

Abstract

Currently, there is a shift towards intangible outputs of the connection of university to the meanings and life of students and faculty. However, it needs to be investigated how far a university is successful in its additional role. The present study is an attempt in the same direction where the University of Management & Technology Lahore (UMT), is critically analyzed in terms of outcomes of its role and its capacity for developing self- understanding, exploring meanings of life, and unfolding the evolving self to newer meanings by virtue of self- directed renewal and reference process.

Any attempt to capture reality, keeping in view the principles of a critical study, would not easily lend itself to the dictates of a single perspective, theoretical paradigm, and methodology. It requires configuration of an innovative blend of theoretical and methodological alternatives enabling a holistic and multidimensional approach for a robust and rigorous framework. The present study begins with the interpretive and hermeneutic study of the university philosophy as it can be inferred by its stakeholders within their context as to the goals and objectives of the university and its input and meanings for the self- understanding and meanings of life. It is to be defined as what characteristics and qualities it plans to develop among its students and what approaches it envisages as effective in realizing its vision in the realm. In the second phase, a selected segment of student body is surveyed for these characteristics and qualities to appraise how far the university is successful in instilling these into its students. The third and forth

phases attempt to appraise the university pedagogy and classroom environment to ascertain how these are aligned and relevant to its vision statement. The fifth and six phases take the feedback of the parents and employers outside the university to appraise how significantly they appreciate the characteristics and qualities, university is striving to inculcate into its students.

As a result, a statistically significant difference has been noticed between these two observations which reflect a successful inculcation of these qualities in the student during their stay at the university. It has also been observed that the university pedagogy and the classroom environment is significantly helping students to mold their understanding of life, its meaning and contributing to their self- development. It has also been found out that employers have their own set of skills; they want to look into their children and hires respectively. Most of the time, this skill set does not match with what university thought in its vision statement. The required set of skills may vary from organization to organization according to the demand of job but every employer agrees on a point that students should have clear vision of their life. They must be capable to define and express their expectation from life.

It is pertinent to mention that UMT has been selected as a focus of this study because it avows to share the responsibility for contributing to the self- understanding and seeks to play a role in the ongoing process of discovery of meanings of life. At a later stage, a comprehensive study of all institutes of higher education can be undertaken to determine their rank in terms of their commitment to this vital role.

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Chapter 1

Introduction

The typical role of an education system is to devise mechanism for the transfer of the knowledge gained by one generation, to the other (Schultz, 1971; Astin, 1977, 1993). There is no indication for the source of knowledge which makes this concept of education and knowledge completely different from that of divine religions which believe that the God Himself is the ultimate source of knowledge. But whatever be the source, almost every religion believe that an education system is crucial to develop individuals and the society (Sacerdote and Glaeser, 2001; Glaeser and Sacerdote, 2008, 2001). More importantly, it is to empower them to become responsible citizens, of the state and global community, functional participants in the production of economic output, and, if possible, active players in the working and transformation of their societies. The early twenty first century, which is now widely known as the beginning of the information age, is characterized by this ever increasing role of education. It cultivates the knowledge within itself. Educational institutes, schools, colleges, and universities all, facilitate, characterize and formalize this role (Lambooy, 2004). The institutes of higher education have however, an additional role, as discussed by Chapman et.al (2016), of equipping the students not only the knowledge, experience and exposure of their earlier generations but also with the understading and realization of their being (Gibbons, 1998), of their self (Astin, 1977), of their environment (Gumport, 2002), of the society they are living in (Jarvis,

2001), of the expectations of their parents (Weinstein and Weinstein, 2002), or in a more comprehensive manner, the meaning of life. This additional role is considered to be more important than the knowledge transfer process by some scholar (Daniel, 1999; Laurillard, 2002). In a knowledge based economy, this role of the institutes of higher education is further emphasized (Trani and Holsworth, 2010; Ozga et al., 2013) in appeal of the economic and socio-political narratives of globalization, competitiveness (Jessop and Sum, 2012).

The word “meaning” has multiple connotations and using it within the context of life depicts the semantic constructions and not merely the events and physical entities of life. This does not mean that the definition or description of life is required here. Implication at this point is that one is asking about the purpose of life, about the things that makes life valuable; what is the purpose of life, what makes life worthwhile, or what makes life valuable (Seachris, 2011). Tugendhat (1982) argues that Heidegger’s view of practical self-understanding and Wittgenstein’s account of self-knowledge are basically same and have common grounds as the consciousness of self, arises when one sets upon a quest for the inquiry that what kind of human being he or she desires to be. This question also plays an essential role in ethics as Tugendhat (1982) envisions it: morality can only be acceptable relative to idea of good person-hood. The meaning of life is primarily dependent on the conscious knowledge of existence and one’s self. The experience of life, what human life is and how we should live our lives are few ingredients whose pursuance leads us towards the purpose and value of life. Knowing and understand one’s self is the key to the meaning of life

(Hines, 2011).

Self- understanding is actually self- actualization as explained by Maslow. To him every human has basic needs like food, water, shelter, safety, love, belonging and esteem (Maslow, 1943); but when all these needs are full filled, a human being goes up to the highest level in the hierarchy of human needs. This level is where the human being understands himself and achieves self- actualization. Now he knows his purpose in life and thus understands the meaning of life. In short, self-understanding and meaning of life are mutually related, one cannot exist without the other. The way of achieving self-understanding is through knowledge, as it helps to climb the ladder of hierarchy of human needs and to understand the meaning of life.

The scenario is changing, however, at a very slow pace. The privatization (Levy and Zumeta, 2011), commercialization (Newman et al., 2010) and industrialization (Johnstone and Marcucci, 2010) of education is taking its roots in many developing countries. And with these changes, the education systems and philosophies are reshaping to meet the emerging requirements.

In a knowledge based economy the role of educational institutes, and especially of the institutes of higher education has its roots in the globalization and competitiveness (Gürüz, 2011; Jessop and Sum, 2012). Globalization, which refers, usually, to cross border flow of goods and services, knowledge and ideas, and even the tradition, values and culture, has brought the civilizations to a single melting pot (McNeill and McNeill, 2003). This melting pot where moulds a virtuous cycle of innovation, reward and more innovation (Lee et al., 2010), it also turns the role of the

institutes of higher education into dual mode (SURSoCK et al., 2010). These institutes are required to not only run the engines of this knowledge based economy but to innovate this engine to keep the pace of competitiveness.

As a matter of fact, the Human Capital Theory gives the rationale of the knowledge economy, which may be viewed as the evolution of progress paradigm (Guile and Livingstone, 2012). The investment in the human capital has taken the universities and the institutes of higher educations to the next level (Nica, 2012) where different cultures are coming together to give birth to new culture (Castells, 2011), value systems combines to new values (Archer, 2013), self- understanding and the very meanings of the lives are reshaping and transmuting. The philosophy of education, which runs through the veins of these universities of the knowledge economy, has a characteristic feature of continuous anticipatory modification and rectification (Sarup, 2013).

The efforts put in these three decades gave rise to a commendable higher education system in which some institutions have achieved high levels of excellence in teaching and research. The government of Brazil works on three levels for the improvement of higher education;

1. To amend constitutional reforms about higher education
2. To allocate funds to universities according to their performance
3. To introduce better evaluating systems for quality assurance and performance of universities.

In short, it can be concluded that, three areas need to be worked upon, for the

improvement of higher education:

1. Systematic and efficacious funding policies
2. Improvement in the quality of higher education system of public universities
3. Management of higher education system

Pakistan's education system has not been satisfactory due to a number of socio-economic factors and for its improvement the education policies need amendments. Allocation of effective funds and training of technical and scientific staff are the primary needs of higher education development. Analysis of our past policies at national level supports the amendment of all educational reforms stress to incorporate quality standards. Unfortunately, all the recommendations of these policies were not implemented. If they were, the scenario of higher education in Pakistan would have been quite different. In 2002, with the modernization of Higher Education Commission (HEC), the standard of higher education in Pakistan was raised but there is still room for improvement. HEC preceded by the University Grants Commission (UGC), is made responsible for formulating higher education policy and quality assurance to meet the international standards as well as providing accrediting academic degrees, development of new institutions, and uplift of existing institutions in Pakistan. Like many underdeveloped countries, Pakistan faces a lot of financial constraints for the development of education. The mission of Higher Education Commission, Pakistan is to facilitate HEIs to work as the producers of suitable professionals for the social and economic amplification of Pakistan. It has set the standards and also provide guidance to HEIs to get the excellence in term of

targets. For this, HEC is facing four major impugns;

1. Standards,
2. Approach,
3. Social applicability, and
4. Leadership

Since its time of inception, HEC has worked successfully in increasing the capacity and quality in the areas of teaching/ learning and research. Number of HEIs has increased remarkably and is continuously increasing at a high pace. HEC has obtained this by investing meaningful amount, building competence in the area of didactic, leadership, research, infrastructure, technology, quality assurance, assessment, and management systems, which was finally developed by the pragmatist of HEC and some HEIs.

Currently (Jan 2, 2012) 74 public universities/degree awarding institutes and 60 private universities are working in Pakistan (www.hec.gov.pk). At present some 40 universities, both in public and private ownership, are working within Lahore HEC (2013). This phenomenon gave a new dimension and direction to higher education (Hoodbhoy, 1998). Quantitative expansion is just one aspect of this phenomenon while qualitative expansion is still needs more efforts to be made (Haider, 2008; Jin and Rousseau, 2005; Huang, 2005). This quality aspect includes not only the physical infrastructure required for a soothing academic requirement but also academics itself (Tarar, 2006).

The development of the HEC Medium Term Development Framework

(MTDF) represents a year's iterative effort to formulate a coherent strategy for higher education in Pakistan for the next five years. Although in HEC MTDF knowledge exchange is at the center of the Higher Education development and Knowledge Exchange Strategic Plan (KESP) is an effort to bring this vision into reality. But it's very difficult to measure the level of Knowledge Exchange (KE) achievement in higher education sector of Pakistan till the time KE cartography and the metrics system will not be implemented in true letter and spirit. Research have shown that Higher Education Institutions (HEIs) and the potential partners both have very less knowledge of this plan. What kind of faculty is there as pointed out by Dilshad (2010) among others? How useful and relevant the syllabuses of courses being offered (as pointed out by Crossley and Murby (1994) among others)? What kind of knowledge is being generated in the classrooms and labs (as pointed out by Khiliji (2005) among others)? These are only a few questions from a long series which are quite natural when one talks about the academics.

Most of these universities are imparting education in the field of management and business administration (Ali, 2005) and preparing students for the business sector of Lahore, in particular, and of Pakistan, in general. The faculty status is meeting only the minimum standards set by the Higher Education Commission (Aslam, 2011). The syllabuses for different courses are simply a copy of the syllabuses being taught at different North American and British universities (Khalid and Khan, 2006). They are, at one hand, simply non-contextual (Inayatullah and Tahir, 2005) and hardly delivered in the classes (Memon, 2007), on the other hand. The amount of

knowledge created in the classes is so minimal that better not discussed. Case studies, meant for American and British societies, are used to create knowledge for Pakistani society (Ali et al., 2009). The research output is even more abysmal (Sabzwari et al., 2009). Most of the recently established universities in the private sector lie in the lowest echelons of the list of universities publishing research papers and even the universities happens to be on the higher echelons are performing far lesser than the standards of the western universities.

All of these universities have rosy vision and mission statements explaining their philosophies (Syed, 2008), how they perceive the process of education and what type of students they want to produce. However, most of such exercises are only cosmetic and little attention is paid to actually translate these vision and missions statements into reality (Aslam et al., 2012). The syllabuses for the different courses taught at these universities have no relevance at all with these rosy statements set as the philosophies of the universities (Isani and Virk, 2001). No practical effort is made to make the university environment soothing for meeting these philosophies (Rehman et al., 2009). And, the HR departments, the last python of the value chain, are not paying any attention to such philosophies.

The higher education, in its existing state, can be dubbed as a big supermarket (Tilak, 1991) where enhanced transaction are keeping a “bullish trend”. Teachers in this model of supermarket are reduced to sales persons whose job is to deal with students politely and deliver the “goods” (Chauhan, 2008). As it happens in a free market, the labour is always exploited, thus teachers are made to work for

long hours and in return get low salaries. The concept of knowledge in the supermarket culture of education is reduced to a commodity (Khan and Jones, 1993). As in a superstore only those items are kept which have popular demand, similarly now-a-days the subjects of higher education are determined by the market forces. Consequently, the hot items in the supermarket of higher education are management; IT related courses (Khan et al., 1999). Humanities and social sciences are not very popular in the market so the higher education institutions are happily engaged to serve the interest of the market forces by selling hot subjects.

The process of education, at the universities and the institutes of higher education, may be taken as a self-paced and self-directed process (Astin, 1984; Dalziel, 2003) where no effort is made to steer the next generation in some particular direction (Bowers, 1980; Simpson, 1978) or to mould them in a certain type of citizens. This is an established school of thought among academicians, (liberalism in the domain of education (Jonathan, 1997), as some call it) where curriculum are designed for the mastery in the discipline (Davies and Hammack, 2005), pedagogy is simply teaching (McLaren and Kincheloe, 2007); intelligent but focused only at the mastery of the discipline (Block, 1974; Guskey, 1997), and the university environment is conducive only to the student. On the other hand, it may be taken as a controlled paced and fully administered process (Apple, 1999) to steer the next generation towards certain known directions, to meet certain pre-defined and pre-designed objectives (neo-liberalism in the domain of education (Davies and Bansel, 2007; Ross and Gibson, 2007), as some call it); where curriculum are intelligently

designed (Ryan, 1993), pedagogy is purposive (McLaren and Kincheloe, 2007) the university environment is positioned (Giroux, 2002) for pre-defined ends and intentions. However, we find no trace in the course of history where this process is often assume whatever pace and direction (Traynham, 2012). But, there always exist religions, mythologies, philosophies, doctrines, disciplines to influence this process of education.

While the philosophy of the directional or outcome based education is imbibed in the curriculum, pedagogy and the environment of the university, it is also distinguished by the type of graduates it produce (Davis, 2003; Luitel, 2002; Spady, 1994). Probably, it is for this end that the whole process of education is designed for (McKernan, 1993). Religious, or religion based education, attempts to develop skills and qualities, among its students, which are more akin to their religious teachings. Convent based schools (Smyth, 1991), in western world, madrassas (Bandyopadhyay, 2002), in Muslim world, and monasteries of Bhakshoos (Junhua, 1997; Nima, 2001), in Indian peninsula, are the prime examples of such educations where the graduates are obvious distinctive.

The Higher Education Council of Australia has explicitly defined the attributes a successful graduate should possess as; the skills, personal attributes and values which should be learned by all graduates irrespective of their discipline or field of study (Bath et al., 2004; Biggs and Tang, 2011). The general skills represent the core achievements of higher education as a process. The famous Dearing report (Dearing and Barnett, 1997) enunciate the skill set cherished at the institutes of

higher education (Barr and Crawford, 1998) the student should possess in a global society. Among the qualities, the report discusses critical thinking, creativity, independent problem solving, ethical practice, professionalism, communication, teamwork, and the like. The students of directional and outcome based education process are expected to have a more refined, meaningful, value loaded concept of their self and they are expected to be more cognizant of the meanings, even coloured in some particular tone, of their lives.

In summary, they have well-grounded, well delineated, and well rationalized answers to these four questions;

1. where they are coming from,
2. where they are going to,
3. why they have come here,
4. how should they live,

All these questions are related to a particular understanding of the self and give very particular meanings to life. The hallmark of any outcome based education is to insemminate the answers of these questions into the cognition of its students.

The “self” is a non-unitary embodiment that transcends the limits of individualism and rationalism (Hermans and Kempen, 1993). In the childhood, the broader social environment, as defined within the theory of social cognition (Fiske and Taylor, 1991), as well as the narrower world of the family (Offer et al., 1982), contribute to the shaping of a child’s self (Piers and Harris, 1964). The society as a whole and the immediate family are the main characters of shaping the concept of

self within children. However, this is not the case in the adolescent and at the beginning youth years. Many more actors enters and, the concepts and images about self are/can be moulded (Bong and Clark, 1999), re- defined (Troiden, 1985), re- shaped (Skaalvik and Valays, 1999), and transformed at the institutes of higher learning (Marsh and Hattie, 1996).

The process of such outcome based education can not be a simple mechanistic system. While it encapsulates the whole society; the students, the teachers, the parents, the neighbourhood; everyone has a specific role and place with a specific function. Starting with the role of parents, who make the personality of their children, and nurture them to prepare them for an independent survival as an adult. The role of parents has new demands and expectations at each age. At the time of adolescence, when the children are stepping into a university for higher learning, the role of parents has got even more important. Then comes the university with its academic structure, environmental ecumenicity, and inseminating atmosphere. Universities have been loosely viewed as engines of innovation that pump out new ideas that can be translated into commercial innovations and regional growth (Blumen- thal et al., 1996). This has led to overly mechanistic national and regional policies that seek to commercialize those ideas (Boyd and Bero, 2000) and transfer them to the private sector (Blumenthal, 2003b, a). Although there is nothing wrong with policies that encourage joint research, this view misses the larger economic picture: Universities are far more important as the nation's primary source of knowledge creation and talent. Smart people are the most critical resource to any

economy, and especially to the rapidly growing knowledge-based economy. Misdirected policies that restrict universities' ability to generate knowledge and attract and produce top talent suddenly loom as large threats to the country's economy.

The present study is an attempt to investigate the role of a university, The University of Management & Technology Lahore, in inculcating the meaning of life which made the students cognizant of themselves and of their goals; how these meanings are developed, are moulded, and are refined; and how the students get transformed into "better" and "useful" citizens of the society. The sequence of the investigation starts with generic discussions regarding the role of a university in a typical society. What this role is made up of? How this role is being inculcated? And then the case of UMT is presented as a case study for the investigation.

- The contents are taught more or less for bridging links in the knowledge and not as a reality for application to daily life routines. Man has not been given birth to live a lavish life and learn for it. The ultimate aim is to earn through positive means, use the knowledge for the further area of it and use it for the benefit to humanity at large.
- There are no limitations on the acquisition of knowledge except its focus on the excavation of the natural resources, and processes for the benefit of living beings. It should be developing the dispositions for the spirit of sacrifice both at individual and group level.
- The knowledge should be hushing of the concept of atheism rather going for

monotheism and following the process that go in the parenthesis of sumotheism.

- The femoleinis of education are to ecorient the culture with the new heights weeding out the inadequacies and making it more practical in according with the norms and ethics which provides one the long span of time. No knowledge in itself is beneficial and infunious, it is the individual who has to pick up these parts which fit his realities and civilization.
- These connotations of life an expected to be picked up by the students which may turned into tangible realities in life. The theoretical considerations which does not take the individual are to isolate, with this potential the student is expected to be equipped with.

1.1 Statement of the Problem

Education is supposed to be the process of change of behavior in line with the societal demands. Most recently it is meant to modify the individuals' skills with the urge to reach the excellence. It is the call of the day that the students of today are the future citizens of the society. We see a general trend of deviation from the norms and ethics of the society. The intent of education is to equip the participants of a program with skills needed for the job not in conformance with the norms of the society like; ethics, ethical practices, and rituals etc. Hence it became essential to keep our study focused on the topic, "Transformation of self- understanding and meaning of life into tangible reality at UMT"

1.2 Objectives

The present study is an attempt to scan through literature to ascertain what is the role of educational institutions, especially of higher education, in cultivating the minds of the off springs of coming generation to make them more enlightened to know; what they are, more proficient in dealing with the problems of the day, more inquisitive to synthesis the enigmas and more cognizant of their destiny. However, the study a kind of 360 degree analysis to tackle all dimensions. The university, the parents, the corporate sector, all needs to be investigated in a single study.

To capture the mammoth size of the problem, the study is circumscribed to a single university, The University of Management & Technology, which is established for a certain pre- defined vision of the life and universe, which is working according to a pre- designed mission, where the students are admitted for higher education in the domain of management and technology, and where these students are instructed with an ideology in mind, an ideology based upon the very vision. The attempt is made how the vision of the university encompasses the basic idea and concept of self which gives a particular meanings to life. This is the philosophical dimension of the study. Another attempt is made to investigate the efforts made by university in terms of curriculum design, and its documentation to insemminate these meanings. This relates to the process of education or the pedagogy. Attempts is also made to investigate the role of human resource management systems who produce the demand pull for such an education.

More objectively, the study is geared to achieve the following objectives;

1. To find out as to what extent, and in what manner, university includes self understanding and meanings of life in its vision.
2. To discern elements of self-understanding and meanings of life, as envisioned, in the university entry and exit levels documents.
3. To investigate the relation between pedagogy, adopted by the university, classroom environment, designed by the university, and its envisioned concepts of self-understanding and meaning of life.
4. To find out the perceptions of teachers about instilling the self-understanding and the meaning of life in the students.
5. To seek feedback from parents, to appraise efforts of the university in inculcating self- understanding and meanings of life.
6. To find out the recruiters' requirements that how much they signify self-understanding and meaning of life among their hirees.

1.3 Research Questions

1. Is university vision statement made up with parameters which help students in attaining self- understanding and meanings of life?
2. Is the university pedagogy & classroom aligned with the university vision statement?
3. Find any statistical difference in student's self- understanding at the university entrance and exit levels?
4. Unfold any difference in student's understanding of meanings of life at the

university entrance and exit levels?

5. To what extent teachers are successful in instilling the self-understanding and meaning of life in their students' mindset?
6. Is the university pedagogy & classroom are a factor in inculcating self-understanding and a specific meanings of life in students?
7. Are the teachers not successful in instilling the self-understanding in their students' mindset?
8. Are the recruiters of the world outside looking for exactly the same requirements as the UMT is inseminating in its students?

1.4 Significance of the Study

The study may be beneficial to;

1. The community in having the individuals with the latest knowledge as well as bestowed with the ethics that sustained and became the civilization of the community. Such individuals would be aspired to be the functional part of the society.
2. To the employers in choosing their employees in coincidence with the aspired expected level of knowledge and ethics. This would keep the organizations to reflect their special inclinations in a religious societies of Pakistan.
3. The universities to check for their potential standards and match with objectives of education. They would further check the link of objectives with

the mission and vision.

4. A comparison among the universities would develop to be more attitudes to their goals at large. The curricula during and after developing are revisited to have achieved the intents of the programs in general and a particular program in particular.

1.5 Delimitations of the Study

Study has been delimited to the following parameters;

1. The UMT as an organization providing orientation to the self.
2. The program of management being run by university to its students during 2012-14.
3. The curricula at large and their trickledown effect on students in particular.
4. The theoretical evidence being made available by the university to its program participants both the male and female.

1.6 Theoretical Framework

Ethics or moralities are limited and confined. Such things are not found worldwide. There are no interesting moral universals. These are redundant. Similarly when we talk about its academic preaching, it lost its meaning if ethical insights conflicts or self-importance competes with them, and indolent when there is no such clash. Educational moralism is not successful in attaining the goal of cultivating hthe behaviors of students for a number of reasons (Posner, 1998).

Posner has neglected the moral philosophy and has emphasized that it has been transformed into a profession as it is practiced today. Posner adds a second, equally discouraging claim about the character of moral philosophy as it is practiced today. The ethics or morality is now not a ability or expert witness that can speak about or set the morals that can shoe path or give a significant purpose to human life (Kronman, 1998).

People can only decide themselves what they want to do and draw their meaning of life sometime from their relations as a patriotic person is loyal towards his country, some bestow them to God, parents are committed towards their children, anything which has a greater worth and induce meaning to their lives giving a wider frame to live. This gives an understanding of life and purpose of living as a whole (Kronman, 2007).

The concept of Kronman and Ponsner are different from each other describing the role of universities in unlike manner. The theory of Kroman will be used in this study giving importance to his perception. As the researches of today are talking about the changed role of universities. The pictorial description of the framework with the analyses is given below;

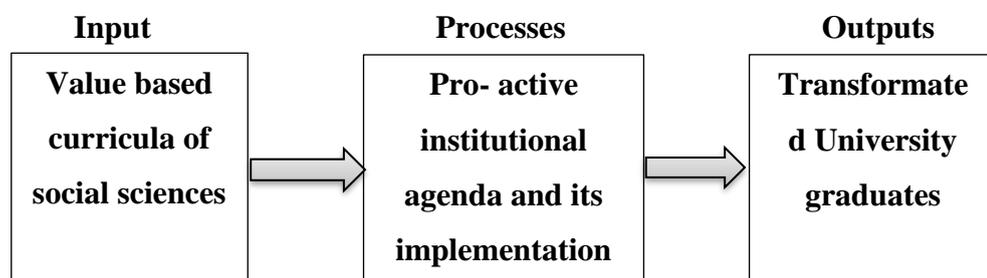


Fig 1: Theoretical Framework of study based on Kronman theory given in 2007

Chapter 2

Literature Review

2.1 The History of Modern Education

The history of modern education is not so old, it dates back to the 13th century wherein oxford and other universities emerged. The major function of the universities had been teaching and research. Regarding teaching, universities provided the professional training for high level jobs as well as the development of the personalities alongside it. Research was stretched over the theoretical knowledge and its application to practical knowledge. Traditional universities restricted mainly to close circle of teachers and students relatively in isolation from others. In simpler terms these used to produce the elite of the nation or society.

No doubt universities served at the basis of progress of mankind with the concern of one's self. With the notion of this concept, the yardstick to measure the success of universities was organically linked to changing needs but definitely missing link with the world around. The current universities are satisfying the need of the time with the flexible adjustments once again with some missing links. We see the universities in a process of transition regarding the formal responsibilities of individuals for whom all is being arranged.

The socio-economic development is also attributed to the contributions of the universities in managing for the new and additional role deemed to be played by

the individuals. The roles require transformation of international knowledge to the local conditions, under the contention that the communication between the universities, public, politicians, parents, and employers is going a smooth way but derogation from certain corners put us on the end to think, how that comes true. The crux of the matter is the understanding of the self of the individual plays a unique role in bridging most of the gaps. The gaps are mostly relating to the processes and values which ultimately contribute to achievement of goals. In plain terms it can be said that universities are bound to bridge the concept of freedom with self-determination using the knowledge as a striving force. Here we enter into a process of introspection which makes us think that do we link our knowledge with the realities on ground. If it is so, we are bringing about a change that is the change in economy and societal set up. Once again this calls for that could we understand ourselves as the individuals needed adjustment in the scenario, we are confronted with. This adjustment can never be possible if the understanding about one's own self is not nurtured, definitely it's a point to ponder.

We need to explore that in what way we could orient our training or education to its practical utility. Theoretical work can progress without the understanding of the self simply amercing into the worldly meaning but the practical orientation fails. This orientation can only be a success when we understand our position on this universe with the specific intents of life. The dimensions may be varied. Here we may enter into the realm of psychology wherein Abraham Maslow can be referred as a proponent of self- understanding, its relation with life through

the fulfillment of inner satisfaction.

Pertaining to innate satisfaction and understanding of the self, we find Descartes, Locke, Hume, and William James, who interpret this concept in the first person. They contended that self, put you in the conditions of identity distinct from others and put forward that knowing others is wisdom and knowing self is like self-enlightenment (Kirby, Gibbons & Cronin, 2002).

2.2 Meaning of Life

Meaning of life are two juxtaposed and incongruent realities. In the 21st century analytical philosophers ignored the question of meaning of life because they were not confident of it. This situation was because of the fact that they were suspicious of incoherence of life and its meanings. On the other hand, the common public considered the existence of human beings as a question to be answered. Their course of action creates a superficial level impression that the guardians of the canon could not be put in at the ebb of clarity. They could not create sufficient conditions of prepositional knowledge about the meaning of life. Philosophically the question of meaning stands unmanageable to many. It is something that goes beyond the semantic meaning of the world life. It may take two dimensions; one is the human life and another the biological life, and joining the two make the people think about the existence of the universe and so on. Global focus seems to be on the track of profound human impulse based on sweeping, deep explanation, context or narrative through which existence is interpreted. Following this contention it makes the

philosophers go beyond localized foci by totalizing the narrative. Many of the philosophers think that the meaning of life is somehow a question that embraces the distinct request about purpose, value, worth, significance, and futility among others. Moving further we may enter into the requests that relate to normative territory of righteousness and wrongness, aesthetic request about beauty and goodness and purely eudemonistic request relating to happiness and wellbeing. The foregoing dimensions are found to be at lesser consensus beyond the minimum agreement level (Holt, Tamminen, Tink, & Black, 2009).

2.3 The Human Context

The question of life meaning is partly generated by our capacity to get outside of ourselves with a detached view of dispassionate standpoint. We as individuals and living beings have the ability to shift from engagements to the reflection about the situations. We try to find out, do we coincide with the deepest level of reality as most of the time we see ourselves as species. In crisis even remain detached from the perspectives, we inquire into the meaning of life as the human propensity (Steger, Frazier, Oishi, & Kaler, 2006).

2.4 The Meaning of Life in Contemporary Analytical Philosophy

The Contemporary Analytical Philosophy joins the two worlds that is the ancient and modern on the contentions of Schopenhauer, Tolstoy, Camus, and Sartre giving the conceptual clarification within the sharp tradition. This tradition brings

us to the meaningfulness in asking what motivates this question about life. Ultimately all this discussion starts from a blurred image and enters into a logical positivism. This positivism makes us enter into a variety of discussion about the clarity of meaning, the details are being presented in the paras to come.

a. Non- Linguistic Use of Meaning

The non- linguistic meanings makes us think about not only to go for semantic meaning but express the natural interpretation of the meaning which may have multiple meanings. Life in itself is not considered as a context rather it goes for discussion into the problems that lies therein. In this stance the problem becomes solvable intentionally or unintentionally. So as such it would be a description of some facts, event or phenomenon we come across to make sense of meta- narrative. Proceeding further, we may probe into the fact that why do we exist? And likewise does life has any purpose? Progressing further engaging into the pursuit of life what do we consider worthwhile? Ahead of it is that we may think of that what are the suffering of universe? Where does all this end? Is it end? All these questions lead us to track of discussion of life's meanings. What we may conclude would be more based on non- linguistic context.

b. Lack of Clarity

Lack of clarity might be because of morphed cluster of questions and these cluster of questions will lead us at an ill- conceived place not really concluding with one question. All we'll be getting would be an amalgam of

the premises of questions. Which might be about purpose, value, worth leading to the meaning of life.

c. Meaningful Life: Current Views

There are four contentions which highlight the meaning and these are;

1. Supernaturalism
2. Objective naturalism
3. Subjective naturalism
4. Nihilism

Both subjective and objective naturalism can be the categories of optimistic naturalism. Pessimistic naturalism is commonly called nihilism. Nihilism is adopted alongside naturalistic ontology.

I. Supernaturalism

It maintains the God's existence necessary for securing a meaningful life. Western history traces this concept in Jesus Paul, Augustine, Aquinas, Edwards, Pascal, and Tolstoy. The supernatural position is supposed to have three dimensions; metaphysical, epistemological, and rational axiological.

II. Objective Naturalism

This believes in purely physical world divide of finite and infinite spiritual realities. It claims that life is a function of mind independent realities.

III. Subjective Naturalism

It believes in the fact that the meaning of life varies from person to person and may be based on strong wants of the people or self-established goals. The meaningfulness is not in a life spent believing in, being satisfied by or caring about worthless.

IV. Nihilism

It may be seen as requiring;

- i) That God and some supernatural realm is necessary.
- ii) No realm exists meaning thereby nothing is of ultimate value

(Noddings, 2010).

2.5 Death, Futility, and Meaningful Life

Death often is thought to have a close relationship with futility. It's actually a pessimistic claim that cosmic futility supervenes entirety of human existence. The death and entropy are finally irreversible states of reality. Meaning of life as we commonly perceive had been derived from philosophical and religious contemplations as well as scientific inquiries about existence, social tiers, consciousness and happiness. In going by the meanings in very clear cut terms we come across certain issues pertaining to symbolic meanings, ontology value purpose ethics good and evil. All have been describes as empirical facts about the universe and how of the life. Science provides a range of meanings in terms of happiness, death, anxiety, reality, origin of life and evolution. First of all the science that come

to rescue the individuals has been dealt by psychology in terms of engagement of individuals in activities on the basis of their personal strengths out of which the prominent stands the self. Studies on self- diverged different perspectives for example; human experience of meanings, flow of experiences, concentration on the task and facilities working as a line production a factory. This takes help from neuro science through the realization of rewards, pleasures, motivation as the neuro transmitter activity. Science of morality creeps in as a trait of individual and takes the shape of neuro ethics. Here neuro theology works as mechanism that enters into values theory. This value theory connects the community and family, physical exercise, lifelong learning and mindfulness world around us. Here the mechanism of abiogenesis becomes operational and genetic mutation, natural selection and evolution comes into being. Man turns into self- organizing system. Currently various theories are found discussing the biological life like; black holes, big bang, and quantum mechanism as the parallel universes. The self is understood in terms of consciousness of mind and the free will. The brain and its functions are explained in terms of the operation of neurons being governed by the electro- magnetic theories of consciousness. Quantum mind theories used quantum theory to explain free will and determinism. The meaning of life is found to be based on four major components; the purpose, understanding, responsibility, and enjoyment. Most of the researchers contends that the life is based on subjective feelings and judgments. Whereas Thaddeou Metz and Daniel Haybron purposes that life is based on objective criteria that constitutes the meaning in life. There is yet another

philosophical approach that life may be explained in terms of ideals and abstractions which the person reveal or reflects as the self or living being. Platonism believes in theory of forms and relates the life with happiness as the meaning of life. Aristotle has his own contention, is of the opinion that metaphysical self and epistemological self believe in good and understand the self as the revelation of the two. Cynicism believes that self makes judgments through the desires of wealth, power, health, and fame but the sufferings are due to the wrong judgments of customs and conventions of society. Early classical liberal thinkers John Locke, Jean Jacques, Rousseau, and Adam Smith did point to the foresaid (Seachris, 2011).

2.6 Interpersonal Relationships

Defining an interpersonal relationship can be a tedious task. But to put it in simple words, any relationship between two or among more people based on various emotions can be termed as interpersonal relationship. These relationships can be based on family, friendship, love, business, partnership, and so many other associations. Although all relationships do not need to be regulated by law but some of these interpersonal relationships may be regulated by law.

2.7 Interpersonal Relationships and Self-understanding

While amalgamating interpersonal relationships with self-understanding, one realizes how close the two are. Self-understanding and the meaning of life are actually attained earlier with healthier interpersonal relationships. To make things

more scientific let's go into the scientific study of relationships which is termed as "relationship science". This study not only classifies the different types of interpersonal relationships but also explains how each type is important and why each type is significant for the self-development of individuals. Let's go into the details of why humans are motivated to interact with others and develop these interpersonal relationships.

