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Challenges Faced by Female Students in Higher Education Institutions of Pakistan

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ABSTRACT

This paper examines the challenges facing the female students in higher education institutions (HEIs) in Pakistan. Even with the great levels of increase in female enrollment, there are still gender disparities and socio-cultural restrictions in academic participation, mobility, and leadership opportunities. A mixed-method study was used to sample 300 female students of both public and private universities. The results indicate that the girl/woman students experience numerous interdependent problems such as gender discrimination, social constraints, safety issues, financial constraints, and institutional support. Such problems are complicated by cultural norms and patriarchal attitudes. The research concludes that women should be empowered through the establishment of inclusive, safe, and supportive educational environment to enable them to have equitable partners in the higher education establishment.

Introduction

Education is a fundamental right and a significant factor of national development but women all over the world continue to face institutional inequalities to attend and excel in tertiary education. The past twenty years have seen a significant increase in the number of female students joining universities in Pakistan, but the social, cultural and institutional barriers are still very well rooted. As stated by the Pakistan Bureau of Statistics (2023), the percentage of females enrolling in tertiary education has grown to 48% yet the rate of dropout and disparities in some of the fields studied is terrifying. Women educational experiences are set against the intricate pattern of socio-economic issues, gender stereotypes and institutionalized practices that curtail female academic freedom and career ambitions (UNESCO, 2023; Aslam, 2019). They consist of restricted movement based on social conventions, family constraints, inefficient transport services, gender discrimination in education, and security concerns in campuses (Shah & Shah, 2021). Furthermore, inequality is further enhanced by economic barriers and absence of scholarships especially among rural or women with lower incomes (Qureshi and Rarieya, 2020). Lack of gender-sensitive policies and mentorship program also discourages advancement of women in academic aspects. Although the Constitution provides equal educational opportunities, the situation in higher education is not quite equal.

The proposed research is expected to determine and discuss the most salient issues across female students in Pakistani institutions of higher learning. Speaking more specifically, the research aims at exploring the socio-cultural, economic, and institutional

limitations on the educational experience and career decisions of the female students. The applicability of the research is linked to the contribution to the subject of gender equality in the Pakistani system of higher education. The purpose of the study is to provide evidence based suggestions to policy makers, administrators and teachers so as to establish inclusive and supportive learning environments by highlighting these issues. These barriers are not just a social justice issue but also a mandatory requirement of national development since women are empowered by educating them which improves their economic productivity and participation in democracy.

Literature review

Large bodies of literature highlight the institutional impediments to female higher education, particularly in a male-dominated culture like that of Pakistan. Gender inequality thrives even when the world agrees to equity e.g. United Nations Sustainable Development Goal 5 (SDG-5) on gender equality in education. Aslam (2019) and Jabeen & Mahmood (2020) argue that cultural beliefs and norms that suggest that a woman should marry early, stay at home, and be a housewife usually convince women not to continue their education. For the reasons of traditional views of the role of men as breadwinners, and the secondary role of daughters as their educators, institutional barriers also have an important role (Naz and Ahmad, 2021). Shah and Shah (2021) determined that most university settings are not gender sensitive on academic programs, pedagogies and in their administrative systems. The female students report being harassed, being marginalized during classroom sessions, and being underrepresented in leadership. Along the same line, Hussain and Ali (2022) observed that the absence of female mentors and role models also reduces the academic confidence and academic ambitions among young women. Moreover, Qureshi and Rarieya (2020) also discovered that female students tend to experience an institutional invisibility phenomenon, i.e. when the policies are unable to address their specific needs, e.g. transport, hostel security, or a flexible schedule. There is also the factor of economic and infrastructural limitations. Bari (2020) and Haider & Raza (2019) discovered that a great number of well-fate women in rural and low income families cannot afford to pay tuition fee or hostels leading to a high rate of dropouts. Additionally, lack of proper transport infrastructure and security issues puts off families, who can send daughters to school over long distances (Khan and Fatima, 2023). The networking and extracurricular activity also play an essential role in academic and professional development and are now also highlighted by recent studies, where the socio-cultural constraints too are effectively put into focus (Noreen and Khalid, 2021). As pointed out by Malik and Shahid (2022), the females with student status often report anxiety, low self-esteem, and stress because of social expectations and gender-related discrimination. According to UNESCO (2023) and World Bank (2024), women can be empowered by means of gender-responsive policies and mentorship programs to achieve better retention and leadership participation. The literature as a whole indicates that the barriers are structural in nature and the reforms needed are holistic to bring about real equality in higher education, that is, quantitative surveys and qualitative interviews were used to be sure of the depth and breadth of knowledge. The sample was made up of the female undergraduate and postgraduate students pursuing five public and private universities in Punjab, Sindh, and Khyber Pakhtunkhwa. The sample of 300 participants was chosen by the stratified random sampling method to ensure the representation of the heterogeneous population in terms of socio-economic, regional, and academic backgrounds. The quantitative data were gathered based on the constructed questionnaire on the previous validated tools, including the Gender Equity in Education Scale (GEES) and Student Campus Experience Inventory (SCEI). The questionnaire contained such sections as the academic environment, financial difficulties, social attitudes, and personal experiences. Semi-structured interviews were also carried out to obtain qualitative information positive responses of 25 participants concerning matters like harassment, family pressure, and institutional support on a five-point Likert scale of strongly disagree to strongly agree. A quantitative analysis was done using SPSS Version 26 with descriptive statistics, correlation and regression analysis to determine important factors influencing academic experiences. The thematic analysis in the process of qualitative data processing was conducted following Braun and Clarke (2019), which assisted in establishing the recurring themes, such as social restrictions, economic dependency, institutional insensitivity, and psychological stress. Besides the socio-cultural, economical and institutional constraints, new literature highlights the psychological and emotional obstacles that the female students encounter in their higher education. A common stress, anxiety, and low self-esteem among female students are due to the balance between the academic expectations and family or the societal expectations (Malik and Shahid, 2022). Research indicates that they are especially dire among rural students, as the conservative principles confine them and the presence of supportive academic circles is limited (Khan and Fatima, 2023). Furthermore, intersectionality of gender with socio-economic status and rural-urban disparities also contributes to increasing disparity, and higher education becomes an impossible task because of technological and digital illiteracy among marginalized female students (Qureshi and Rarieya, 2020). In addition, the most current studies also emphasize the gender inequality factors in terms of unequal access to technology and digital literacy. Some socio-cultural and geographical restrictions can be overcome with the help of access to online learning platforms, online libraries, and online mentorship programs (Zhou and Hasegawa, 2022). Nonetheless, another dimension described in the literature is institutional climate and leadership opportunities, which concerns the issue of female students in lower-income families to a greater extent (Haider and Riaz, 2019). The students who are female complain about being underrepresented in student councils, academic societies, and leadership because of the existing stereotypes and the lack of mentorship (Hussain and Ali, 2022). Finally, the concern of campus safety is vaguely discussed as the most provocative factor to the female participants, particularly only co-ed campuses (Jabeen and Mahmood, 2020). Because they are afraid of harassment, not accessible in an appropriate way, and the absence of security in campus, females do not attend classes, work in groups, or go to bed late to do their academic assignments (Shah and Shah, 2021). It is also specified by UNESCO (2023) that to have an opportunity to inspire equal participation, there should be a safe, inclusive, and gender-responsive campus climate. In general, the literature shows that the issues of female

students are interdimensional, and there may be no interventions, which will assist to eradicate the cultural, institutional, economic, and psychological levels.

