediacy: Andersen (1979) perceived immediacy role of teacher at postsecondary level and elaborated, “Teacher immediacy is conceptualized as those nonverbal behaviors that reduce physical and/or psychological distance between teachers and students” (p. 544). Immediacy comprises both verbal and nonverbal communication, therefore, the situation and environment are important how interactants behave and give space to others. How human psychological and sociological factors influence in deciding the role of interactants. The physical environments like class, office or workplaces have different impacts on behaviors disclosed by people.

Several researches provide evidence that immediate teachers may enhance motivation for learning (Gorham, 1988; Kelley & Gorham, 1988; Myers et al, 1998, Menzel & Carrell, 1999; Cristophel, 1990). Richmond, Gorham & McCroskey (1987) discovered that teacher's non-verbal cues as keeping eye contact, smiling, getting closer, positive leaning, pleasant nods, open arm gestures while explaining and patting for successes are associated with cognitive learning. Verbal immediacy like calling by names, encouraging questions, friendly conversation before and after the class significantly contributes to learning. Research proves there is a strong relationship between teacher's immediacy; and cognitive learning is nonlinear and diverse (Gorham & Zakahi 1990; Witt, Wheelless, & Allen 2004). A meta analytical review of 81 researches provides evidence that immediacy has a significant relationship with students' positive attitude and perceptions about content.

Student's immediacy: Although teacher immediacy has received considerable attention, there is a large gap in instructional research regarding students' immediacy behaviors (Pogue & Ah Yunk 2006). Most of the researches have focused on how teachers' behaviors influence students' learning and motivation, with little attention being paid to how students reciprocate and affect teachers' perceptions. Furthermore, only a few studies have attempted to examine teachers' emotions toward students, or how teachers and students affect each other's enjoyment in the classroom (Carrell & Menzel, 2001).

Some studies have analyzed the outcomes of student immediacy on teachers (Frymier, 1994). A short study by Frymier (1993), revealed that student's feedback also had a positive effect on

teachers' perceptions of student competence, overtness, openness, likeliness, closeness, worth, attitude, and overall educational success. Feedback was categorized as being either negative or positive. Feedback was described as specific non-verbal immediacy behaviors, including positive head nods, eye contact, attentive postures, and repeated interactions or questions during and after class. These student behaviors were hypothesized to express agreement, approval, and interest in the teacher and the material being presented (Chesebro & McCroskey 2001).

Chesebro & McCroskey's (2001) study analyzed the relationship between student immediacy and teachers' perceptions of themselves and the classroom. Specifically, Chesebro and McCroskey thought that student immediacy would boost teachers' perceptions of student credibility, attraction, affect, and overall success.

Additionally, it was hypothesized that teachers would feel more motivated from students expressing positive immediacy. It was presumed that this relationship created more enjoyable classroom climates that are conducive for enhanced teaching and learning. Thus, teachers are more likely to engage and facilitate students who appear involved and engaging back (Zuria & Salleh 1990).

Results from these detailed studies reveal the potential for further research on student and teacher immediacy. Student immediacy and teacher motivation show a strong similarity to prior studies that have confirmed the relationship between teacher immediacy and student motivation (Cheseberg & McCroskey, 2001). This suggests that there is a positive link between immediacy and motivation, regardless of who the sender or receiver is. Khanam (2012) by an experimental study on prospective teachers, concluded that teachers immediacy has a positive effect on learning achievement of prospective teachers. Rogers (1983) has found that teachers' immediacy reveals his genuineness with his students who become self-initiated, self-directed, self-confident and less anxious learner. "As a result, students experience the comfort and enjoyment of learning and much more, positive instructional outcomes are likely to occur" (Sorensen & Christophel, 1992; Richmond & McCroskey, 2006).

Affective Learning: The majority of previous research has focused on the relationship between teacher immediacy and student affective learning (Witt et al., 2004). Affective learning is a student's attitudes, beliefs, and values toward the teacher, or the coursework presented in class (Bloom, 1956).