2.7.1 Desire to Belong

If one goes through, Maslow's hierarchy of needs, one realizes that humans have a craving to be loved and accepted by family and peer groups. Humans always want to be part of something. Their psychological behavior and biological upbringing are closely tangled. If a child has a healthy environment with loving parents and cooperative friends, he tends to be more successful in later life with his tertiary relationships as compared to a child with abusive parents and bullying peers.

2.7.2 Self and Relations

A person's personality blooms according to his past relationships. The sense of self that an individual develops according to his relationships may be referred to as his "relational self". To put simply we can say that a human's behaviors and emotions are actually molded according to his past relationships and interactions. Thus, we can see that interpersonal relationships are very important in shaping a person's understanding of self, his way of interaction with people, his emotions and behavior.

2.7.3 Dominance and Control

Another important aspect of interpersonal relationships is the feeling of dominance and control. It is always good to feel that someone depends on you for correspondence, advice, financial, emotional or physical needs. If a human believes that he has the ability to influence another human's behavior he will always want to be better and be able to live as an example for others. Thus, one keeps modifying his self-understanding and self-actualization according to how he wants to mold other people's behavior towards himself. Being submissive or depend on someone in a relationship is also not futile. Having the feeling of being able to depend on someone is also a part of self-understanding and self-actualization. These interpersonal relationships can go from our day-to-day interactions to businesses, politics, democracy and countries. But it can be safely said that the power play of interpersonal relationships in one's self-understanding, the meaning of life and self-actualization is the most important and above all in shaping each person in particular and the society in general.

The philosophy of education attempts to theorize the art of the process of imparting and acquiring knowledge (Knight, 2006; Noddings, 2010). As a matter of interest, there is no, one philosophy of education (Peterson et al., 2000). Instead, there are several philosophical positions evident in the academic literature of education (Pring, 2005). These philosophies discusses nature of reality (Fielding, 2000; Gallagher, 1991), the nature of origin (Banks, 2001; Dewey, 1958), methods (Barrie & Pace, 1998; Elias & Merriam, 1995), and limits of human intelligence

(Glaser, 1984; Orr, 2004; Sternberg, 1982), and the belief systems (Converse, 2006; Rusher, McGrevin, & Lambiotte, 1992; Southerland, Sinatra, & Matthews, 2001) as a whole besides some other niceties.

Since the eighth book of Aristotle's *Politics* (Saunders, 2002), which is perhaps among the first known attempts upon philosophy of education (Cahn, 2011), the consideration of issues in education has been a part and parcel of philosophical discourses. Aristotle began by recognizing a number of important educational enigmas. How should persons be educated (Hinchliffe, 2003)? What should be the character of public education (Carr, 2004)? What should be taught (Nussbaum, 2000)? He indicated that it was not clear whether education should be concerned more with intellectual or with moral virtues (Mintz, 1996). He concluded his discussion with three principles; the golden mean (Jian-tao, 2002), the possible (Balibar & Swenson, 2004), and the becoming (Suppes, 1995).

Locke is of the opinion that a sound mind in a sound body is a short but a complete description of a happy state in this world (Locke, Grant, & Tarcov, 1996). He dealt with many taboo graded issues like lying, trust in God, politeness, memorizing, writing, drawing, foreign language, social sciences, methods of studies, and the art of teaching (Chappell, 1994; Curren, 2007; Reinier, 1982). Rousseau, the renowned French philosopher, introduced the idea of natural development of children (Miller, 1988). The "progressive" movement in the domain of education was being philosophies by not anyone but Rousseau (Darling, 1993; Rocheleau, 2004).

Brubacher lists six pressing issues regarding the education (Brubacher, 1951, 1962, 1982). Although the focus of his discussions was American education (Brubacher & Rudy, 1997), but the issues are quite generic in nature and implicative even in other cultures. He indicates that there is an anxiety over the aims of education (Tyack, Kirst, & Hansot, 1980), a possible letdown in the standards of instructions (Evers, 1993), the granting of too much freedom to children (Hall, 1953), an unsureness about the meaning of democracy (Chambliss, 2009), a neglect of religion (Husain, 2010), and an anxiety over the apparent lack of frame of reference for education (Smeyers & Marshall, 1995). Although, he states that these problems in educational terms, he does recognize the philosophical nature of these problems. He emphasizes the due role of the nature of reality, the nature of men and the theory of knowledge in solving these pressing issues (Evers, 1993; Maloney, 1985).

Dewey, Harris and Finney lament over the burgeoning gap between professional education and the disciplines like psychology and philosophy as these are the disciplines which not only rationalize the education but do channelize the educational course. Some metaphysical attempts to define what is reality, attempts to answer it in monistic materialism (Dewey, 1882; Strawson, 2000). There is no purpose in this universe, the supernatural does not exist and there is no world beyond the sensible world and the man is of the same essence as plants, animals, and inanimate objects. On the other hand, there are philosophies, which recognizes the purpose in the universe (Strawson, 1994). Man can discover God and moral law though the study of human nature and the events of history (Strawson, 2008). Then,

there is spirit versus matter dichotomy which usher in the discussions relating to monism, dualism, and pluralism (Van Gelder, 1998). The dualist holds that both spirit and matter are necessary to a complete explanation of the reality. These discussions and philosophies have cultivated the role of education not only in propagating certain isms but also in understanding the meaning of life and understanding of self. Like Liem (1991), who discusses pluralism in research and education. Rogers (1958), emphasizes the role of philosophy in administrative education by discussing the implication of the belief on monism, dualism and pluralism. Heap (1995), discusses the monism versus dualism dichotomy in the rhetoric and practice of evaluation. These are some of the important attempts which shape the philosophy of education.

Education should be thought of as a process of man's reciprocal adjustment to the social order and to the ultimate nature of the cosmos. In this process, the individual both adjusts himself to his world and his world to himself.

Eastern educational philosophies are intended to plumb the hidden depths of the human mind proceeds on assumption that the mind of the man possesses latent powers which can neither be known, much less utilized, unless it grows through a training and a process of purification, stimulating and manifesting its dormant capacity. Among the classicalists, Ross Lee Finney wrote widely on the subjects of religion and education to emphasize the role of religion in crafting and selecting difficult flavors of education. He opines that the human mind has this tendency to learn from one another through a semi passive mentation that results naturally from

the social process which is moderated through religion. Herman Horne also demonstrates wide interest in questions of religion and education. However, he is remembered for his discussion on idealism in education.

Makdisi (1981), examines the institutions as corporations, as charitable trusts, as incorporated trusts, and as Islamic institutions located in Europe. He is of the view that Muslim institutionalized education is religious, privately organized, and open to all Muslims who sought it. It is based upon Waqf, or charitable trust. The state or governing powers had no control over the institution but instead the content of education and its methods were left to the teaching profession. This gives a fair enough opportunity to guide the students to whatever direction.

Florida (1999), opines that universities should focus on producing and attracting smart people who are the source of a knowledge-based economy. He discusses the university –industry nexus to promote the skills set in the students. Blumenthal (2003), discusses this nexus to promote the life sciences.

There does not exist two opinion over the belief that student can be made a good human being only through the development of moral values within him and these moral values can only be inculcated through intelligently engineered education. There exist a myriad of literature on the role of education in the development of character and personality. White (2010), emphasizes the role of school based character building education as the sole antidote for anti-social behavior. Husain (2005) and Hussain (2010), discusses the relevance and comprehensiveness of education and the tenants of Islam that how the education

may be used to propagate and functionalize Islam.

Revil (2012), writes in the same theme but also discusses how such education may be used to derive social policy. He emphasized that even though the educationist arena may appear distant from the commercial and populist demand-driven media, the presentation of specific meanings of life and understanding of self is shaped by a complex interplay between power structures, and the position. These are the themes which have been discoursed in the philosophical development of the subject called education. There has been discussion regarding the role of education in character building, in the social recognition and amalgamation.

However, very little has been written which discusses the role of education in the understanding of self and meaning of life. Both of these features of human personality are critical in the development of a balanced personality growth (Ryan & Deci, 2000; Ryff, 1989). Mezirow (1981), relates the theory of self-determination (Habermas, 1985, 1991; Habermas & Ben-Habib, 1981) and adult learning in the domain of perspective transformation. There exist religious, especially Jewish and Islamic, literature discussing the importance of knowing the meaning of life and self. These has been the special topics of eastern seers like Ghazali, (Ahmed, 1999; Bakar, 2007; Hasbiansyah, 2012; Mohamad, AbdRazak, & Mutiu, 2011; Moosa, 2005) and Iqbal (Parray, 2011; Razak, 2012; Shafique, 2010). Literature has some traces of the efforts to establish the relationship between psychological wellbeing and the status of the knowledge of the meaning in life. Like Steger, Frazier, Oishi, and Kaler (2006) and Steger, Kashdan, Sullivan, and Lorentz (2008), who

established a direct relationship between these two. Shek (1992), presented an empirical study to establish this relationship.

2.8 Evolution of Universities

With the passage of time this process of education became more and more systematic and took the form of schools, colleges, and universities. A university is a designated institution of higher education which provides both undergraduate and postgraduate education, it is derived from Latin which means the community of scholars and teachers ("Encyclopaedia Britannica," 2006). Evolution of higher education institutes in the west dates back to 6th century from Christian cathedral schools. The first universities in Europe includes University of Bolonga (1088), University of Oxford (1167), University of Cambridge (1209) and University of Toulouse (1229) (Johnson, 2007) established in Italy, France, Spain and England.

Likewise, Hussein Nasr (Nasr) and Arnold H. Green (Green.) argued that Islamic madrasahs were progressed to the institutes of higher education during the start of 10th century. Many scholars including Makdisi claimed that the medieval universities were influenced by these madrasahs, like Al- Andalus, Sicily and Middle East (Makdisi, 1989; Sanz and Bergan, 2002).

These early institutes initially continued the research and curriculum for theology, astronomy, logic, philosophy and grammar. Aristotelian epistemology offered a rational framework not only for curriculum but for the training of teachers with higher education settings (Frijhoff, 1996).

During the advent of modern period, Aristotle epistemology lost the center of attention and more machinist approach developed with humanities being focused. There developed a more open approach towards the construction and dissemination of the knowledge (Dunne and Martin, 2006; Schurman, 1898a, b).

Higher education institutes evolved from colonial divinity schools to public research universities with a shift to secular and practical education. Harvard University, the oldest university in the U.S, graduated about 70% clergymen in 17th century to 10% by the end of 19th century ("The Shaping of Higher Education: The Formative Years in the United States, 1890 to 1940," 1999). To address the multiculturalism requirements, the universal access to higher education specified the current dimension of the higher education institutes. The student bodies, teaching methods and diversity of curriculum provide the flexible educational settings to the students (Kaufman, 1989).

Liberal education, a system of studies to cultivate a free human being by empowering individuals with broad knowledge and stronger sense of values and ethics, is based on the medieval concepts of liberal arts or more commonly liberalism (Harrison and Hole, 1954; Harrison, 2013). This system was advocated back in 19th century by John Henry Newman, Thomas Huxley, and F.D. Maurice.

Axelrod et al. (2001) suggest that the roots of liberal education conception dated back to the teaching methods of Ancient Greece. Although Socrates, Athenian education, Confucianism and even Jesus are considered as liberal education advocates yet liberal education is still commonly traced back to Greeks (Horner,

1970).

Throughout the 20th century, the unrepresented and lower income groups increasingly got enrolled in the universities, and European institutes tried to close up the gap by providing more opportunities from elite to mass and universal higher education (Scott, 2006; Nicaise and Barnes, 1996). With the passage of time, evolution of the knowledge and research developed different aspects that affected the higher education in a variety of ways.

2.9 Transformative Learning

The terms "transformation" or "transformative" employ in the sphere of educational setting for Mezirow and Taylor (2009) pursuit of excellence to meet the ever changing demand while creating added values for organization and individuals. Transformative learning involves key elements from Bloom and Fink taxonomy of significant learning (Tello et al., 2013). Transformational learning is growth oriented and positive learning model that integrates affective with cognitive to pursue the individual and organizational excellence (Merriam, 2004). Transformative learning based on the constructivist learning theory was put (Mezirow et al., 2000) as a process by which we transform the taken for granted frame of references to have more inclusive, open and reflective approach, so that to generate the opinions that are more true and justified to guide the actions (CROWE, 2013). Mezirow et al. (2000) describes this change as a frame of reference. These frames of references are explained as "associations, values, concepts, feelings and responses. He emphasized

to have a learner centered environment that should be participatory and more interactive, where collaboration and critical assessment are more welcomed.

In the era of excellence of west we find two prominent names like Oxford and Cambridge utterly unlike anything in the world. These institutions governed the colleges and in the neighboring countries like France the concept of college took the synonym of school. In America, college and university meant the same thing but university enjoyed a due regard. In Germany and Italy, university stood a single institution covering different disciplines housed in a larger building. Oxford and Cambridge grew in the regime of Henry the fi (The North American Review, 1891). These universities gradually obtained privileges from Kings and Popes which made them independent of all ordinary jurisdictions. These universities were powerful but not wealthy bodies so their meetings were held in the churches attached to them. History may trace that the meetings of Oxford University were held in St. Mary's Church building. The polarity developed in the sense of explaining the term college, which was explained with the foundation and maintenance of scholars living together. Later scholars started living in the small houses known as halls. The system of colleges began in the rein of Henry the third in the year 1274. The structure of the universities was not the same throughout the Europe. It had the influence of American Revolution, the Roman Empire, and the Papacy. What we call now a university was previously called "A Stadium, General Place of General Study", till 14th century. The historian of middle ages tells us that the great institutions had been universities, churches and empires in that era.

2.10 Conceptual Characteristics of Higher Education

Vision as a term is the concept that hopes to cultivate in the youth, the aspirations to hit and target on the accomplishment of their education. It embraces the outcomes of the educational process along its various dimensions; intellectual, effective, moral, cognitive, and others. There is a slight difference between the lists of aims to be anchored in the stage of vision. The vision sometimes bifurcates due to the existential philosophy and underline human assumptions concerning human nature and its grooming. Vision in the long run means to do the right things with the right spirit and beliefs.

The concepts of practices and social arrangements at the organizations of higher learning involve the interpretation of the vision in a certain core and alternate ways. This is followed by existential vision which helps in translating the theoretical guidelines into the practices. The existential vision dictates the sense of control, assess and consider the proposed for the positive consequences and its adoption. The moral grounds provide strong footing to achieve the means. Rawls (2001) points out that the general happiness of the flow through of the system is desirable for weeding out unethical strategies. This may be done by focusing the vision to the specific and practical procedural intricacies. It is not the urge of Martin Luther King Jr. that the people of different races should sit together on a table of brotherhood rather it's profoundly inspired that the countries be mobilized to act on the behalf of civil rights and convert the turnover of the institutions of higher learning into productive and economic viable sect of the society. The seriousness of such

acts can be gauged through the engagement of the stakeholders into thoughtful design of the institutions and maintaining the arrangements up to mark in line with the stipulated vision.

The vision guarded institutions follow the curriculum, pedagogy, evaluation practices, architecture, interior design, hiring decisions in match with the syntax and the synergy of the vision. This vision often seeks support from the external environment, arrangement and gaps between the current and perceived practices.

The vision guided education relates to the identification of guiding aims which actually conceptualizes the well-being of the beneficiaries. These aims serve as powerful tool for known arbitrary educational planning concerning the matters of curriculum, pedagogy, faculty hiring, social organization and student admission. The guided aims do have a relationship with the success of the institution in the sense of evaluation, basic priorities dictated by the external bodies and the establishment of the links between varied nature activities. The identified aims help the educationalists to enthusiastically work for their accomplishment. Vision guided approaches find hostile objections in the shape of cross generational aggression which alerts us to the proponents of the perspectives which we may follow. These are wilful myopias about the basics of the human conditions which call for the guidance of adults.

Vision guided education, as talked about by Pekarsky (2012), or specifically vision guided institutes are the ones that fundamentally give meaning and direction to the activities of the participants at an individual level and to the institute as a whole. A critical note on this approach is the problem of identification; some believe that

this transforms the learners into human beings of certain kind. A more comprehensive response is required to address the apprehension that vision guided education should be indoctrinated. As Dewey (1938) discusses that how to cultivate the potentials of the human beings to get maximum out of them, "we live at the time we live and not at some other time, and only by extracting at each present time the full meaning of each present experience are we prepared for doing the same thing in the future. This is the only preparation which in the long run amounts to anything."

The second argument levelled against the identified aims is that of the acceptance of liberationists approach to education. Sometimes the aims are self-deceiving and calls for "freedom to define", negotiate and establish their own educational purposes. These aims are most of the time indoctrinated and are viewed as the raw materials turning into finished products as determined by some others. Vision guided institutions are indoctrinated in nature; morally there are certain constraints that a learner be dealt with in a respectable way and a rational manner (Weil, 1985).

Such indoctrination reflects the vision of the educational leaders who impose it on the local community rather than in disguising the vision driven educational institutions emerging in the shape of credible strategy for making meaningful progress. Since the learners would not be dealt as the raw materials for attaining desirable goals one or the other way. Dewey (1916) and Rousseau (2002) verdict overlap as they more or less believe in empiricism which culminates into the interest impulses and aspirations of the students. Dewey's view point also demands for the

guidance of the best vision so that the humans can design their educational process. Dewey affirms the three beliefs which are the wisest way to approach the life, the attitudes and dis- positions need to be protected and nurtured cultivating in human beings the ways to transform their present movements into future accounts. Since the human relations are honored and the initial requisites should also be operative, hence the study on understanding the self and meaning of life as the practice of university becomes essential.

2.11 Role of Higher Education in the Transformation of Students

Although the tests and grades are important (Mixon et al., 2004) yet educational attainment is not just only the measure of number of graduates passing out the institute, but the transformation in the students; realizing the meaning of self and understanding the purpose of being. What test and other measures are required and most appropriate in some particular settings of higher education plays a vital role in influencing this transformation.

There is a considerable extent of research analyzing the connections between the performance and experiences of the students in the school and their later educational outcomes. A 2006 Chicago consortium studies about;

1. how generally outcomes differ in high schools and
2. how important are the school results in determining the enrolment and graduation of the students?

It became evident that students that were above average came to the selective

universities and took the better advantage of the educational facilities of the promising colleges and universities. This study suggests that there is considerable amount of opportunity that social mobility and awareness should be employed to augment and facilitate most of the national human capital (Bowen et al., 2009).

Sustainable development of learners throughout their primary and secondary education to strengthen the foundations for higher education, education of researcher and capacity building, transformation of university education system to efficiently train researchers, building aptitude to do the interdisciplinary and system research are some of the key challenges that are also being highlighted in this context (O'Brien, 2012).

Inclusion of programs and courses for the students to inculcate the sense to serve the community, explore and study the processes to enhance the quality of life style, promote the environmental hygiene and awareness also helps in assisting the student in developing their own view point, critical and reflective thinking (Leal Filho et al., 2009). Personal beliefs of the teachers are also the socializing agent, preparing students to select and develop civic insight, think and behave autonomously (Terren, 2002), politics and policy knowledge and become socially active (Ng, 2009). This transformation process is more facilitated by issue based case studies and experiential learning. Factors that can facilitate or restrain the transformation process, other than the educational set-up may include school, family, peers and religion.

Technological advancements facilitate the transformation process, ICT based tools and collaborative technologies together with the intellectual re- sources

truly amplify the learning achievements (Hakkarainen, 2009), as Perez (2002) argued that social advancement and technological development are interdependent (Hakkarainen, 2009).

A student feedback system can act as a very crucial function in the scenario for attaining the desired outcomes as well as the continual improvement to ascertain the conducive environment required in the institutes, as discussed in the report by Ireland officials (Hunt et al., 2011). It also emphasized the importance of preparation of the first year students to get ready for the coming year challenges, system-wide collaboration between diverse institutions, participation of more graduates, more focus on efficiency and productivity, planning for the future, involvement of the students in course planning, feedback and evaluation, integration of research with teaching and learning, inclusion of generic skills in learning outcomes and engagement with the community. The higher education system is not separate from rest of the society but an integral part of it, the desired outcomes can only be achieved through the spirit of the partnership and engagement at all levels of the system.

2.12 The Objectives of University Education

The objective of university education focuses on certain priorities which are;

- acquisition, preservation, dissemination and extension of frontiers of knowledge
- development of individuality

- variety and dissent within a climate of tolerance
- inoculate and promote basic human values and priorities between the alternate values system
- blending the prevalent cultures
- developing rational outlook and scientific temperament
- enabling to use the national language for communication, coherence, and unity
- contributing to the improvement of systems in general and system of education in particular
- acting as the center of gravity for the academic life (Hommedi, 1990).

All this needs the inculcation of certain unique qualities including the understanding of self and meanings of life first shadowed in lexical complexities.

The faculty in the universities serve the students locally, nationally and internationally both through formal and non-formal learning programs. The faculty designs and delivers programs and courses to develop the confidence in the students to lead society into the knowledge-based paradigm of the current century. The faculty of the University's strategic plan works for delivery flexible in the selection of diverse modes of delivery, using traditional and contemporary technologies, including on-campus, traditional distance education and on-line processes, involving teleconferencing, residential schools and inter-institutional library networks. The faculty aims to ensure that the educational, instructive practices are progressively improving thinking underpinned by authoritative theory. Alongside

many issues confronted with by the universities the most prominent is the side tracking of the individual in terms of his understanding of self and making his life more meaningful. All this has emerged out of over technology avenues, population explosion, and working for economic dividends. Decades back self-understanding and deep insight into it had been the concern of social sciences not been currently addressed by the natural, physical, and social sciences even. Sciences are occupying an honorable position whereas social sciences are put on the ebb of derogation.

There are many questions which arise out of the earlier sited scenario and these are; living for what, diversity and multiculturalism should evade coercive attitudes but how, why there is an evasion in the concept of meaningful life and how this concept may be restored? It has been observed that the people follow their life with the variety of endowments, temperaments, culture and cultural affiliations; they associate certain elements and draw their own contentions in terms of their view points about life for what? This all operates in the material lives and not in the intellectual streams. This is the major issue to be addressed by the universities to make room for the development of insight.

In the 1990s, most organizations were put under obligation to opt for new ways of working (Robbins et al., 1994). Robbins et al. (2001) identified six such specific forces for change like; the nature of the workforce, technology, economic shocks, social trends, world politics and competition. The drastically missing factor has been the development of the insight into self for which alternate path of vision could be explored but need remains to be inculcated to the tangible means.

Robbins et al. (2001) are of the opinion that the organizations are following the concept of discontinuity (p.698) as regards the high levels of social, economic and technological avenues and they don't predict their future on the basis of their history (Limerick et al., 2002). Robbins et al. (2001), provided a planned approach to change identifying the factors needed for successful change like, pressure for change, a shared vision, capacity for change, rein- force/ solidify the change, evaluate and improve with concern of the eastern and western world to address the parameters of humanism backed by the insight of self.

Robbins et al (2001) contends that, future of organizations rests in the implication of the influence of OB (organizational behavior) towards developing a learning organization(p.540) and skilfully managing change (p.537) which demands for the aesthetic and ethical footings supported by the personal values.

2.13 Commercialization of Education

But due to the alteration of the higher education institutes to commercialization and profit- making corporations, the desired outcomes are not being realized. Ginsberg (2011) give details that by 1970s it was general practice to draw the top administrator from the faculty and even mid-level managerial tasks were directed by the faculty members, this ensured the approved and realistic vision and objectives to be formed and followed and universities not only producing knowledge but new visions of the society. However, as the practices have been changed and now the professors are reduced to their own research and classes and

the hired administrators with no or minimal education background seldom bother to consult the faculty for decision making and strategy formulation. This even goes in the area of curriculum planning and designing, consequently the focus of the universities is diverging from the transformation and original goal of researching and teaching to making profit and other concerns.

The faculty to student ration remained constant for last thirty years to be approximately 15, while there was only 1 administrator for every 85 students and 1 staffer for every 50 students in 1970s. This ratio has been dropped to 1 administrator to 58 students and one professional staffer to every 21 students (Ginsberg, 2011). In the absence of this current convention of administration, faculty used to manage every aspect of the campus life from admissions to curriculum planning and counselling. Without strategic and academic freedom of the faculty, foremost and core purposes of the universities are not being fulfilled.

Universities are being considered as the knowledge factories and likely to produce knowledge that is used by marketplace and society. But from a pure administrative perspective, forms of knowledge that cannot be profitably sold to the customers are not promising areas of the inquiry. This hinders down the knowledge production and takes teaching as means not the end. Universities must assess their environment to precisely define and develop the programs for the students, to accommodate the life of students and help them reach their goals (Riposa, 2003). Faculty should also sense the responsibility for the conduct of their students, and effect of their teaching and pedagogy on the character of the students, as observed

by Eliot (1905) in American Universities. This devotion and sense of responsibility automatically shifts some of the time of the faculty towards the administrative matters and improve the quality of instruction.

This should always be kept in mind that universities solely have two functions: Creation and Dissemination of knowledge. They serve the community by educating and transforming the youth of that community, as civilizations progress by the advancement of the knowledge (Allen, 1927). Major obstacle for the transformation of the instructional methodology of the higher education institutes lies not with the faculty but management system and administrative work patterns (Mandelbaum, 1979).

University is a system that is driven and held in check by the balancing between the three actors, each with different goals, responsibilities, bases of authority and identities: student, teachers and administration (McCulloch, 2009).

From the perspective of the faculty structure and professionalism there are viewpoints that are under discussion and in turn affect student learning and transformation. The most intriguing debate in this regard is about the tenure system being followed in American higher education institutes. Whether this gives professors freedom of research or makes them pursue their interests and hide their incompetence is under question but this does affect the learning and understanding of the students as the teaching in real sense is put aside and it is being taken career and evaluated on the basis of certain factors but teaching. In most of the cases tenured faculty derived in their pursuits of intellect and denies the students who

needed their efforts and attention the most (Riley, 2011).

This becomes more unusual as historically the tenure has little to do with the freedom of research but this sort of economic security for the group of people who devote their life for the gain and prosper of the society. A philosophy professor Arthur O. Lovejoy along with John Dewey (together they formed the American Association of University Professors) pointed this fact in their declaration that freedom (tenure) does not influence the desire to hold on to their jobs.

The balance of the ideal professor of being an active researcher and devoted teacher tends to be disturbed in the pursuit of personnel interest and career, quality teachings is neglected and higher education students undergo the turmoil. The scenario becomes more polluted as politics of union comes into play, which shows 24 percent increase in last decade (Riley, 2011). The Concept of academic expertise and scholar's obligation to make a genuine transform to his sphere of influence is shaped by values but unfortunately origin of these ideals are forgotten today (Kronman, 2007).

2.14 Perspective Scope of Higher Education: Voice of the West

On the 24th of November, 2011, the New York Times published reviews of seven books, related to the scenario of higher education in the West. However, the review of one book really impressed the researcher. This book, **“Education’s End, Why Our Colleges and Universities Have Given Up on the Meaning of Life”** by **Anthony T. Kronman**, talked about all the philosophies applied in modern

education such as, idealism, realism, pragmatism and others. It explains how higher education fulfils only half its part today and has become one-dimensional, as it gives the students a degree, makes them a graduate, but fails to instil in them the values and ethics that make them reach self-actualization and understand the meaning of life. This lost role of higher education is not just a point to ponder in the West but in the East too. Higher education institutes in Pakistan are also giving the students this one dimensional education. In the era of modernization and industrialization of higher education, where contemporary education keeps on advancing and spiritual grooming and religious aspect of education is lost. Students are mere customers and education is more of a business than a source of transferring knowledge to the next generations. As the researcher has mentioned, the Islamic philosophy of higher education and its role is, also what Kronman says it is, both contemporary and spiritual learning. Kronman's book can be summarized in the following ten points:

1. The most precious and important resource, we possess, is our lives; and the question of how to spend life is the most important question we face. This question immediately invites more questions like, what do we care about most? What is my life for? As a matter of fact, these questions have unavoidable personal quality, which depends upon one's interests, tastes and talents, as well as upbringing and other circumstances. Higher education institutes play the role of helping a student answer all these questions and give the "a life worth living" (Meikle- john, 1908).
2. One can learn and understand the meaning of life on his or her own accord

and also this is the type of question that rarely comes before us in our lives. These are a couple of basis that this notion remained unnoticed in the background. The loss of this belief is not a consequence of the logic of question itself but the inattention paid to the belief in most corners of higher education, mostly in effect due to historical developments.

3. Higher education began and evolved with the belief that it is the first and foremost duty of institutes to provide instructions to students for the meaning of life. The historic order of proceedings presented challenge in fulfilling this objective. The agreement on two basic points is that, one students should not merely be equipped with specialized knowledge but should also be given training in the general “art of living” and secondly, humanities and literary studies are best suited and important in this regard.
4. The ideal of secular humanism is required for the pursuance of spotting ‘meanings of life’, which means the deliberate and organized instruction of the purpose and value of life but without the trappings of the religion. Secular humanism emphasized our dependence on structures of value larger and more lasting than those that any individual can create. It stressed the need for individuals to locate themselves within these structures as a condition for their leading of purposeful lives. Again humanities are the ideal way to achieve the purpose but should be critically revised of their current circumstances.
5. The academic specialty and scholar’s commitment today, to make an original

contribution to the field is almost forgotten replacing the ideals with the requirements of academic specialization to just merely a response to the demands for increased competence and higher efficiency. The scholars before nineteenth century mostly worked outside of any organizational settings and owned their own library and equipment e.g. Ficino, Bacon, Leibniz, Spinoza etc.

6. The research ideals, that teachers primarily are there to research on the problems and add to the knowledge, is today the organizing principal of work in every discipline. But this modern research ideal compels the scholars to concentrate their attention to somewhat distinct matters, and not to the combination of idea of life as a whole, and makes the idea of life as whole seem unprofessional, self-indulgent and ridiculous.
7. Multiculturalism and constructivism undermine the ability of humanities to deliver the ideas of purpose and values of life and anything of great and lasting value. For a classroom of productive environment in which to approach the question of what is living for, the students should be actively engaged in the conversation about the fact. But with the students from different backgrounds, experiences and circumstances having different interests and values poses the limitation on the notion of the “great conversation”.
8. What I choose to care about in my life, in essence can have meaning and value for me only. But this is also true that that what I choose to care about

can have meaning or value only if it is meaningful and valuable, independent of my choices, in its own right. Secular humanism insists on these two points and sought to create dynamics between these two tensions i.e. between freedom and value.

9. “All men by nature desire to know,” as Aristotle remarks in the beginning of *Metaphysics*. He compares the pleasure of the satisfaction of this desire to the satisfaction of pleasure of sight. Many animals do also show curiosity about the world but their curiosity remains on the surface of the things. Human beings are uniquely curious about the organizing structure of the world that lies beneath its surface.
10. The science and technology affects us decisively and change our lives in common direction. We tend to turn into community of shared experiences, routines and habits by the force of convergence present in the technological products. While, in contrast, culture is not uniform and shapes and creates groups according to taste and traditions. In this sense it lacks the authority that science possess and hence the humanities, which address the cultural scenario. Then why do we need these humanities? The spiritual emptiness of our society due to technology is the crisis due to which we should turn to humanities and get the discipline’s help in this regard.

The researcher has designed her whole study on these ten points and the concept of a two dimensional education, which not only gives the students contemporary knowledge but also spiritual knowledge that leads to self- actualization and

understanding the meaning of life. She studied University of Management and Technology as her case. The teaching process and different aspects were observed to see if higher education is carrying out its role. A number of researches on industrialization and modernization of higher education have been conducted in Pakistan but this role of higher education is being excavated, for the first time in Pakistan.

2.15 Mode of Realization of Objectives

Korthagen (2010) expounded upon the situated learning theory and the pedagogy of teacher education towards an integrative view of teacher behavior and teacher learning. A three-level model of learning is used to analyze the friction between teacher behavior in practice and the wish to ground teachers' practices in theory. Supported by empirical data on teacher learning and brain research, this model reconciles the situated learning perspective with traditional cognitive theory, and leads to concrete implications for the pedagogy of teacher education.

Thareja et al. (2011) tested, on the bases of empirical data, the correlation between learning and character. They opine that process (es) like; character building, competence, knowledge, and personality are all unidirectional, and critical of the attitude of positivity. There exists a need to assure there is a right alignment towards positive aspect of knowledge generation, which virtuously prepares a learner for right metamorphosis.

Knowles et al. (2011) discuss in detail different theories of learning, and

teaching which culminates into a single theory of andragogy. He focusses on insights and tools supporting adult learning practices. He introduced the whole part-whole learning model which represents a practical methodology for designing learning programs. The model honors the general learning theory, the six core adult learning principles, and the subject matter differences.

Abdullah and Rahman (2011) discuss the role of strategy in carving syllabi and policies for higher education in the Malaysian setting. Drawing upon Mintzberg's five definition of strategy: plan, ploy, pattern, position and perspective (Mintzberg, 1987), this paper reviews the elements of strategic planning in the context of a higher education institution in facilitating their effort to deliver in responding to those emerging demands. It also demonstrates how the Balanced Scorecard framework can potentially help structure a more comprehensive thought-through process in shaping strategies. It concludes with a set of guidelines for strategy making.

Biggs and Tang (2011) detail the teaching methodology at university level. He emphasizes on designing constructively aligned outcome based teaching and learning. These intended outcomes may be envisaged either at institutional, program or at course level.

Burns (2012) discusses faith based higher education. He discusses the effects of curriculum redesign in the faith based education. He seems to be a firm believer of character development among the young students through educational and pedagogical designs. He cites different unfortunate events of campus mess, like the

cheating scandal at Harvard (Berrett, 2012), the riots in London in the United Kingdom (Smith, 2011) and the theatre shootings in Denver, CO. (Cloud, 2012) as a clear manifestation of secular and aloof education. He concludes that by systematically growing mission related values, the students can be made cognizant of a more docile, social and professional behavior. El-Bassiouny et al. (2011) made an empirical assessment of the relationship between character/ethics education and consumer behavior. His focus is on highlighting the extent of changes in consumer behavior by character/ethics education.

Popescu and Tasnadi (2012) discuss the role of education process in inseminating meanings of life. However, the meanings of life, as they advocate, are to be taken from religion. Barman and Bhattacharyya (2012) discusses the role of education, especially the way it is imparted, in building moral values and character development. Morality, as everyone knows, has there underpinnings in the religion.