Methodology

The study used a qualitative mixed-method design, whereby quantitative surveys are used to complement the qualitative interview methodology in capturing the complexity of the challenges. The quantitative survey involved 300 female students studying in five universities in Punjab, Sindh, and Khyber Pakhtunkhwa in order to have the balance of both public and private institutions. Stratified random sampling technique ensured that the sample population did not leave out students across urban and rural settings, different academic fields, and various socio-economic backgrounds among others, which gave a comprehensive view. The survey instrument used was based on the validated measures like the Gender Equity in Education Scale (GEES) and the Student Campus Experience Inventory (SCEI). Products were categorized in several dimensions of difficulty: social (family pressure, cultural restrictions), institutional (no mentorship, harassment), economic (tuition fees, transportation), and psychological (stress, anxiety, self-confidence). Data on responses were gathered on a five-point Likert scale. The data on the qualitative data was collected using semi-structured interviews with 25 respondents, who were asked to give detailed accounts of their experiences with campus harassment, family restrictions and coping mechanisms. This qualitative aspect enabled deeper insights as opposed to numbers. Thematic analysis was done according to Braun and Clarke (2019) with the core themes singled out: social restrictions, safety concerns, institutional barriers, economic constraints, and emotional stress, reliability, and validity were ensured by pilot testing, the expert review, and Cronbach alpha of 0.91 as internal consistency. Strict ethical considerations were adhered to: informed consent, voluntary involvement, confidentiality and anonymity of sensitive responses. Triangulation of data was helpful in improving credibility through the integration of the findings of the survey and the interviews. Control variables were age, socioeconomic status and urban/rural residence to establish their influence on the nature of the challenges and severity. This sound methodology guaranteed the comprehensive knowledge of the issues of female students in Pakistani higher education.

Results and Discussion

The results indicate that female students in Pakistani institutions of higher learning have inter-sectional obstacles that impede their academic and personal development. The quantitative findings showed that over 72 percent of the participants reported gender biasness in their classroom activities or interaction with teachers. Almost 65 percent of them said they did not have easy access to safe transportation, and 58 percent said that they were limited by financial issues. Approximately 40 percent of the respondents admitted experiencing harassment or behavioral inappropriateness in or near the premises of the campus. The results of a regression analysis demonstrated that social and institutional barriers were strong predictors of academic stress and poorer performance ($p < 0.01$). Qualitative data demonstrated the emotional impact of these experiences. Most of the participants reported being under pressure to meet academic requirements and family expectations at the expense of studying, and in some cases, instead of studying, they had to fulfill their family duties. Others feared that they would be socially stigmatized by co-education or late campus hours and this discouraged them to join extracurricular and leadership activities. The absence of female faculty mentors is also cited as a significant limitation to career advice and emotional support by several students (Aslam, 2019, Shah and Shah, 2021, Malik and Shahid, 2022). In line with prior research, which demonstrates that female students experience both overt and covert discrimination (Aslam, 2019, Shah and Shah, 2021, Malik and Shahid, 2022). The existence of the patriarchal systems keeps supporting the idea that women should focus primarily on household chores and only then proceed with education as a secondary activity. In addition, the lack of institutional support systems, including reporting systems on harassment, gender equity committees, and counseling centers worsens these problems.

Table 1: Key Challenges Faced by Female Students in Pakistani HEIs

Challenge Type	Examples	Impact on Motivation/Performance
Social/Cultural	Family restrictions, societal norms	Lower participation, confidence, engagement
Economic	Tuition, transport, accommodation	Stress, dropout risk, limited access
Institutional	Lack of mentorship, harassment	Reduced motivation, marginalization
Psychological/Emotional	Anxiety, low self-esteem	Poor focus, reluctance to participate
Safety/Infrastructure	Campus security, transport issues	Avoidance of classes, hindered learning

Rural-urban divide has also been proven and in combination with accessibility barriers, language barriers and traditional family perceptions, university has not yet provided equal opportunities to rural students (Khan and Fatima, 2023). On the way to minimizing these circumstances, the universities must adopt gender-friendly manifestations, implement safe campuses, and give scholarships and mentorship opportunities to females. The results suggest that women obtaining higher education in Pakistan is a social need, along with an economic one that results in innovation, social justice, and nation building due to multi-layered issues, which has a high influence on academic motivation, performance, and welfare of the girl child attending the school. There were

also quantitative outcomes which showed that three-quarters of the students also had social restrictions such as mobility restriction on students by their families and the pressure to do household tasks instead of school. About 62% indicated financial factors such as the tuition fees, the hostel fees, and transportation costs. Nearly fifty percent of them cited this as a source of concern due to the safety factors like fear of being harassed or there is no campus security. Institutional barriers such as the lack of female mentors, leadership prospects and gender biased teaching methods were only present in about 48 percent of them. These data have been placed in perspective by quantitative data which indicated that the combination of these factors is a predictor of an increase in stress and a decrease in academic engagement ($p < 0.01$). Many students pointed out how society expects them to live, achieve their academic goals and instead get emotionally stressed, anxiety-ridden and desperate. Students at the rural schools argued that they had to travel long distances without secure modes of transport in some instances they had to be accompanied by a male and in this case it limited them to take evening classes or any additional curriculum activities. Urban students pointed out the issues of peer discrimination and harassment, the need to make campuses safer as the most problematic ones. The female students have reported that the male dominated classes and staff members curtailed their role and their leadership abilities. Absence of mentorship systems and guidance systems resulted in absence of confidence and career ambitions. The results are not novel, since the earlier research has identified that the academic motivation of female students revolves around the environmental, institutional, and cultural factors to the highest degree (Hussain and Ali, 2022; Shah and Shah, 2021; Malik and Shahid, 2022). Social restrictions, economic constraints and institutional barriers are put into a vicious cycle with the help of psychological stress to restrain academic success and personal growth. In addressing these issues, there is a need to address these issues in a holistic approach, gender-sensitive policies, mentorship programs, scholarship programs and safe campus facilities and awareness programs to overcome the issue through changing cultural perception. The empowerment of women with a higher education, according to the argument of UNESCO (2023) and World Bank (2024), has beneficial outcomes on the social development, economic growth, and national progress.