Relationships between immediacy and other classroom variables: A lot of researches have provided evidence that teacher's immediacy influences a number of student related variables within the classroom:

- Immediacy is positively related with student affective learning even if number of students is large or workload is high (Gorham, 1988; Pogue & Ah Yun, 2006; Messman & JonesCorley, 2001).
- Immediacy is positively related with students' cognitive learning though it is less influenced than affective learning (Kelley & Gorham, 1988; Christophel, 1990; Cheseberg & McCroskey, 2001; Titsworth, 2001).
- It is positively related to students' perception about teacher's competence, caring and trustworthiness (Thweatt, 1999).
- It is positively related to student's level of motivation (Frymier, 1994; Christophel, 1990; Christophel & Gorham, 1995).
- Students' and teachers interpersonal physical, social and task attraction (Rocca & McCroskey, 1999).
- Students perceptions about teachers' assertiveness, being influential and important (Thomas et al.1994).
- It is positively related with students' attendance and class participation (Rocca, 2004)
- Immediacy is positively related with student-teacher communication before and after the class (Jaasma and Koper, 1999)

Immediacy has negative correlation with verbal aggression, student resistance and student's indifference (Carrell & Menzel, 2001; Kearney et al., 1988; Rocca & McCroskey, 1990).

University students in Pakistan have certain cultural, social and cognitive characteristics which are influenced and affected by teachers' behaviors. Being adult, they have self- esteem and self-efficacy. They are mature people and want relationship with teachers at equal basis. They learn more through democratic, participatory and collaborative settings.

They hold strong perceptions about their teachers either positive or negative depending upon their interpersonal relationships with them and the feedback they are given by them.

Statement of the Problem

For resolving the above discussion, the study was aimed to investigate the effect of teacher's immediacy on teacher's acceptance in university students.

Objectives

The objectives of this study were:

1. To explore teacher's immediacy at university level
2. To determine the most favorite verbal or nonverbal behavior of teachers among students.
3. To examine the effect of immediacy on teacher's acceptance in university students.

Significance of the Study

This study was designed to provide empirical evidence and better understanding of the effects of immediacy on teacher's acceptance.

1. It will be useful to highlight the important factors of immediacy that increase teacher's acceptance for students.
2. The study will help university teachers to adopt appropriate behaviors in the classroom.
3. This study will give a deeper understanding about students and their feelings about immediacy.
4. Teachers may use this research in enhancing their immediacy and closeness with students that increase student's learning.
5. The study will help teachers to improve classroom management and student teacher relationship.
6. The study will provide review of researches on immediate verbal and nonverbal behaviors.

Methodology

The researchers conducted a descriptive survey research to find out the effect of immediacy on teacher's acceptance.

Population: In order to determine the effects of teacher's immediacy, University students of City Lahore, Pakistan, were taken as the population of this study.

Sample: Total 200 students were selected as sample from Forman Christian College University, Lahore College for Women University and University of the Punjab. One hundred

students of Lahore College for Women University, 50 students from Punjab University and 50 students from Forman Christian College University were randomly selected as the sample of the study.

Tool of investigation: The researchers prepared a questionnaire by themselves after exhaustive study of teachers' verbal and non-verbal behaviors in the literature. It was prepared at three point Likert scale having options as; always, mostly and never. The questionnaire contained total 30 statements of which 14 were items of verbal immediacy and 16 items of non-verbal immediacy. That is, the research included 11 items about teacher's expressions and body positions in class to create immediacy and 14 items about teacher's talks and responses to student's activities in the classroom. Five items were related to other actions of teachers that created immediacy between students and teachers. Twelve statements were negative and rest of the 18 statements were positive. The tool was validated statistically after pilot testing. Reliability coefficient, Chronback Alpha value was .63.

Administration: Researchers collected their data from Forman Christian College University, Lahore College for Women University and Punjab University personally.

The participants were requested to fill the questionnaire according to their personal experience about their teachers. Researchers ensured them that their information would be kept confidential.

Data analysis and interpretation: Frequencies and mean score were calculated for each statement separately. The data has been tabulated below. An overall mean score was calculated for cumulative result of immediate and non-immediate behaviors. The grey rows show negative statements in table one.