2.16 Challenges to be undertaken by the Faculty

The common challenges being confronted by the faculties of the institutions of higher learning are;

1. need to enhance the self-concept which may become the guiding force for the life to live.
2. to support the university processes in instilling the concept of life.
3. offer leadership roles to the faculty to make a breakthrough in the sluggish attitudes towards the meaning of life.

4. to strengthen the infrastructure for empowering the faculty to make a tradition to understand self.
5. to enable the faculty to respond to external trends and internal atmosphere as well.
6. to make the faculty decision making processes swifter, dependent and transparent.
7. to strengthen alliances with community agencies.
8. to make the students' activities compatible with self- understanding leading to meaning of life.
9. to make the faculty's pedagogical framework holistic, and shared delivery mechanisms based.

The universities convey their common vision in terms of significant renewed enthusiasm for pedagogical development in the faculty. For example;

- An agreement on the development of humanistic elements
- The development of significant rethinking about the delivery of courses
- Cross disciplinary course development
- A significant rethinking in regards to the links with life
- To promote the ability to understand the humanistic features, elements and their operationalization ending in the specific meaning of life.
- To enhance the practices of teaching profession by inculcating the respect for individual, individual ideals, the way they perceive the meaning of life.

As part of the conclusion in one of the case study it was noted that in

2005, the Faculty would conduct, “an evaluation of its new structures, including the Academic Institutional assessment (AIA)”.

2.17 Internationalization of Higher Education

Internationalization of the higher education institutes to promote and support the integration of curriculum design and development, international exchange of students and faculty members and sharing of international interests and expertise with external community enhances and devises the orientation and develops a strong culture of learning and research as discussed in internationalization of universities (Bartell, 2003). Bodycott et al. (2013) and HoRTA (2009) also gives the review of the reasons that can motivate universities to follow an internationalization agenda, these include strengthening of research and knowledge and commercial and financial rewards.

Development of entrepreneurial skills is essential to development of the faculty and students of the university, across a range of different and multi-disciplinary contexts (Volkman, 2004). Also due to the increase in sharing of knowledge, the academic scenario is confronted with the challenge of becoming more learning organization (Kristensen, 1999) than learned organization and they are more open to the wider range of stakeholders, involving community as well (Wenger, 1998). Etzkowitz, another leading writer on the perspective, put forward (Etzkowitz, 2004) five propositions for the entrepreneurial university namely: the capitalization of knowledge, managing interdependence with industry and government,

independent of any particular sphere, manage between independence and interdependence and embody reflexivity, involving continual renewal of internal structure (Brunt et al., 1996).

Another big chunk of academic literature available on the role of universities in developing students with a particular strategy and mindset discusses the functional dimension of the process of education. It includes the curriculum selection, pedagogical techniques and the type of education.

Hodgson and Spours (1997) presents a review of the conceptual and historical framework of the attempts to utilize education process to cultivate in the generation up to the period of famous Dearing and Barnett (1997) report. Outlining the historical development of about fourteen to nineteen cherished qualifications within the students, they argue that actual changes to the system were largely determined by the relationship between the low levels of participation and achievement. Tight (1998) extended this review by including Kennedy's report. He summarizes, primarily, how these reports conceptualize the lifelong learning among the students.

Van der Kuip and Verheul (2004) discuss the role of education, especially the early education at the high school and the college level to inculcate the entrepreneurial qualities among the students. They discuss the extent to which entrepreneurship can be taught at the school and college level and the way in which it is usually taught at school. Although, the focus of the study is early education at the high school, the results, however, are generalizable for the institutes of higher

education and the universities.

2.18 Disposition of Stake Holders

Stakeholders play a vital role in developing students for a particular cause. In general, the relationship between spirituality and managerial thinking, covering the link between Islam and management, has been sparse (Beekun and Badawi, 2005), especially in the area of ethics. These stakeholders include parents, the society; both immediate and extended, and the agents that create demand for a particular kind of education.

Knox (1993) emphasizes how to use the principles of strategic planning and cooperative leadership to strengthen and improve programs of developing leaderships among university students. Based upon Agency theory, the author pinpointed major issues and societal influences in carving education syllabus and policy at university and college level.

Rowley (1997) develops a schema of strategic planning that has proved effective and useful at a variety of colleges and universities for doing strategic planning and considers the historical and traditional antecedents that have led to the present-day need for strategic planning. He considers specific issues involved in carrying out strategic planning, including people issues, time issues, and issues surrounding planning committees. The importance of communication and participation in the strategic planning process is stressed.

Yorke (2000) discuss how a typical culture may be developed within the

institutes of higher learning and universities with the help of external stakeholders. Magalhaes and Amaral (2000) have used the term of “imaginary friend” for the external stakeholders in the university governance. By declaring the universities as the fundamental element of national construction and reconstruction, they are of the opinion that bureaucracy and the university are tied together not only as a symbols of the rule of law and equality of each other but as the creator of the demand push for the student’s careers. They also discuss how the universities can adopt certain policies and the syllabi to help government in its control and administration.

Ainscow et al. (2000) throws light on how schools and classrooms can be developed in relation to respond to pupils with disabilities and others seen as having special educational needs. Despite, he writes mainly in the domain of special education but is using the basic idea to create demand within the stakeholders to accept these children. These writings may easily be generalized for general education.

2.18.1 Stakeholders: Setting the Framework of Administration of Education Systems

Amaral and Magalhaes (2002) discuss the emergent role of stakeholders in the administration of European education system. They deliberate on the conceptual framework that is used to rationalize, and to a certain extent legitimize, the changes in the syllabi and pedagogy of sciences and organizational administration. They categorize the stakeholders into either external or internal. The former being entities coming from outside the college and university and the latter are the members of the

academic community of the college or university. The presence of external stakeholders in governing the universities and colleges of higher education is to ensure the demand oriented education. They put the external stakeholders as more responsible as compare to the internals for steering the higher education, and its students, towards some particular direction.

Cortese (2003) pinpointed the impact of stakeholders, especially the external stakeholders while discussing the role of high education in creating a sustainable future. Labelling the external stakeholders as external community, he pointed out the corporate environment and the parent as the major external stakeholders for any educational process, especially of higher education.

The twist of the century attracted the attention of the stakeholders of education marking the fact like; unqualified faculty, low enrolment, minimal relevance of higher education to national needs, lack of compatibility to international standards, low quality of research, and poor governance of universities which necessitated the formation of medium term development framework (MTDF). World over the participation rate at the universities comes to the restricted limits as compared to the earlier terminal stages.

In the corporate world, smaller, autonomous, interdependent, collaborative units are being made to empower individuals”, (Limerick et al., 2002). The challenges being confronted with the organizations are globalization, organizational management and requirement of unique skills to fulfil the objective of perpetuation and growth. Keeping faith in the operation of the challenges it is alleged that

techniques of corporate management are no longer applicable (Limerick et al., 2002; Dawson, 2003). Effort is being made to keep the environment flexible to accommodate the swifter changes enabling the challenges to operate. Organizations are made open to seek for alternative setup putting the individuals to redefine identities and work together collaboratively (Rouleau and Clegg, 1992). The organizations look forward to a change breaking the discontinuity through leadership, vision, empowerment, cooperation, meaning of life and commitment to it. There is a grave concern that universities are supposed to discharge the responsibilities of equipping the individuals enlightened with the meaning of life transforming their understanding of self towards this end.

2.18.2 External Stakeholdership in Higher Education

Samoff and Carrol (2004) shares the experience that how the external stakeholders help, in first hand, and steer, in second hand, the higher education in Africa. The stakeholder-ship is primarily foreign in its very nature and is in the form of financial aid. So for African countries the external community, using the vocabulary of Cortese (2003), does not reside within the geographic boundaries of Africa. This is totally a new concept in external stakeholder-ship in higher education. However, it is not only local to Africa, or African higher education. The Bloomberg's donation to New York City University Dance (2013) is the same stakeholder-ship as has been discussed for African countries.

Daun and Arjmand (2005) are of the view that everything that supports teacher in one way or the other in delivering is important as a stakeholder. Local

community, parents, and institution environ, all are important stockholders.

Idri (2011) discuss the issue of the role of external stakeholders in the Islamic higher education perspective. His analysis is symptomatic in nature. He discusses type, kind, and structure of the labor that market needs, as the market is the agency which would take care of the availability of funds and building for the education process.

2.18.3 Framework of Administration

Jones (Limerick et al., 2002), postulates that, educators and trainers must forever drop the arrogance of academic isolation. Their challenge is to:

- Build a partnership with business
- Develop a culture of continuous change and improvement
- Adopt new training technologies
- Focus on portability and credentialing
- Form new strategic alliances

In line with the continuum of Jones (p. 11) that most importantly we must become an integral part of the constantly evolving economic environment whereas self, its recognition and existence as a guiding force in life is a missing link which need to be bridged.

An industrial model has been followed by the organizations in respect of their Faculties, prior to the restructure as identified by Limerick et al. 2002). The Faculty was organized into departments, having each their own head. This caused for little cross fertilization of ideas through correspondence and anecdotal reports and 'silo' mentality, prevailed among staff working in isolation in their own

department. The idea of restructuring may be sought in the year 2000, where the Faculty didn't take up and address both academic and non-academic matters referred to them. The factors that contributed towards this end may be grouped as;

- Changes due to the retirement of the staff recruited in post seventies.
- Influx of new staff and growth in part-time staff.
- Expansion and change in courses and clientele.
- Growth and changes in areas of strength in research.
- Changes to modes of course delivery.
- Changes in the field of teacher education in specific and education in general.

(Reed, Anstey, Wright, Redmond & Mander, 2001).

However, following the strategic review, a restructure was required to meet the key objectives identified by the reviews at the different universities. The central aim being the provision of an organizational structure is to enable the faculty to achieve and deliver its vision in a professional and effective manner.

Inspired teaching and learning: Designing creative learning environments, motivated learning, celebrating successes

Professional leadership: Lifelong learning, ethics, mentoring, graduate attributes, modelling pedagogy across university, continuous enhancement of the pedagogical framework, influence on educational policy

Collaborative teaching and learning: Partnerships, collegiality, networking
(Internal/External)

Critical reflection: Personal theorizing, authentic dialogue, advocacy

Inclusivity and justice: Equity and access, diversity, reconciliation, sustainable world

The generation of new knowledge: Research, technology, professional learning, multi-literacy, "literate futures" sustaining, enhancing and enriching our faculty's pedagogical framework, integration of theory and practice, transferability of learning, knowledge and skills

Learner centeredness: Student engagement, responsibility, facilitation, empowerment

Responsive and responsible change: Adaptability, flexibility, agents of change, innovation.

2.19 Meritocracy: Admission Criteria into Higher Education

The other actuality of the argument by Karabel (2005) highlights the admission and exclusion criteria of the students. He compares the historical evidences of admissions in prestigious institutes underlining the quest for 'All-Around' man seeking intellect as well as character in the applicants as a first step of transformation. The admission criteria divergence to other measures like social skills, mere intellect or family background and even physical appearance shapes the perspective other than the required one. Racial conflict and religious discrimination are the notorious factors that found the basis of astray till late 60's in many institutions.

Merit based admissions; "meritocracy" as coined by Michael Young, today

is more equitable and just than the discriminatory and heredity systems of the past. But this arrangement is also seriously flawed and great ideal of equality is abandoned in favor of persistent competitive effort for success and cultivate just like the culture of hereditary similar to the one that preceded it and less open to social justice (Karabel, 2005).

Students entering higher education who are either poorly prepared for highly demanding academic tasks of higher education or have values, norms, and behaviors not in sync with the demands of the domain are called academically adrift (Arum and Roksa, 2011). There need to be continuity as well change for the proper addressing of their needs, continuity of the commitment to enhance the capability and character and change in the processes and functions to impart the improvement and quality.

Definition of appropriate educational goals, social behaviors, academic content, moral development and measurement of learning in higher education defines some yard stick that contributed in failure to achieve the learning objectives if not properly taken care of. According to Smelser (1988), there are six important dimensions namely issue of ideology, status conferral, flow of personnel, information and knowledge, financial and administrative relations between higher education institutes and state (Sirat, 2010). It is important, thus, to regulate the state-university relationship and higher education policy to achieve the desired objectives.

While higher education, in recent years, is challenged as never before (Bowen et al., 2009) and it has to prove the good value it is producing by following

the indicators and fundamental measures like graduation rates, time to degree and the success of the pass outs to pass or qualify certain licensing or certifying exams. But how these measures will assist the students in understanding the of meaning of life and self-realization, what will be the way of determining this to build the actual confirmation of achieving what the higher education institutions are supposed to achieve? Should these be included as fundamental measures along with other indicators in gauging the 'good value' of the production?

Instruction philosophy and teaching methods being adopted holds a major drawback as being instrumental and neglecting the significance of values. So as a result values are not being linked up with the past (religion and culture) and students are not being inculcated with the required heritage of knowledge and wisdom.

2.20 Evolution of Pakistan's Higher Education System

Medieval Islam ascribed great importance to the family as the educational agent for young children and Al-Ghazali too deals with the subject in some detail, inspired by a Greek source translated into Arabic and adapted (Ben- Peretz et al., 1992).

The Islamic scholar Al-Ghazali and 12th century physician Al-Shyzari shed light on the manner and conduct with students and narrated that students should not be treated harshly and should be encouraged and motivated to learn through different activities and amusements. Islamic higher education is, like other institutes of higher education, gathering of academics, in words of (Barclay, 1971) a community of

scholars, made up and will produce Islamic scholars having competencies like cognitive development academically, psychomotor in accordance with the work of ethic and affective which is manifested goodly by being intellectual and righteous (Idri, 2011).

In contrast to traditional doctorate the Islamic degree in these higher education institutes was not issued on any specific formal criteria by the faculty, but remained a personal matter, the sole prerogative of the person bestowing it. No one can force the teacher judgement in this matter (Makdisi, 1970).

Today's university has borrowed many of its features from the Islamic madrasah like the concept of degree and doctorate (Makdisi, 1989), other terms that have the Islamic origin includes ((Goddard, 2000) professor holding the chair form the traditional Islamic pattern of teaching where teacher sit on the chair and students sit around him, academic circles also evolved from here, where the students sit around the teacher, defense of thesis, idea of academic freedom and much more.

The essence of the educative process in the most basic terms is the human being and its interaction with the environment. This relation continues to grow and evolve due to ever changing nature of the both aspects. This 'individuality' as mentioned by Iqbal as 'Khudi' was developed in his works and more systematically through his lectures. In his view this individual- ity is the most prominent and significant thing in the organization of this human life. And movement towards the achievement of more complex and perfect individuality is the essence of life. This transformation as an individual endeavor facilitated with the educational milieu

helps in achieving the objective efficiently (Saiyidain, 1965).

The subcontinent had been the colony of the British which dates back to the early 18th century. The need for education in the subcontinent was felt in view of the being ruled in the mid of 19th century but with the intent of the missionaries, not acceptable to the locals. It promoted the education partially in coincidence with the English system and mostly backed by the local viceroy's intent. The initial investments on local education didn't exceed beyond one million for all tiers of education. Initially education in the subcontinent was run by the endowment trusts of the various religious institutions which were declared defunct and the assets confiscated on coming into power of British. This shook the local system badly and provided space for an alien system to be operational. The universities under the patronage of British were made functional in the different cities but with different intents.

Pakistan inherited the system of education from the British colonial era which did not come up to the aspiration of the local people. Undivided Pakistan inherited two universities; one in Dacca and the other one in Lahore in the name of University of Dacca and University of the Punjab. The number of faculties was restricted to about two decades which has enormously grown up currently to the tune of about seventy. Till the policy of 1992 education had been the sole responsibility of the Government which later on is being shared on by the private sector.

2.21 Pakistan's Higher Education Scenario Today

Universities today are responsible for the mental, physical and spiritual growth of the students managing to improve the social, cultural, economic and political life style of individuals. World over the universities are performing the key role in leading all kind of organizations and enhancing the economic growth. In Pakistan the role of private sector like other fields cannot be denied in education as well. The public sector could not fulfil the requirements of higher education due to the scarcity of funds, less qualified staff, and politicized hiring, little or no professional capabilities, and deficient research facilities.

The main issue pertinent to higher education over the span of time had been access, equity, and quality, linkages with economic / industrial growth, centralized approach and a vision of Higher Education Commission (HEC). In view of the same the impetus shifted to the vision of universities at the first level and acting upon the mission at the second level.

In the last decades of 20th century there was a drastic shift in the educational scenario which called for the private sector to shoulder the responsibilities of education of youth (Govt. of Pakistan, 1992). This shift called for a change in the prevalent practices of time which was focused on the pursuance of vision by the organizations of higher learning particularly in private sector and in general in the public sector

Going through this three dimensional review of the available academic literature over the role of education, educational institutes, and of its different stake

holders in inculcating the knowledge of their own being and giving specific meanings to life, one comes to this impressions that it is a heavily discussed and researched area of academics. Authors, teachers, social scientists, and researchers have written a lot about how the process of education, educational institutes are used to cultivate specific personalities.

Chapter 3

Methods and Procedure of Research

This chapter is stretched over design of the research study, method and procedure of the research study; data collection and data analysis.

3.1 Design of the Research

Study followed mixed methods design because of the varied methods being used addressing the topic under consideration. The concurrent triangulation pattern of mixed methods research has been used as it is characterized by two or more methods to confirm cross validation or corroborate findings with in a study. Data collection remained concurrent. The general purpose was to overcome a weakness in using one method with the strength of others.

3.2 Procedure of Research

Variety of qualitative and quantitative research techniques have been used for the conduct of research and addressing the hypotheses. The qualitative research techniques used were like; content analysis, longitudinal situation analysis, class observation, focus group interviews, feedback from the parents, and interview with the leading recruiters. So for as the quantitative research technique was concerned it was the conduct of the survey for gathering the opinion of parents. The details have been laid down in the passages to come.

3.3 Development of the Templates

The following templates were devised for the gathering of data in a focused and a purposeful form

1. Template for the content analysis

Five key word were selected from the vision statement of university and a measurable construct was developed while using the synonm phrases for the content analysis.

2. Template for longitudinal situation analysis

A questionnaire would be developed from the key words used in the content analysis of the vision statement.

3. Template for class observation

The same questionnaire was used for the class observation. For the grammatical modification of the instrument, researcher conducted observations herself.

4. Focus group interviews protocol

The same instrument was used for the conduct of focus group by the researcher herself for the required grammatical modifications.

5. Categorization of feedback from the parents

The same instrument was used for the quantitative and qualitative data collection from the parents with little grammatical modifcations. The qualitative data was collected by the researcher herself for the same reason.

6. Interview protocol for conduct with the leading recruiters

A structured interview was conducted from the eminent recruiters of the town.

3.4 Population

It is a multi- leveled population

1. Students of the university
2. Teachers of the university
3. Parents of the enrolled of university
4. Recruiters who employ the students of the university

3.5 Sampling

1. The students were selected using the convenient sampling method.
2. Program- wise selection of teachers
3. Wards of students who were respondents to the first research question
4. Volunteer sampling was done in respect of recruiters.

3.6 Selection and Development of the Research Tools

1. Vision statement of the university was taken as the base for content analysis.
2. Developing a 7 point Likert scale on the basis of selected key phrases of the vision statement and the reflective indicators.
3. Rating scale developed was used for the class observation.
4. Rating scale developed was used for the conduct of focus group

5. Interview was conducted with the parents, which was used for the facilitation of the students and what is aspired of the parents.
6. Interview protocol was made for the recruiters based on the five key parameters discussed in rating.

3.7 Validity and Reliability

1. Cronbach alpha value was computed for establishing reliability of the rating scale. The value was 0.7923.
2. The validity in respect of the other tools like; interview, focus group was got determined through the experts and supervisor of the research.

3.8 Data Collection

Data was collected by the researcher herself following all the ethical considerations that were supposed to be followed.

Data was gathered in a sequential progression right from administration of Rector Secretariat to the students and finally with the recruiters.

The data was gathered in the shape of field notes and electronic recording which were later on transcribed for incersion into the write up leading to drawal of inferences etc.

For the consolidation of the staggered data into focused content, process of triangulation was followed.

3.9 Data Analysis

Quantitative data was subjected to descriptive statistics whereas qualitative was processed by using NVIVO software. Along side personal description for the themes was given for more clarity.

3.10 Research Design

Ontologically, debates related to objectivism and subjectivism or different approaches towards viewing the reality (nature of the world), goes back to ancient western philosophy. Outcome of such debates among philosophers can be seen today under the light of three different approaches towards social, research and studies. Epistemologically, three different paradigms emerged; positivism, interpretivism or constructivism and pragmatism. However, this debate continuous to effect out ontology (justifid true belief), epistemology (how to we know what we know) and methodology (set of tools at our disposal in order to validate our knowledge).

Johnson et al. (2007) highlighted two extremes of research philosophy namely, pure quantitative (Plato) and pure qualitative (sophists) and positioned mix method research in between the two. According to them, mix methods not only satisfy the philosophical assumptions of both extremes but it's also useful in finding solutions to complex problems which requires more than a single methodology at disposal. Mix method research is useful under variety of situations. Most common of these situations requires considerations of various perspectives and multiple viewpoints (both qualitative and quantitative methods) in order to provide solutions

to the underlying problem. This unique approach to problem solving has evolved into a paradigm called pragmatism.

Mix method approach is especially useful for social research because of its ability to address variety of research questions both qualitative and quantitative in nature. However, the practice of using mix methods towards social studies is not new. See for example, the works of early sociologists Hollingshead and of Chicago. Committee on Human Development (1949); Gans (1962); Jahoda and Zeisel (1974) who successfully employed diverse methods of data collection and analysis towards their research methodology. Currently, mix method approach has risen in terms of its followers and publications and taken a form of a movement (paradigm) in response to current qualitative and quantitative extremes.

It is important to note that mix methods research is not only useful to tackle different quantitative and qualitative research questions but can also be used as a part of the validation process in order to provide an in-depth explanation of variance in the results of an underlying phenomenon. Campbell and Fiske (1959) named such use of mix methods as “multiple operationalism” and argued that triangulation through multiple methods strengthen the belief that results are valid and that they are not merely “methodological artefact”. Although, the purpose of mix methods would not be of validation in this thesis, it is appropriate to highlight its use and varieties for clarification.

To be very specific, Rossman and Wilson (1985) provided three reasons for the usage of mix methods towards social studies. First, as discussed earlier, mix

methods or multi-methods are useful for cross validation of results, also called triangulation. Second, mix methods robust the whole study by providing rich data from where strong analysis can be developed. Third, these methodological combinations give birth to new modes of rationality by confronting paradoxes rising from various data sources. In this thesis, mix methods are beneficial due to second and the third reason as mentioned. A comprehensive review of mix method literature revealed five broad uses of mix method research (Greene et al., 1989). These five broad uses are discussed in a tabular form;

Table 4.2: A Comprehensive Review of Mix Methods

Usage	Explanation
Triangulation	Validating results of same phenomenon using multiple methods of research
Complementarity	Seeking clarification of results obtained from one research method by another method
Development	Using results obtained from one method of inquiry to help inform the other method
Initiation	Using various research methods which provide elaboration in terms of reframing of the research questions
Expansion	Increasing the range of inquiry and providing an in-depth explanation to a phenomenon subject to complexities

Cook (1985) introduced a term “critical multiplism” which refers to the usage of mix method research towards answering research questions from different

perspectives and biases. Broadly speaking, evaluative research has adopted the use of mix method research much more rapidly than other types of research such as psychological and even educational research types. The reason behind is the unique ability of mix method research design that can validate results of different research questions through qualitative and quantitative methods.

A more recent study conducted by Collins et al. (2006) reveals four important rationalities for using a mix method research approach. First, using a mix method approach optimizes the sample by obtaining rich data (qualitative and quantitative) through various techniques. Second, assessing and documenting the use of various instruments of data collection and forming new instruments (combinations of qualitative and quantitative instruments). Third, assessing the integrity of the whole treatment applied. Fourth, augmenting interpretations of various results obtained from different methods of data collection.

It is important to note that there are various usages of mix method research. Mentioning them here not only highlights the epistemological consideration of the current thesis but also provides benefits towards formulating an appropriate methodology for underlying phenomenon of study. Further more, Guba et al. (1994) emphasized that both qualitative and quantitative research methods can be used with any type of research paradigm and within each research paradigm, there can be multiple research strategies or methodologies. Although, one can argue that research studies pertaining social sciences are irrespective of research methodology employed. However, followers of most qualitative research would disagree to the

statement.

As Guba (2008) provided the answer of the below question: Is it possible to blend elements of one paradigm into another, so that one is engaging in research that represents the best of both world views? The answer, from our perspective, has to be a cautious yes. This is especially so if the models (paradigms) share axiomatic elements that are similar, or that resonate strongly between them. (p. 201)

Similarly, Schwandt (2006) took a stronger position towards “paradigmatic wars” between qualitative and quantitative methodologies. For him, such a distinction between two methodologies is meaningless in order to study human phenomenon. However, it is beneficial to understand these paradigms comprising various methodologies and philosophical positions as the difference between them becomes fuzzier than what stated in the literature. Johnson et al. (2007) also emphasized that enmity between the research paradigms are not only meaningless but also unproductive to the whole research process.

Early movements towards combining the two extremes of research paradigms (Positivist and Interpretivists) provided base to philosophical grounds of mix method research. 20th century marked the initiation of a new paradigm what we later come to know as the “mix method” research. It is important to note that birth of mix method research is highly attributed as a reaction movement towards polarization of qualitative and quantitative research methods.

Literature call this reaction towards polarization as a “practical synthesis” between qualitative and quantitative methods (Johnson et al., 2007) and has been

called with different names. Some of the few: triangulation studies (Sandelowski, 2003), blended research (Thomas, 2003), integrative research (Johnson et al., 2007) and ethnographic residual analysis (Chakrabarti, 2009).

It is important to note that the word "methods" in mix methods does not refer only to the way of data collections (qualitative and quantitative) but also covers the whole research methodology covering all aspects of a research design (Greene, 2006). Interpretation of the word "methods" in such a way covers almost all of the issues and strategies related to the data collection. Broadly speaking, issues related to research methods (qualitative and quantitative), philosophical assumptions (ontology, epistemology and axiology) are the major portions covering mix methods. It is important to understand ontological and epistemological stances of various researchers concerning mix method approaches. (Johnson et al., 2007) attempted to highlight some of the definitions and interpretations of various scholars towards mix method approach. Results of his study found that there is a strong agreement of various prestigious scholars that mix method includes both qualitative and quantitative methods of inquiry.

The questions of when and where the mixing of qualitative and quantitative methods are carried out becomes relevant here. Epistemologically speaking, literature indicates that mixing of qualitative and quantitative methods may occur at three different stages (Johnson et al., 2007). First, mixing can be performed at the data collections stage (e.g., questionnaire and interview surveys). Second, mixing can be performed data analysis stage (e.g., regression analysis and content analysis).

Third, mixing can occur at all stages of the research and can be employed for answering various research questions or a single research question with mix methods.

Similarly, the questions of “breadth” of mixed method research also becomes relevant. Ontologically speaking, literature has defined mix methods as lying on a continuum with two sides representing purely qualitative and purely quantitative research methods. Benz and Newman (2008) provided a more in-depth elaboration on the structure of the continuum. According to them, the structure of the mix method continuum depends on the purpose of the research. A tabulation has been drafted, in Table 4.3, in order to shed light on the mix method continuum.

Qualitative Extreme	Quantitative Extreme
Subjective purpose of research	Objective purpose of research
Mostly exploratory studies	Mostly explanatory studies
Data type (Narrative)	Data type (Numeric)
Qualitative analysis techniques	Quantitative analysis techniques
Purposive sampling techniques	Random sampling techniques
Inductive inferences to rationality	Deductive inferences to rationality
Data acquired is rich in value	Data acquired is rich in quantitative

Mixed method approach can take lie anywhere in the continuum between qualitative and quantitative extremes. This is demonstrated in the three widely used categories of mixed method research as given by Benz and Newman (2008). Non-integrated is the first category of mix method research in which qualitative methods

are followed by quantitative methods of inquiry or the other way around. However, both methods are independent of each other and do not provide information to each other. This mix methodology is most commonly used and frequently cited in academic studies. Simultaneous attempt is the second category in which both qualitative and quantitative methods are simultaneously employed for same purpose(s). However, this approach can create some epistemological level issues as qualitative and quantitative methods are very different in terms of their generalizability. The third category is interactive continuum which rejects the notion of qualitative and quantitative methods dichotomy and relies on the continuum (as shown in the above table). It can have a predominant elements from either qualitative or quantitative side. However, its research design entirely depends on the research questions which are forming through an interactive process.

It is important to note that each one of the six objectives is unique in terms of the research questions it inquires. For this reason, a completely different set of methods are required subject to each individual research question. However, answering each of these research questions contribute to the pursuance of the theory through out the thesis.

For this reason, Benz and Newman (2008) emphasized on using mix method approach towards answering different research questions qualitatively and quantitatively. They introduced the consistency-question model comprising of two important steps to be followed before applying research methods. First, it is important to clarify the objective, purpose and the reason of doing research

(significance of the research). Second, each of the research questions should be analysed separately in order to choose an appropriate research method. Given the scenario, research questions can be answered qualitatively or quantitatively. Furthermore, research findings can be cross validated by using multiple methods of inquiry to the same research question.

The objectives of the study, call for a multidimensional investigation which is to be based upon a university's official and non-official documents, requires data regarding the student's mindset, and of its different stakeholders. As has been mentioned earlier, the study takes The University of Management & Technology (UMT) Lahore as the university for which all such information and data would be taken.

The University of Management & Technology is a medium sized university, established in the private sector of Pakistan, giving education to about 5000 students in a wide variety of disciplines. The university was created with a specific philosophy of teaching and to give a specific personality to the students studying here. The university vision statement is the compendium of the philosophy and its mission statement (Ghaffari and Zahra, 2010). The university emphasizes on developing leadership through learning. The art of leadership and management has evolved as a distinctive branch of knowledge in the recent decades. In the corporate world, it has become the most valued asset.

This study is an effort to measure how far the objectives set forth for the study are met by taking actual information and data from The University of

Management & Technology Lahore. Since, the requirement is different for different objectives, the details of the data gathering techniques and the data analyses tools are described separately in the following sections.

This research design for the whole study is a combination of six different scenarios which employs entirely separate methodologies and approaches. Here is a brief sketch of those methodologies.

Objective 1

The research questions allied with the first objective, would be tested using the content analysis. However, this time these phrases and keywords are to be analysed with “Self-Understanding” and “Meanings of Life”.

One of the most popular methods of analysing qualitative data is content analysis. It is highly beneficial in particular situations which require contextual meaning of the qualitative data acquired from interviews and other form of surveys Tesch (1990). It is important to note that the goal of applying content analysis is to gain in-depth understanding of the phenomenon under study (Downe-Wamboldt, 1992). It goes one step further than mere counting of words being used in communication and attempts to arrange large quantity of words into similar themes in order to present better understanding of the qualitative data (Weber, 1990).

Furthermore, content analysis can be used as one of the methods in research studies which adhere to pragmatic approaches which is evident from variety of qualitative health studies (Hsieh and Shannon, 2005). It is important to note that content analysis can be used for both qualitative and quantitative studies in a

deductive or inductive way (Elo and Kyngäs, 2008). However, in this case inductive content analysis has been employed with an aim to develop the understanding of UMT vision statement based on certain criteria.

Objective 2

The research questions against second objective, require a (kind of) cohort based, pre versus post, longitudinal analysis.

UMT Admission form is added with a special section which is designed exclusively to scan student's mindset at entrance level.

A questionnaire have been developed using the keywords selected during the analysis of the university vision statement. The students would be judged and tested on the very features for the post analysis.

It is important to note that second objective attempts to understand student's self-understanding and meanings to life at two different points in time. First observation point is at their initial stages at the university and second observation tend to grasp student's reflections upon the completion of their graduation. Research studies having such kind of time frames require a longitudinal analysis of the qualitative and quantitative data. Employing longitudinal research methodologies is highly beneficial for studies which tend to assess changes in human behaviour over a period of time (Nesselroade and Baltes, 1979). Furthermore, Magnusson et al. (1994) also emphasized that longitudinal research methods are critical for understanding an individual's development towards their way of thinking, perception and reaction.

Objective 3

The research questions devised against third objective, would be tested while conducting class observations to seek information and data from the classrooms. The same instrument, as available in Appendix B, would be used to take these observation with proper modification.

Third objective requires the assessment of UMT efficacy and instrumentality towards student's learning and capability development process. Under such a scenario it is highly preferable to use a certain kind of research methodology which not only provides answers to underlying research questions but can also be useful in directly observing the phenomenon in order to document greater insights towards the functionality of those instruments and how they play their part in shaping the student's behaviour. For this purpose, observational research provides an immediate solution by allowing the researcher to directly observe the underlying phenomenon and document their perception towards its functionality and influence towards student's behaviour and mental level. Furthermore, Peck (1969) argued that observational method should only be used when the observer has a plan in mind for any kind of unfavourable action (causing bias to subject actions) during the process. For this reason, a careful plan is crafted before the conduct of observation so that subjects could be observed in the best of their natural settings.

Objective 4

The investigation of fourth objective would be done with personal interviews of the teachers (Focus group).

Focus groups are beneficial to study people behaviours in a more natural conversation environment. In order to gain considerable understanding of the people (teachers) towards their practices leading to the development of student's desirable behaviours, it is preferred to have group conversation of teachers. The focus group (pertaining teachers) technique is considerably cost effective and value additive in terms of gathering rich qualitative data about the subject matter (particularly related to social studies) as compared to one-to-one interview method (Marshall and Rossman, 2010). Furthermore, focus group interviews tend to generate rich data in terms of quantity. For this reason, electronic instruments (video recorder) have been used to capture the conversations which can be used later on to assess the data.

Objective 5

The fifth objective would be tested in two parts;

1. the first part will be a quantitative analysis of the survey of the parents using the same questionnaire with a little modification suitable for gathering the data from the parents,
2. the second part would be a qualitative analysis, employing Nvivo, seeking parents' feedback regarding the university's education system

Employing both qualitative and quantitative techniques for the solution of same problem is quite unique. Although, interview surveys (qualitative method) and questionnaire-based surveys (quantitative methods) represent different methods of data collection, their analysis and interpretation of the results but, they are often used to acquire confirmatory results. However, mixing interview and questionnaire data

collection techniques often presents problems in the alignment of data acquired and increases the difficulties regarding their interpretation in a cohesive manner. For this reason, HARRIS and BROWN (2010) indicated that having confirmatory analysis as a rationality behind the use of mixing interviews and questionnaires data requires researchers to fabricate tightly aligned instruments and present them in a contextualized manner for the purpose of collecting two types of data. Furthermore, time gap between the implementation of interviews survey and questionnaire based survey must be brief and one method should accompany the other (HARRIS and BROWN, 2010).