Conclusion

The conclusion is that there are significant issues in Pakistan, which do not enable women to access, attend, and succeed in higher education. This is structural, cultural and institutional barriers dynamism that entails gender discrimination, economical dependent, lack of facilities and safety concerns. Despite the improvement in the policies, the patriarchal culture and inertia of the institutions go against the empowerment of women in academic institutions. There is need to have a multi-dimensional approach to these problems. The schools should implement gender sensitivity of policies, equal representation in academic leadership and establish effective reporting and response to harassment structures. They ought to add up financial support and transport facilities to support students in the underprivileged regions. In addition, the education of women can be facilitated through awareness campaigns and community involvement programs with the view of transforming the cultural image of female education as one of the key aspirations of the Pakistan Vision 2030 and SDGs of the United Nations, such as SDG-4 (Quality Education) and SDG-5 (Gender Equality). The women contribute to growth in the economy, innovation, and social cohesiveness when they are evenly present in the field of education. In that way, the transformation of higher education into an inclusive, safe, and equal environment is not only a desirable task on a nation-level but a mandatory measure of equalizing the multi-dimensional factors which affect the female students of Pakistani higher education and disrupt the course of academic engagement, participation and career development. The social norms and cultural needs are what limit the movements and independence, but the economic and institutional limit weakens access to opportunities. The absence of mentorship, safety concerns, and harassment just contribute to the discouragement to participate in it and further enhance the psychological pressure. To address all these issues, universities should use gender-sensitive policies and programs. It can empower women both academically and socially through providing them with safe and secure campuses, female mentoring, and more opportunities of taking up leadership. Some of the ways in which economic constraints can be alleviated include the scholarship programmes, financial aids and flexible academic programmes, particularly to the rural and low-income students. The perception of the society towards the education and career opportunities of women needs to be changed through education campaigns among parents, communities, and educators to help the female students cope with the stress and strengthen their self-confidence and resilience. Responsiveness of higher learning to the needs of women can be achieved through involving the women in the curriculum development, administration of student governance and policy making. The encouragement of women to enroll in inclusive education is not only ethically right, but it is also a reasonable investment in the evolution of a country, as the study should not be reduced to the context of individual institutions only. The policy makers should build gender sensitive indicators in the accreditation systems, performance assessment, and national education policies. The longitudinal designs will be necessary to test the long-term impact of the interventions and track the difference in the female students participation, retention and leadership. In order to empower female pupils in Pakistan, intervention should be orchestrated by the school or college, the government bodies, family, and the society through addressing the socio-cultural, economic, institutional, and psychological barriers that this study has identified. Having officially reduced the barriers women can not only achieve their education goals, they become a strong input to social progress, innovation and economic development. Equity within higher education, hence, is a fundamental right and a guiding variable to national prosperity.

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Effect of Classroom Environment on Learning Motivation of College Students

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ABSTRACT

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The school environment plays a very critical role in defining motivation, interest, and academic success of students. In this paper, the relationship between learning motivation among college students and classroom environment will be discussed. Data on 250 students were gathered using questionnaires and interviews. The findings indicated that physical organization of the classroom, relationships between teacher and students, relationships between peers and between students and teachers as well as the instructional strategies are the factors which have great influence on learning motivation. The intrinsic and extrinsic motivation among the students would be more through the participation, positive and inclusive classroom environment leading to better performance and satisfaction. The schools should thus emphasize on the positive classroom environments to ensure the academic performance and good health of the students.

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Introduction

It is an important aspect where the success and sustenance of learning among students depends on motivation. It determines the style of learning activities, concentration and academic achievement by the learners. This motivation is directly brought about by the classroom environment i.e. physical organization, socialization, instructions and emotional climate in the classroom (Ryan and Deci, 2000). The school climate is positive and supportive thus it encourages curiosity, creativity and involvement as compared to the negative school climate which tends to lead to lack of engagement and anxiety and poor performance (Reeve, 2012). The classroom is an important motivating area of learning in the tertiary education where students are expected to encounter greater academic autonomy and self-regulation that can lead to or prevent the learning enthusiasm. The teachers can promote positive attitudes towards the students by encouraging them, involving them equally, giving positive feedback and conducting inclusive discussions (Wentzel, 2010). Similarly, a physical environment that is clean (proper lighting, space, and technology) will help to ease discomfort and distractors (Cheryan et al., 2014). According to Dornyei and Ushioda (2021), motivation is situational and dynamic in the learning scenario; that is, the classroom situations are constantly changing to drive the motivation of students to learn and their perception of success.

The modern day educational setting has been witnessing a growing need to determine the motivation within classrooms among college students. The transition between the secondary and the tertiary education level is linked with the added responsibility, self directed learning and exposure to the various learning environments in the classroom. The emotional involvement of the students and their endurance also depends on gestures and way of communication of the teachers, peer association, and classroom environment. As has been determined, students who attend classrooms with good conditions present superior academic results, sustainability, and self-improvement compared to those studying in rigorous or hostile environments (Kim and Schallert, 2020);

Fraser, 2012). Therefore, investigating the effect of the classrooms environment on learning motivation can help an educator to develop a more student centered and inclusive learning activity.

The major research objective is to study how various conditions of classroom environment such as physical, social and instructional environment affect the learning motivation of college students. Specifically, it attempts to examine the relationship between teacher support, peer conversation, classroom structure and intrinsic and extrinsic student motivation. It is also credible to the study that may help to make evidence-based recommendations that can be applied to enhance the classroom climates so that the academic performance can be improved. The importance of this study is the fact that it will be conducted in an increasing field of educational psychology and pedagogy since it will contribute to filling the gap between the variables of the environment and the motivational outcomes. This research can be very valuable to educators, administrators and policymakers in that it can take into account the most significant environmental predictors of motivation that they can in turn develop learning environments that facilitate interest, innovation and lifelong learning habits.

Literature Review

One of the key topics in the educational psychology field has concerned classroom environment and student motivation. The theory of Self-Determination (Deci and Ryan, 2000) provides a conceptual model that brings forth three essential needs of intrinsic motivation namely autonomy, competence, and relatedness. When such psychological needs are met in the classrooms, the learners are more engaged and self-directed in learning (Niemi and Ryan, 2009). Research also reveals that supportive work environments will promote the continuance, positive moods, and strength (Skinner et al., 2008). The kind of classroom climate (teacher support, student involvement and cooperation) directly influences motivation to learn as pointed out by Fraser (2012) among students. Similarly, Patrick, Kaplan, and Ryan (2011) found out that, more motivated students were created in the more collaboration-oriented learning structure, grounded on mutual respect classes.

Classroom as a material aspect is also significant. Both Cheryan et al. (2014) and Barrett et al. (2019) found out that cognitive processing and concentration depend on light, temperature, color, and flexibility of the seats design of the classroom. When students study in comfortable and aesthetically interesting environs, they get motivated and have a better attention. The psychological and digital nature of the modern classes also contributes to the further expansion of this dynamic. Zhou and Hasegawa (2022) demonstrated that the technologies used in the classroom to make the interaction with students more like an interactive tool and real-time feedback positively influence the level of their satisfaction and motivation. Also, Wang et al. (2023) confirmed that inclusive and culturally responsive classrooms develop the feeling of emotional safety and belonging that are essential in the long-term motivation. The recent research (Dornyei and Ushioda, 2021; Reeve, 2012) suggests that the rise of self-efficacy and internal motivation should become evident in the classroom where peer collaboration and open communication are promoted. Kim and Schallert (2020) have also added that the growth in self-efficacy and internal motivation will presumably be witnessed in the classroom where connection through collaboration and open communication between the student and the classroom is supported. The classroom strategies, which empower the students by providing them with opportunities of learning through participation, problem solving through cooperation and respecting one another, produce more interested learners in a higher learning institution. Altogether, the 2000-2025 literature is quite uniform in its conclusions that classroom environment, including physical, emotive, and instructional components, is one of the factors that influence the degree of learning motivation and academic achievement.

Methodology

In this research, mixed-method research design was adopted to capture both quantitative and qualitative research methodology to enable it to conduct a research on both statistical tendencies and experience of students. The sample included students (younger than 24) of the 3 government institutions in Rawalpindi, Pakistan undertaking various degrees. The stratified random sampling strategy made it possible to be represented in gender, academic fields and socioeconomic status. The final sample was of 250 participants.