Table-1: Participants' responses

Sr. No	Statements	Always	Sometime	Never	Mean (Max = 3)
1	Your teacher calls you by name.	107	62	31	2.38
2	Your teacher uses variety of favorable facial expressions	67	118	16	2.26
3	Your teacher has a very tense body position while talking to the class	23	81	96	1.40

4	Your teacher gives you feedback on your activities	116	59	25	2.46
5	Your teacher moves around the class to check student's performance	63	106	29	2.18
6	Your teacher restricts you to ask question or make discussion	43	52	105	1.69
7	Your teacher uses humor to avoid boredom during lecture	58	119	23	2.18
8	Your teacher smiles at individual students	54	93	53	2.01
9	Your teacher does not encourage students to answer questions when they are not participating	32	57	111	1.60
10	Your teacher gives you punishment of any type on late submission of assignment	32	91	77	1.77
11	Your teacher avoids to make eye-contact with students during lecture	23	50	127	1.48
12	Your teacher always uses appropriate touch when dealing with students	53	90	57	1.98
13	Your teacher invites you to telephone or meet with him/her outside of class if you have any question or want to discuss something	70	81	49	2.12
14	Your teacher wears professional but more casual dresses which enforce you to be attentive in class	77	83	40	2.19
15	Your teacher criticizes your actions or comments	21	97	82	1.69
16	Your teacher restricts you to discuss things that are not related to your studies	26	89	85	1.70
17	Your teacher uses monotonous/dull voice while talking to the class	59	46	95	1.82

18	Your teacher always sits on chair while teaching	12	57	131	1.40
19	Your teacher stands close to students to remove barrier	60	105	35	2.12
20	Your teacher looks very little at notes & board while talking to the class	57	90	53	1.98
21	Your teacher shares his/her personal experiences with class to enhance your knowledge	85	92	23	2.31
22	Your teacher does not give feedback to your answer and moves toward another student	23	55	122	1.50
23	Your teacher speaks softly	117	63	20	2.48
24	Your teacher does not congratulate you on your success.	23	62	115	1.54
25	Your teacher makes gestures with her hands and body to explain the concepts.	124	55	21	2.51
26	Your teacher hides herself behind the dais all the time.	28	71	101	1.63
27	Your teacher participates/ encourages you for co-curricular activities.	85	94	21	2.32
28	Your teacher welcomes you to discuss your problems out of class.	94	74	32	2.31
29	Your teacher shakes hands with you	26	46	128	1.49
30	Your teacher nods at your response.	56	102	42	2.07

Research Findings

In the light of above analysis, following findings have been drawn:

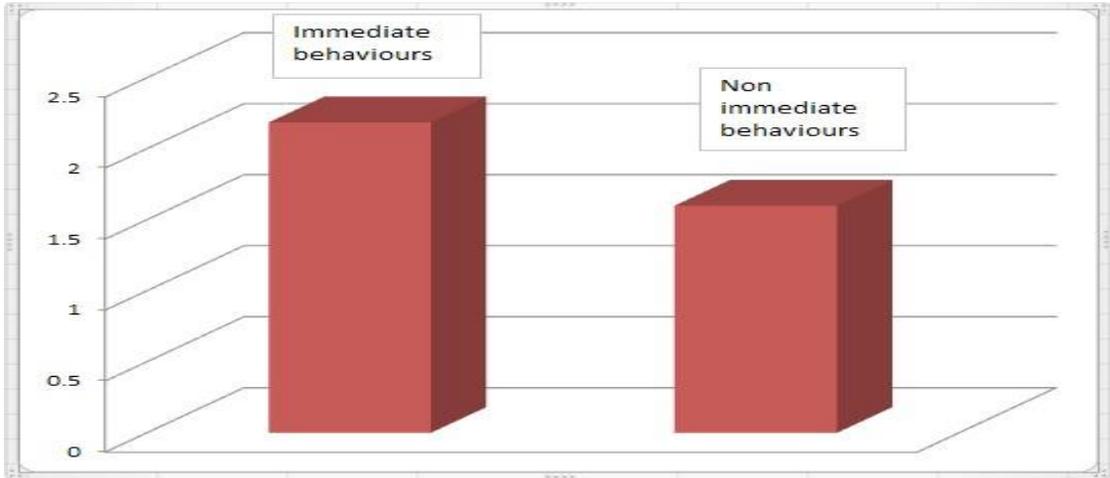
- Majority of students agreed that their favorite teacher always called them by their name (M=2.38), used variety of positive facial expressions (M=2.26), gave them positive feedback (M=2.46) and moved around the class to check their performance (M=2.18).
- Most of the students agreed that their favorite teacher used humor (M=2.18), and smiled on the individual students (M=2.01). They were somehow agreed that their favorite teacher