Objective 6

The investigation of sixth objective would be conducted with personal interviews of a few leading recruiters of the town to appraise their requirements from the university graduates.

The main purpose for interviewing recruitment agencies is to gain insights regarding their requirements from students and also comparing it to self-understanding and meanings of life. However, in order to ask recruiters for their requirements it was necessary to conduct structured interviews from them. Guest et al. (2006) highlighted some of the important implications regarding proper sample size for conducting surveys and interviews. According to them small sample size as four can produce highly accurate data given that the individual selected possess high degree of competence regarding their domains. For this reason, highly competent employers from different organizations have been selected for the interview survey.

Chapter 4

Presentation and Analysis of the Data

4.1 Analysis of the University Vision Statement

The University of Management & Technology Lahore is guided by a known, specific, pre-designed, and well thought out philosophy, called vision statement of the university.

4.1.1 UMT Vision Statement

In verbatim, the vision statement of the University of Management & Technology (UMT), as written on its website (UMT, 2013) is;

Our vision is learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and respond to the challenges outside. It continues to evolve as present captures new realities and foresight unfold new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards in efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

4.1.2 Rationale of the UMT Vision Statement

In principle, the core feature of our graduate should be a common set of

characteristics. Their profile should be largely aims around different attributes. That tells whether the institution is effective or not. Institution should be like a melting pot where people from diverse backgrounds, education, social strata and with varying goals & objectives come together, spend time, go through a program but when they go out, they all together & individually reflect a common set of characteristics. It is the success of the institution that all have attained a reasonable command over these features. When we talk to these features, it cannot happen without having faculty which is also ready for this. So if I am talking of having participants adhere to and reflect these common feature, I am actually talking about faculty that should have these objectives, without faculty confirming so these, they will not be inculcated in students. Now what are these features?

1. We want our faculty and students both to be conscience of ALLAH. This conciseness should be reflected in their belief in ALLAH. When I am talking of ALLAH, I am taking it as a symbolic. What it meant is that instead of a person starts his life from the self or material world should have attention and thinking beyond and must be able to relate some metaphysical realities, higher pursuits. This will help them to stay on course, get inspiration, sincere to themselves, and be subservient as well.
2. There is a moral & ethical existence and people should realize that it is a material world and then there are moral and ethical dimensions which they adhere to in their all practices of life. They should have a life reference to moral & ethical criteria.

3. Graduate should be good a learner, a smart learner. During the rime period of their stay with us, we cannot really transfer all the knowledge that they should have. We teach a limited number of courses to them. The extent of knowledge is many times more. So how can we address this issue? The only way we can resolve it is by making them good learners.
4. They should learn to communicate, analyse, reflect and then apply, practice, and execute in the real world. Learn to be what they want to be, what their dreams are, and what their goals and objectives are. They should learn to become what they want to. Learn to live happily with gratification, fulfilment. Finally learn to live responsibly with others in society, accountable, learning to lead, take risk, faster like entrepreneurs.
5. They should have the technical knowledge of their field related and should feel comfortable with it.
6. They should be the change agents, means changing for improvement in group, organization, society, and country. They must not be the victim of status quo.
7. The graduates should adhere to professional standards and loyal to their profession. They must be capable enough to represent it. They should be updated with the new knowledge coming in. Their values and culture should be aligned with it.
8. The graduates must be patriotic. “Service to nation”, this phrase should be always in their minds. They should be well aware and also interested to

resolve the issues of their country. Work for his country should be interested to solve the issues of his country.

9. They should be able to transform themselves in the various stages of their career from the stage of being junior to a decision making level with time, age, and experience. They must be adoptive and capable to lead the change.
10. It's a global world, therefore they should have international horizon. They should be confident in all respects; to go out, negotiate, and work in other countries.

4.1.3 Important Keywords of the UMT Vision Statement

The university vision statement is the true reflection of what the university wants to transform the students into. It is the statement that runs into the veins of university planning, university conduction and the very university pedagogy. This vision statement seems to be revolving around following words and phrases,

1. to Create a Powerful Momentum Inside
2. to Respond to Challenges Outside
3. to Capture New Realities
4. to Foresight & Unfolds New Possibilities
5. to Discover God-given Potential

These keywords and phrases are the features and qualities the university translates self-understanding and specific meanings of life into. However, this translation needs confirmation, in the first hand, and these are too generic in nature. To find out their specific use in academic literature a content analysis is required.

4.1.4 Developing Construct for Measuring Vision

The development of a measurable construct for these keywords and phrases starts with identifying synonyms and similar but more directly measurable phrases for these keywords. A detailed methodological discussion over developing a construct may be found at Mowen and Voss (2008); Guang-hua (2005); Cronbach and Meehl (1955) which however not subject of interest; More interested reader should refer to these references. Following English language dictionaries and encyclopaedias were used for such identification;

1. Concise Roget's Thesaurus (Roget, 1911)
2. Merriam Webster Online Dictionary (Webster, 2006)
3. Merriam Webster Learner's Dictionary (Dictionary, 2001)
4. The Social Science Encyclopaedia (Kuper, 2013)

Ten synonyms for each of these five keywords, are identified. In the next step, these synonyms would be tested for their relevancy and applicability. These synonyms would be tested against their usage in authentic academic literature, preferably from the domain of Education. The authentic academic literature consists of everything which is written in the Education related scholarly journals. Of course, it is next to impossible to have and use all those works. Representative samples of such works may suffice. A list of few selected journals is available in Appendix A. The selection of these journals is made on the basis of their belonging to the domain of Education, their impact factor (Garfield, 2003, 2006) which furnishes their authenticity and concurrency (Opthof, 1997; Saha et al., 2003). For each of these journals, issues for

the last 10 years (from 2003 to 2012) are scanned using each and every article and paper. On average, each of these journals is publishing 5 to 9 articles and the average frequency of each of these journals is around 4. This gives us around $(7 \times 4 \times 10 \times 20) = 5600$, which is quite an ample sample to be taken instead of the whole. These 5600 (approximately) articles can easily be taken as a sufficiently enough material to test these synonyms for their relevancy and applicability.

A content analysis of these journals is required here for these synonyms. A detailed commentary on the methodology and conduction of content analysis is made by Krippendorff (2012); Bazeley and Jackson (2013) which is of course not subject of interest. Interested readers may refer to these resources among others. *Nvivo* is used here to conduct this analysis. Detailed introduction and instruction on the usage of *Nvivo* are made by Welsh (2002); Walsh (2003) among others; all interested reader may refer to these resources.

The *Nvivo* based content analyses of these selected journals for these synonyms is to be conducted here to filter more relevant, more used, and more applicable synonyms from the list of 10, as has been discussed earlier in the previous paragraph. The *Nvivo* gives themes, as available in Fig. 5.1 to 5.5 in the form of coloured histograms. It should be noted here that the horizontal axis, in each of these histograms, gives the list of selected synonyms while the vertical axis gives their respective usage (or frequency). We have deliberately hide all those synonyms having a frequency lesser than 300 to make this histogram more readable.

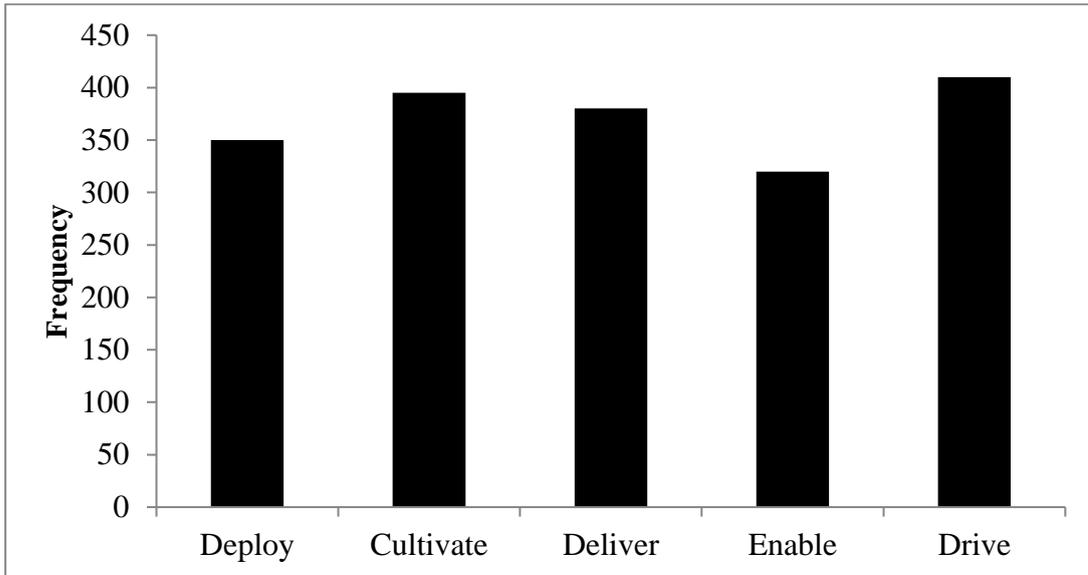


Figure 5.1: Five Themes for “Powerful Momentum Inside

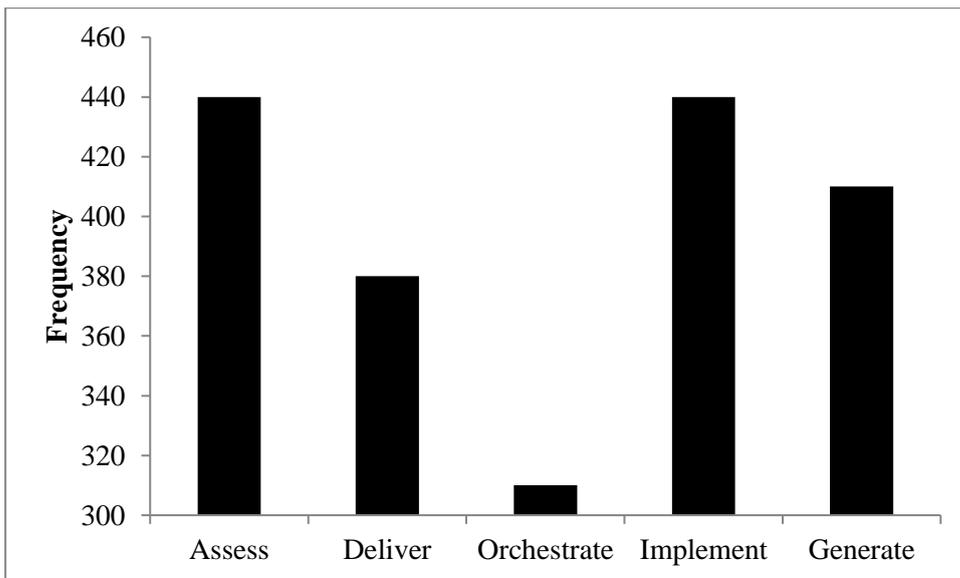


Figure 5.2: Five Themes for “Respond to Challenges Outside

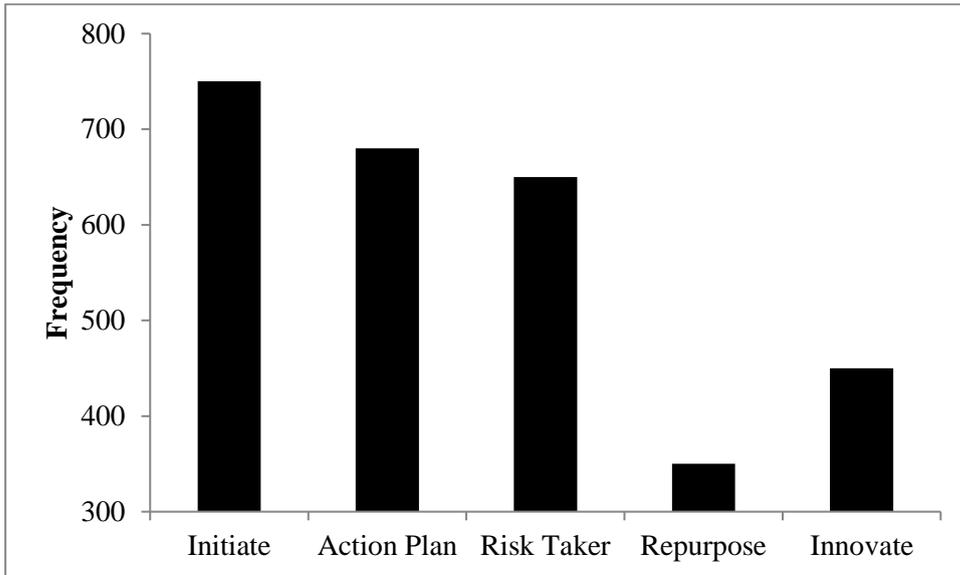


Figure 5.3: Five Themes for “Capture New Realities

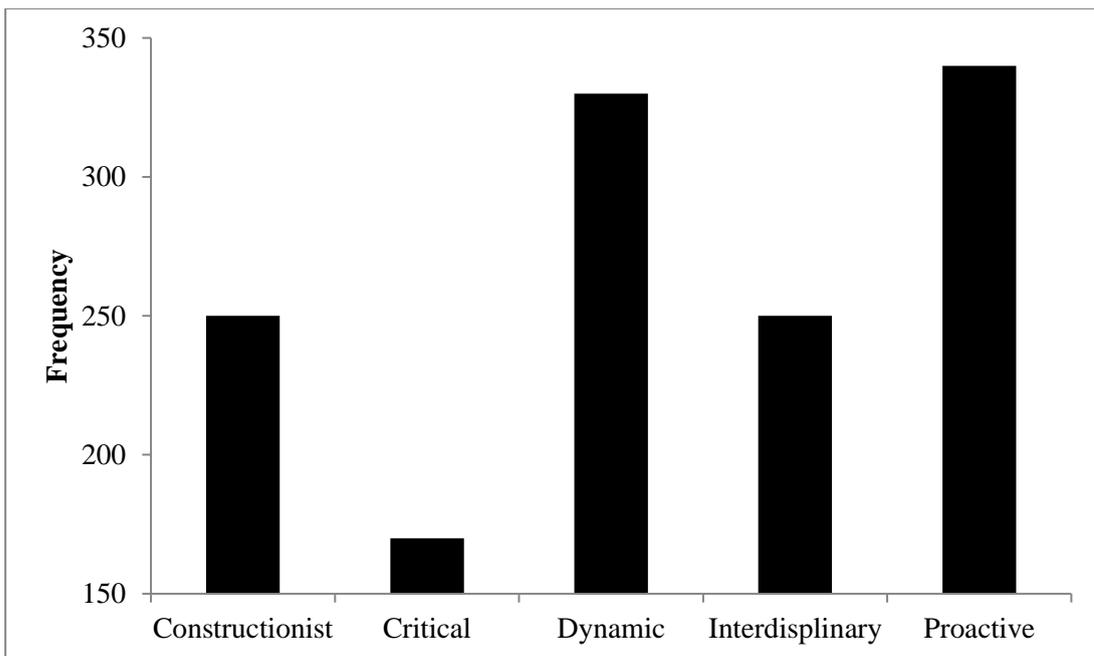


Figure 5.4: Five Themes for “Foresight & Unfold New Possibilities

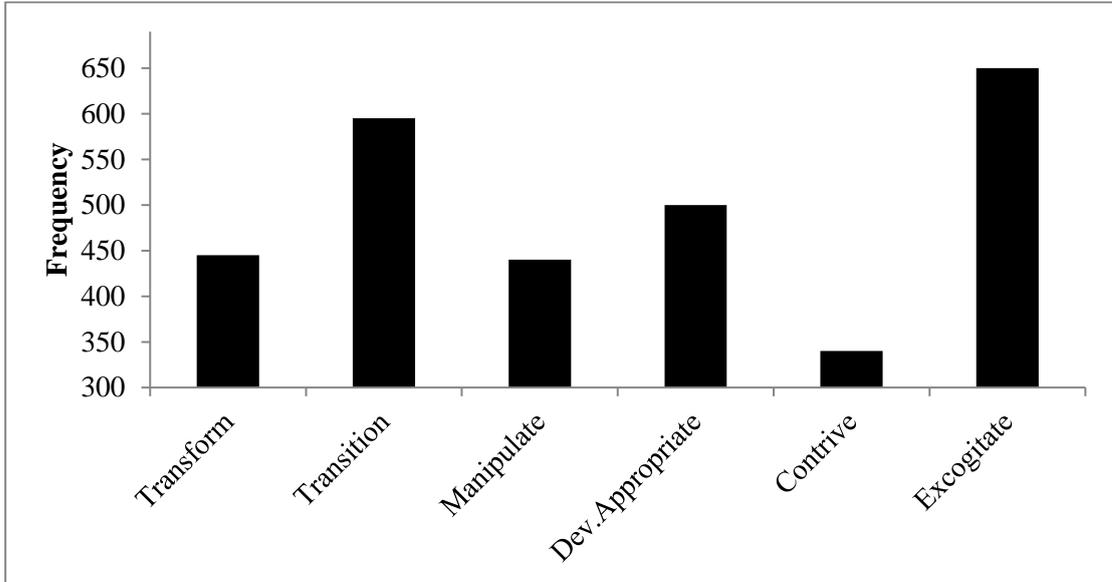


Figure 5.5: Six Themes for “Discover God Gifted Potential

More precisely, each of these keyword and phrase is explained by,

Table 5.1: Content Analysis Based Construct for the Vision’s Keywords

1.Power Momentum nside

(Fig. 5.1)

Deploy

Cultivate

Deliver

Enable

Drive

2.Respond to Challenges

(Figure 5.2)

Assess

	Deliver
	Orchestrate
	Implement
	Generate
3.Capture New realities (Fig 5.3)	
	Initiate
	Action Plan
	Risk Taker
	Repurpose
	Innovate
4.Foresight & Unfold New Possibilities (Fig. 5.4)	
	Constructionist
	Critical
	Dynamic
	Interdisciplinary
	Proactive
Discover God gifted Potential (Fig. 5.5)	
	Transform
	Transition

Manipulate
Dev.Appropriate
Contrive
Excogitate

4.1.5 Testing of Research Questions of Objective Relating

Vision to Self-Understanding & Meaning of Life

The research questions against first objective, would also be tested using the content analysis of the journals listed in Appendix A. However, this time these phrases and keywords are to be analysed with “Self-Understanding” and “Meanings of Life”.

As a first step, a synonym list, of 10 synonyms each, for ”Self-Understanding” and “Meaning of Life” is developed with the help of dictionaries and encyclopaedias, listed on page 120. In the second step, scan the journals, listed in Appendix A, to appraise how the phrases and keywords, listed in Table 5.1, are used as the meanings and definitions of the concepts “Self- Understanding” and ”Meaning of Life”.

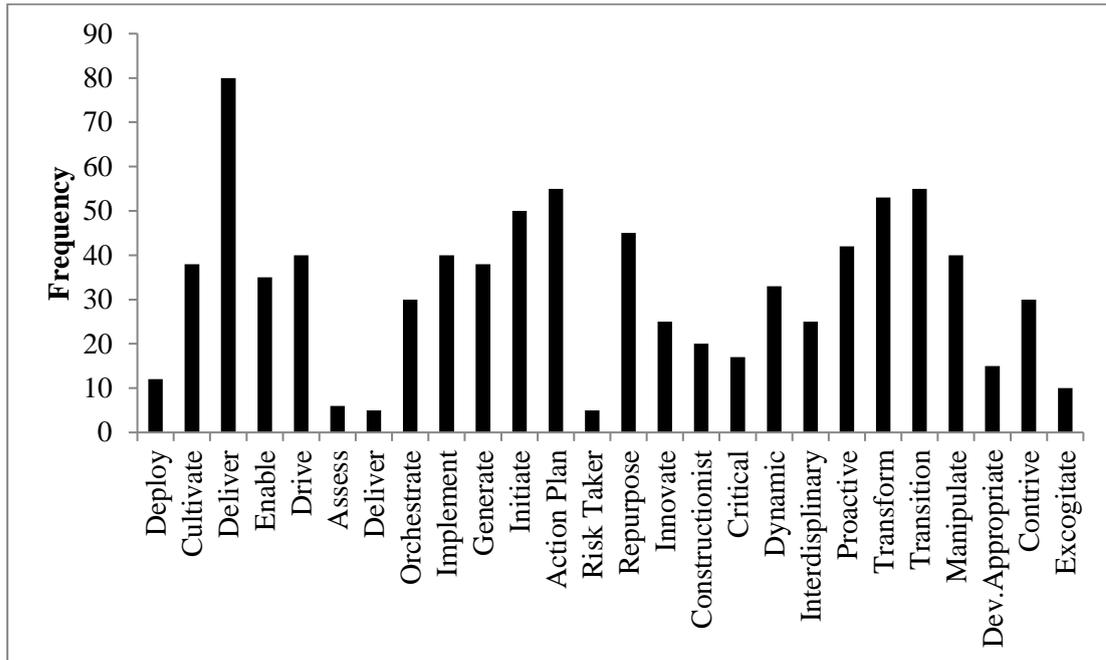


Figure 5.6: Themes for Self Understanding & Meaning of Life

Fig. 5.6 is an Nvivo produced bar chart showing how the phrases and words are used as the meanings and definitions of the concepts of self- understanding and meanings of life.

Evidently, these phrases and keywords have been used as the meanings and definitions of these concepts which mean that the university vision is inculcating self-understanding and specific meanings of life in the minds of students. This completes the investigation of the vision statement of the university.

4.2 Reflection of Self-Understanding & Meanings of Life in the University Entrance and Exit Levels

UMT offers diversified programs more than 100 degrees at variety of levels; undergraduate, graduate, bachelors, masters, doctors and engineers. There is a wide

range of disciplines from business to commerce, social science to Government, Law & policy.

The research questions, against second objective, ask for a (kind of) cohort based, pre versus post, longitudinal analysis. In the following sections, these analyses would be conducted to reach at some decision;

4.2.1 Target Population

For the sake of current study, students of following programs are selected:

1. Masters of Marketing (MSMKT); A program which is being offered by the School of Professional Advancement (SPA) to students with 14 years of schooling primarily in the domain of Business Administration. The program is offered in the evening and usually people already working gets admissions.
2. MS in Management (MSM); A program which is being offered by the School of Business & Economics (SBE) to students with 16 years of schooling primarily in the domain of Management including all of its four functional areas, i.e., Human Resource Management, Marketing, Operations & Supply Chain Management, and Finance.
3. Masters of Human Resource Management (MHRM); A program which is being offered by the School of Professional Advancement (SPA) to students with 14 years of schooling primarily in the domain of Business Administration. The program is offered in the evening and usually people already working gets admissions.
4. Masters of Business Administration (MBA); a program which is being offered

by the School of Business & Economics (SBE) to students with 16 years of schooling. It is an 18 years degree.

5. Masters in Banking & Finance (MBF); A program which is being offered by the School of Professional Advancement (SPA) to students with 14 years of schooling primarily in the domain of Business Administration. The program is offered in the evening and usually people already working gets admissions.

4.2.2 Questionnaire

The keywords selected in section 5.1, on page 115, during the analysis of the university vision statement, would be used to develop a questionnaire for the study. Basically, these are the distinctive features, which the university is striving to develop within its students. So the students have to be judged and tested on the very features. The instrument is available in the Appendix B.

The questionnaire has 26 questions seeking information on all the five keywords.

- Questions 1 to 5 seek information regarding “Create Powerful Momentum Inside” with the help of its construct variables; Deploy (Question 1), Cultivate (Question 2), Deliver (Question 3), Enable (Question 4), and Drive (Question 5).
- Question 11 to 16 seek information regarding “Respond to Challenges Outside” with the help of its construct variables; Assess (Question 11), Orchestrate (Question 13), Implement (Question 14), and Generate (Question 15).

- Questions 6 to 10 seek information regarding “Capture New Realities” with the help of its construct variables; Initiative (Question 6), Action Plan (Question 7), Risk Taker (Question 8), Repurpose (Question 9), and Innovative (Question 10).
- Questions 17 to 22 seek information regarding “Foresight & Unfold New Possibilities” with the help of its construct variables like Constructionist (Question 17), Critical (Question 18), Dynamic (Question 19), Interdisciplinary (Question 20), and Proactive (Question 21).
- Question 23 to 26 seek information “Knowing God gifted Potential” with the help of its construct variables like Transform (Question 23), Manipulate (Question 24), Developmentally Appropriate (Question 25), and Contrive (Question 26).

The questionnaire is formally tested for its validity, both internal and external, and reliability on the basis of a pilot survey conducted on the very students of the programs listed above. The pilot survey was being conducted on a very small subset of the students of UMT, studying at different levels in different disciplines. For a sample of size 20, the Cronbach Alpha (see Gliem and Gliem (2003); Cortina (1993); Bland and Altman (1997) for its calculation mechanics and details).

Table 5.2: Cronbach Alpha for Different Constructs of the Questionnaire

Construct	Cronbach Alpha
Create Powerful Momentum	0.6668
Respond to Challenges	0.8701

Capture New Realities	0.7011
Foresight & Unfold New Possibilities	0.8823
Knowing God gifted Potential	0.8077
Total	0.7923

For the whole questionnaire (as calculated by SPSS version 22) turns out to be 0.7923 which establishes the reliability of the questionnaire (Santos, 1999).

4.2.3 Sample Size

The sample size for the pre versus post analysis of the university entrance and exit level documents is determined in the basis of the number of questions being asked in the questionnaire being used for the study, as enunciated by Hair et al. (1998); Kotrlik and Higgins (2001). There are 26 questions in the questionnaire so there should be around $26 \times 9 = 234$ which generates ample and sufficient variation for each question. Further, this is around 4% sampling which is good even by Gallup standards (Gallup and Newport, 2007; Voss et al., 2008).

11 questionnaires were discarded after having less than quality data. So the actual sample size for the study reduced to 223. Proportional allocation technique (Hansen and Hurwitz, 1943; Hayashi et al., 1950) is being used to allocate this sample size to different selected degree programs. The breakup of the selected sample is given by;

Table 5.3: Selected Sample Breakup

Program of Study	Gender		Total N (%)
	Male	Female	
	N (%)	N (%)	
MBA	80 (35.9%)	24 (10.8%)	104 (46.6%)
NHRM	23 (10.3%)	20 (9.0%)	43 (19.3%)
MSMkt	9 (4.0%)	2 (.9%)	11 (4.9%)
MBF	26 (11.7%)	7 (3.1%)	28 (12.6%)
MSM	21(9.4%)	7 (3.1%)	28 (12.6%)
Total	159 (71.3%)	64 (28.7%)	223 (100%)

4.2.4 Scanning of University Entrance Level Documents

The data is collected on the basis of UMT Admission form. A UMT admission form is added with a special section which is designed exclusively to scan student's mindset. An image of this section is available in Appendix C, on page 264. Of course, the admission form was not developed for this study but it was developed by keeping in mind the philosophy of the university which is the spirit of this study. Not all the questions of the admission form relates to this study. However, there are many which are directly or indirectly relates to this study. Here, is a list of all these questions in the admission form along with the related, directly or indirectly, to the questions in the questionnaire;

Question 1: What is your mission in life?

The question is asking about the mission of the life. This question gives information

and data for question 4, 14, 15, 16, 17, and 19.

Question 2: What motivates you to excel? What kind of rewards and other factors important to you?

The question is asking about the motivation to excel. This question gives information and data for question 1, 6, 7, 21, 23, 25, and 26.

Question 3: *What is the highest that you expect to achieve in your life?* The question is asking about the achievement in the life. This question gives information and data for question 6, 8, 10, 12, 13, 17, 19, 20, 21, and 22.

Question 4: What are your strengths and weaknesses?

The question is asking about the strength and weaknesses. This question gives information and data for all questions from 1 to 26.

Question 5: What are your future educational goals after completing the degree for which you are applying?

The question is asking about future goals in life in the domain of education. This question gives information and data for question 6, 7, 8, 9, 10, 17, 18, 19, 20, 21, and 22.

Question 6: What kind of job placement you are aiming at after completing degree?

The question is asking about job placement and career perspective. This question gives information and data for questions 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22.

Question 7: Please comment and arguments on why students cheat in examinations and what to do about it?

The question is asking about cheating habits of the students. This question gives information and data for questions 8, 22, and 25.

Question 8: What are the qualities you would like in your personality to develop by the time you complete this degree?

The question is asking about the qualities you would like to see in the personality. This question gives information and data for all questions from 1 to 26.

Question 9: What is it that you missed in your life so far? And why?

The question is asking about ambitions. This question gives information and data for questions 8 and 18.

Question 10: *What normally makes you perform below your expectations?* The question is asking about negative ambitions. This question gives information and data for question 1, 2, 3, 4, 5, 23, 24, 25, and 26.

The pictorial description of these relevancies is given in Fig. 5.7 where the horizontal axis shows all the 26 questions in the questionnaires (available in Appendix B), while the vertical axis shows the 10 questions in the admission form (available in Appendix C) which every student has to fill at the time of his/her admission to the university. Each blue dot shows the relevance.

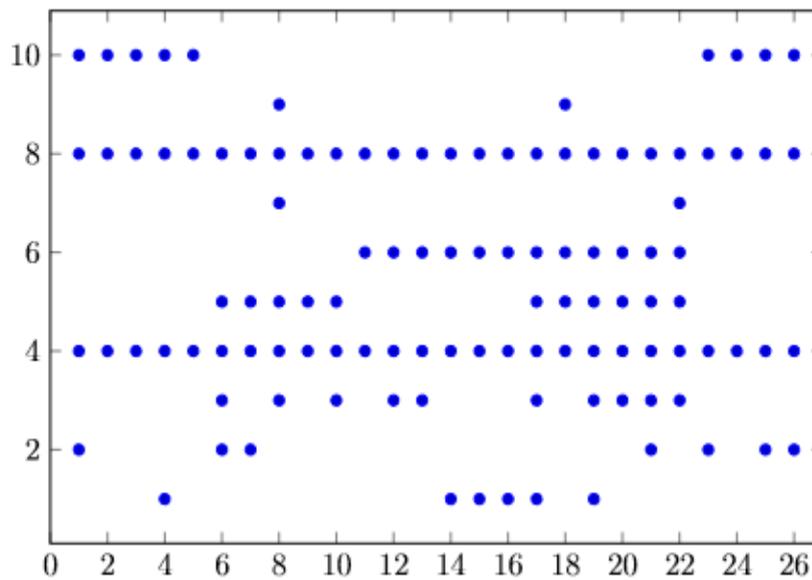


Figure 5.7: Relevancies for the Questionnaire with Admission Form

Ideally, there should not be any empty space in the scatter diagram in Fig. 5.7. However, this is not the case and the relevance is not the ideal.

These admission forms are scanned to obtain information and data for the students at the time of admission. The summary form of this information is available in Appendix D, the Table D.1 shows mean, standard deviation and the skewness coefficients for these statistics. The following tables, Table D.2, on page 273, and Table D.3, on page 279, shows these statistics as split for the selected program (discussed in Sec. 5.2.1, on page 129) and for respective gender. A discussion on these outcomes is hereunder,

1. I feel the power inside to drive myself toward goals:

The general behaviour of newcomers towards the achievement of their goals is least powered by their motivational feelings. Participants of MBA, MS Marketing and

MBF are motivated as compare to MHRM and MSE. On the other hand, results showed the goal driven force is less in females comparative to males. The inside power driven towards the goals is measured on a Likert scale of 1 to 7. Responses of the students lay in between 1-5 with a mean of 2.09 that is even low than the middle value. A positive skewness of 0.763 indicates the behaviour of students is declining from the mean value. The mean value of male (2.14) respondents is higher than the females (1.95). Female's response lies from 1-4 with a skewness of .669 and of male is 0.778. The response of MBA respondents lies within 1-5 with a mean value of 2.15 and a low skewness of .0658 as compare to the overall respondents. MHRM response lies between 1 and 4 with a mean value of 1.86 and a positive skewness of 0.712 that is indicating rapid decline from mean value. MSM responses vary from 1-4 with 1.86 mean value and 0.860 skewness. Responses from MS MKT participants vary from 1-5 with a mean of 2.09 but the skewness is 1.133 which shows optimistic, the most declining accelerator for general behavior.

2. I can deploy myself to achieve my goals:

Participants judge their selves as incapable to deploy for their goals and achievements. The responses lie between 1-7 with a mean value of 3.03 and a positive skewness of 0.0608. Students expectations have fallen down from the mean value. Males response from 1 to 7 with a mean value of 3.01 and 0.699 skewness while females response scale from 1 to 6 with a mean value of 3.09 and 0.389 skewness. MBA, MHRM & MBF participant's response from 1 to 6 with a mean value starts from 2.50 for MBA, 3.16 for MHRM and 3.54 for MBF. Skewness for these

three disciplines is positive and high with a range from 0.102 for MBF, 0.153 for MHRM and 0.0671 for MBA shows high positive skewness. The other two disciplines MS MKT and MSM respondents scale themselves within 1-7 with a mean value of 3.82. Skewness for the both disciplines is positive with the varying values of 0.255 for MSM and 0.206 for MS MKT.

3. I feel myself enable enough to achieve my goals:

The general results from data help to perceive that most of the respondents at the time of admission think that they are capable enough to achieve the desired goals. They weighted themselves from 1-7 with a mean of 3.98 that is very near to the middle value of scale. The general behavior is declining from the mean value with positive but very low skewed at 0.102. Females rate their capabilities higher in comparison with males. Mean rates for Females and males are 4.44 and 3.01 respectively. A positive skewness of 0.212 shows the declining attitude of male from the mean value while on the other hand a negative and low skewness shows that females estimate themselves slightly more than the average. Self-estimation for MBA's is the lower one with the mean value of 2.39 and a high positive skewed with the value 1.534, even they rate themselves between 1 and 7 like the other disciplines. MHRM and MS MKT's participants lies between 1 and 7 with the highest value of mean like 6.28 and 6.55. The mean values for both the disciplines are positive and highly skewed but MHRM is more skewed then MS MKT with the value of skewness 2.829 and 1.324. Participants from MBF and MSM choose the maximum point of 7 to rate themselves with a mean value slightly higher than the middle value as 4.65 for MBF and MSM

score the mean about 4.46. Both the disciplines skewed high but negative and a negative skewness value show that the respondent moves faster and greater than average value.