Two standardized measures have been used, i.e. (1) the Motivated Strategies of Learning Questionnaire (MSLQ) (Pintrich et al., 1993) to measure the level of intrinsic and extrinsic motivation; (2) the Classroom Environment Scale (CES) (Fraser, 2012) to measure the perception of classroom support and peer cooperation as well as the physical space. It was on a five-point Likert scale of strongly disagree to strongly agree. Besides, semi-structured interviews were conducted with 20 students to get to know more about their classroom experiences, emotional climate, and behavior of their teachers. The quantitative data was analyzed with SPSS version 26. They employed descriptive statistics, Pearson correlation and multi regression analysis in finding out what a relationship between classroom variables and student motivation consists. Qualitative data were analyzed with the help of thematic analysis, which employed Braun and Clarke (2019), and indicated the existence of the most common themes: the encouragement of teachers, peer support, and environmental comfort (high internal consistency). The ethical considerations were followed closely and they comprised an informed consent, anonymity and voluntary participation. Data triangulation increased validity of survey and interview data in which the patterns of result were confirmed. The effect of the classroom setting on motivation was the other factor that was used to isolate the effect of the control variables (age, gender, and academic stream). This methodology alignment is in line with Creswell and Poth (2018), and Johnson and Onwuezbuzie (2021), who advocate using mixed-method research as the most suitable one in the learning process of the complex educational behavior. Overall, such a

powerful design would have been enough to provide a balanced image that could reflect not only measurable correlations but also emotional impressions on how classroom settings can help to motivate students and engage them.

Results and Discussion

The statistical data revealed that the facilitating learning environments in the classroom and the motivation to learn among the students had a high positive correlation ($r = 0.71, p < 0.01$). The regression analysis revealed that the most significant predictors of motivation are support of the teacher ($b = 0.45$), and collaboration with peers ($b = 0.33$). The classroom design ($b = 0.27$) and technological resources ($b = 0.21$) had also a significant but less significant effect. Students that believed their teachers were easy to communicate with, supportive and fair, said that they were more motivated and happy with their learning process.

Table 1: Relationship Between Classroom Environment Dimensions and Learning Motivation

Physical Environment	Seating arrangement, lighting, ventilation, classroom design, use of technology	Enhances attention, concentration, and comfort; increases students' focus and energy levels; reduces fatigue and stress	Cheryan et al. (2014); Barrett et al. (2019); Fraser (2012)
Social Environment	Peer collaboration, teacher-student relationship, classroom climate, inclusivity	Promotes emotional safety, belonging, and positive attitudes toward learning; encourages teamwork and participation	Reeve (2012); Kim & Schallert (2020); Wang et al. (2023)
Instructional Environment	Teaching strategies, feedback, autonomy support, teacher enthusiasm	Strengthens intrinsic and extrinsic motivation; develops self-efficacy and persistence; fosters curiosity and problem-solving skills	Deci & Ryan (2000); Dörnyei & Ushioda (2021); Patrick et al. (2011)

Qualitative data gave more details. A lot of interviewees said that the enthusiasm and the fairness of teachers created the feeling of belonging and desire to learn. Students stressed that participatory learning exercise, group discussions, and real-life examples made lessons to be more interesting. They also reported that comfy seating, brightness, and the availability of multimedia tools were able to keep the concentration. Quite the contrary, too big classes and strict pedagogical practices decreased motivation and concentration. These results are similar to Patrick et al. (2011), Kim, and Schallert (2020), and Cheryan et al. (2014), who have also indicated the importance of physical, social, and instructional dimensions of classroom motivation. A clean, bright and ventilated classroom is comfortable and energizing physically. Mutual respect and peer working together bring emotional safety and connectedness socially. Mastery and autonomy are encouraged by instructional means of supportive feedback, teacher enthusiasm, and active learning. These results are consistent with the Self-Determination Theory (Deci and Ryan, 2000) that demonstrates that intrinsic motivation is boosted by satisfaction of the autonomy, competence and relatedness (need) factors. In addition, inclusive teaching as emphasized by Wang et al. (2023) builds equity and sense of belonging, especially to marginalized students, whereas technology-enhanced learning (Zhou and Hasegawa, 2022) further enhances the engagement. Comprehensively, the findings indicate that an effective, emotionally supportive and inclusive classroom setting achieves remarkable advancement in academic performance and psychological growth among the college students.

Conclusion

The results of the current paper confirm the fact that the classroom environment is a strong predictor of learning motivation in college students, which has a direct impact on their engagement, participation, and academic performance. The environment which is multidimensional i.e. physical, social, and instructional in nature is a catalyst that increases or decreases the intrinsic and extrinsic motivation of the students. Once the classroom is designed to support the development of interaction, inclusiveness, and creativity, students will feel more connected, confident, and willing to learn. On the other hand, inflexible, crowded, or insensitive atmosphere may dishearten inquisitiveness and lower self-efficacy, which results in lack of academic engagement. According to the results, it is evident that teacher support, peer collaboration and aesthetically pleasing design of the classroom together creates a motivational climate that is favorable to learning.

Moreover, the conclusion describes the point that motivation is not some inner psychological characteristic but a situational phenomenon that is formed under the influence of the environmental signals and the interactions with others. Self-Determination Theory (Deci and Ryan, 2000) and Constructivist Learning Theory (Vygotsky, 1978; Dörnyei and Ushioda, 2021) are theories that focus on the idea that students need to feel autonomous, competent, and related to learn effectively. These basic needs are met where there is a positive classroom environment. Indicatively, when teachers make meaningful feedback to students, the latter acquire a feeling of competence; when students are given a choice when doing learning activities, autonomy increases; when mutual respect and empathy are enjoyed within the classroom, students are said to have the sense of relatedness. A combination of

these factors creates highly motivated learners who are able to maintain attention, decline academic difficulties and attain critical thinking. The transformative role of teachers is also listed in the conclusion. The role of instructors is not just to transfer information but to create the classroom atmosphere. Their emotional and cognitive climates, as established by their attitudes, communication styles and classroom management strategies directly influence motivation. A friendly, welcoming, and impartial teacher will arouse curiosity and perseverance in students (Reeve, 2012; Kim and Schallert, 2020). Conversely, punitive, drilling or dictatorial methods of teaching are likely to bring about compliance through fear instead of engagement. Hence, classroom management strategies, emotional intelligence, and culturally responsive pedagogy should be some of the main aspects of teacher professional development. The policies of an institution, as Wang et al. (2023) and Patrick et al. (2011) believe, are also vital in maintaining motivational climates. Colleges ought to ensure that classrooms are well equipped, well ventilated and are technologically integrated to accommodate the changing needs of the students in the digital generation. Interactive learning technologies, including smart boards, collaborative applications, and online simulations, can be used to improve interactions and autonomy provided that they are used properly (Zhou and Hasegawa, 2022). Moreover, it is possible to devise smaller classes, which will improve the interaction between students and teachers and provide them with more individual feedback. Inclusive learning environments in which students with varied learning styles, cultural heritages and special needs can learn effectively should also be a point of policy reforms. The results of the study are relevant to the field of educational psychology because they empirically associate environmental quality with motivational constructs and establish inclusiveness as a key factor in promoting educational equity and motivation in higher learning institutions around the world (UNESCO, 2023). Although the aspects of physical and structural features of the classroom have been mainly analyzed by previous researchers (Fraser, 2012; Cheryan et al., 2014; Barrett et al., 2019), this study takes it a step further and incorporates emotional, social, and pedagogical features in a cohesive structure. The combination of quantitative and qualitative findings will offer a more detailed view on how environmental characteristics influence motivation not only in terms of comfort or convenience. In a practical sense, the study indicates that emotional security, recognition, and enthusiasm by the teachers can be planned to help foster learning motivations. Collaborative learning, active discussion forums and context-based learning activities are some of the strategies that can be applied by teachers to make classrooms dynamic and participatory. Equally, schools can restructure their classrooms to encourage flexibility and engagement—seating can be in circles or groups, instead of straight rows, natural lighting should be introduced and access to online materials is made. Although such reforms are beneficial towards academic learning, they also foster emotional well-being, which is directly related to motivation (Skinner et al., 2008; Dornyei and Ushioda, 2021). In spite of its considerable advantages, this study does not overlook some limitations. The sample was representative, but it was only limited to three institutions, which could restrict the generalizability. Future research may broaden the scope by taking the sample to encompass private and international colleges with an analysis of cross cultural differences in classroom motivation. Longitudinal studies would also aid in establishing the impact of the long-term environmental modification in long-term motivation and academic endurance. Also, taking the opinion of teachers would be valuable in offering a broad perspective of the classroom situation on both sides of the learning process in promoting motivation in college students. Finally, the research reiterates that a good classroom atmosphere full of emotional warmth, intellectual stimulation, and social support is invaluable in motivating college learners. The classroom is not to be seen as a physical space and instead it is a living ecosystem of interaction where cognitive, emotional, social energies come together to produce meaningful learning experiences. The good classroom atmosphere fosters not only academic achievement, but also self-development, compassion, and life-long curiosity—the same attributes that 21st century students should possess. By deliberately designing the classrooms in ways that are inspirational, engaging, and empowering, teachers and schools can make sure that motivation is not a one-time feeling but a lasting factor that leads to academic and personal achievement. As Dornyei and Ushioda (2021) point out, motivation is the heartbeat of education. Thus, to make this heartbeat louder, the redesign of classrooms as the places of happiness, intimacy, and development should take place—where all students will feel competent, appreciated, and encouraged to learn.