used appropriate touch (M=1.98), invited them communication out of class (M=2.12) and dressed properly (M=2.19).

- Most of the students were of the opinion that their best teachers stood close to them to remove barriers (M=2.12) and shared their personal experiences (M=2.31). Some of the students were reluctant to decide whether their teacher sees notes or board during class (M=1.98).
- Majority of the students agreed that their favorite teachers spoke softly (M=2.48), made gestures with his/her hands and body to explain things (M=2.51) and encouraged them for co-curricular activities (M=2.32).
- Most of the students agreed that their teacher invites them to talk out of class (M=2.31) and nods at their response (M=2.07). Somehow half of the students agreed that their teachers shook hands with them while others did not agree (M=1.49) that seems probably for gender difference.
- On the other hand, most of the students did not agree that their teacher had tense body position (M=1.40), restricted them to ask questions (M=1.69), did not encouraged participation (M=1.60), gave them punishment (M=1.77), avoided eye contact (M=1.48), criticized them (M=1.69) or restricted for discussion (M=1.70). They also disagreed that their favorite teachers used monotone (M=1.80) or confined to their chair (M=1.40).
- The students disagreed that their favorite teachers ignored their feedback (M=1.50) or did not congratulate them at their success (M=1.54). They also disagreed that their favorite teacher was restricted to the dais (M=1.63).

Cumulatively students agreed on the immediate behaviors of their favorite teachers with mean= 2.186 and disagreed with non-immediate behaviors with mean= 1.60.

The following graph shows ratio of immediate and non-immediate behaviors present in university students' favorite teachers.



The most common features of students' favorite teachers were that they gave them appropriate feedback and explained content with open hand gestures. On the other hand the least practice done by their favorite teachers were that they avoided eye contact or showed tense body position during the class.

Conclusion and Recommendations

The study concludes that immediacy behaviors are the major cause of teachers' acceptance among university students and vice versa non-immediate behaviors can result disapproval on the part of students. Teacher should lessen the psychological distance from students, speak softly, encourage their responses, should call them by their names, appreciate them and use diverse tones and intonations to remove monotony in the class. They should express themselves with open hand and body gestures, smiling face, and getting closer to students. Teachers should provide positive verbal and non- verbal feedback to student's responses and discussions in the class. Teachers should use humor to avoid boredom during lecture, move around the class, should be relaxed with affectionate eye contact and appropriate patting on students' success. Teachers should avoid punishment, rigidity, stern facial expressions and being fixed to the rostrum. Enjoyable classrooms have positive effects on teachers' acceptance and students' motivation as well. Teachers should allow students to phone or meet outside of class to clarify confusing content. Sharing personal examples is also an interactive activity in the class to encourage discussions about daily life problems.

Thus immediacy can help teachers to popularize them among university students and get better results.

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Each manuscript should be accompanied by an abstract of not more than 250 words. All works consulted should be listed serially at the end of each article under the headline REFERENCES. Notes commenting or explaining points made in the text should appear after the main text, not at the bottom of the page. Each article should be accompanied by a separate (cover) sheet indicating the title of the paper as well as the following information about the author: (i) Full name; (ii) institutional affiliation; and (iii) current status. For the purpose of blind peer-reviewing, the first page of each article should not bear the name(s) of the author(s). The maximum acceptable number of authors and co-authors is three. The Managing editor expects precision in presentation. Prospective contributors should therefore avoid unnecessary flowery language; write in simple easy- to-comprehend style. All articles should be sent as e-mail attachment to: fakhra.aziz@lcwu.edu.pk

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