4. I feel myself confident enough to cultivate myself for the new skills to achieve my goals:

Confidence level at admission point is quite high in general with a 6.13 value of mean and a high negative skewness with -1.513. Male rate themselves at Likert scale from 2-7 while female at 1-7. The average values for males is 5.81 with a positive skewness of 1.284 and for females respondents mean value is 5.81 and skewness is high and positive with a value of 1.284. MBA participants rate themselves from 4-7 and lead with highest mean value of 6.87 and having high positive skewness of 4.061. MS MKT respondents' lies within 5-7 with 6.18 mean value but negative and very low skewed at 0.028. MHRM lies between 1-7 with 5.88 mean, positive, and quite high skewness of 1.820. Respondents from MBF and MSM rated between 2-7 & 3-7 with a mean of 5.03 for MBF and 5.18 for MSM respectively. Both are negative and slightly skewed with the values range from -0.0275 for MBF and -0.521 for MSM.

5. What is expected from me, I feel myself confident enough to deliver:

All the respondents rate themselves between 1-7 with a mean value of 3.00 with a positive but small skewness value of 0.489. Male's responses lie between 1-7 with 2.97 mean value and 0.634 positively skewed. Female rate between 1-6 with a mean of 3.06 and 0.180 positively skewed. Respondents from MBA and MBF

rated between 1-7 with a mean value of 2.61 and 3.41. While MBA's are high and positive skewed with the value of 1.009. On the other hand MBF is positive but slightly skewed for the value of 0.026. MHRM and MSM rated for 1-6 with the mean values of 2.81 for MHRM and 4.11 for MSM. A positive skewed for the value of 0.143 and low but negative skewness for MSM. MS MKT at the scale of 2-4 have very low rating with a mean of 3.27 and negative skewness of -0.0647.

6. I can start new projects on my own:

Generally, new comers consider that they are capable to start new projects at their own. They rated within 1-7 with a mean value of 4.11 with negative skewness of -0.072. Male and female both rated within 1-7 on Likert scale. Female shows more confidence to start the new projects with the mean value of 4.58 and negative skewness of -0.0355 than male with the mean value of 3.92 and low but positive skewness of 0.015. All the disciplines except MS MKT rated within 1-7. The mean value is 2.53 for MBA with a high but positive skewness of 1.156. MHRM leads with the mean value of 6.30 but positive and high skewness of 2.730. MBF is with an average of 4.81 and negative skewness of -0.0576. MSM has the mean of 4.96 with the high positive skewness of 1.110. Respondents from MS MKT lie between 4-7 with the mean 5.91 with negative and low skewness of -0.663.

7. I can chalk out action plan on my own to achieve my goals:

General response at 1-7 rating is with 3.14 as an average value and positive skewness of 0.326. Male and female both rated between 1-7. Females have a slight high value for average 3.36 and males have 3.06. Skewness for male is positive with

0.450 and for female is 0.503. MBA scored the mean value of 2.53 between the values of 1-6 and 0.590 positive skewness. MHRM rated from 1-5 with an average value of 3.26 and negative skewness of -0.343 shows that the average value is moving on. MBF at 1-7 scale got positive skewness of 0.185. it shows that average value of 3.76 has the trend of moving down. The scale from 1 -6 for MSM gives the average value of 4.32 and negative skewness of -0.815 and it shows the trend of moving up from average value. MS MKT rated between 2-6 with an average of 3.45 with positive skewness of 0.479.

8. I am daring enough to think and start new projects:

Rating for all respondents lies within 1-7 with an average of 3.01 and skewness falling from mean at the rate of 0.637. Rating and mean for male is same as for overall but skewness is slightly high like positive with value of 0.697. Females at rating scale of 1-6 have an average of 3.03 with the positive skewness of .503. MBA rated same as the all but with the lowest mean of 2.29 with high and positive skewness of 1.809 that shows the declining behaviour to start new projects. MHRM rated themselves between 1-6 with an average of 2.95 and low positive skewness of 0.382. MBF's rating at the scale of 1-7 have an average value of 3.95 and low positive skewness of 0.101. MSM have highest average with the negative skewness of - 0.091. MS MKT at the scale of 2-6 have an average value of 3.91 with negative and low skewness of -0.196.

9. I can think of modified action plans for the failing projects:

For making an alternative or modified plan for the failing projects , generally

participants rate themselves between 1-7 with a mean of 3.00 and positive skewness of 0.492 points, Male are positively but slightly skewed with the rate of 0.526 from the mean of 2.96. Female's capability regarding this modified thinking has dropped by the rate of 0.402 with positive skewness from the mean value of 3.09. Rating for MBA is between 1-6 with 2.47 mean value and positive skewness of 0.850. MHRM rate within 1-5 with the mean value of 2.84 but moving upward from the mean value with negative skewness of -0.153. MBF rate is also within 1-6 with the negative skewness of -0.447 from the mean value of 3.97. MSM and MS MKT rated between 1-7 with the slight difference of mean values of 3.61 and 3.82 for MSM & MS MKT respectively. Skewness for MSM is positive with the value of 0.139 and 0.341 for MS MKT.

10. I can think of new solutions for the failing projects:

All the respondents rate themselves between 1-7 on Likert scale for this question with a general mean value of 6.12 for all the disciplines with high and negative skewness of -1.609. As the mean value is high, negative skewness indicates the general thinking about the new solution move fast from 6.12 mean value toward the highest value at Likert scale for males high value is 2-7 with positive skewness at 1.5081 from the mean value of 6.25. For females, the positive skewness is low at 0.420 from the mean value of 3.09. New respondents at MBA have evaluated between 4-7 with 6.79 as the mean value but a high and positive skewness of 2.896 have made it unsure. MHRM rated between 1-7 with a high mean of 6.09. The narrow side furtive skewed at 1.5081 from the mean of 6.25. For females, the positive skewness is low

at 0.420 from the mean value of 3.09. MHRM rated between 1-7 with a high mean of 6.09. MHRM participants have low capability to overcome the failure but having positive skewness of 2.353 points. MBF rate is 2-7 with an average of 5.08 and a low but negative skewness carrying the mean value to another high average. MSM from 2-7 with mean 5.29 and negative skewness of -0.891. MS MKT rate between 4-7 with an average of 5.55 but high & positive skewness

11. I am confident enough to assess the gravity and dimension of the issues at hand:

Overall rating to evaluate the confidence to assess the gravity and dimensions of issues at hand is 1-7. The overall mean value is 2.86 and a low positive skewness of 0.338 bring it down slightly. For male rating is from 1-7 with low positive skewness of 0.314 can bring down the mean value to 2.82. Females with high average of 5.81 also have positive but high skewness of 1.371. MBA rated between 1-6 with the mean value of 2.30 and positive skewness of 0.717. MHRM also rated from 1-6 with a low mean value of 2.60 points with 0.406 positive skewness. MBF's are from 1-5 with average of 3.51 and low but negative skewness of -0.464 points. MSM rating lies between 1-7 with a mean of 4.18 points and low but negative skewness at -0.343. MS MKT ratings are 1-5 with a mean of 3.64 with high and positive skewness of 1.199. It has brought the average value more downward.

12. I feel myself confident enough to deliver what is expected from me:

Ability of newcomers to fulfil the expectations rated from 1-6, with an average

of 2.74 and positive high skewness shows the declining trend of average value at the rate of 1.231. Both genders rated from 1-6 with a mean of 2.69 for males and 2.89 for females. Skewness for male and females is positive with 0.537 and 0.283 respectively. MBA lies between 1-5 with an average value of 2.32 and positive skewness of 0.369. MHRM rated at 1-5 scale, with an average value of 2.79 and positive skewness of 0.456. MBF & MS MKT lies between 1-5 with an average value of 3.49 and positive skewness of 0.064. MSM rating lies between 1-6 with an average value of 3.36 and positive skewness of 0.336. Rated from 1-4, the respondents from MS MKT have the average value of 2.55 with a negative but low skewness of -0.129.

13. I feel myself confident enough to arrange available resources to meet my goals:

Compatibility to achieve goals with the limited and available resources, the general rating is between 1-7 with an average value of 3.06 and the low but positive skewness of 0.455. The positive skewness of 0.402 points indicates the declining trend of mean value of 3.02 at the rating scale of 1-6. For male rating lies between 1-7 and mean value is 3.17 with a positive skewness of 0.587 for females. All disciplines except MSM (1-7) rated between 1-6 with mean value of 2.35 and positive skewness of 0.958. MHRM with a mean value of 3.07 and 0.413 as skewness. MBA with mean value of 4.03 and a negative skewness of -0.310. MS MKT scores the mean 4.09 and negative skewness of -0.367. MSM average is 4.04 with a low but negative skewness of -0.331.

14. I am confident enough to implement what I have chalked out to achieve my goals:

General score lies within 1-6 with the average value of 2.36 and positive skewness of 0.850. Gender wise rating is same on Likert scale as from 1-6. The mean for males is 2.30 and skewness is positive with 0.974. For females the average value is 2.50 and positive skewness of 0.549. MBA lies between 1-5 with a mean value of 1.66 and a high positive skewness of 1.295. MHRM, MBF & MSM score is between 1-6 rating scale. MHRM the have the mean value of 2.26 with skewness of 0.951. Average value for MBRF is 3.41 with positive skewness of .181. Average of MSM score is 3.46 with very low positive skewness of 0.041. MS MKT score lies within 1-4 with an average of 3.00 and negative skewness of -0.733.

15. I am confident enough to generate enough force within me to achieve my goals:

Score lies between 1-7 for all the respondents, with an average score of 5.64, and negative skewness of -0.939. as the general rating score lies between 1-7 for both genders. Male has the average value of 5.65 and negative skewness of -0.902. For females average is 5.59 with a high positive skewness of 1.055. MBA and MBF rated between, 2-7. MBF with an average value of 6.33 and a positive skewness of 1.739 and MBA with an average value of 4.73 and positive but low skewness of .063. MHRM and MSM rated within 1-7. MHRM have an average of 5.51 with high and positive skewness of 1.290. For MSM the average value is 4.50 and positive but low skewness is of 0.117. MS MKT rate within 3-7 with an average value of 5.55

and having negative skewness of -0.903.

16. I am confident enough to generate enough force around me to achieve my goals:

General score lies between 1-7 with an average value of 5.70 and high & negative skewness of -1.149 points, average has brought upward. Rating for both genders is same, from 1-7. The average value for male is 5.74 with positive and high skewness of 1.178. For females, the average value is 5.61 with positive skewness of 1.099. MBA, MSM rated between 2- 7 with an average of 6.33 and 4.71, and skewness of 1.739 and 0.117 respectively. MHRM & MBF rated within 1-7. MHRM with an average value of 5.58 and positive skewness of 1.594. Average value for MBF is 5.00 and skewness is negative of -0.668. MS MKT rated within 3-7, average value is of 5.09 with negative skewness of -0.609.

17. I feel myself enabled to critically review the plan to make it more akin to new situation:

Ability to critically review the plan to make it more akin to the situation scoring in general is between 1-7 with an average value of 4.06 and positive but very low skewness of 0.024. Both gender rate is between, 1-7. Male have an average value of 3.98 and positive skewness of 0.081. Females average score is 4.25 and negative skewness of -0.128. MBA rated from 1-6 with an average of 2.43 and positive skewness of 0.832. MHRM rated from 1-7 with 6.12 as an average value with 2.382 of skewness. For MBF 4.92 as the average value and negative skewness of -0.833. MSM rate lies between 2-7 with an average value of 5.07 and negative skewness of -

0.276. MS MKT rated between 5-7 with an average value of 5.91 and positive but low skewness at 0.209.

18. I am smart enough to adjust to the new situation:

General rate is between, 1-6, with the average of 2.53, and positive skewness of 0.808. Male and females both are rated between 1-6, and the average value for male is 2.46 with the positive skewness of 0.84. Females' average score is 2.72 with positive skewness of 0.703. All disciplines except MS MKT rated between 1-6 and the average for MBA IS 2.01 with positive skewness at high rate of 1.273. MHRM scored average of 2.30 with positive skewness of 0.902. MBF average is 3.27 with positive skewness of 0.342. Average score for MBF is 3.27 and the skewness is 0.342. MS MKT rated within 2-5, at the average of 3.45 with positive and low skewness of 0.393.

19. I can make use of difficult dimensions of the knowledge to adjust in the new situation:

This question measures the creativity of one to handle the problems at the current situation within current resources. The general rating is within 1-7 with the average of 2.61 and positive skewness of 0.754, positive skewness refers as a declining behaviour of mean value towards the lowest one as it is 1 in the situation. Males rate themselves between 1-6 and average score is 2.64 with positive skewness of 0.678. Female rating is between, 1-7 with the mean value of 2.55, and positive skewness of 0.908. MBA, MHRM and MBF rate lies between 1-6, and the average for MBA is 1.97 with a positive skewness of 1.117. For MHRM the average score is 2.28 with positive skewness of 1.232. MBF has 3.68 as the average value and a

negative value -0.178 as skewness. MSM rated between 1-7 with a mean value of 3.82 and skewness value is 0.184. For MS MKT rating scale is from 2-5 with 3.27 as mean value and 0.344 as skewness.

20. I feel myself enabled to think new ventures for me:

General flexibility in behaviour is rated between 1-6 with mean value of 2.56 and a positive skewness of 0.604. At the scale of 1-5, male score the average 2.53 and 0.567 as positive skewness. Female at the scale of 1-6 scored the average of 2.64 with a positive skewness of 0.680. MBA and MBF rated between 1-5 with average values 1.85 and 3.38 respectively and skewness of 1.340 for MBA and negative skewness of -0.344 for MBF. MHRM and MSM rating scale is 1-6. Average scores are 2.63 with positive skewness of 0.591 for MHRM and 3.68 with negative skewness of -0.100 for MSM. MS MKT rated between 2-5 and scores an average of 3.45 with positive skewness of 0.393.

21. I am smart enough to adjust quickly to the new situations:

Adjusting ability of newcomers rated within 1-7, with a mean value of 2.41 and positive skewness of 0.860. Male rate is within 1-7 with an average value of 2.34 with skewness of 0.988. Females are from 1-6 with a mean value of 2.59 and 0.587 as skewness. MBA at the scale of 1-5 got 1.74 average with 1.295 high positive skewness. MHRM at the scale of 1-7 have scored the mean value of 2.40 and skewness is 1.467. Average score for MBF from 1-7 scale is 3.22 with positive skewness of 0.400. MSM from 1-6 scale have scored the average value of 3.43 and -0.082 as negative skewness. MS MKT rated between 2-5, with an average value of 3.27

and skewness of 0.905.

22. I am smart enough to understand new unfolding environment:

Overall rating lies between 1-6 with an average of 2.35 and a positive skewness of 0.891 and have set the declining trend from mean value. Male at the scale of 1-67 scored a low average point at 2.28 with a positive skewness of 0.859. Females at the scale of 1-67 have scored an average of 2.52 with positive skewness of 0.884. MBA rating scale is between 1-5, with mean value of 1.70, and with skewness of 1.302. MHRM lies between 1-6, with a mean value of 2.37, and positive skewness of 0.897. MBF at 1-7 scale score the average of 3.41 and negatively skewed at -0.156. MSM at the scale of 1-6 have scored an average of 3.43 and positive skewness of 0.371. MS MKT rating is from 2-5 with an average value of 3.45 and positive skewness of 0.610.

23. I feel myself enabled to transform myself according to the new unfolding situation:

The general rating for this is between 1-6 with an average score of 2.47, and positive skewness of 0.723. Both gender at the same scale of 1-6 score slightly different. Male scored an average of 2.39 with skewness of 0.685 and females scored an average of 2.67 with skewness of 0.623. MBA at the scale of 1-5 scored an average of 1.79 with positive skewness of 1.192. MHRM at 1-6 scale scored an average of 2.51 with skewness of 0.605. MBF and MSM rated at the scale from 1-6. MBF scored an average of 3.38 with positive skewness of 0.240 and MSM at the scale of 2-5 scored an average of 3.32 with skewness of 0.193. MS MKT average value is

3.55 with a positive skewness of 0.692.

24. I feel myself enabled to manipulate within new situations:

At the rating scale from 1-6 the average score is 2.24 with positive skewness of 0.838. Males at the scale of 1-6, scored an average value of 2.17 with the skewness of 0.976. Females at the scale of 1-5, scored an average of 2.41 with the skewness of 0.540. Male rated between 1-6, with an average value of 1.66, and highly positive skewness of 1.977. MHRM at the scale of 1-4 scored an average of 2.07 with positive skewness of 0.493. MBF at the scale of 1-5 scored an average of 3.08 with the skewness of 0.08 which is very low and positive. MSM at the scale of 1-6 scored an average of 3.18 with positive skewness of 0.032. MS MKT at the scale of 2-5 scored an average value of 3.09 with positive skewness of 0.663.7.

25. I feel myself enabled to change myself according to the new unfolding situation:

General rating is within 1-7 with a mean value of 5.62 and negative skewness of -0.966, which takes the average value upward. Male rate themselves at the scale of 2-7 with a mean value of 5.67 and negatively skewed with the value of -0.801. Females rate themselves at the scale of 1-7 with the average score of 5.52 with the high and positive skewness of 1.254. MBA scale is from 2-7 with average of 6.22 and positive skewness of 1.614. Average value is 5.72 with high positive skewness at the scale of 1-7. MBF at the scale of 2-7 scores 4.62 as an average value and got negative skewness of -0.232. MSM scores an average of 4.64 at the scale of 2-7 with negative skewness of -0.273. MS MKT at the scale of 3-7 with an average value of

5.45 and negative skewness of -0.456.

26. I feel myself enabled to make my ways in the new unfolding situations:

Generally, the ability to find ways in the new unfolding situation is rated from 1-7 with 5.67 as mean value and -0.832 as the value of negative skewness. Male rated from 2-7, with a negative skewness of -0.795 for the mean value of 5.73. Female rating scale from 1-7 with an average value of 5.53 and negative skewness of -0.771. Scale for MBA is from 3-7 with average value of 6.22 and high positive skewness of 1.507. MHRM from 1-7 score average is 5.77 with a high and positive skewness of 1.560. MBF & MSM at 2-7 scale and the average value for MBF is 4.70 with positive skewness of 0.075, and for MSM, the average value is 4.93 with negative skewness of -0.106. MS MKT scale is from 3-7 with an average of 5.27 with negative skewness of -0.265.

4.2.5 Summary of the Analysis of Admission Level

Documents

A summary of these outcomes is shown, graphically, here in Fig. 5.8, in the form of a bar chart where the height of the bar shows the mean value, calculated on the basis of all 223 respondents; higher the height higher the mean value.

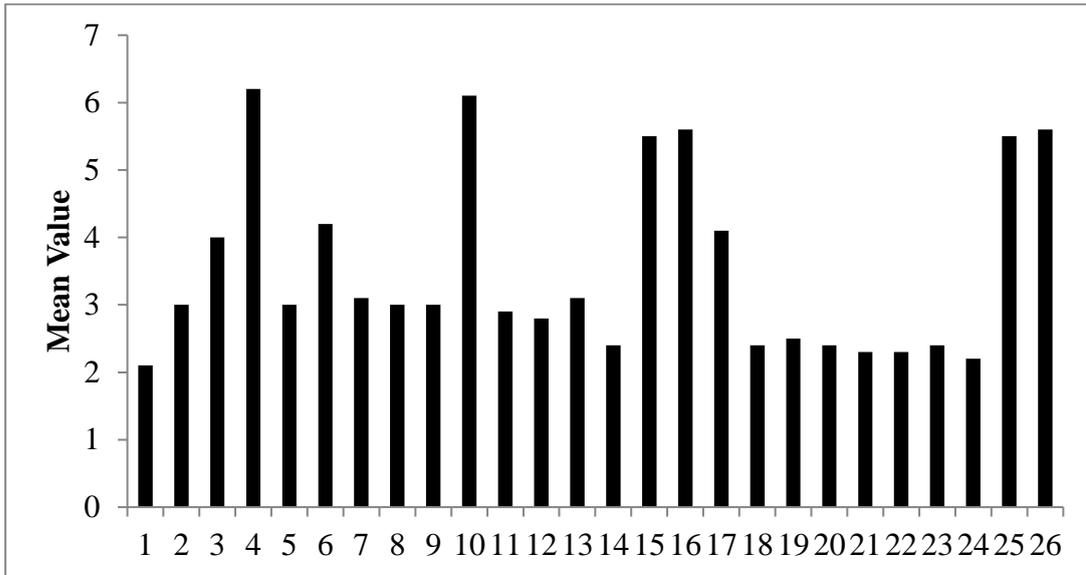


Figure 5.8: Mean Values for Responses for All Questions

It is evident that most of these bars shows a mean score of lesser than even the middle value (i.e. 3) which shows an abysmal status of the minds of the entrants. Such a state of mind is where an open challenge to the system and pedagogy of the university where it also gives a sufficient space to work for the overall uplift of this mindset.

At the second stage, the same students are to be scanned for the same questionnaire at the end point of their degree programs. This second observation would help in assessing the effectual role and performance of the university system and pedagogy.

A special survey is arranged where the same students are relocated and observed for their mindset through the same questionnaire, which has already been used to have their observation at the time of their admission to the university. Special care is made to locate the very same students and it is estimated that almost 90

percent of the students are the same. The remaining 10 percent have either left the university unfinished or simply unlocatable due to some reason.

These students are administered with the same questionnaire, available in Appendix B. The summary statistics is calculated and is available in Appendix E where the Table E.1 shows mean, standard deviation and the skewness coefficients for these statistics. The tables, Table E.2 and Table E.3 show these statistics as split for the selected program and for respective gender. A discussion on these outcomes is hereunder:

4.2.6 Scanning of University Exit Level Documents

1. I feel the power inside to drive myself towards my goals.

By using the Inside power scale of 3 - 7 with a high mean of 5.76 and negative skewness of -0.525. Gender wise minimum value of scale is 4 and mean is 6.09. Females with a negative skewness of -0.389 and male with mean value of 5.63 have negative skewness of -0.423. Discipline wise scaling starts from MS MKT with a minimum scale of 5 and mean of 5.73 and the only one with positive skewness. MHRM lead with the average value of 5.95. MBF have the lowest mean value with negative skewness of -0.811. Results have shown significant differences in participant's inner power to drive themselves towards their goals.

2. I can deploy myself to achieve my goals.

The minimum value to scale this raise up to 3-1 with a positive change in mean value as the average point raise up to 5.78 with negative skewness of -0.746. Females' have the minimum point as 4 and average of 6.22 with negative skewness of

-0.817. Scale for men is of 3-7 with a mean of 5.60 and negative skewness of -.621. MHRM and MBF with minimum scale of 4 got high averages as 5.95 and 5.88 for MBF and MHRM respectively. MHRM have negative skewness for all those coming in the range of -0.0392 and MSM have negative skewness for all coming in the range of -1.043. Average range is 5.95 - 5.64. Skewness will divert to the negative with one positive significant change in average value.

3. I feel myself enable enough to achieve my goals.

The minimum scale used for this is 3, with an average value of 5.78 most of the participants feel themselves capable to achieve their goals. The skewness for the general data is negative with the value of -0.543. The minimum scale for females have been used is of 4, with higher average of 6.22 and high negative skewness of -1.094. Males have 5.61 as an average value and -0.371 as skewness. For MHRM, MS MKT MBF Scale range is 4 - 7 with Average values of 5.54 for MSM and 6 is for MS MKT. Other disciplines lies between the ranges of 5.54 - 6 with a difference of some points. MBF scores the highest negative skewness of -1.049 and MHRM has the lowest negative skewness of -0.299. MSM, MBA and MSMKT have the negative skewness with -0.325, -0.515 and -0.733 respectively. Overall, positive improvements have been observed in self - assessment of participants after completing their program.

4. I feel myself confident enough to cultivate within me the new skills to achieve my goals.

The general rating scale is from 3-7 and average number is 5.790 with negative

skewness of -0.449. Males have 5.64 as average value with a negative skewness of -0.299. Females at the minimum scale of 5 have taken higher average value of 6.17 and comparatively low skewness of -0.275. For MBA & MHRM scale starts from 3 while 4 is the minimum number for others. MBF and MHRM have average values of 5.7 and 5.93 respectively. MSMKT, MBF, MBA, MSM and MHRM have Negative skewness with the values -0.053, -0.247, -0.403, -0.481 and -0.868 respectively. The average value has dropped down with a realistic approach from participants to evaluate the confidence to cultivate the new skills to achieve their goals.

5. I feel myself confident enough to deliver what is expected from me.

Ability to fulfil the expectations; rise to a high scale with the minimum point of 3. The average value is 5.85 with negative skewness of -0.522. Females scale themselves from 4-7 with an average value of 6.34 (higher than the average value comparative to males) with a negative and higher skewness of -1.124. Average for males is 5.64 and negative skewness is of -0.298. Average values for MBA and MHRM are 5.73 and 6.09 respectively. And there are few points' differences in average values for other disciplines. MS MKT, MHRM, MBF, MBA and MSM have the negative skewness of -1.64, -0.866, -0.361, -0.329, -0.138 respectively. MS MKT have the higher negative skewness and MSM with the lowest.

6. I can start new projects on my own.

Some of the respondents still be positioned at the scale of 1-7 to start a new project at their own with a raised average value of 5.17 and negative skewness of -0.389.

Females scaling rate is between 3-7 with an average value of 5.53 and negative but

low skewness of -0.311. Male rated between 1-7 and average value is 5.02, skewed at the rate of -0.516. MSM scale starts from 1 - 7 with an average value of 4.93 and negative skewness of -0.478. MBA & MBF, rating scale is from 2-7 with the average values 5.17 and negative skewness of -0.409 for MBA and 5.19 with negative skewness of -0.394 for MBF. MHRM and MS MKT scored the average of 5.37 and 4.82 with negative skewness of -0.117 for MHRM and -0.430 for MS MKT. MSM at the scale of 1-7 have scored an average of 4.93 with negative skewness of -0.478. Average to start a new project has improved and the negative skewness leads the average towards the highest value.

7. I can chalk out action plan on my own to achieve my goals.

Improved average value of 5.06 and negative skewness of -0.489 at the scale of 1-7, were observed for all the respondents. Males score at 1-7 with an average of 4.91 and negative skewness of -0.536. Females score is 5.42 as an average with negative skewness of -0.064 at 3-7 Likert scale. Average score range from 4.92 - 5.27 for all the disciplines. In addition, MS MKT have zero as skewness. Low and negative skewness of -0.005 for MBF. MBA with high and negative skewness of -0.539. MHRM and MSM have negative skewness of -0.36 and -0.382 respectively.

8. I am daring enough to think and start new projects.

Negative skewness of -0.484 for an average value of 5.22 at the scale range from 2-7 shows the improvement of respondents. Females have scored high average than males as 5.67 and 5.04 with low negative skewness as -0.3 and -0.422 at the scale of 3-7 and 2-7 respectively. For all the disciplines average values range from 4.82 -

5.51. Positive skewness of 0.049 for MBF. Other has negative skewness as of -0.186 for MSM, -0.388 for MBA, -0.538 for MS MKT and -0.691 for MHRM.

9. I can think of modified action plans for the failing projects.

Common scale is from 2 - 7 with an average value of 5.10 and negative skewness of -0.484. An improvement in average value has shown the significant impact of education and training. Females' average and skewness is high than the males and rating scale is also different and improved. Females have scored the average value 5.77 with skewness of -0.571. Male's average is 4.83 with skewness of -0.317. Skewness is negative for all the disciplines with the values of -0.219 for MHRM, -0.931 for MS MKT, Average values are 4.64 for MS MKT and -5.35 for MBF.

10. I can think of new solutions for the failing projects.

Values for averages and skewness have declined from 6.12 to 5.4 and -1.609 to -0.316 at the scale of 2-7 and 1-7. Male has the low average value of 5.08 at the scale of 2-7 and negative skewness of -0.235. Females at the scale of 3-7 have scored an average of 5.62 with negative skewness of -0.503. Average values are 4.79 for MSM and 5.73 for MS MKT with positive skewness of 0.574. All other disciplines have scored negative skewness as low as -0.003 for MSM and as high as -0.512 for MBF.

11. I am confident enough to assess the gravity and dimension of the issues at hand.

The ability to assess the gravity and dimension of the issues at hand shifts the average value of 5.13 with a negative skewness of -0.366 at the scale of 2-7, from the average of 2.86 with positive skewness and 1 as the minimum point of scale. The

only dimension where scale for both genders starts from same point is 2 with the mean values of 1.171 for male and 1.221 for females. Skewness for male is -0.0249 and for female is -0.842. Average values are 4.95 for MBF and 5.25 for MSM. MBA and MS MKT have negative skewness of -0.337 and -0.714 respectively.

12. I feel myself confident enough to deliver what is expected from me.

Confidence to fulfil the expectations have shifted from 1-7 with mean value of 2.74 and high positive skewness of 1.231 to the scale of 2-7 with a mean value of 4.8 and negative skewness of -0.639. Males have 4.61 as an average value with a negative skewness of -0.593 at 1-7 scale. Females at the scale of 2-7 have scored an average of 1.102 with negative skewness of -0.994. Average values are 4.64 for MSM and 5.12 for MHRM. Skewness value is -0.286 for MSM and -1.411 for MS MKT.

13. I feel myself confident enough to arrange available resources to meet my goals.

The only considerable change is negative skewness of -0.431 from a positive and high one. Mean value have grown up to 4.8 at the scale of 1-7 same as at the time of admission. Minimum scale is 2 for females while 1 is for males. Average value is high for females as 5.25 and 4.62 for males. Skewness is high and negative for females as -0.529 and the other is -0.327. For all the disciplines average values are 4.67 for MHRM and 5.03 for MBF. Negative skewness is -0.5 for MHRM, -0.74 for MS MKT, -0.473 for MBA, -0.269 for MSM and -0.021 for MBF.

14. I am confident enough to implement what I have chalked out to achieve my

goals.

Scale growing better as 1-7 with a high value of mean 4.87 and a negative skewness of -0.211. It gradually have increased the mean value towards the maximum. Females are at high scale of 3-7 with a higher mean value of 5.33 and another higher skewness of -0.397. Males at the scale of 1-7 have 4.69 as an average value with the skewness of -0.094. Average values with the skewness are 4.93 for MBA with negative skewness of -0.166 and for MHRM are 4.7 with negative skewness of -0.465. MS MKT have average of 5.55 with negative skewness of -1.324 and for MBF average is of 4.86 with positive skewness of 0.021. MSM have 4.68 as average with positive skewness of 0.41.

15. I am confident enough to generate enough force within me to achieve my goals.

Negative skewness of -0.281 have increased the average value of 4.93 towards the maximum of 7 at the scale of 2-7. Situation is somehow different from the earlier one but change is negative. Average value is lower with a lower negative skewness. Another situation with the same scale for both the genders at 2-7. Females have high mean and high negative skewness with the values of -0.624 and -0.164 and the average values are 5.36 and 4.76. The average values for all the disciplines are 4.73 for MS MKT and 5.11 for MSM. Skewness range from -0.143 for MBA and -0.892 for MS MKTS.

16. I am confident enough to generate enough force around me to achieve my goals.

At the scale of 1-7, with an average value of 4.83 has increased towards the maximum point with negative skewness of -0.292. Confidence point of respondents at the admission was higher. Males are at the scale of 1-7 have scored the average of 4.61 with negative skewness of -0.216. Females at 3-7 scale with an average of 5.38 have scored the negative skewness of -0.164. Average and skewness values are 4.8 and -0.217 for MBA, 4.7 with -0.615 for MHRM, 4.91 and positive skewness of 0.131 for MS MKT and 4.71 with -0.033 for MSM.

17. I feel myself enabled to critically review the plan to make it more akin to new situation.

Average score is 4.78 with negative skewness of -0.147 at the scale of 2 is showing an improvement in the ability. High average and high negative skewness values are for females. As an average 5.05 with negative skewness of -0.227 and 4.68 with negative skewness of -0.208. Range for average value is from 4.71 - 4.84 and skewness is from -0.033 -0.499.

18. I am smart enough to adjust to the new situation.

An improvement has been shown at the scale of 1-7 with the average of 4.81 and negative skewness of -0.376. Females respondent at the scale of 1-7 have scored 4.6 as an average with negative skewness of -0.243. Female respondents score the average of 5.33 with -0.618 as skewness at 2-7 scale. Average values range from 4.64 to 5.14 with skewness range from -0.196 to -0.747.

19. I can make use of different dimensions of the knowledge to adjust in the new situation.

High average of 5.17 with negative skewness of -0.46 at the scale of 2-7, has shown the improvement. Females' scores are higher than males as 5.66 and 4.97 as average points and -0.437 and -0.395 as negative skewness. For all disciplines average ranges are from 5.11 - 5.36. Skewness is negative for all and ranges from -0.308 - to -0.649.

20. I feel myself enabled to think new ventures for me.

At the scale of 3-7, the average score is 5.74 with negative skewness of -0.271. Results indicating the improvement. Males' average score is 5.58 with negative skewness of -0.158 at the scale of 3-7. Females score is 6.12 with negative skewness of -0.637 at 4-7 scale. Averages are from 5.93 to 7.70 for the disciplines and skewness is -0.004 for MSM and -0.661 for MS MKT.

21. I am smart enough to adjust quickly to the new situations.

With an average of 5.73 and negative skewness of -0.812 at the scale of 2-7 indicate another improvement. 5.62 and 6.2 are the average values and -0.696 and -1.099 are the values for skewness. High values are for females at the scale of 3-7. Average value for MBF is 5.57 and for MHRM are 6.00.

22. I am smart enough to understand new unfolding environment.

Scale has jumped to 2-7 from 1-6 and the average value of 5.79 is two times greater than the average of admission time. Skewness turns to a negative value of -0.685 from positive value. Females are with higher mean values of 6.2 are at monopoly with the same skewness of -0.583. Males are at an average of 5.62 with -0.575 as skewness. Average values are from 5.76 to 6 and skewness value is -0.443 for

MHRM, -0.5 for MBA, -0.912 for MSM, 1.133 for MBF and a zero (0) skewness is for MS MKT.

23. I feel myself enabled to transform myself according to the new unfolding situation.

Overall improvement has been shown with minimum upgraded value of scale 1-2 and average value 5.67 with a negative skewness of -0.598. Females at the scale of 4-7 with an average value of 6.09 and skewness of -0.36. Average score for males is 5.5 with -0.567 as skewness. Average values ranges from 5.49 for MBA and 6 for MSM. All disciplines have negative skewness, with a low one as -0.176 for MS MKT and high one as -1.226 for MSM.

24. I feel myself enabled to manipulate within new situations.

All the respondents at the scale of 2-7 have scored the average of 5.78 with a negative skewness of -0.605. Males have scored an average of 5.5 with skewness of -0.489. Females at the scale of 4-7 with an average of 6.16 and skewness of -0.656. Average values are from 5.64 to 5.95 for the respondents of all disciplines. Skewness is -0.66 for MBA, -0.525 for MHRM, -0.448 for MS MKT, -0.503 for MBF and -0.618 for MSM.