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Students' Perception of Online Learning in Pakistani Colleges

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ABSTRACT

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Online education has become an essential method of education in the world, which the COVID-19 pandemic has accelerated to an impressive rate. Online learning platforms in colleges rapidly gained acceptance in Pakistan though the experience of students is varied because of socio-economic, technological, and pedagogical problems. The paper will analyze the attitude of college learners towards online education in terms of accessibility, effectiveness, engagement, and satisfaction. Data were gathered through a qualitative design by gathering 300 students (including 25 interviews) in public and privatized colleges in Punjab and Sindh. Results show that although online learning is perceived to be both flexible and convenient by the students, they face major challenges such as poor internet connectivity, technical challenges, lack of increased interaction with faculty as well as lack of motivation. The research presents the need to enhance digital infrastructure, train students and faculty, and create interactive and student-centered online curricula as elements in increasing the efficiency of online learning in Pakistan.

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Introduction

The fast development of digital technologies has altered the educational environment in the global world. Online learning which includes virtual classrooms, webinars, digital resources, and learning management systems have become a component of higher education that is crucial. The rapid transition to online learning in Pakistan gained a whole new level of momentum during the COVID-19 pandemic, as colleges were forced to employ virtual classrooms and digital platforms to carry on with learning. Although online learning gives flexibility, access and possibility of studying at their own pace, the perception of the students is a major determining factor in the effectiveness of online learning. Good impressions are capable of boosting the engagements and learning outcomes, but negative experiences decrease motivation and participation. The technological, socio-economic, and cultural barriers tend to affect the online learning of Pakistani college students in a complex manner. Poor access to the internet, low quality digital devices, home distractions and unstructured classroom settings are typical barriers. In addition, specially, female students can encounter more barriers because of domestic chores or lack of access to personal study rooms. In spite of all these, online learning does offer students with the chance of having recorded lectures, schedule their learning time, and to continue learning even in case of an emergency. This study aims at analyzing the attitude of college students to online learning and determining the advantages and disadvantages to online learning. The research also seeks to offer information that can be used by the educationists and policymakers to improve the quality, accessibility as well as the interactivity of online learning in Pakistan. It is important to understand the perspectives of students in order to create inclusive and engaging online learning environments.

The major purpose of the proposed research is to examine the views of Pakistani college students on online learning, especially in the context of determining its advantages, issues, and the efficiency of online learning. The paper seeks to examine the experience of students using digital education platforms, such as accessibility, engagement, technical, and learning outcomes. Through these

perceptions, the study aims at establishing those factors which determine the student motivation, participation and academic performance during online learning. Moreover, the research will aim to offer practical recommendations to teachers, policy makers and institutional leaders in an attempt to improve the design and delivery of online education, in order to ensure that it meets the demands of the varied student body.

The importance of the current study is that it can be used in building effective and inclusive practices in online learning in Pakistani colleges. It is also necessary to understand the views of students in order to mitigate infrastructural, socio-economic, and pedagogical challenges to success in online learning. The results can inform the use of faculty and student training, the use of interactive instruction, and the enhancement of digital infrastructure. With this focus on the issues and possibilities of online education, this study will help to develop a flexible, engaging, and equitable higher education system in Pakistan and prepare students to be lifelong learners in a digitally connected world.

Literature Review

Studies on online learning in the world show that there are both positive and negative aspects. Research has indicated that online education is flexible, self-paced and available to the students who might be in a position not to attend classes in the conventional learning centers. Dhawan (2020) notes that despite the fact that online schooling enables students to study slower, it may affect their social interaction, team work, and motivation. The same study by Martin et al. (2021) discovered that students enjoy autonomy in online education but have issues with self-discipline, time management, and focus. In Pakistan, online learning adoption has not been successful due to infrastructural and socio-economic issues. Ali and Ahmad (2021) emphasized the fact that a low level of digital literacy, the absence of devices, and the problem of poor internet connectivity influence the engagement and participation of students. According to Khan et al. (2022), students in rural countries are especially disadvantaged because of an unstable network connection and limited access to personal devices. There are also other barriers to female students such as the societal expectation and household chores, which can decrease the time spent on studying continuously. These notwithstanding, online learning has a number of advantages. Students appreciate having an opportunity to listen to recorded lectures and study in a setting where they are not present, and that is especially beneficial to students who need to help with work or family. As Rehman and Iqbal (2021) highlighted, online learning has the potential to enhance lifelong education and opportunities to those learners who would not have a chance otherwise. Blended learning systems, that is, a combination of web-based and face-to-face learning, are demonstrated to enhance the engagement, motivation, and learning results (Shah et al., 2020). Moreover, interactive applications, including discussion forums, quizzes, and live polls, have also been identified to improve the levels of student satisfaction and improve the collaborative learning (Malik and Shahid, 2022). In general, the literature indicates that although students have been identified as appreciating the benefits of online learning, infrastructural, socio-economic, and pedagogical constraints have limited its potential in Pakistan. The literature reported on online learning has indicated that online learning has dual nature that provides both flexibility and accessibility but on the other hand, the technology, interaction and engagement issues create challenges to the implementation of online learning. It is possible to claim that online learning enables students to organize their time, learn remotely, and learn at their own pace (Dhawan, 2020), which is particularly useful in the time of crises like pandemics. Martin et al. (2021) also add that online learning does not only increase autonomy but also presupposes high levels of self-discipline, time management, and intrinsic motivation in the students. Research in the developed world indicates that students who have access to a steady internet, quality equipment, and enabling learning conditions, are able to report increased levels of satisfaction and improved academic results (Bao, 2020). In Pakistan, online learning has been associated with many problems. Ali and Ahmad (2021) noted that poor digital literacy in students and faculty has an impact on engagement and learning. Unreliable internet connectivity also poses a challenge to many students especially in rural regions where they have no access to personal laptops or smartphones, leaving them to share family devices. The situation is aggravated by socio-economic and cultural issues. As an example, women students tend to feel limited access to privacy of studying, family and social demands that diminish their capability to actively engage in online classes (Rehman and Iqbal, 2021). As noted by Khan et al. (2022), there are also debilitating issues like network congestion during peak hours and lack of technical support that are experienced by students in urban settings despite the benefits of online learning. Recorded lectures are helpful because they provide a student with a chance to review the challenging information, whereas interactive tools such as quizzes, discussion groups, and group assignments must be effectively used (Malik and Shahid, 2022). It is said that blended learning, a mix of online and face-to-face learning, can enhance motivation, socialization, and academic performance (Shah et al., 2020). Moreover, it is proposed by the studies that problems of engagement and isolation of learners can be solved with the combination of gamified aspects, adaptive technologies, and feedback in real time (Hew et al., 2020). As noted in the literature, the perception of online learning by the students is largely affected by technological preparedness, socio-economic status, design of instruction, and the level of interactivity provided.