25. I feel myself enabled to change myself according to the new unfolding situation.

Minimum value at scale up to 7, the average score is 5.61 and skewness is -0.335. Females at the scale of 4-7 have scored the average of 6.08 and skewness of -0.462. Males have scored the average of 5.43 and skewness of -0.26. MBA average score

is 5.56 as the lowest one and 5.91 for MS MKT as the highest one, other values lies between this ranges. Skewness is negative for all except MS MKT, which has positive skewness of 0.19 other values of skewness ranges from -0.25 to -0.513.

26. I feel myself enabled to make my way in the new unfolding situations.

Minimum scale shift at 3 from 1 and have scored the average of 5.78, a slightly higher value than the average value at the time of admission. Positive skewness turns into negative one as -0.721. Four is the minimum scale for females and average score at the scale of 4 - 7 is 6.23 with -0.811 as skewness. Male have scored an average of 5.59 and -0.65 as negative skewness. 5 - 7 is the rating scale for MS MKT and 6.18 the highest value for average, and -0.028 as the lowest value for skewness. MBA have scored 5.72 as an average and -0.78 as negative skewness. MHRM have 5.77 as an average value and -0.443 as negative skewness. MBF have 5.81 as mean value with -0.751 negative skewness. Average value for MSM is 5.79 with -0.846 as negative skewness.

4.2.7 Summary of the Analysis of Exit Level

Documents

A summary of these outcomes is shown, graphically, here in Fig. 5.9, in the form of a bar chart where the height of the bar shows the mean value, calculated on the basis of all 223 respondents; higher the height higher the mean value.

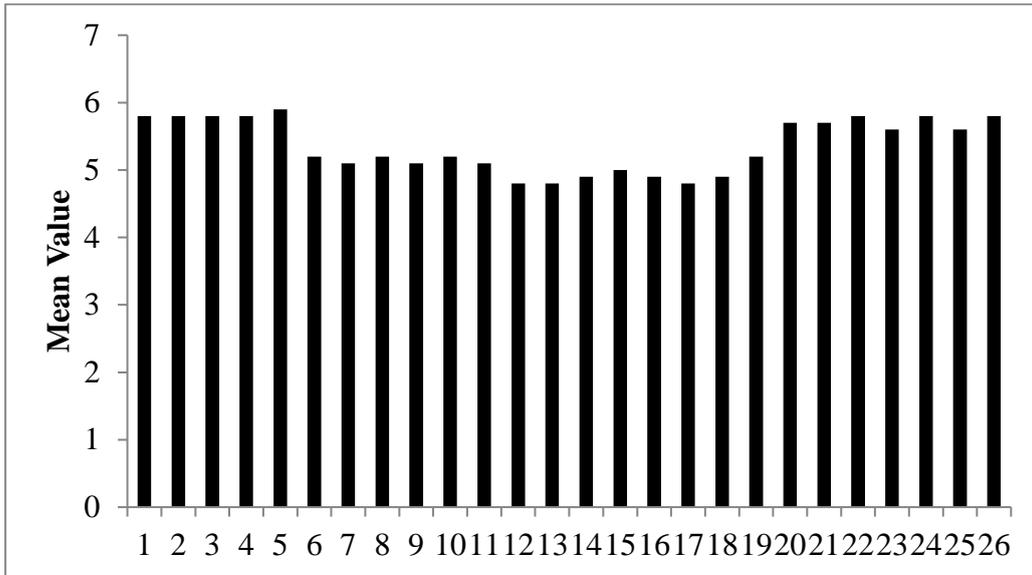


Figure 5.9: Mean Values for Responses for All Questions

Evidently, almost all the items, from fi to last, have their mean values greater than 5 which is quite a higher value in the used 1 to 7 scale. The situation shows an apparent improvement in the mean values when compared with Fig. 5.8 on page 154. However, the study needs a Statistics based comparison.

Comparison

After presenting the mindset of the students at the time of admission and at the exit level, here is an analysis showing how they are different. Large is the difference, large is the intervention of the university. Large is the difference, large is the effort made by the university to mould their minds in a pre-defined, pre-designed and particular direction. And significant the difference, significant is the intervention and effort of the university.

Fig. 5.10 is a graphical presentation showing this comparison in the form of a comparative bar chart. Height of the bar shows the value of the mean response for

an item at vertical axis while each pairs of these bars shows the comparison of mean values; the grey bars, which are drawn in first show the mean value of the item at the time of admission while the black bars, which are drawn in second, show the same at the exit level. As has been discussed earlier, that most of the bars drawn for admission level response are smaller in height in comparison to the bars drawn for the mean values of exit time.

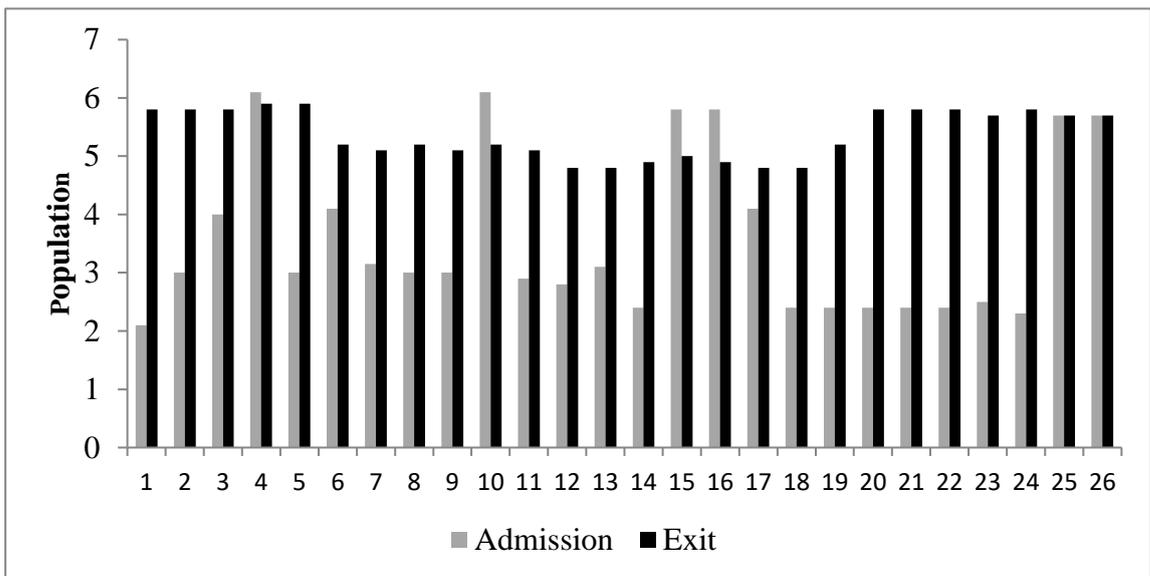


Figure 5.10: Comparison Between Mean Responses at the Time of Admission & the time of Exit

However, these comparisons needs statistical test for their significance. Table 5.4 shows these statistical significance tests for the comparisons. The table does have the data (both mean value and the standard deviation) at the time of admission and it does have the data (both mean value and the standard deviation) at the exit level. The situation calls for a paired sample test based upon Student “t” distribution (Fisher, 1937; Hey, 1938).

Table 5.4: Comparison of Mean Responses

	At Admission		At Exit		Statistical Test		
	Mean	Std.Dev.	Mean	Std.Dev.	T	p-value	
1	2.09	1.016	5.76	0.95	39.35	0.000	***
2	3.03	1.415	5.78	1.023	23.45	0.000	***
3	3.98	2.175	5.78	1.06	11.07	0.000	***
4	6.13	1.249	5.79	0.978	-3.15	0.999	
5	3.00	1.379	5.85	0.987	25.04	0.000	***
6	4.11	2.139	5.17	1.125	6.55	0.000	***
7	3.14	1.435	5.06	1.234	15.09	0.000	***
8	3.01	1.502	5.22	1.164	17.30	0.000	***
9	3.00	1.467	5.1	1.189	16.57	0.000	***
10	6.12	1.226	5.24	1.155	-7.79	1.000	
11	2.86	1.437	5.13	1.213	17.97	0.000	***
12	2.74	1.231	4.8	1.17	18.03	0.000	***
13	3.06	1.532	4.8	1.177	13.40	0.000	***
14	2.36	1.351	4.87	1.246	20.36	0.000	***
15	5.64	1.401	4.93	1.23	-5.65	1.000	
16	5.70	1.327	4.83	1.226	-7.17	1.000	
17	4.06	2.032	4.78	1.173	4.58	0.000	***
18	2.53	1.345	4.81	1.246	18.50	0.000	***
19	2.61	1.460	5.17	1.213	20.10	0.000	***
20	2.56	1.327	5.74	0.979	28.73	0.000	***
21	2.41	1.366	5.73	1.004	29.16	0.000	***
22	2.35	1.295	5.79	1.016	31.18	0.000	***
23	2.47	1.381	5.67	0.994	28.01	0.000	***
24	2.24	1.246	5.78	1.024	32.73	0.000	***
25	5.62	1.353	5.61	0.993	-0.12	0.547	
26	5.67	1.314	5.78	1.02	0.96	0.169	

The last column shows the statistical significance of these tests and of comparisons calculated for an alternative hypothesis of an improved exit level mindset with respect to the features and characteristics being asked in the questionnaire. These asterisks shows the statistical significance based upon the p-value; One asterisk for a p-value lesser than 0.1 (10%), Two asterisks for a p-value lesser than 0.05 (5%), and three asterisks for a p-value lesser than 0.01 (1%).

Evidently, the p-values and the asterisks in the last columns shows that most

of the features and characteristics the university is striving to improve among the students have been improved significantly.

4.3 Reflection of Self-Understanding & Meanings of Life in the University Pedagogy and Classroom Environ

The third dimension of the study is to analyse and investigate the factor of classroom pedagogy and the specific environment which has been created by the university to mould its students. It does include the syllabus for different programs, the evaluation system and more importantly how the resource person tackle the class.

The objective in the case seeks information and data from the classrooms. Here in the following sections, different features of this investigations are discussed. Five courses are selected from the selected five degree programs, to seek how the university vision is translated into actual on spot university's pedagogy and overall classroom environment. While selecting these courses, it is kept in the mind to select both senior and junior resource persons (as the teachers are called here at the university) to give a wholesome picture of the university pedagogy. However, all of these courses are from Master's degree programs. For each of these courses four specific classes have been selected to take actual observations. These four classes are selected quite intelligently, to make these observations as random as possible;

1. first observation is taken at the start of the course, during the first class,
2. second during the first week of the instructions,

3. third during the eleventh week,
4. while the fourth observation is taken during the penultimate week.

The concerned resource person, however, is duly informed in prior that the class would be monitored for taking observations regarding classroom pedagogy and classroom environs.

4.3.1 Summary Output

Detailed summary output of the responses is given in Appendix F. A summary depiction of this output can also be seen here in Fig. 5.11.

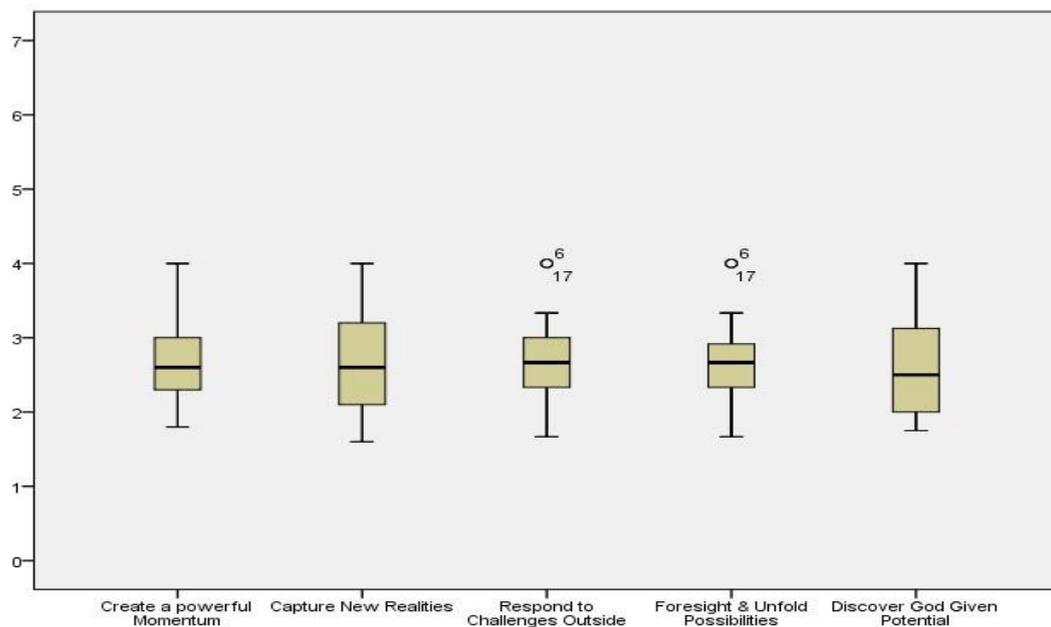


Figure 5.11: Classroom Readings

Some of the salient feature of this output are;

1. All the items have their average values lies around 2.5, a below than average responses.
2. The standard deviations of different items varies quite significantly. Partly,

it is because of the small sample size of the study; as only 20 observations were taken in whole. However, they also indicate a great variation in the responses.

3. Almost all the items are skewed negatively which is another manifestation of a below than average response.

The classroom survey, at least apparently, indicates that the classroom pedagogy and environ are not suitable to inculcate the type of self-understanding and meanings of life among students as the university vision requires.

These results, however, needs to be studied with the analyses and the outputs of the previous section which scans the students for theirs observations regarding self- understanding and the meanings of the life, the university is striving to induce within them. The mindset scan of the students at the time of admissions, which is presented in Sec. 5.2.4, on page 134 and whose output is available in Appendix D. The Table D.1, shows this mindset of the student at the time of their admission into the university. Almost all the items shows a dismal response. So this was the environment of the class when the observations are taken. As the semester continues, things starts changing which is reflected in large values of the standard deviations for different items.

So it may be concluded here, that at the starts of the semester, students comes with a little knowledge of their self and of their lives while the resource persons and the teachers make full use of their talent, skill, and wisdom keeping in view of the philosophy of the university, laid down in university vision statement, to mould the

mindset of the students. So it is the resource person's talent, skill and wisdom which is doing the magic in giving purposeful education to student which embrace them with self understanding and meanings of life.

4.4 Teachers' Perceptions regarding their efforts in inducting the Self-Understanding & Meanings of Life

The fourth dimension of the study is to find out the perception of teachers regarding their efforts in transforming the student's mindsets. That how far they are successful in developing self-understanding among their students. That how far they are successful in making the students give specific meaning to their lives as per the instructions.

The research questions in the case seeks information and data from the teachers. Here in the following sections, different features of this investigations are discussed.

The investigation is a qualitative analysis, employing focus group study, seeking the teachers' opinions/ perceptions how the university vision is translated into actual through their teaching and overall classroom environment.

It has been decided to use focus group interviews to dig out teacher's mind on this topic. Researchers have used focus groups for decades. Only those teachers are selected for these focus group, who have been teaching courses for the selected programs.

The interviews were conducted independently in the resource person's room,

but on the same day, to avoid the redundancy of the answers. On average each interview took 30- 45 minutes. The questions were simply asked without imposing any particular point of view to read the minds of resource persons. Each resource person was given ample time to think and discuss. Researcher took the notes herself (Available in Appendix G).

Here is a brief summary in the following section of what has been recorded and extracted.

4.4.1 Summary Output

Detailed summary output of the responses is given in Appendix G. Qualitative data analysis covered five emerging dimensions that have been addressed in vision statement of the university. The views are different and mixed. Some teachers claimed to be working on the transformation of the students but as is an individualistic action that varies from teacher to teacher. University efforts are at average in this regard. Different features of this investigations are discussed as under:

Dimension # 1: Create powerful momentum: Participants mainly discussed two factors in this regard; interest, and technical knowledge, that foster or develop confidence in students which enable them for deliverance. All participants reported satisfaction over the services that are being provided by the university to inculcate these factors in students. They agreed that sound technical knowledge develop interest and give them drive to achieve their goals. This is an important factor to put them on the path of self- understanding and giving them the meaning of life.

Dimension # 2: Capture new realities: Participants have the consensus over the fact that this quality under discussion is again an important factor in inducting meaning of life in particular and self- understanding in general. Participants discussed variety of pedagogical techniques that are being used and can be quite helpful in producing the quality under discussion. They reported that to prepare students to capture new realities following methods are being used;

1. Giving them project choice.
2. Assigning challenging tasks and giving them freedom to unfold new ways to complete the assignments.
3. Instead of forcing the traditional methods of completing the assigned tasks, providing freedom and then accepting the ways/ method of working.
4. Providing them awareness with the latest skills.

Dimension # 3: Respond to challenge outside: Participants showed satisfaction over the fact that students are being prepared to respond not only for the on job challenges but also to face the challenges in the outside world. They said that they achieve this objective through various practice like; preparing the students to take initiatives, bring real world in the classroom through linking teaching with practicality, giving group assignments to get benefited by the diversity in the class, giving the students chance of presentations to develop and enhance the confidence in them, and assigning them the new tasks which they have not done before and also helping them to develop required skills to accomplish these tasks.

Dimension # 4: Foresight to unfold new realities: participants gave mixed views

on this aspect. They said that only right mindset can have the ability of foresightedness for future. We prepare the students to keep their eyes open for the identification of gaps in their area of working and teach them future analysis techniques.

While other said that although it is a critical factor for preparing the transformed professionals yet their workload, students admission criterion, and lack of analytical skills in students (which is the responsibility of schools and colleges and not the universities), do not allow us to achieve this objectives. They further add that fi teachers need to enhance their analytical skills.

Dimension # 5: Discover God given potential: All participants agreed that students cannot have clear vision of meaning of life and self- understanding till they cannot identify the potential that is hidden in them. But again gave mixed point of view on this point. Some were agreed that having a frank discussion with students, conducting an end sessions based on discussion with students on their interests, strengths, weaknesses and providing guidance and assigning them the projects of their own interests.

Other participants showed dissatisfaction saying that they are unable to do it because of work imbalance, unjust and undue accommodative behavior towards non-deservings and most importantly the compromised admission policy. All these factors, they said make it diffi the identification of individual potentials and then discussion on them.

4.5 Reflection of Parents Regarding University's Efforts in Inculcating Self-Understanding & Meanings of Life

The fifth dimension of the study is to seek parent's feedback regarding the university's efforts in moulding the student's mindsets. That how far the university is successful in developing self understanding among its students. That how far the university is successful in making the students think about their lives and give specific meaning to their lives as per the instructions given in the university.

The objective in the case, seeks information and data from the classrooms. Here in the following sections, different features of this investigations are discussed.

The investigation has two parts; the first part is a quantitative analysis of the survey of the parents made employing the same questionnaire with a little modification which makes it suitable for gathering the data from the parents, while the second part is a qualitative analysis, employing Nvivo, seeking the parents' feedback in the university's education system which may be used to modify the university's system, It also seeks to identify a few additional characteristics and features which the parents want to see in their off-springs as being "good" citizens of Pakistan.

30 parents have been selected where the preference is given to the parents whose off-springs have already been scanned for the investigation. Further, it was also attempted to make, if and where possible, an equal representation of all the selected university programs. Here is the parents' mix for the investigation,

Table 5.5: Parent’s Mix for the Investigation

Parents		Count	% age
Program of Study	MBA	9	30 %
	MHRM	7	23 %
	MSMkt	3	10 %
	MBF	5	17 %
	MSM	6	20 %

The same instrument, as available in Appendix B, is used to take these observations. Since the questionnaire is designed to be asked from the students thus needs proper modifications in the grammatical structure of the questions. To overcome this predicament, the researcher takes these observations herself.

Primarily, the parents are asked to compare the student’s mindset before and after joining the university. Parents are considered to be the judge of the change, if it is there, in the off-springs’ mindsets. And there are asked to record the same judgements. Most parents were contacted in person, using telephones, after making due appointments for conducting such interviews.

4.5.1 Summary Output

Detailed summary output of the responses is given in Appendix H. A graphical depiction of the responses is given here in Fig.5.12 in the form of a radar diagram,



Figure 5.12: Radar Diagram Showing Parents’ Feedback on the University’s Effort

The radar is showing the data on concentric circles where radius of these circles shows the level of response; more the radius more is the response. The response line (in blue color) shows the mean response for each of the questions (listed in Appendix H) being asked to the parents. Fartherer it goes from the center, better is the perception of the parents on that dimension.

Evidently, the response line shows much variation in the mean responses which means that the parents have varied opinion regarding the university’s efforts. On some dimensions, where the response line goes beyond the radius of 3, the parents are fully satisfied with the universities efforts while there are many such dimensions, where the response could not go beyond the radius of 3, the parents are not satisfied. To go further into the interpretations of these results, Fig.5.13 shows a box plot which summarizes these results more meaningfully,

The box plot shows that;

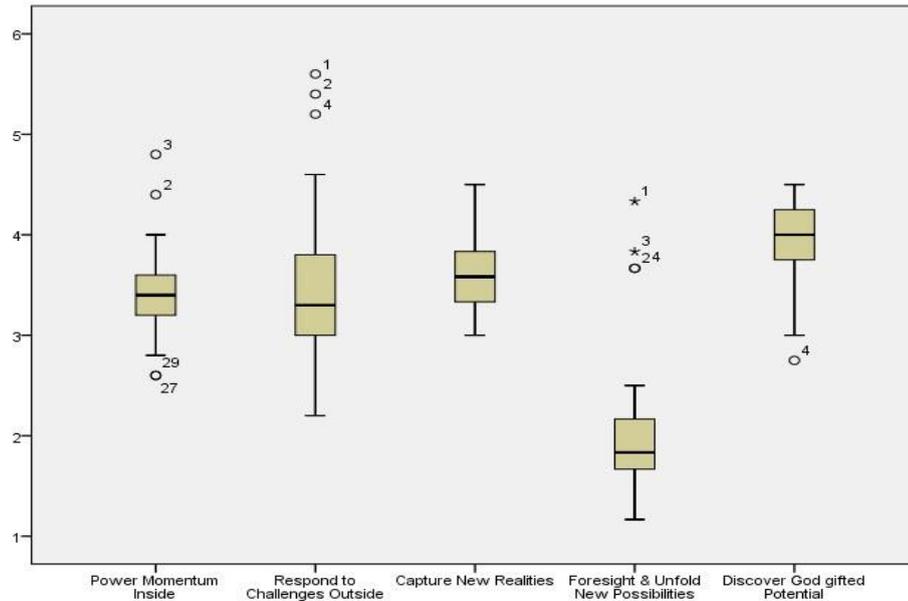


Figure 5.13: Box Plot Showing Parents' Feedback on the University's Effort

1. All the items have their average values lies around 3.5, except for the dimension seeking the potential of *foresight & unfold possibilities*. The score shows that the parents are not exceptionally satisfied with what the university is attempting with their off-springs. Most of the parents seems to be indifferent from the change in the mindset of their off-springs.
2. The standard deviations of different items varies quite significantly. Partly, it is because of the small sample size of the study; as only 30 observations were taken in whole. However, they also indicate a great variation in the responses.
3. Almost all the items are skewed negatively which is another manifestation of a below than average response.

The parent's survey, at least apparently, indicates that the university's efforts are not suitable to inculcate the type of self understanding and meanings of life

among students as the university vision requires. However, it does indicate that the parents' aspirations and feelings should be taken into consideration while framing any vision and mission to mould the student's mindset.

To scan the parents' mindset regarding what characteristics and features they want to look into their off-springs a separate qualitative analysis, based upon the interviews with these parents, is also conducted. Appendix 'I' shows the details of this qualitative survey where the parents were asked to discuss about the role of UMT in developing their off-springs for the future challenges in the world outside the university in terms of two things they know the university has managed to inculcate in them and two things which they want but the university could not.

All these interviews reflect what parents want to see in their off-springs. In the next step, it is required to see how much it is relevant to what university thinks as the self understanding and meanings of life. An Nvivo based analysis is conducted to see its relevance. These are the steps involved in this Nvivo based relevant analysis

1. A list of all the characteristics for which the parents are concerned about is made. These are the characteristics and features which the parents say university is not developing into the students.
2. A list of 10 synonyms is made for each of these characteristics and features with the help of dictionaries and encyclopaedias, listed on page 120.
3. Nvivo is asked to assess how these words are used in the meanings of self understanding and meanings of life in the available academic journals, listed

in Appendix A, to appraise their relevancies, Fig. 5.14 is a bar chart depiction of these results,

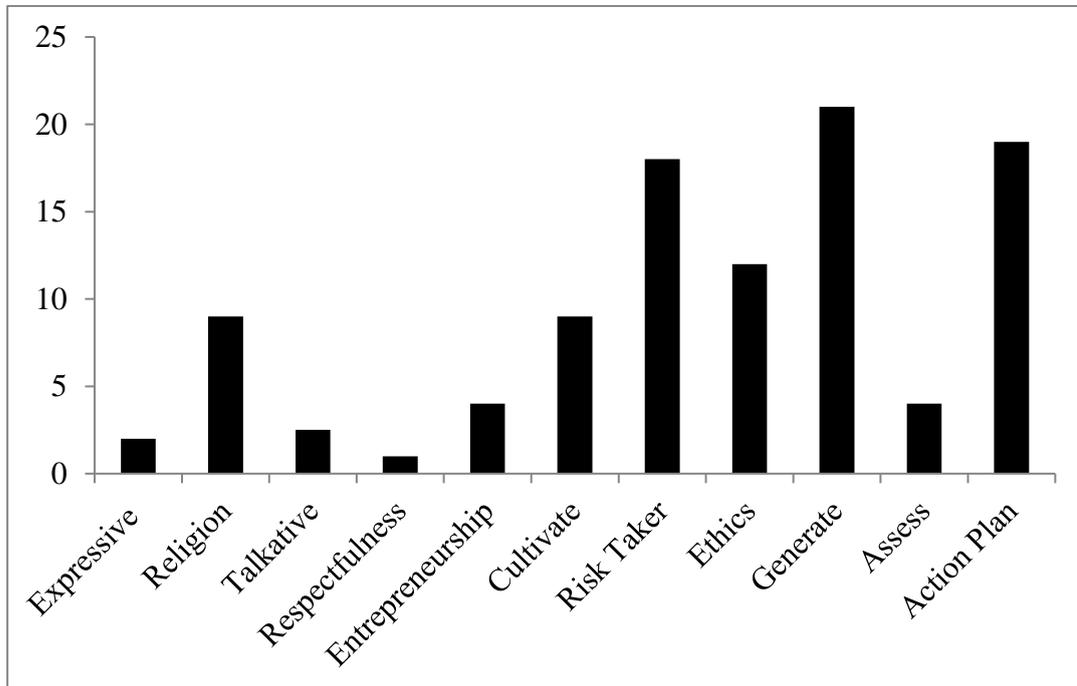


Figure 5.14: Relevancy Analysis of the Characteristics Parent Demand in the Off-Springs with Self Understanding & Meaning of Life

Evidently, the demands of the parents can not be translated in terms of self understanding and meanings of life, as per the available academic literature in the domain of Education and Education Management.

So, the results of quantitative analysis when read in combination with this qualitative analysis gives a little bit different results. University is successful in its efforts to inculcate self understanding and meanings of the lives in the students. However, the parents need something different which has lesser connotations with the building of self-understanding and meanings of life.

4.6 Reflection of Recruiters

This is the sixth dimension of the study which relates to the recruiters and so called consumer of the product the university is preparing.

The investigation starts with personal interviews with a few leading recruiters of the town to appraise their requirements from the university graduates. Selection of the recruiters is purely subjective and based upon the principles of convenient sampling. Appendix J, shows the list of the selected recruiters of the town and the summary output of these interviews. All these interviews are conducted personally by the researcher to appraise the mindset of the “so-called” consumers of the university “product”.

To analyse these interviews for the study at hand, one has to scan these interviews for the two parameters of the study, or their content analysis based constructs.

1. In first step, a list of synonyms has to be developed for all the characteristics recruiters mentioned. Such a list may be developed by using the dictionaries and encyclopaedias listed in Sec. 5.1.4. Using the same standards, as we have used therein the content analysis of the university vision statement, in Sec. 5.1.4, let us make a list of 10 synonyms for each of the characteristic mentioned by the recruiters.
2. Use Nvivo, in the second step, to scan the interview’s notes for this list of synonyms.

Fig. 5.15 shows the Nvivo output in the form of red histogram. Bar shows

the characteristics University of management & Technology is striving to develop in the students while the height of these bars shows the number of times these characteristics are referred in the recruiter’s interview; higher the bar the higher is the number of times that key- word or phrase has been mentioned by the recruiters as the cherished characteristics for the useful candidate.

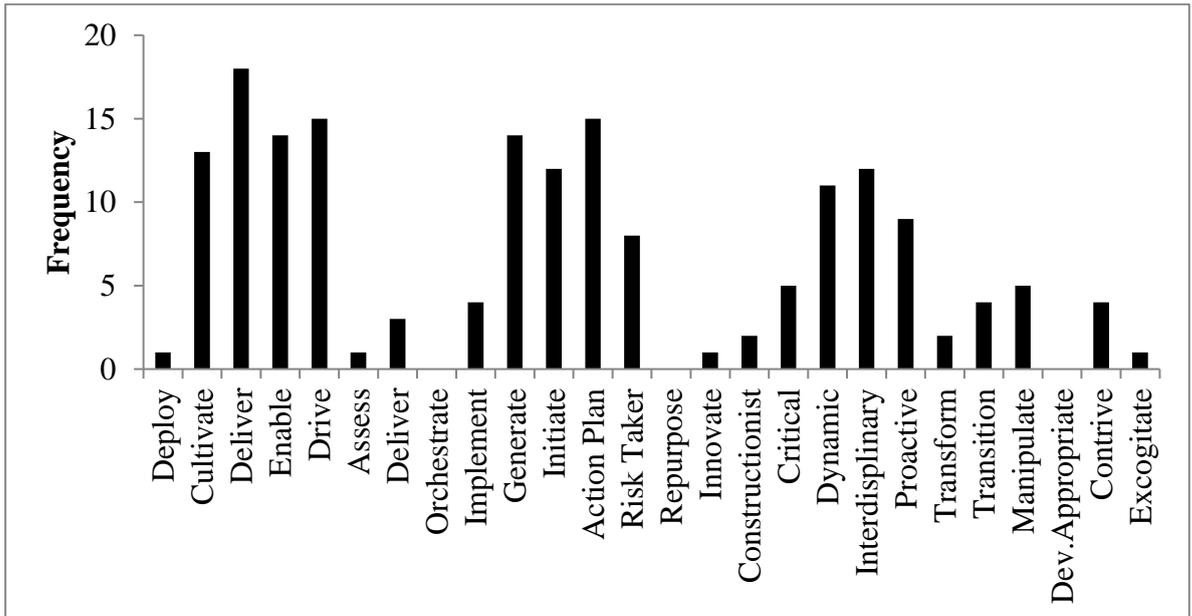


Figure 5.15: Requirements of Recruiters in Terms of Themes UMT Develops

The histogram, in Fig. 5.15, is revealing in the real sense of the word. There are features and characteristics which are relevant to the recruiters, for which the frequency on the vertical axis is not zero, and still there are characteristics which are not required by the recruiters, for which the frequency on the vertical axis is zero.

This means that the recruiters want some other characteristics in addition to what is been thought by the university. The results here are not very promising. There seems to be a difference in what university is producing and what the recruiters are demanding. Not all the qualities university wants to produce in its

students are the characteristics and features the recruiters out their in the corporate world want to have in their candidate. There are some deficiencies which recruiters are pointed out (in Appendix J) the university vision is not catering.

Chapter 5

Findings & Discussion

5.1 Findings

1. For the first objective of vision statement analysis, the vision statement of UMT is analyzed. This vision appears to be turned around some keywords and phrases. These keywords are the features and qualities of the university that translate self-understanding and meaning of life.

The synonyms of these keywords are identified and tested against their usage in authenticated literature and academic journals. The collected data of 10 synonyms each for "self-understanding" and "meaning of life" is statistically analyzed and histograms were generated, as shown on page 92. It was established that these key words and phrases are being used as a meaning and connotation for transferring these values into the students. This signifies and completes the investigation that UMT vision statement encompasses the essential vision incorporated in its vision statement.

2. It took a sample of 223, after discarding 11 questionnaires of relatively less quality, for the analysis of reflection of "self-understanding" and "meanings of life" in the students. Student's input was taken at the time of their entry in the university and again when they were being passed out. At the time of entry, analysis shows that students inhabit an appalling mindset and there is

quite a room for the university to instil the values and objective to uplift their mindset.

Similarly, at the time of completion of their degrees, they were assessed with the same questionnaire. Ninety (90) percent of the same students were again asked the questions. The mean values of the analysis were all above 5. When compared with the entry level analysis, it was found out that UMT has done a lot in directing and uplifting their mindset and providing them the required understanding and meaning in the characteristics that were asked in the questionnaires.

3. The third factor under study is the reflection of “self-understanding” and “meanings of life” in university pedagogy and environment. It consisted of the syllabus and content of different programs along with the methodology and approaches of the resource person. The analysis shows great variation in the responses and average values lays around 2.5, below the average response. Combining this analysis with the previous one, we can infer that it is the methodology, practices and skills of the resources persons that are being employed in elevating the student’s mindset.
4. The fourth factor and the part of third objective of the study is related to the reflection of teachers regarding transforming ”self- understanding” and ”meaning of life” in students. It consists of the perceptions of the teachers. The analysis shows the mixed views of teachers. They are of the opinion that the university vision statement is not properly disseminated from up to down.

It is an individualistic action. The critical factors that are the part of university vision statement are part of their teaching methodology due to their experience while others said that during the meetings with top management, inter and intra schools are the source of their learning.

5. Reflection of parents regarding the university efforts of inculcating the values is evaluated here. The result shows the varied response from the parents for each dimension. Parents are not exceptionally satisfied with the university efforts while some parents are indifferent with such efforts. It is an argument that whether the meanings of these values which the parents understands, match with the aspiration of the university mission and vision.
6. In this section, recruiters were questioned and analyzed for their reflection regarding the meaning of life and self-understanding in the students; it was found out that they recruiters entail some additional qualities, in addition to those, in the resources they sought. So they pointed some deficiencies that the university must cater to prepare their students for the market.

5.2 Discussion

Vision is a central concept in any transformational and leadership theory and has shown its effectiveness and impact on performance. To measure the content of vision statement and its applicability and relationships with the individuals and organization is a very imperative analysis. In order to respond to the outside challenges, it is vital to have enough momentum inside to take the challenge.