Methodology

The research design in this study was the mixed method research design, which considered quantitative survey and qualitative interviews in order to assist in achieving a whole picture of the perceptions of the students. Students that were pursuing their studies in the public and the private colleges in Punjab and Sindh were the sample. The sampling technique employed was stratified random sampling whereby 300 students were chosen in such a way that there would be a representation on gender, academic programs as well as urban-rural environments. The quantitative data were collected in the form of the structured

questionnaire, which involved the perceptions of online learning among the students regarding issues of access, technical challenges, engagement, effectiveness of learning, and general satisfaction. The answers were recorded using a five point Likert scale where there was strong disagree to strongly agree. To obtain deeper information, 25 students have been interviewed in semi-structured interviews, ruminating about the personal experience and problems and patterns how it can be improved. Quantitative data were analyzed with the help of SPSS Version 26 and descriptive statistics, correlation and regression analysis were provided. The analysis of the qualitative data was conducted in terms of its themes and according to Braun and Clarke (2019) which identified such common themes as flexibility, technical difficulties, the insufficiency of interaction, the issue of engagement, and perceived learning efficiency. The research design undertaken in the study was a mixed-method study in the meaning that the research implemented ethical considerations so that all the participants provided informed consent, volunteered and kept the information confidential. The population covered students in state and privately-owned colleges in Punjab and Sindh in urban and rural regions. The sample of 300 students was selected using stratified random sampling, which was representative of different gender, academic programs and socio-economic groups to obtain quantitative data to determine the perception of online learning according to accessibility, engagement, technical difficulty, learning effectiveness and satisfaction using a structured questionnaire. Each of the items was rated using a five-point Likert scale allowing the researchers not only to measure the perceptions but also to analyze the trends. The pilot testing of the questionnaire was done to determine the clarity, reliability and validity of the items to complement the quantitative data with semi structured interviews with 25 students in order to have a comprehensive understanding of their experiences. Time management, technical issues, interaction with instructors, social isolation, motivation, suggestions on how to improve online learning are some of the questions to be discussed during the interviews. Real-life examples were obtained by quantitative analysis of the answers with the help of SPSS Version 26. The percentages and frequencies of perceptions provided a summary of the perceptions and correlation analysis was adopted to learn about the relationship between the engagement and technical accessibility and perceived learning effectiveness. Qualitative data were analyzed with the help of thematic analysis, which is based on the model of Braun and Clarke (2019). Such themes as flexibility, technical barriers, engagement, social interaction, and learning effectiveness, in their turn, were noted as recurrent ones and the ethical issues were adhered to during the study. The participants were educated and anonymity and confidentiality were guaranteed. The attendance was voluntary and students could drop out anytime. This mixed-method approach allowed the data triangulation that improved the reliability and validity of the findings. The methodology was employed to ensure that the perceptions of the students are well comprehended in as much as quantifiable trends and descriptive experiences.

Results and Discussion

The findings show that the learners consider online education very advantageous and challenging. The numerical data show that 78 percent of students are fond of the convenience and easiness of learning online, and they state that they could manage their time and watch the lectures that were recorded at any time. However, 65 of them reported receiving issues with connectivity to the internet and 58 reported having issues with navigation online, which indicates that there are significant technical issues. A mere one-fourth of the students believed that online learning was as effective as in-person learning. The views of students who value the opportunity to re-read the lecture materials and learn at their own speed will have been obtained through qualitative interviews. Nonetheless, the loss of motivation, inability to communicate with peers and professors, and distraction at home among their homesteads were also among the significant issues mentioned by students. The female students identified other problems related to household tasks and unavailability of personal devices, which affected their concentration and interest.

Table 1: Key Advantages and Challenges of Online Learning as Reported by Pakistani College Students

Aspect	% of Students Reporting
Flexibility & Convenience	78%
Internet Issues	65%
Technical Difficulties	58%
Recorded Lectures Access	70%
Reduced Teacher Interaction	55%
Limited Peer Collaboration	52%
Decreased Motivation	50%
Distractions at Home	48%

These findings are not out of place with the general studies carried out on the global scale indicating that the mode of online learning is effective depending on the technological readiness and the learning design and strategy of the learners to interact (Dhawan, 2020; Martin et al., 2021). Pakistan is hampered by infrastructural limitations and social-economic inequality which contribute to these challenges. The study results also show that there is the occurrence of complex attitude towards online learning among Pakistani college students. The research hypothesis of introducing interactivity, teacher training and blended instruction can advance interaction, learning and student satisfaction. To some extent, the quantitative data is that three out of four students know about the flexibility and convenience of the online learning process and like having the opportunity to watch lectures at any time they desire and save time on the commute to school. However, 65 per cent. said that they had internet connectivity issues and 58 that they had technological issues when navigating online sites, indicating a limitation in the infrastructures. Only half of students

considered that the online learning was as good as the traditional face-to-face one. Other issues have also been noted by the female students since they were sharing equipment and household chores which limited the time available to study and their focus. Lecture recordings were positively received by students since it trained them to review some of the complex subjects. However, lack of personal contact with the faculty, ineffectiveness in cooperation with peers and lack of immediate feedback was identified as a key problem. Examples of how such organization of learning environments are important were complaints by some of the students who claimed to be less motivated and less interested because they got distracted at home. These findings are in accordance with the rest of the studies carried out in different parts of the world that demonstrate that socio-economic and infrastructural barriers make the success of online learning in Pakistan highly contingent (Dhawan, 2020; Martin et al., 2021). The discussion also shows that social-economic and infrastructural factors are major contributors to the success of online learning in Pakistan. Compared to the urban students, the rural students are not as exposed to the internet content since they are not only congested but also poorly supported on the internet. The factors that affect the experiences of students are also culturally bestowed more by gender norms. Nevertheless, the freedom of online learning and the availability of the blended approach can also play a role in the engagement and access. It is implied that engaging tools, such as quizzes, discussion forums, gamified learning, and real-time feedbacks, will assist in the solution of the challenges that arose concerning engagements and achieving improved academic outcomes. The study has shown that the only way of increasing the teaching online and institutional support to address those barriers is by training the faculty on internet pedagogy and institutional active support.