Capturing new realities and exploring innovative opportunities is best possible, if the potentials, specified by God, are identified and explored by the individual himself and polished by the mentors and counsellors. Higher education imparting institute namely the University is the pivotal institute in the life of student that transforms him professionally and individually by providing the necessary ambience. Thus, it is very significant to have the vision exhibited in the statement for the students to understand the meaning of life and impart necessary awareness and skills to pursue the objective.

To pass on the said requirements to the students, philosophy and vision of any university is the key and University of Management and Technology (UMT) is expressing its philosophy inclusively in its vision statement. But environment of the university needed to be more conducive in translating the vision and philosophy of the university to the students. This environment includes pedagogical as well as physical environment of the university.

Once the appropriate objectives and goals are expressed in the vision statement, the second vital step is to make realize this vision in the programs, contents and methodology of teaching, which in turns equip the students with the required epistemology. The determination of the realization of this goal can best be judged by observing the status and inclinations of the students, once they are being admitted in the university and again take their feedback once they are done through the program.

Same strategy is adopted here by taking the input from the students as

mentioned earlier and applying statistical methods and tests to calculate the effectiveness. Mindset of students, here in the University of Management and Technology, are being developed and transformed as per the vision statement and philosophy of the University. Students, at the time of admission in the university, shows a difference from the mindset they possess at the passing out time.

Girl students of the university seem to be groomed more in comparison to the boys. This result is generalizable across The University of Management & Technology. The University's efforts are not constant for all the programs; as students of different programs show different coefficients of change. It may depend upon the level of the mindset at the time of admission. However, it also shows the University's effort to make all students equally proficient. Vision is needed to be translated more comprehensively to the students so that that can be acquainted with the expectation and anticipations of the university from them.

The inculcation of the meaning of life and self in the students according to the vision statement of the university mainly depends on the classroom pedagogy. Teaching methodology, environment of learning and involvement and preparedness of the students are the factors that contribute to this achievement.

Many researchers say that effective involvement of the students is the major aspect of the meaningful learning. Teachers and educators have implemented quite a few means to keep their students engaged including cooperative education, learning communities, inquiry and problem based learning, active and cooperative learning, service learning, and team projects.

Pedagogy and subject matter is in essence the conceptualization and curriculum including the teacher education and learning to teach. Teachers have the challenge of integrating the pedagogy, methodology and subject matter in the context of their work and practice in classroom.

Environment of the institute plays another vital role in the process of transferring the entailing values in the behaviors and attitudes of the students. Student outcomes and learning are as well determined by the class and institute's environment. This environment includes both the physical and pedagogical environment.

As the vision is needed to be remitted to the students for the fulfillment of expectations of the university, same is the case with the faculty and management, the vision is needed to be incorporated in the pedagogy and methodology of the teachers. For this purpose all the faculty and the management are needed to be well aware of the philosophy and vision of the university.

The qualitative analysis shows that the demands of the parents cannot be translated in terms of self- understanding and meanings of life, as per the available academic literature in the domain of Education and Education Management. So, the results of quantitative analysis when read in combination with this qualitative analysis gives a little bit different results. University is successful in its efforts to inculcate self- understanding and meanings of the lives in the students. However, the parents need something different which has lesser connotations with the building of self- understanding and meanings of life.

The emergent role of stakeholders, that include parents, supports and encourages the demand oriented education. The external stakeholders are more responsible and often influential in steering the higher education and its students in some particular direction. The university philosophy and vision of transforming students along with inclination and understanding of the parents are needed to be coordinated and in sync to utilize the full potential of the students. Parents being the major external stake holders should also be made aware and realize the vision of the institute and their feedback be obliged. Transmission of vision and philosophy of the university to the parents of the students is also very important as parents are one of the central stake holders of the university. Schemes and arrangements are to be developed for this purpose.

Being responsible, hardworking and fulfilling the duties is one aspect of the personality. One should also be expressive, have opinion and introduce meaningful input in the professional efforts. Self- realization takes the individual from the internal realm of the self to the external vastness of the interactions.

University of Management and Technology is moving in this direction to make its students worthy enough that they should not only be responsible to their own self but also respond to the challenges they encounter and articulate the environment with their developed skills and attitudes to the best of its use.

Citizen living in a society contributes to its development and progress. The maturity and advancement of the citizens as being good human beings and responsible individuals is very much required for the holistic advancement of the

society.

Higher education and higher education institutes are the places that take on this responsibility of imparting these values in the members of the society. Masses, that have realized the meaning of self and life, contribute collectively in a positive manner.

University of Management of Technology feel responsibility towards this important aspect of resource development, and for the same very purpose, planned and developed the scheme starting right from the vision statement to pedagogy and environment to instil the values, meanings and understanding in students that can bring into being the individuals that not only feel responsibility but also contribute positively in the society.

5.3 Conclusion

Education plays an important role in shaping and carving personality of the future generation. This is one of the characteristics and intrinsic feature of the university education in addition to mere transferring the knowledge of one generation to the other. These institutes of higher learning facilitate and formalize the role using different methods. This is usually embedded in the philosophy of operation, in the curriculum, in the pedagogy and andragogy, and classroom environment as well. The current study is an attempt in measuring how far the university manages to fulfill their role of inseminating their philosophy of life into their students.

The process of transferring values and knowledge through generations is being carried on since the early history. Actual way of being educated is the transformation within self to understand the meaning of self and life to perform the duties bestowed. Every individual is involved in this process in its own capacity.

The role of the University for steering the mindset of the students in a pre-defined direction is the basic and vital function to be performed in the society. This involves, transformation of the philosophy into vision statement, providing conducive educational environment, inculcate appropriate teaching methodologies in the curriculum and keep all the stakeholders involved in the process.

The study is divided broadly into six sub-studies for an ease in understanding and investigation. The first sub-study discusses the university philosophy as laid down in its vision statement for its specific form it embodies to characteristics and features the university is deeming to inculcate into its students. The second sub-study is actually a comparative analysis of the university students; comparing their mindset at the admission time and that at the exit. The third sub-study investigates the classroom pedagogy and environment for their suitability and relevance with the vision statement. The fourth sub-study tries to find out the perceptions of the teachers regarding transformation of students according the vision statement. The fifth sub-study finds out the reflection of the parents about the inculcation of values in students. The sixth sub-study seeks the view point of recruiters out in the corporate world and who assumes to be "using" the university's product. These four sub-studies cover all the facets of the measurement which seeks to measure the

extent to which the university is successful in developing "good" citizenry for Pakistan.

University as being the place of higher education and dealing with mature persons has the same very purpose to perform. Transforming individuals to perform their responsibilities to be efficient in accordance with their duties, and good citizens of the society. Having such philosophy to inculcate in the students of a university it is very critical to reflect that in the vision statement of the university, As the philosophy determines the foundations of the scheme of procedure, likewise it is vital to reflect this in the vision statement, so that all the stakeholders know and be communicated with the true meaning and direction of the proceedings.

Another important point is the communication of the idea to all the stakeholders of the university. Excellent vision often remains without the implementation, if not completely and comprehensively transferred to the stakeholders. This communication is the basic key for the successful implementation and realization of the objectives and vision.

Last but not the least, is the importance of the environment of the institute. Environment can be looked upon as physical that involves the classrooms, lecture halls, administration blocks and pedagogical applications that pertains to all other non-tangible requirements necessary for conducive educational settings.

So, all factors form effective statement of the vision, pedagogical skills, environment of the university, teaching methodologies, techniques and skills, student's involvement, to parents feedback and communication adds up to the task

of transformation of students to realize the meaning of self and understand the meaning of life.

5.4 Recommendation of the Study

1. The university should operationalize the constructs of meaning of life and self-understanding so that more rigorous instructional as well as assessment procedures can be applied.
2. The university should adopt an open door policy on admitting the students. Since the university is providing excellent atmosphere to the students in developing their personalities in addition to increasing their knowledge base, the open door policy would be advantageous to overall student community of the Lahore, in particular and to the whole Pakistan, in general. The top management of university should disseminate the vision statement from top to down effectively.
3. The university should be strict while recruiting resource persons for the classes. At the time, the junior senior mix of the resource persons is unduly biased towards junior resource persons. Teachers must be well acquainted of their professional and ethical responsibilities.
4. University should focus on faculty development so that their meaning of life and self- understanding match the mission and vision of UMT.
5. Practicality should be the critical part in the university pedagogy. Student teacher relation should be balanced.

6. The university should take parents' aspirations and feelings into consideration while framing any policy to mold student's mind set.
7. All the university administrative processes and procedures should be compatible with the university vision statement.
8. The university vision statement should be posted at appropriated places within university premises so that it should be always in sight of all the stakeholders of university.
9. Training should be the permanent feature and must be planned according to the requirement of the faculty especially the novice teachers. Training must also be planned for the administrative and support staff of university.
10. Leadership is the most important characteristic of the university mission. It is very important that empowerment should be implemented in true letter and spirit.
11. Stress should be paid on the ethical and spiritual training of the students. They must be aware of their duties being Pakistani in general and as human being in particular.
12. Teaching as a visiting faculty has become very famous among the fresh graduates and in the corporate sector. As it is the easy way of earning. Selection of visiting faculty must be done meticulously so that the vision and mission of the university is not effected.
13. Parents committees must be formed and their meeting should be called on regular basis so that their aspirations can also be incorporated in different

academic and administrative functions of the university.

14. Every stakeholder must feel an ownership for the institution. The working gets improve 100 times if employees start owning the organization.
15. There are some additional characteristics like; good communication skills, integrity, focus for future etc. which recruiters want to see in addition than what university is inculcating in the students. The university should revise its vision statement on regular basis according to the requirement of time and outside world.

5.5 Future Research

The topic under study is very vital and broad; it is covering the higher education perspective of the transformation in this research. However, there can be many further areas that can be extended and researched upon taking a lead form here.

1. The educational pedagogy for transformation
2. The means and method of transformation at primary and secondary level.
3. Instructional methodology and transformation
4. Environ requirements for advocating Meaning of life and self- understanding
5. Role of parents in setting and achieving transformational objectives
6. Role of students for being an equal share holder in the transformation
7. Management involvement in determining transformational objectives
8. Rules, Regulations and policies effect on realizing transformation of students

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Appendix A

7.1 Selected Journals in the Field of Education

1. Adult Education Quarterly: A Journal of Research and Theory
2. American Educational Research Journal
3. Asian Education and Development Studies
4. Canadian Journal of School Psychology
5. Education and Urban Society
6. Education + Training
7. Education, Business and Society: Contemporary Middle Eastern Issues
8. Educational Administration Quarterly: The Journal of Leadership for Effective & Equitable Organizations
9. Educational and Psychological Measurement
10. Educational Management Administration & Leadership: Formerly Educational Management & Administration
11. Improving Schools
12. International Journal of Mentoring and Coaching in Education
13. Journal of Advanced Academics
14. Journal of Applied Research in Higher Education
15. Journal of Experiential Education
16. Journal of Research on Leadership Education
17. Management in Education

18. Theory & Psychology
19. Theory and Research in Education
20. Qualitative Research Journal

Appendix B

8.2 Questionnaire

Sr #	Statements							
1	I feel the power inside to drive myself towards my goals.	1	2	3	4	5	6	7
2	I can deploy myself to achieve my goals.	1	2	3	4	5	6	7
3	I can feel myself enable enough to achieve my goals	1	2	3	4	5	6	7
4	I fee myself confident enough to cultivate within me the new skills to achieve my goals	1	2	3	4	5	6	7
5	I feel myself confident enough to deliver what is expected from me	1	2	3	4	5	6	7
6	I can start new projects on my own.	1	2	3	4	5	6	7
7	I can chalk out action plan on my own to achieve my goals.	1	2	3	4	5	6	7
8	I am daring enough to think and start new projects.	1	2	3	4	5	6	7
9	I can think of modifieded action plans for the failing projects	1	2	3	4	5	6	7
10	I can think of new solutions for the failing projects	1	2	3	4	5	6	7
11	I am confident enough to assess the gravity and dimension of the issues at hand.	1	2	3	4	5	6	7
12	I feel myself confident enough to deliver what is expected from me.	1	2	3	4	5	6	7
13	I feel myself confident enough to arrange available resources to meet my goals.	1	2	3	4	5	6	7

14	I am confident enough to implement what I have chalked out to achieve my goals.	1	2	3	4	5	6	7
15	I am confident enough to generate enough force within me to achieve my goals	1	2	3	4	5	6	7
16	I am confident enough to generate enough force around me to achieve my goals	1	2	3	4	5	6	7
17	I feel myself enabled to think new ventures for me.	1	2	3	4	5	6	7
18	I feel myself enabled to critically review the plan to make it more akin to new situation.	1	2	3	4	5	6	7
19	I am smart enough to adjust to the new situation.	1	2	3	4	5	6	7
20	I can make use of different dimensions of the knowledge to adjust in the new situation.	1	2	3	4	5	6	7
21	I am smart enough to adjust quickly to the new situations	1	2	3	4	5	6	7
22	I am smart enough to understand new unfolding environment	1	2	3	4	5	6	7
23	I feel myself enabled to transform myself according to the new unfolding situation	1	2	3	4	5	6	7
24	I feel myself enabled to manipulate within newsituations	1	2	3	4	5	6	7
25	I feel myself enabled to change myself according to the new unfolding situation	1	2	3	4	5	6	7
26	I feel myself enabled to make my way in the new unfolding situation	1	2	3	4	5	6	7

Appendix C

9.2 University Admission Form

UMT Admission Form



University of Management and Technology

Personal Data Form
(To be filled in by all applicants)

1. *What is the mission of your life?*

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2. *What motivates you to excel? What kind of rewards and other factors are important to you?*

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3. *What is the highest that you expect to achieve in your life?*

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4. *What are your strengths and weaknesses?*

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5. *What are your future educational goals after completing the degree for which you are currently applying?*

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6. *What kind of job placement you are aiming at after completing degree?*

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7. Please comment and arguments on why students cheat in examination and what to do about it?

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8. What are the qualities you would like in your personality to develop by the time you complete this degree?

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9. What is it that you missed in your life so far? and why?

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10. *What normally makes you perform below your expectations?*

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Name:

UMT Reference #:

Program:

E-mail:

Appendix D

10.1 Scanning of Entrance Level Documents

10.1.1D.1 Status of Student's Mindset at Admission

Table D.1: SPSS Output Showing Status of Student's Mindset at Admission

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
1	I feel the power inside to drive myself towards my goals.	223	1	5	2.09	1.016	.763	.163
2	I can deploy myself to achieve my goals.	223	1	7	3.03	1.415	.608	.163
3	I can feel myself enable enough to achieve my goals	223	1	7	3.98	2.175	.108	.163
4	I fee myself confident enough to cultivate within me the new skills to achieve my goals	223	1	7	6.13	1.249	1.513	.163
5	I feel myself confident enough to deliver what is expected from me	223	1	7	3.00	1.379	.489	.163
6	I can start new projects on my own.	223	1	7	4.11	2.139	.072	.163
7	I can chalk out action plan on							

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	my own to achieve my goals.	223	1	7	3.14	1.435	.326	.163
8	I am daring enough to think and start new projects.	223	1	7	3.01	1.502	.637	.163
9	I can think of modified action plans for the failing projects	223	1	7	3.00	1.467	.492	.163
10	I can think of new solutions for the failing projects	223	1	7	6.12	1.226	-	1.609 .163
11	I am confident enough to assess the gravity and dimension of the issues at hand.	223	1	7	2.86	1.437	.338	.163
12	I feel myself confident enough to deliver what is expected from me.	223	1	6	2.74	1.231	.455	.163
13	I feel myself confident enough to arrange available resources to meet my goals.	223	1	7	3.06	1.532	.455	.163
14	I am confident enough to implement what I have chalked out to achieve my goals.	223	1	6	2.36	1.351	.850	.163

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
15	I am confident enough to generate enough force within me to achieve my goals	223	1	7	5.64	1.401	.939	.163
16	I am confident enough to generate enough force around me to achieve my goals	223	1	7	5.70	1.327	1.149	.163
17	I feel myself enabled to think new ventures for me.	223	1	7	4.06	2.032	.024	.163
18	I feel myself enabled to critically review the plan to make it more akin to new situation.	223	1	6	2.53	1.345	.808	.163
19	I am smart enough to adjust to the new situation.	223	1	7	2.61	1.460	.754	.163
20	I can make use of different dimensions of the knowledge to adjust in the new situation.	223	1	6	2.56	1.327	.604	.163
21	I am smart enough to adjust quickly to the new situations	223	1	7	2.41	1.366	.860	.163

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
22	I am smart enough to understand new unfolding environment	223	1	6	2.35	1.295	.891	.163
23	I feel myself enabled to transform myself according to the new unfolding situation	223	1	6	2.47	1.381	.723	.163
24	I feel myself enabled to manipulate within new situations	223	1	6	2.24	1.246	.838	.163
25	I feel myself enabled to change myself according to the new unfolding situation	223	1	7	5.62	1.353	.996	.163
26	I feel myself enabled to make my way in the new unfolding situation	223	1	7	5.67	1.314	.832	.163

10.1.2D.2 Program-wise Breakup: Showing Status of Student's Mindset at Admission

Table D.2: SPSS Output Showing Program-wise Breakup of Status of Student's Mindset at Admission

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
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		MBA	104	1	5	2.15	1.012	.658
	I feel the power inside	MHRM	43	1	4	1.86	.889	.712
1	to drive myself	MSMKt	11	1	5	2.09	1.300	1.133
	towards my goals.	MBF	37	1	5	2.32	1.156	.683
		MSM	28	1	4	1.86	.848	.680
		MBA	104	1	6	2.50	1.061	.671
	I can deploy myself to	MHRM	43	1	6	3.16	1.308	.153
2	achieve my goals.	MSMKt	11	1	7	3.82	1.834	.206
		MBF	37	1	6	3.54	1.574	.102
		MSM	28	1	7	3.82	1.611	.255
		MBA	104	1	7	2.39	1.265	1.534
3	I can feel myself enable	MHRM	43	1	7	6.28	1.120	2.829
	enough to achieve my	MSMKt	11	5	7	6.55	.688	1.324
	goals	MBF	37	1	7	4.65	2.017	-.605
		MSM	28	1	7	4.46	1.895	-.521
	I feel myself confident	MBA	104	4	7	6.87	.463	4.061
	enough to cultivate	MHRM	43	1	7	5.88	1.238	-1.820
4	within me the new	MSMKt	11	5	7	6.18	.603	-.028
	skills to achieve my	MBF	37	2	7	5.03	1.462	-.275
	goals	MSM	28	3	7	5.18	1.362	-.252
	I feel myself	MBA	104	1	7	2.61	1.242	1.009
5	confident enough to	MHRM	43	1	6	2.81	1.258	.143
	deliver what is	MSMKt	11	2	4	3.27	.905	-.647

	expected from me	MBF	37	1	7	3.41	1.322	.026
		MSM	28	1	6	4.11	1.571	-.375
6	I can start new projects on my own.	MBA	104	1	7	2.53	1.526	1.156
		MHRM	43	1	7	6.30	1.145	2.730
		MSMKt	11	4	7	5.91	.944	-.663
		MBF	37	1	7	4.81	1.681	-.576
		MSM	28	1	7	4.96	1.598	1.110
		MBA	104	1	6	2.53	1.174	.590
7	I can chalk out action plan on my own to achieve my goals.	MHRM	43	1	5	3.26	1.177	-.343
		MSMKt	11	2	6	3.45	1.440	.479
		MBF	37	1	7	3.76	1.517	.185
		MSM	28	1	6	4.32	1.492	-.815
		MBA	104	1	7	2.29	1.112	1.089
8	I am daring enough to think and start new projects.	MHRM	43	1	6	2.95	1.272	.382
		MSMKt	11	2	6	3.91	1.221	-.196
		MBF	37	1	7	3.95	1.393	.101
		MSM	28	1	7	4.21	1.771	-.091
		MBA	104	1	6	2.47	1.238	.850
9	I can think of modified action plans for the failing projects	MHRM	43	1	5	2.84	1.067	-.153
		MSMKt	11	1	7	3.82	1.722	.341
		MBF	37	1	6	3.97	1.624	-.447
		MSM	28	1	7	3.61	1.548	.139

		MBA	104	4	7	6.79	.552	2.896
	I can think of new	MHRM	43	1	7	6.09	1.151	2.352
10	solutions for the	MSMKt	11	4	6	5.55	.820	1.505
	failing projects	MBF	37	2	7	5.08	1.460	-.318
		MSM	28	2	7	5.29	1.410	-.891
	I am confident	MBA	104	1	6	2.30	1.114	.717
	enough to assess the	MHRM	43	1	6	2.60	1.498	.456
11	gravity and	MSMKt	11	1	5	3.64	1.120	1.199
	dimension of the	MBF	37	1	5	3.51	1.346	-.464
	issues at hand.	MSM	28	1	7	4.18	1.389	-.343
		MBA	104	1	5	2.32	.988	.369
	I feel myself	MHRM	43	1	5	2.79	1.166	.146
12	confident enough to	MSMKt	11	1	4	2.55	1.214	-.129
	deliver what is	MBF	37	1	6	3.49	1.367	.064
	expected from me.	MSM	28	1	6	3.36	1.311	.336
	I feel myself	MBA	104	1	6	2.35	1.189	.958
	confident enough to	MHRM	43	1	6	3.07	1.298	.413
13	arrange available	MSMKt	11	1	6	4.09	1.578	-.367
	resources to meet my	MBF	37	1	6	4.03	1.500	-.310
	goals.	MSM	28	1	7	4.04	1.644	-.331
	I am confident	MBA	104	1	5	1.66	.899	1.295
14	enough to implement	MHRM	43	1	5	2.26	1.093	.951
	what I have chalked	MSMKt	11	1	4	3.00	1.000	-.733

	out to achieve my	MBF	37	1	6	3.41	1.279	.181
	goals.	MSM	28	1	6	3.46	1.644	.041
	I am confident	MBA	104	2	7	6.33	.929	1.739
	enough to generate	MHRM	43	1	7	5.51	1.387	1.290
15	enough force within	MSMKt	11	3	7	5.55	1.128	-.903
	me to achieve my	MBF	37	2	7	4.73	1.484	.063
	goals	MSM	28	1	7	4.50	1.453	.117
	I am confident	MBA	104	3	7	6.33	.818	1.325
	enough to generate	MHRM	43	1	7	5.58	1.277	1.594
16	enough force around	MSMKt	11	3	7	5.09	1.221	-.609
	me to achieve my	MBF	37	1	7	5.00	1.546	-.668
	goals	MSM	28	2	7	4.71	1.512	.110
		MBA	104	1	6	2.43	1.180	.832
	I feel myself enabled	MHRM	43	1	7	6.12	1.331	2.382
17	to think new ventures	MSMKt	11	5	7	5.91	.944	.209
	for me.	MBF	37	1	7	4.92	1.479	-.833
		MSM	28	2	7	5.07	1.489	-.276
	I feel myself enabled	MBA	104	1	6	2.01	1.047	1.273
	to critically review	MHRM	43	1	6	2.30	1.186	.902
18	the plan to make it	MSMKt	11	2	5	3.45	1.128	.393
	more akin to new	MBF	37	1	6	3.27	1.387	.342
	situation.	MSM	28	1	6	3.50	1.503	.106
19	I am smart enough to	MBA	104	1	6	1.97	1.056	1.117

	adjust to the new	MHRM	43	1	6	2.28	1.315	1.232
	situation.	MSMKt	11	2	5	3.27	.905	.344
		MBF	37	1	6	3.68	1.510	-.178
		MSM	28	1	7	3.82	1.492	.184
	I can make use of	MBA	104	1	5	1.85	.932	1.340
	different dimensions	MHRM	43	1	6	2.63	1.134	.591
20	of the knowledge to	MSMKt	11	2	5	3.45	.934	.610
	adjust in the new	MBF	37	1	5	3.38	1.401	-.344
	situation.	MSM	28	1	6	3.68	1.307	-.100
		MBA	104	1	5	1.74	.955	1.295
	I am smart enough to	MHRM	43	1	7	2.40	1.365	1.467
21	adjust quickly to the	MSMKt	11	2	5	3.55	.820	-.176
	new situations	MBF	37	1	7	3.22	1.417	.400
		MSM	28	1	6	3.43	1.345	-.082
		MBA	104	1	5	1.70	.846	1.302
	I am smart enough to	MHRM	43	1	6	2.37	1.215	.897
22	understand new	MSMKt	11	1	6	2.64	1.433	1.533
	unfolding	MBF	37	1	6	3.41	1.279	-.156
	environment	MSM	28	1	6	3.18	1.389	.371
	I feel myself enabled	MBA	104	1	5	1.79	.982	1.192
	to transform myself	MHRM	43	1	6	2.51	1.334	.605
23	according to the new	MSMKt	11	2	6	3.55	1.214	.692
	unfolding situation	MBF	37	1	6	3.38	1.320	.240

		MSM	28	1	6	3.32	1.492	.193
		MBA	104	1	6	1.66	.931	1.977
	I feel myself enabled	MHRM	43	1	4	2.07	1.055	.493
24	to manipulate within	MSMKt	11	2	5	3.09	.944	.663
	new situations	MBF	37	1	5	3.08	1.115	.087
		MSM	28	1	6	3.18	1.492	.032
	I feel myself enabled	MBA	104	2	7	6.22	.975	1.614
	to change myself	MHRM	43	1	7	5.72	1.241	1.555
25	according to the new	MSMKt	11	3	7	5.45	1.368	-.456
	unfolding situation	MBF	37	2	7	4.62	1.401	-.232
		MSM	28	2	7	4.64	1.393	-.273
	I feel myself enabled	MBA	104	3	7	6.22	1.042	1.507
	to make my way in	MHRM	43	1	7	5.77	1.192	1.560
26	the new unfolding	MSMKt	11	3	7	5.27	1.272	-.265
	situation	MBF	37	2	7	4.70	1.077	.075
		MSM	28	2	7	4.93	1.609	-.106

10.1.3D.3 Gender-wise Breakup: Showing Status of Student's

Mindset at Admission

Table D.3: SPSS Output Showing Gender-wise Breakup of Status of Student's Mindset at Admission

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
1	I feel the power inside to	Male	159	1	5	2.14	1.040	.778

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	drive myself towards my goals.	Female	64	1	4	1.95	.950	.669
2	I can deploy myself to achieve my goals.	Male	159	1	7	3.01	1.421	.699
		Female	64	1	6	3.09	1.411	.389
3	I can feel myself enable enough to achieve my goals	Male	159	1	7	3.80	2.110	.212
		Female	64	1	7	4.44	2.281	-.182
4	I fee myself confident enough to cultivate within me the new skills to achieve my goals	Male	159	2	7	6.25	1.136	1.558
		Female	64	1	7	5.81	1.457	1.284
5	I feel myself confident enough to deliver what is expected from me	Male	159	1	7	2.97	1.355	.634
		Female	64	1	6	3.06	1.446	.180
6	I can start new projects on my own.	Male	159	1	7	3.92	2.068	.015
		Female	64	1	7	4.58	2.252	-.355
7	I can chalk out action plan on my own to achieve my goals.	Male	159	1	7	3.06	1.420	.450
		Female	64	1	7	3.36	1.462	.035
8	I am daring enough to think and start new projects.	Male	159	1	7	3.01	1.499	.697
		Female	64	1	6	3.03	1.522	.503

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
9	I can think of modified action plans for the failing projects	Male	159	1	7	2.96	1.458	.526
		Female	64	1	7	3.09	1.498	.420
10	I can think of new solutions for the failing projects	Male	159	2	7	6.25	1.060	1.508
		Female	64	1	7	5.81	1.531	1.371
11	I am confident enough to assess the gravity and dimension of the issues at hand.	Male	159	1	7	2.82	1.422	.314
		Female	64	1	6	2.97	1.480	.389
12	I feel myself confident enough to deliver what is expected from me.	Male	159	1	6	2.69	1.259	.537
		Female	64	1	5	2.89	1.156	.283
13	I feel myself confident enough to arrange available resources to meet my goals.	Male	159	1	6.00	3.020	1.524	
		Female	64	1	7	3.17	1.559	.587
14	I am confident enough to implement what I have chalked out to achieve my goals.	Male	159	1	6	2.30	1.381	.974
		Female	64	1	6	2.50	1.272	.549
15	I am confident enough to	Male	159	1	7	5.65	1.401	-.902

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	generate enough force							
	within me to achieve my goals	Female	64	1	7	5.59	1.411	1.055
	I am confident enough to generate enough force	Male	159	1	7	5.74	1.305	1.178
16	around me to achieve my goals	Female	64	1	7	5.61	1.387	1.099
	I feel myself enabled to think new ventures for me.	Male	159	1	7	3.98	1.982	.081
17		Female	64	1	7	4.25	2.153	-.128
	I feel myself enabled to critically review the plan	Male	159	1	6	2.46	1.296	.841
18	to make it more akin to new situation.	Female	64	1	6	2.72	1.453	.703
	I am smart enough to adjust to the new situation.	Male	159	1	6	2.64	1.389	.678
19		Female	64	1	7	2.55	1.632	.908
	I can make use of different dimensions of	Male	159	1	5	2.53	1.306	.567
20	the knowledge to adjust in the new situation.	Female	64	1	6	2.64	1.384	.680
21	I am smart enough to	Male	159	1	7	2.34	1.373	.988

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	adjust quickly to the new situations	Female	64	1	6	2.59	1.342	.587
22	I am smart enough to understand new unfolding environment	Male	159	1	6	2.28	1.237	.859
		Female	64	1	6	2.52	1.425	.884
	I feel myself enabled to transform myself according to the new unfolding situation	Male	159	1	6	2.39	1.267	.685
23		Female	64	1	6	2.67	1.624	.623
	I feel myself enabled to manipulate within new situations	Male	159	1	6	2.17	1.249	.976
24		Female	64	1	5	2.41	1.231	.540
	I feel myself enabled to change myself according to the new unfolding situation	Male	159	2	7	5.67	1.286	-.801
25		Female	64	1	7	5.52	1.512	-1.254
	I feel myself enabled to make my way in the new unfolding situation	Male	159	2	7	5.73	1.215	-.795
26		Female	64	1	7	5.53	1.532	-.771

Appendix E

11.1 Scanning of University Exit Level Documents

11.1.1E.1 Status of Student's Mindset at Exit Level

Table E.1: SPSS Output Showing Status of Student's Mindset at Exit Level

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
1	I feel the power inside to drive myself towards my goals.	223	3	7	5.76	.950	-.525	.163
2	I can deploy myself to achieve my goals.	223	3	7	5.78	1.023	-.746	.163
3	I can feel myself enable enough to achieve my goals	223	3	7	5.78	1.060	-.543	.163
4	I fee myself confident enough to cultivate within me the new skills to achieve my goals	223	3	7	5.79	.978	-.449	.163
5	I feel myself confident enough to deliver what is expected from me	223	3	7	5.85	.987	-.522	.163
6	I can start new projects on my own.	223	1	7	5.17	1.125	-.389	.163

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
7	I can chalk out action plan on my own to achieve my goals.	223	1	7	5.06	1.234	-.489	.163
8	I am daring enough to think and start new projects.	223	2	7	5.22	1.164	-.429	.163
9	I can think of modified action plans for the failing projects	223	2	7	5.10	1.189	-.484	.163
10	I can think of new solutions for the failing projects	223	2	7	5.24	1.155	-.316	.163
11	I am confident enough to assess the gravity and dimension of the issues at hand.	223	2	7	5.13	1.213	-.366	.163
12	I feel myself confident enough to deliver what is expected from me.	223	1	7	4.80	1.170	-.639	.163
13	I feel myself confident enough to arrange available resources to meet my goals.	223	1	7	4.80	1.177	-.431	.163
14	I am confident enough to implement what I have chalked out to achieve my	223	1	7	4.87	1.246	-.211	.163

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	goals.							
15	I am confident enough to generate enough force within me to achieve my goals	223	2	7	4.93	1.230	-.281	.163
16	I am confident enough to generate enough force around me to achieve my goals	223	1	7	4.83	1.226	-.292	.163
17	I feel myself enabled to think new ventures for me.	223	2	7	4.78	1.173	-.147	.163
18	I feel myself enabled to critically review the plan to make it more akin to new situation.	223	1	7	4.81	1.246	-.376	.163
19	I am smart enough to adjust to the new situation.	223	2	7	5.17	1.213	-.460	.163
20	I can make use of different dimensions of the knowledge to adjust in the new situation.	223	3	7	5.74	.979	-.271	.163
21	I am smart enough to adjust	223	2	7	5.73	1.004	-.812	.163

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	quickly to the new situations							
22	I am smart enough to understand new unfolding environment	223	3	7	5.79	1.016	-.685	.163
23	I feel myself enabled to transform myself according to the new unfolding situation	223	2	7	5.67	.994	-.598	.163
24	I feel myself enabled to manipulate within new situations	223	2	7	5.78	1.024	-.605	.163
25	I feel myself enabled to change myself according to the new unfolding situation	223	3	7	5.61	.993	-.335	.163
26	I feel myself enabled to make my way in the new unfolding situation	223	3	7	5.78	1.020	-.721	.163

11.1.2E.2 Program-wise Breakup Showing Status of Student's Mindset at Exit

Table E.2: SPSS Output Showing Program-wise Breakup of Status of Student's Mindset at Exit

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
		MBA	104	3	7	5.71	.942	-.314
1	I feel the power inside to drive myself towards my goals.	MHRM	43	3	7	5.95	.872	-.812
		MSMKt	11	5	7	5.73	.905	.647
		MBF	37	3	7	5.65	1.136	-.811
		MSM	28	4	7	5.82	.863	-.377
2	I can deploy myself to achieve my goals.	MBA	104	3	7	5.64	1.004	-.875
		MHRM	43	4	7	5.88	.981	-.392
		MSMKt	11	3	7	5.73	1.348	-.892
		MBF	37	4	7	5.95	.941	-.522
		MSM	28	3	7	5.93	1.120	1.043
3	I can feel myself enable enough to achieve my goals	MBA	104	3	7	5.78	1.088	-.515
		MHRM	43	4	7	5.77	1.043	-.299
		MSMKt	11	4	7	6.00	1.000	-.733
		MBF	37	4	7	5.95	.848	1.049
		MSM	28	3	7	5.54	1.261	-.325
4	I feel myself confident enough to cultivate within me the new skills to achieve my goals	MBA	104	3	7	5.76	1.038	-.403
		MHRM	43	3	7	5.93	.961	-.868
		MSMKt	11	4	7	5.73	1.009	-.053
		MBF	37	4	7	5.70	.845	-.247
		MSM	28	4	7	5.86	.970	-.481
5	I feel myself confident enough to deliver what is	MBA	104	3	7	5.73	1.063	-.329
		MHRM	43	4	7	6.09	.750	-.866