Conclusion

In conclusion, online learning is taken by college students in Pakistan to be a flexible, convenient, and accessible method of learning but there are massive barriers that do not allow its effectiveness. One of the major obstacles is embodied in the form of technical issues, poor internet connectivity, reduced contact with teachers and decreasing motivation, which affect academic activity and learning performance. To make the best out of online learning, colleges will be forced to invest in efficient digital infrastructure and provide wide training on online learning to both the faculty and students and also design interactive and student-centered online classes. Combination learning methods, which entails a combination of the use of face to face and online education, can be used to improve interaction and education efficacy as well. Social-economic disparities should be dealt with and equal access to gadgets, the internet, and certain policies should be offered to support inclusive web-based learning. Besides the improvement of the learning outcome, the application of online education in Pakistani colleges will probably provide the learners with the digitally connected world and lifelong learning ability and the equals opportunity in the education sphere. Conclusively, this paper has concluded that online learning can be an effective, interesting, and inclusive component of higher education in Pakistan, and infrastructure, training, and interactive pedagogy are the most important parts of the concept, although there are numerous barriers to the overall applicability of the concept. The major challenges are technical issues, lack of internet connection, lack of interactive communication, and lack of motivation. Other socio-cultural issues impacting female students include the lack of access to online learning because the institutions require enduring quality digital infrastructure including an adequate internet connection, and access to personal gadgets by students. Both the faculty and the students require training on how they can become digitally literate and in a position to utilize the systems of online learning. Learning design based on interactivity and student-centered learning, such as the application of gamification, collaborative tools and real-time feedback is probably to serve a significant assistance in terms of engagement and learning indicators. One model (blended learning) can be made based on online and face-to-face teaching with possible implications on motivation, interaction and academic success. Socio-economic differences must be addressed to offer equal opportunities. The policies that should be used to help the needy students include financial aid, subsidized access to internet and devices. Establishing mechanisms that the institutions can utilize in checking the involvement of the students as well as provide psychological support to deter stress, isolation and lack of motivation to work should be put in place. Online learning has the potential to be a sustainable, efficient, and fair mode of education in Pakistani colleges, putting infrastructure, training, and inclusive instructional design as its key priorities. It is also the key method of enhancing academic performance, preparing students to become digitally connected, improving life-long learning, and reducing the regional and gender gap. It is important that the policy makers, educators and institutions should make certain that they adopt a holistic approach to online learning, integrating technological, pedagogical and socio-cultural aspects of the education so that maximum use of online learning can be achieved. These measures will turn the online learning process into a valid extension of the traditional education and will ensure that higher education is established in long-term in Pakistan.

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From Classrooms to Politics: Teachers' Perceptions of Political Activities in Peshawar Schools

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ABSTRACT

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Keywords:

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Politics have devastated the educational institutions, teacher and students' performances became zero, respect for teacher got finished and even teachers themselves became enemies of one another and pull one another legs for personal benefits. The school is not more an educational body but it is like a parliament. The overall purpose of the proposed study was to analyze the perception of teachers on the politics in the educational institutes of district Peshawar, Khyber Pakhtunkhwa. The objectives of the proposed study were to explore the political activities and their impacts on teachers, students, and overall body of educational institutions. The target population was teachers both male and female, from the public and private Secondary Schools of District Peshawar. A sample of 200 teachers was selected conveniently from district Peshawar. Questionnaires containing 20 items were prepared and data was collected, tabulated, analyzed and interpreted. It has been concluded that majority of the teachers are involved in politics in educational institutions which have affected the performances of the teacher, students and overall performance of educational body badly. It is recommended that teachers may be recruited only on the criteria of merit so that we may have politics free environment in our educational institutes.

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Introduction

Political activities issues take real unmistakable structure and assume significant parts in educational frameworks around the world. No educational framework can escape from the political group in which it works and tries to serve. The educational framework must reflect what the political group needs it to do. The system can set formally to change the community only if the community includes change of this kind among its aims of education provision. Pakistan educational frameworks contain some germ of genuine political exercises and are subsequently liable to impact educational qualities. (Scribner et al, 2004).

As an academic discipline the investigation of governmental issues in educational institutes have two fundamental roots. The primary root is focused around speculations from political science while the second establish is footed in organizational theories. (Scribner et al, 2004). Political science endeavors to clarify societies and social organizations use power to establish regulations and allocate resources. Organizational theories utilize investigative speculations of administration to create deeper understandings with respect to the capacity of associations. Scientists have drawn a refinement between two types of politics in schools. The term micro politic issue alludes to the utilization of formal and informal power by people and gatherings to attain their objectives in associations. Agreeable and conflict methodologies are fundamental parts of micro politics. Macro politics refers to how power is used and decision making is conducted at district, state, and federal levels. Macro politics is generally considered to exist outside of the school, but researchers have noted that micro and macro politics may exist at any level of school systems depending on circumstance (Blase, 2004).

Although there is controversy among social scientists about the influence of political activities on teacher performance, students performance as well as on the whole body of educational institutions and due to such influences they agree that the school fulfills the role of a providing surface to political activities, and the main player of such political activities are teacher and students (Almond & Verba, 1963; Dawson, Prewitt, & Dawson, 1977; Dreeben, 1970; Ehman, 1980; Heater & Gillespie, 1981; Hess & Torney, 1967; Patrick, 1977; Westholm, Lindquist & Niemi, 1990). Although the main function of school body, is to be act as formal organization whose objectives include educating people, to preserve culture, to share culture of different people with one another and to transmit culture to next generation, to make ability in students that they should learn norms and values of societies and student should learn to adjust themselves in any kind of situation etc (Heater & Gillespie, 1981). But sadly, schools resemble as a political organization due to support of two players that are teachers and students and such school also provides experiences that prepare the teachers and students to function in their political system. Some of them are involved in such activities for their sake of benefits while in some case this is actually that hands which have the authority and power, which can forced teachers and students on way of politics unwillingly.

Within the school, teachers play a determinative role in the political impact exerted on the students. They are in direct and continuous interaction with the students during the long school days, transmitting and mediating knowledge to the students and preparing them to act as members of society. The present study, therefore, examines those teachers who can be known to have a political impact on their students, in an attempt to outline the characteristics that typify them. The school carries out political activities through different channels. First of all, both curricula and school textbooks touch political themes, directly, as well as indirectly. Of special importance are curricula that contain topics of direct political relevance, among them civic studies, social sciences, or history. Other subjects, such as literature, Bible, or languages, are also likely to refer to political themes. Indeed research reporting analysis of school textbooks has shown that they contain direct reference to political themes (Bar-Gal, 1993; Bar-Tal, 1998; Firer, 1985; Torney, Oppenheim & Farnen, 1975). It is assumed, thus, that through exposure to the contents of curricula and school textbooks students acquire knowledge about political matters and form attitudes towards various political issues. So it's advisable that such contents which make the way easy for students to involve themselves in political activities such contents must be ignored and if its included in curricula then it's the duty of teacher to explain such contents in that way, that students consider it only a part of contents, not the way to involve in political activities.

Another channel of political activities background, in the school is through what has often been called the "hidden curriculum" or "school climate" (Merel- man, 1971; Torney et al., 1975). This notion refers to the school's educational and social practices, such as the quality of students- teachers interaction, the level of teachers openness and tolerance towards students, the level of autonomy granted to students, the level of relation between teachers and administrations, the level of relations between teachers themselves, or the extent of students participation in school-related decision making. School climate is often evaluated on the open-closed dimension. The open climate, propagated by the progressive educational ideology, as will be later noted, is characterized by relations of warmth, autonomy, openness, tolerance, support, and trust between teachers and students. In this climate teachers encourage criticism, politics, skepticism and creativity, accept alternative answers, direct students to various channels of information and allow students to participate in decisions related to school life. In contrast, in a closed climate, typical of a more traditional educational ideology, teachers serve as ultimate authorities on knowledge, maintain formal and hierarchical relations with their students and emphasize discipline as a means to maintain order (Biber & Menuchin, 1970; Dewey, 1938; Moos, 1979).