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	expected from me	MSMKt	11	3	7	5.82	1.328	1.164
		MBF	37	4	7	5.89	.966	-.361
		MSM	28	4	7	5.89	.875	-.138
6	I can start new projects on my own.	MBA	104	2	7	5.17	1.038	-.409
		MHRM	43	3	7	5.37	1.092	-.117
		MSMKt	11	3	7	4.82	1.079	.430
		MBF	37	2	7	5.19	1.126	-.394
		MSM	28	1	7	4.93	1.464	-.478
		MBA	104	1	7	4.92	1.363	-.539
7	I can chalk out action plan on my own to achieve my goals.	MHRM	43	2	7	5.14	1.226	-.360
		MSMKt	11	4	6	5.00	.894	.000
		MBF	37	3	7	5.27	1.071	-.005
		MSM	28	3	7	5.18	1.056	-.382
		MBA	104	2	7	5.11	1.246	-.388
8	I am daring enough to think and start new projects.	MHRM	43	2	7	5.51	1.077	-.691
		MSMKt	11	3	6	4.82	1.328	-.538
		MBF	37	4	7	5.32	.973	.049
		MSM	28	3	7	5.25	1.110	-.186
9	I can think of modified action plans for the failing projects	MBA	104	2	7	5.07	1.168	-.506
		MHRM	43	3	7	5.05	1.068	-.219
		MSMKt	11	2	6	4.64	1.362	-.931

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
		MBF	37	3	7	5.35	1.111	-.502
		MSM	28	2	7	5.14	1.458	-.498
		MBA	104	2	7	5.12	1.135	-.353
10	I can think of new solutions for the failing projects	MHRM	43	3	7	5.60	1.178	-.355
		MSMKt	11	5	7	5.73	.786	.574
		MBF	37	3	7	5.35	1.136	-.512
		MSM	28	3	7	4.79	1.166	-.003
		MBA	104	2	7	5.12	1.177	-.337
11	I am confident enough to assess the gravity and dimension of the issues at hand.	MHRM	43	2	7	5.21	1.473	-.474
		MSMKt	11	3	7	5.18	1.328	-.714
		MBF	37	3	7	4.95	.911	-.355
		MSM	28	3	7	5.25	1.266	-.509
		MBA	104	1	7	4.74	1.043	-.454
12	I feel myself confident enough to deliver what is expected from me.	MHRM	43	1	7	5.12	1.199	1.189
		MSMKt	11	1	7	5.00	1.732	1.411
		MBF	37	2	7	4.65	1.184	-.535
		MSM	28	2	7	4.64	1.283	-.286
		MBA	104	2	7	4.78	1.123	-.473
13	I feel myself confident enough to arrange available resources to meet my goals.	MHRM	43	2	7	4.67	1.149	-.500
		MSMKt	11	1	7	4.91	1.868	-.740
		MBF	37	3	7	5.03	1.040	-.056
		MSM	28	2	7	4.75	1.295	-.269

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
14	I am confident enough to implement what I have chalked out to achieve my goals.	MBA	104	2	7	4.93	1.217	-.166
		MHRM	43	1	7	4.70	1.372	-.465
		MSMKt	11	4	6	5.55	.688	1.324
		MBF	37	3	7	4.86	1.294	.021
		MSM	28	3	7	4.68	1.219	.410
15	I am confident enough to generate enough force within me to achieve my goals	MBA	104	2	7	4.84	1.247	-.143
		MHRM	43	2	7	5.00	1.134	-.308
		MSMKt	11	2	6	4.73	1.348	-.892
		MBF	37	2	7	5.05	1.224	-.397
		MSM	28	2	7	5.11	1.315	-.422
16	I am confident enough to generate enough force around me to achieve my goals	MBA	104	2	7	4.80	1.202	-.217
		MHRM	43	1	7	4.70	1.406	-.615
		MSMKt	11	3	7	4.91	1.300	.535
		MBF	37	3	7	5.14	1.273	-.352
		MSM	28	3	6	4.71	.897	-.041
17	I feel myself enabled to think new ventures for me.	MBA	104	2	7	4.79	1.129	-.273
		MHRM	43	2	7	4.77	1.250	-.149
		MSMKt	11	3	6	4.82	1.168	-.499
		MBF	37	3	7	4.84	1.214	.131
18	I feel myself enabled to critically review the plan	MSM	28	3	7	4.71	1.243	-.033
		MBA	104	2	7	4.64	1.246	-.306
		MHRM	43	1	7	4.95	1.253	-.747

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	to make it more akin to	MSMKt	11	2	7	4.64	1.286	-.196
	new situation.	MBF	37	2	7	4.89	1.286	-.202
		MSM	28	3	7	5.14	1.145	-.458
		MBA	104	2	7	5.16	1.183	-.467
	I am smart enough to	MHRM	43	2	7	5.21	1.186	-.426
19	adjust to the new	MSMKt	11	3	7	5.36	1.286	-.493
	situation.	MBF	37	2	7	5.11	1.265	-.649
		MSM	28	2	7	5.11	1.343	-.308
		MBA	104	3	7	5.70	1.013	-.339
	I can make use of	MHRM	43	4	7	5.93	.961	-.362
20	different dimensions of	MSMKt	11	5	6	5.64	.505	-.661
	the knowledge to adjust	MBF	37	4	7	5.73	.962	-.207
	in the new situation.	MSM	28	4	7	5.64	1.062	-.004
		MBA	104	3	7	5.66	1.011	-.372
	I am smart enough to	MHRM	43	4	7	6.00	.756	-.694
21	adjust quickly to the new	MSMKt	11	2	7	5.82	1.601	1.606
	situations	MBF	37	3	7	5.57	.959	-.403
		MSM	28	2	7	5.75	1.076	1.766
		MBA	104	3	7	5.76	.940	-.500
	I am smart enough to	MHRM	43	3	7	5.77	1.088	-.443
22	understand new	MSMKt	11	5	7	6.00	.775	.000
	unfolding environment	MBF	37	3	7	5.81	1.175	1.133

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
		MSM	28	3	7	5.82	1.090	-.912
		MBA	104	2	7	5.49	1.005	-.471
	I feel myself enabled to	MHRM	43	4	7	5.86	.915	-.494
23	transform myself	MSMKt	11	4	7	5.55	.820	-.176
	according to the new	MBF	37	3	7	5.73	.990	-.867
	unfolding situation	MSM	28	3	7	6.00	1.054	1.226
		MBA	104	2	7	5.78	1.070	-.660
	I feel myself enabled to	MHRM	43	4	7	5.95	.899	-.525
24	manipulate within new	MSMKt	11	4	7	5.64	1.027	-.448
	situations	MBF	37	3	7	5.65	1.033	-.503
		MSM	28	3	7	5.71	1.049	-.618
		MBA	104	3	7	5.56	1.003	-.250
	I feel myself enabled to	MHRM	43	3	7	5.65	.897	-.479
25	change myself according	MSMKt	11	5	7	5.91	.831	.190
	to the new unfolding	MBF	37	3	7	5.54	1.145	-.281
	situation	MSM	28	4	7	5.75	.967	-.513
		MBA	104	3	7	5.72	1.028	-.780
	I feel myself enabled to	MHRM	43	4	7	5.77	1.088	-.443
26	make my way in the new	MSMKt	11	5	7	6.18	.603	-.028
	unfolding situation	MBF	37	3	7	5.81	1.023	-.751
		MSM	28	3	7	5.79	1.031	-.846

11.1.3E.3 Gender-wise Breakup Showing Status of Student's Mindset at Exit

Table E.3: SPSS Output Showing Gender-wise Breakup of Status of Student's Mindset at Exit

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
1	I feel the power inside to drive myself towards my goals.	Male	159	3	7	5.63	.991	-.423
		Female	64	4	7	6.09	.750	-.389
2	I can deploy myself to achieve my goals.	Male	159	3	7	5.60	1.056	-.621
		Female	64	4	7	6.22	.786	-.817
3	I can feel myself enable enough to achieve my goals	Male	159	3	7	5.61	1.067	-.371
		Female	64	4	7	6.22	.917	1.094
4	I fee myself confident enough to cultivate within me the new skills to achieve my goals	Male	159	3	7	5.64	1.027	-.299
		Female	64	5	7	6.17	.725	-.275
5	I feel myself confident enough to deliver what is expected from me	Male	159	3	7	5.65	1.000	-.298
		Female	64	4	7	6.34	.761	1.124
6	I can start new projects on my own.	Male	159	1	7	5.02	1.088	-.516
		Female	64	3	7	5.53	1.140	-.311
7	I can chalk out action plan on my own to achieve my	Male	159	1	7	4.91	1.265	-.536
		Female	64	3	7	5.42	1.081	-.064

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	goals.							
8	I am daring enough to think and start new projects.	Male	159	2	7	5.04	1.171	-.422
		Female	64	3	7	5.67	1.024	-.300
9	I can think of modified action plans for the failing projects	Male	159	2	7	4.83	1.197	-.317
		Female	64	3	7	5.77	.868	-.571
10	I can think of new solutions for the failing projects	Male	159	2	7	5.08	1.158	-.235
		Female	64	3	7	5.62	1.062	-.503
11	I am confident enough to assess the gravity and dimension of the issues at hand.	Male	159	2	7	4.96	1.171	-.249
		Female	64	2	7	5.55	1.221	-.842
12	I feel myself confident enough to deliver what is expected from me.	Male	159	1	7	4.61	1.147	-.593
		Female	64	2	7	5.27	1.102	-.994
13	I feel myself confident enough to arrange available resources to meet my goals.	Male	159	1	7	4.62	1.200	-.327
		Female	64	2	7	5.25	.992	-.529
14	I am confident enough to implement what I have chalked out to achieve my	Male	159	1	7	4.69	1.258	-.094
		Female	64	3	7	5.33	1.099	-.397

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	goals.							
15	I am confident enough to	Male	159	2	7	4.76	1.214	-.175
	generate enough force	Female	64	2	7	5.36	1.173	-.624
	within me to achieve my							
	goals							
16	I am confident enough to	Male	159	1	7	4.61	1.237	-.216
	generate enough force	Female	64	3	7	5.38	1.016	-.164
	around me to achieve my							
	goals							
17	I feel myself enabled to	Male	159	2	7	4.68	1.110	-.208
	think new ventures for me.	Female	64	2	7	5.05	1.290	-.227
18	I feel myself enabled to	Male	159	1	7	4.60	1.258	-.243
	critically review the plan to	Female	64	2	7	5.33	1.055	-.618
	make it more akin to new							
	situation.							
19	I am smart enough to adjust	Male	159	2	7	4.97	1.229	-.395
	to the new situation.	Female	64	3	7	5.66	1.027	-.437
20	I can make use of different	Male	159	3	7	5.58	.963	-.158
	dimensions of the	Female	64	4	7	6.12	.917	-.637
	knowledge to adjust in the							
	new situation.							
21	I am smart enough to adjust	Male	159	2	7	5.62	1.036	-.696

Sr #	Statements	N	Min	Max.	Mean	SD	Skew	SE
	quickly to the new situations	Female	64	3	7	6.02	.864	1.099
22	I am smart enough to understand new unfolding environment	Male	159	3	7	5.62	1.054	-.575
		Female	64	4	7	6.20	.780	-.583
23	I feel myself enabled to transform myself according to the new unfolding situation	Male	159	2	7	5.50	1.012	-.567
		Female	64	4	7	6.09	.811	-.360
24	I feel myself enabled to manipulate within new situations	Male	159	2	7	5.62	1.059	-.489
		Female	64	4	7	6.16	.821	-.656
25	I feel myself enabled to change myself according to the new unfolding situation	Male	159	3	7	5.43	.984	-.260
		Female	64	4	7	6.08	.860	-.462
26	I feel myself enabled to make my way in the new unfolding situation	Male	159	3	7	5.59	1.032	-.650
		Female	64	4	7	6.23	.831	-.811

Appendix F

12.1 Classroom Observation

Table F.1: Classroom Observations

Sr #	Statements	Mean	Median	SD	Skewness
1	I feel the power inside to drive myself towards my goals.	2.60	3.00	1.00	-.13
2	I can deploy myself to achieve my goals.	2.70	3.00	1.03	-.28
3	I can feel myself enable enough to achieve my goals	2.70	3.00	1.03	-.28
4	I fee myself confident enough to cultivate within me the new skills to achieve my goals	2.60	3.00	1.00	-.13
5	I feel myself confident enough to deliver what is expected from me	2.70	3.00	1.03	-.28
6	I can start new projects on my own.	2.70	3.00	1.03	-.28
7	I can chalk out action plan on my own to achieve my goals.	2.60	3.00	1.00	-.13
8	I am daring enough to think and start new projects.	2.70	3.00	1.03	-.28
9	I can think of modifieded action plans for the failing projects	2.70	3.00	1.03	-.28

Sr #	Statements	Mean	Median	SD	Skewness
10	I can think of new solutions for the failing projects	2.60	3.00	1.00	-.13
11	I am confident enough to assess the gravity and dimension of the issues at hand.	2.70	3.00	1.03	-.28
12	I feel myself confident enough to deliver what is expected from me.	2.70	3.00	1.03	-.28
13	I feel myself confident enough to arrange available resources to meet my goals.	2.60	3.00	1.00	-.13
14	I am confident enough to implement what I have chalked out to achieve my goals.	2.70	3.00	1.03	-.28
15	I am confident enough to generate enough force within me to achieve my goals	2.70	3.00	1.03	-.28
16	I am confident enough to generate enough force around me to achieve my goals	2.60	3.00	1.00	-.13
17	I feel myself enabled to think new ventures for me.	2.70	3.00	1.03	-.28
18	I feel myself enabled to critically review the plan to make it more akin to new situation.	2.70	3.00	1.03	-.28
19	I am smart enough to adjust to the new situation.	2.60	3.00	1.00	-.13

Sr #	Statements	Mean	Median	SD	Skewness
20	I can make use of different dimensions of the knowledge to adjust in the new situation.	2.70	3.00	1.03	-.28
21	I am smart enough to adjust quickly to the new situations	2.60	3.00	1.00	-.13
22	I am smart enough to understand new unfolding environment	2.70	3.00	1.03	-.28
23	I feel myself enabled to transform myself according to the new unfolding situation	2.70	3.00	1.03	-.28
24	I feel myself enabled to manipulate within new situations	2.60	3.00	1.00	-.13
25	I feel myself enabled to change myself according to the new unfolding situation	2.60	3.00	1.00	-.13
26	I feel myself enabled to make my way in the new unfolding situation	2.70	3.00	1.03	-.28

Appendix G

13.1 Report of Teacher's Interviews

Respondent 1

Before: My teaching was not focused. I use to teach for the sake of teaching. It was a just a source of income. I never felt the performance of this profession. I did not have much experience of teaching before joining UMT.

But if I talk about the role of higher education in inculcating the values in students that I have not find even in Germany as student. As student I use to feel shy and under confident in the class because I don't have the qualities which the other students do have in the class. They were confident, were able to think critically, and clear direction towards their goals. As student I did not fi any help from my university teacher to overcome such problems.

After: When I joined UMT, during diff t meetings from top management regarding setting the goals for teaching in gen- eral and for the course specifically. Then creating urge in students to set their goals as well and urge to achieve their objectives.

2. As a teacher it is my prime responsibility to inculcate a certain set of skills in students which help them to deliver in social and business settings. This I learn from the culture, environment, and my colleague.

3. I have foreign exposure and I can understand the deficiencies of students in international perspective. I prepare my lectures and course packs while keeping in mind the real world. I use different approaches of doing tasks. I try to bring real world in the class. So that students get enable to take the risk of taking new initiative.

4. I believe that there is always an opportunity but only a person with right mind set can take it. I prepare my students to keep their eyes open, identify the gaps in their jobs or area of working.

5. I always create an environment in the class that is very friendly. I encourage the students to share frankly their culture and interests. This helps to find out their potentials.

Conclusion: No doubt I learn it in UMT but I believe that this was all due to the school I am working in and this varies from school to school and teacher to teacher. Awareness about the vision of UMT is not very common. I don't think so it is being spread the way it should be. UMT is working on students' transformation but it is average.

Respondent 2

Before: I have no experience of teaching before joining UMT. But I can share the teaching experience at higher education level as student what I felt. I have studied in UK and Sweden. What I experienced is that the teacher are hardly concerned about even about the assignment given to the students. Students is the sole responsible to complete and submit it in time. Teacher at university level expects that students should come in university with skills like; good communication, critical thinking, analyzing the things, clear, and focused about their goal. These all skills, they think is the responsibility of schools to produce inculcate in schools.

After: I believe that student can only deliver if he is technically strong in his area of work. Therefore I always give challenging and independent assignments to students. My assignments create problem solving skill in them. I take presentations from them to make them confident enough.

2. To prepare the students for capturing the new realities, I give them project choice.

Students select their projects on their own in the area of their interest. When they had this opportunity, they search and find out what is happening in the real world and how they can take benefit from them. I do not restrict them on the ways of solving the assignment. I accept the way they solve it. They get prepared to take initiatives and risks.

3. There is always diversification in the class. All students are not equal. To create the ability of responding to challenges, I gave group assignments to the students. I make mixed groups and ask them to assign a group leader. It is the duty of leader to take every group member along. If everyone does not do his part, I do negative marking for the group. This thing compels them to work at least.

4. We cannot create this in students. This is something which students have on their own if they had good education right from the beginning.

5. I always conduct an end session with students which is totally based on the discussion of their interest and my input as a teacher. I share with them their strengths and weaknesses.

Conclusion: I am afraid that everyone in UMT is not teaching for the same goal. Teaching methods vary from teacher to teacher and top management is moving slowly to get this implemented.

Respondent 3

Before: I have good exposure of teaching before teaching in UMT. Somewhere I found that the systems are very well implemented but the main product that is student is not given due importance. Somewhere students are being treated as customers and we are supposed to satisfy them in any way. Students are more concerned with their grades and they want degree but not the knowledge. I found that universities are more focusing on this.

I being a teacher always try to create the best in my students irrespective of the

organization.

After: I work from course to course basis. I communicate course objectives to the students and try to achieve them as well. I know that knowledge is more important to deliver. If student has grip on it, they can confidently deliver in their work place. For me it is important to create interest of subject in students to prepare them for the knowledge.

2. I give challenging assignment, which help them to unfold the new ways to solve them. I let them to do it on their ways. This give them the chance to find out so many new things happening around them in the same field.

3. To face the new challenges the foremost important thing required is the confidence. I take lots of presentations in the class which gives them confidence of speaking in front of people. To speak they prepare themselves and equip them with the latest thing and face the challenges.

4. I have still not worked on the area of developing foresightedness in the students. Our workloads are not allowing us to work so deeply on this. UMT must support the teachers for this. Firstly teachers need to enhance their analytical skills before developing in students.

5. Firstly I used to do this. I use to work on every student individually. But now it is not possible due to workload imbalance and unjust and undue accommodative attitude towards non- deserving.

Conclusion: I have long working experience in UMT but I did find an extraordinary work on students' transformation as valuable and market oriented professionals. Yes the environment of UMT is quite relaxed as compare to other universities. Teachers are working in their individuals capacities. But somehow somewhere this process is going on but

very slow which I did not find in other universities at all.

Respondent 4

Before: Before UMT I had been teaching a school and college level. I personally feel that it is the work of schools and colleges to prepare the students for the university education. They must learn to be confident, critically analyzing the things, and setting the goals etc. Which is not being done in our school and colleges while this is the part of under graduate education at international level. When students come to university they have already chosen the profession. Now it is the responsibility of higher education to equip them in that area of profession. But producing the qualities of confidence, critical thinking, communication etc is not higher education responsibility. Yes enhancing entrepreneurial skills and decision making is our job at university level. So it is the joint effort of all the institutions of education

After: When student come to university what I found is, they are not clear about the degrees they are opting for. They just go with others choices and advices. I try to create interest in them regarding that program and the course I am teach- ing. Because I believe interest is the fi step to enable the students to learn which give them a drive to reach to their goal.

2. To explore the new realities, it is essential that students learn to choose the work and the way to do it. I give them the freedom of selecting their assignment and also the way to do it. If they go other way to do it I accept it and grade the assignment also. Normally teachers do not accept the ways or methods of students of doing their assignment because it is quite challenging and hectic for a teacher. But this method definitely open the new realities in front of students.

3. It is the need of time that we produce market oriented professionals. Who can face the challenges and solve them innovatively. For this it is essential to bring real world in the class which I do because in 15 sessions student cannot get into the real world for the practical knowledge of their course. So it is better to link teaching with practicality. This is what I do.

4. Foresightedness is directly related with the analytical skills of students. Which is not possible to produce in them at this level but still I try it but not successfully. It varies from student to student depending upon their previous education.

5. Diversity is there due to intake. We give admission to every- one, therefore identifying every student's potential and working on this is quite difficult. But still I use assessment as a tool to find out their individual area of interest and conduct discussion with them on this.

Conclusion: I being a student of UMT and then being a teacher find it out that every teaching methods are varying from teacher to teacher. What I learn I think is due to the expansion of job and increase in responsibilities. Vision of UMT is not very popular among its stakeholders especially the implementers which I think is very important. I am afraid that there are few teachers who would hardly be aware of its statement.

Respondent 5

Before: I have started my teaching career from UMT. I have inherited the teaching talent and also I have learnt a lot from here. Head of UMT is an academician which I think is a blessing because he knows the problems we face and how to move technically.

After: I am basically a finance person my work is to prepare the students technically. The other qualities inculcating in them is the major work of management people. I try to create interest of the subject in them. I encourage them to respond if they do not understand.

I use practical mode of teaching in the class which also help to create interest. I strongly believe that technical knowledge and interest create confidence in a student to get their goals.

2. Students need latest skills in their technical areas. Awareness with these latest technical skills encourage them to take initiatives and risk but calculated risks.

3. Challenges are of two types; one the work you have not done before, other the required skills to do the work. I try to bring latest knowledge related to the subject in the class and try to enhance their knowledge regarding latest techniques introduced. This give them confidence to meet the challenges at their work place.

4. We have special techniques to do the future analysis. I teach every student those analysis techniques which definitely help to increase their foresightedness.

5. I ask the students to select the topics of their interest and then assign them projects related to those projects. This gives the encouragement to work in their area of interest. This also enables them to identify their potential and progress in their career accordingly.

Conclusion: I think vision is not properly inducted. Although UMT has taken the initiative to move in this direction but the pace is quite slow.

Appendix H

14.1 Parents' Feedback Analysis

	Mean	Median	Mode	Std. Dev	Skew
I feel the power inside to drive myself towards my goals.	2.09	2.00	2	1.016	.763
I can deploy myself to achieve my goals	3.03	3.00	2	1.415	.608
I can feel myself enable enough to achieve my goals	3.98	4.00	2	2.175	.108
I fee myself confident enough to cultivate within me the new skills to achieve my goals	6.13	7.00	7	1.249	-1.513
I feel myself confident enough to deliver what is expected from me	3.00	3.00	3	1.379	.489
I can start new projects on my own.	4.11	4.00	7	2.139	-.072
I can chalk out action plan on my own to achieve my goals.	3.14.	3.00	2	1.435	326
I am daring enough to think and start new projects.	3.01	3.00	2	1.502	.637
I can think of modified action	3.00.	3.00	2	1.467	.492

plans for the failing projects					
I can think of new solutions for the failing projects	6.12	7.00	7	1.226	-1.609
I am confident enough to assess the gravity and dimension of the issues at hand.	2.86	3.00	2	1.437	.338
I feel myself confident enough to deliver what is expected from me.	2.74	3.00	3	1.231	.455
I feel myself confident enough to arrange available resources to meet my goals.	3.06	3.00	2	1.532	.455
I am confident enough to implement what I have chalked out to achieve my goals.	2.36	2.00	1	1.351	.850
I am confident enough to generate enough force within me to achieve my goals	5.64	6.00	7	1.401	-.939
I am confident enough to generate enough force around me to achieve my goals	5.70	6.00	6a	1.327	-1.149
I feel myself enabled to critically review the plan to make it more akin to new situation.	4.06	4.00	2a	2.032	.024

I am smart enough to adjust to the new situation.	2.53.	2.00	2	1.345	.808
I can make use of different dimensions of the knowledge to adjust in the new situation.	2.61	2.00	2	1.460	.754
I feel myself enabled to think new ventures for me.	2.56	2.00	2	1.327	.604
I am smart enough to adjust quickly to the new situations.	2.41	2.00	1	1.366	.860
I am smart enough to understand new unfolding environment	2.35	2.00	1a	1.295	.891
I feel myself enabled to transform myself according to the new unfolding situation	2.47	2.00	1	1.381	.723
I feel myself enabled to manipulate within new situations	2.24	2.00	1	1.246	.838
I feel myself enabled to change myself according to the new unfolding situation	5.62	6.00	7	1.353	-.996
I feel myself enabled to make my way in the new unfolding situation	5.67	6.00	7	1.314	-.832

14.2 Qualitative Survey of Parents

The parents were asked to discuss about the role of UMT in developing their off-springs for the future challenges in the world outside the university in terms of two things they know the university has managed to inculcate in them and two things which they want but the university could not. Following is the list of these characteristics,

Parent 1:

I am happy about:

1. The self confident in their child.
2. The drive to start new business in their child.

I am concerned about:

1. My child can not express his feelings which may results in his total failure.
2. My child does not know much about the Islam and Islamic traditions and values to live his life.

Parent 2:

I am happy about:

1. My boys has become the genius. He makes excellent and workable action plans.
2. The constructionist approach is developed solely by UMT.

I am concerned about:

1. He is not so expressive and this is why he is usually not successful in his job interviews.
2. He can not transforming. In negotiations, he completely fails.

Parent 3:

I am happy about:

1. My Girl was very shy before taking admission. But now she is no shy and express herself with full confidence.
2. She has become very critical.

I am concerned about:

1. She does not know much about Islamic culture and traditions.
2. She is disrespectful and does not obey us. I think her disobedience is increased while her stay at UMT.

Parent 4:

I am happy about:

1. He has become very proactive and sharp in dealing people.
2. He has converted into an excellent negotiator.

I am concerned about:

1. He is still looking for a job. Why UMT not make him learn how to start his own business, I have learned a lot about entrepreneurial education being imparted there at UMT but I think these are only cliché.
2. He can not cultivate himself into a situation and sometimes become stubborn.

Parent 5:

I am happy about:

1. She has become more proactive.
2. She has become more interdisciplinary.

I am concerned about:

1. She is not a risk taker.
2. She is very shy and can not express herself.

Parent 6:

I am happy about:

1. She can now use more of her God given potential and become more independent.
2. UMT has increased the driving force with her.

I am concerned about:

1. She is more than a manipulator. Often lie, often even abuse to get her things done.
2. UMT should focus on giving Islamic tradition to her students.

Parent 7:

I am happy about:

1. My son can now implement what he is thinking.
2. He has become much more innovative.

I am concerned about:

1. He does not know much about Islam and Islamic culture which is making him more of a worldly man.
2. He is very shy.

Parent 8:

I am happy about:

1. I think UMT has make him a good risk taker and initiator.
2. He has become more proactive.

I am concerned about:

1. He is not expressive.
2. He is not a good Muslim. I think UMT should do something to make her students know Islam besides other studies.

Parent 9:

I am happy about:

1. My daughter become a good mathematician and this makes her an excellent researcher. I have given her a few market researches to conduct for my own firm and she has produced excellent researches. My tributes to teacher who has taught her Statistics and Mathematics.
2. She has become very critical. Being critical is a required characteristics of a researcher and UMT has done an excellent job in making her critical.

I am concerned about:

1. I think UMT should let her students know Islam.
2. Value system should also be inculcated in the students.

Parent 10:

I am happy about:

1. I think UMT has done a good job in making my son a good person for the society.
2. He has transitioned himself.

I am concerned about:

1. He is not good risk taker.
2. He can not assess his potential.

Parent 11:

I am happy about:

1. My son has become a good risk taker but I think he has not utilized his whole potential, He can be much more than that. The UMT could not transitioned him a lot.

2. He has become a good manipulator.

I am concerned about:

1. UMT should do something to familiarize his students to Islam and Islamic culture.
2. My son always complained about his actions which he could not do. I think he is not a good plan maker.

Parent 12:

I am happy about:

1. The UMT has transform my daughter from a shy person to a good negotiator and orator.
2. My daughter has become a good risk taker.

I am concerned about:

1. She is not critical and can not distinguish between good and better.
2. She is not manipulator and can not transform situations towards her side.

Parent 13:

I am happy about:

1. My son has become more dynamic and innovative.
2. My son has become sharper in making decisions.

I am concerned about:

1. However, he can not deploy himself to get the things done.
2. He is a bit shy and can not express himself fully.

Parent 14:

I am happy about:

1. He is transformed but have not become a good negotiator.

2. He makes excellent plans.

I am concerned about:

1. He makes plans but have difficulties in execution.
2. He can not construct the situations and scenarios.

Parent 15:

I am happy about:

1. He has become a good assessor of the situation at hand.
2. He has become more interdisciplinary.

I am concerned about:

1. He is not expressive enough and still a shy person.
2. He can not generate enough energy within himself to execute the plan he has thought over.

Parent 16:

I am happy about:

1. She has become a good person, more responsive to the emerg- ing situations.
2. She has become a good speaker.

I am concerned about:

1. She does not know much about her *deen*, about Islam.
2. She is manipulative but got deceived by others.

Parent 17:

I am happy about:

1. My son has become a good risk taker but I think he has not utilized his whole potential, He can be much more than that. The UMT could not transitioned him a

lot.

2. He has become a good manipulator.

I am concerned about:

1. UMT should do something to familiarize his students to Islam and Islamic culture.
2. My son always complained about his actions which he could not do. I think he is not a good plan maker.

Parent 18:

I am happy about:

1. I think UMT has make him a good risk taker and initiator.
2. He has become more proactive.

I am concerned about:

1. He is not expressive.
2. He is not a good Muslim. I think UMT should do something to make her students know Islam besides other studies.

Parent 19:

I am happy about:

1. My son has become more dynamic and innovative.
2. My son has become sharper in making decisions.

I am concerned about:

1. However, he can not deploy himself to get the things done.
2. He is a bit shy and can not express himself fully.

Parent 20:

I am happy about:

1. He has become a good assessor of the situation at hand.
2. He has become more interdisciplinary.

I am concerned about:

1. He is not expressive enough and still a shy person.
2. He can not generate enough energy within himself to execute the plan he has thought over

Appendix J

15.1 Recruiter's Requirements & Aspirations

Interview Question

Two questions are asked from persons mainly responsible in selection process of different selected organizations of Lahore. The questionnaire,

1. What are the most important qualities that make the selection of a candidate possible in their organization?
2. What they think about UMT students?

Organization - PARCO TOTAL

Personal: Head HR, Sitting in Head Office

Answer for Question 1

1. Integrity (most Important)
2. Good communicator
3. Sound technical knowledge
4. Decision making
5. Negotiation skills
6. Clear about vision
7. Focused
8. What he wants from life
9. Stress manager
10. Culture awareness
11. Bold

12. Good listener
13. Team worker
14. Comfortable with cross functioning/ Functional mobility
15. Geographical mobility

Answer for Question 2

The recruiter responds that the UMT students are good workers but not managers or leaders because they lack following;

1. Initiatives
2. Decision making
3. Culture of corporate world
4. Confidence
5. Communication
6. Negotiation
7. Flexibility
8. Management potential
9. Vision of life
10. Aspirations of his own
11. Plan of life
12. Objectives of life
13. They need life counseling, mentors and personality grooming

Organization: Qarshi Industries (Pvt.) Ltd

Personal: Director HR, Sitting in Head Office

Answer for Question 1

The Director stressed that the organization works conventionally therefore, they need person who can work with their system.

1. Young and energetic
2. Flexible
3. Adaptive with our system
4. Good body language
5. Diversity
6. Transitions
7. Well aware of
8. Intelligent
9. Rational
10. Islamic/ cultural values
11. Polite/ courteous
12. Prompt and appropriate in response
13. Confidence
14. Strong communication skills
15. Commitment and maturity
16. Positive thinking
17. Professional competency

Answer for Question 2

The Recruiter said that they normally do not prefer UMT students because of their

1. Weak communication skills,

2. Writing and speaking skills.

Organization- INFOTECH

Personal: Head HR

Answer for Question 1

1. Team work
2. Personality
3. Communication skills
4. Eager to learn
5. Family background
6. Initiative
7. Creativity
8. Sound technical knowledge
9. Decision making
10. Stress management

Answer for Question 2

The Recruiter said that we are not biased about any specific university. We normally give our advertisement on Rozi.com and take CVs online.

But till now we do not have any employee graduated from UMT. We do have trainees from UMT but they never got selected after completing internship.

Organization- MOTT MACDONALD PAKISTAN

Person: Head HR

Answer for Question 1

1. Vision

2. Approach
3. Technical skills
4. Knows him to sell himself
5. Confidence
6. Communication skills
7. Bodylanguage
8. Stress manager
9. Team worker
10. Leadership
11. Retention
12. Geographical mobility

Answer for Question 2

The recruiter said that still they have not tried UMT students. Their employees are working quite some long time.

Organization- AVARI HOTELS & RESTAURANTS

Person: Head HR

Answer for Question 1

1. Communication skills both written and speaking
2. Confidence
3. Good looks
4. Pleasant personality
5. Well dressed
6. Good in marketing

7. Well aware of selling skills
8. Family background
9. Well groomed
10. Initiative
11. Decision making
12. Professionalism
13. Leader
14. Negotiation skills
15. Bold
16. Good listener
17. Team worker

Answer for Question 2

The Recruiter said that I, myself is a graduate of UMT and two other graduates of UMT are working as Manager and Asst. Manager HR with me. We always found them a better choice as compare to LUMS (Lahore University of Management Sciences) and LSE (Lahore School of Economics). The students of UMT are eager to learn. They are not proud unnecessarily. They are easy to handle.

Organization- ALLIED BANK Ltd.

Person: Divisional Head Recruitment

Answer for Question 1

1. Qualification
2. Communication
3. Decision making

4. Negotiation skills
5. Experience
6. Confidence
7. Motivation
8. Selling skills
9. Family background
10. Stress manager
11. Team worker

Answer for Question 2

The Recruiter said that they have UMT students already working with them and they are also sending their professional for advanced studies and knowledge in UMT. They are easy to handle.

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