The school climate represents students' main experience of life in a social system on the basis of which they acquire skills and attitudes which are relevant to life in the social and political world. In this vein, for example, studies have shown that students who studied in open climate schools develop attitudes and skills which are more compatible to life in democratic societies than students who studied in schools with a closed climate (Armento, 1986; Ehman, 1969; Gold- enberg, 1998; Greenberg, 1985; Hedges & Giacco- nia, 1981; Johnson, 1981). In contrast, in the closed climate the students may acquire divergent beliefs and skills, since their experiences imply divergent lessons.

Teachers, too, serve as agents for political activities They directly provide information about political issues to students for their own benefits, either through the content of the subject matters they teach (e.g., civic studies or history), or by reference to current political events. Moreover, teachers also to a large extent determine the nature of the climate in their class rooms. Finally, teachers may serve as role models to their students by exhibiting their own social and political awareness and involvement in their school, community and society at large. With regard to the function number one, studies show that teachers are perceived by their students as sources of information (Kutnick, 1980; Longstreet, 1989; Nucci, 1984). They provide students with knowledge, not only about the subject matter they teach, but also about various topics relevant to students lives, and as well as about political activities which can be used in educational institutions for benefits of teachers with support of students, so its mean teacher play an important role in motivation of students for political activities and in such activities students are effected not the teachers but most of the students are unaware of this situations.

According to a study conducted by the Tennessee Value-Added Assessment System in the United States, students who are taught by teachers who only are in search of their benefits through illegal way (Use of Politics) on for three consecutive school years

exhibit an average achievement gain of 29 percent. By contrast, students who have competent teachers for three years in a row exhibit an average achievement gain of 83 percent.

Objectives

- I. To identify political activities in educational institutions.
- II. To analyze the perceptions of teachers on political activities in educational institutions.
- III. To explore the impact of political activities on teachers' and students' performance.
- IV. To highlight the impacts of political activities on students and teacher relations.
- V. To unfold the impact of political activities on the relation among teachers and
- VI. administration.

Significance of study

The Selected topic is significant as; it will help the educational institutions to avoid political activities. The study will motivate the teachers to focus only on their duties. It will be helpful in keeping good human relations in the schools. The study will help the educational institutions to check the performance of the teachers regularly.

Methodology

Population

The target population of the study was all male and female teachers of public and private schools in district Peshawar, at Secondary Level.

Sampling

Out of all secondary schools, 10 private and 10 public (Male & Female) schools were randomly selected and from each school 10 teachers of different subject were selected by random sampling techniques. So 20 schools and 200 teachers were selected randomly.

Research Instrument

A questionnaire is a major instrument of the research for collection of data from varied and scattered sources in survey study. (Foddy, 1994) Five points likert scale questionnaire was constructed for Secondary School teacher who teaches to class 9th and 10th Beside this few questions were also asked from each respondent about the selected topic.

Data Analysis

After collection the data was arranged, tabulated, analyzed and interpreted by percentage method

Results

Table 1: Showing results for "Politics is the cause of academics down fall of the students.

Respondents	A	SA	UD	DA	SD	Total
Private School	32	57	04	06	01	100
Public School	40	32	08	13	07	100
Total teachers	72	89	12	19	08	200
%	36	44.5	06	9.5	4	

Table.1. indicates that 44.5% teachers were strongly agreed, 36% teachers were agreed, 6% teachers didn't decide, 9.5% teachers were disagreed, and 04% teachers were strongly disagreed with this statement. From the above percentages it's concluded that, political activities in educational institutions are the cause of academics fall of the students.

Table 2: Teachers are involved in political activities in educational institutions

Respondents	A	SA	UD	DA	SD	Total
Private School	62	14	08	13	03	100
Public School	48	06	22	13	11	100
Total teachers	110	20	30	26	14	200
%	55%	10%	15%	13%	07%	

The table above shows that 10% teachers were strongly agreed, 55% teachers were agreed, 15% teachers didn't decide, 13% teachers were disagree and 07% teachers were strongly disagreed with this statement. So it is concluded that teachers are involved in political activities.

Table 3: Teachers are using students for their own politics in educational institutions

Respondents	A	SA	UD	DA	SD	Total
Private School	15	04	24	54	03	100
Public School	35	15	15	15	20	100
Total teachers	50	19	39	69	23	200
%	25	9.5	19.5	34.5	3.5	

Table.3. shows that 9.5% teachers, 25% teachers were agreed, 19.5% teachers didn't decide, 34.5% teachers were disagree and 3.5% teachers were strongly disagreed with this statement.

It is concluded that teachers are not using students for their own politics.

Table 4: The overall discipline of educational institutions is destroyed due to politics

Respondents	A	SA	UD	DA	SD	Total
Private School	42	23	16	09	10	100
Public School	24	30	28	07	11	100
Total teachers	66	53	44	16	21	200
%	33	26.5	22	08	10.5	

Table 4. represents that 26.5% teachers were strongly agreed, 33% teachers were agreed, 22% teachers didn't decide, 08% teachers were disagreed and 10.5% teachers were strongly disagreed with this statement. So it is clearly concluded that overall discipline of educational institutions is destroyed due to political activities in educational institutions.

Table 5: Teachers are involved in politics as they are not in good terms with the administrators

Respondents	A	SA	UD	DA	SD	Total
Private School	15	04	37	39	05	100
Public School	15	18	29	36	02	100
Total teachers	30	22	66	75	07	200
%	15	11	33	37.5	3.5	

Table 5 represents that 11% teachers were strongly agreed, 15% teachers were agreed, 33% teachers didn't decide 37.5% teachers were disagreed, and 3.5% teachers were strongly disagreed with this statement. So it is concluded that, political activities in educational institution are not due to having bad interactions between teachers and administrators.

Table 6: Most of the teachers are involved in politics for their sake of promotion

Respondents	A	SA	UD	DA	SD	Total
Private School	40	20	15	10	15	100
Public School	40	25	25	10	00	100
Total teachers	80	45	40	20	15	200
%	40	22.5	20	10	7.5	

Table.6. indicates that 20% teachers were strongly agreed, 40% teachers were agreed, 22.5% teachers didn't decide, 10% teachers were disagreed, and 7.5% teachers were strongly disagreed with this statement. From the above obtained percentages it is clearly known that most of the teachers are involved in politics in educational institutions for the sake of their promotion.

Table 7: The head of educational institutions are greatly disturbed by the teachers' politics

Respondents	A	SA	UD	DA	SD	Total
Private School	57	15	13	08	07	100
Public School	27	38	22	10	03	100
Total teachers	84	53	35	18	10	200
%	42	26.5	17.5	9	5	

Table 7 indicates that 26.5% teachers were strongly agreed, 42% teachers were agreed, 17.5% teachers didn't decide, 09% teachers were disagreed and 05% teachers were strongly disagreed with this statement. From the above percentages it is clearly known that the head of educational institutions are greatly disturbed by the teacher's political activities in educational institutions.

Table 8: The head of educational institutions do not like political activities

Respondents	A	SA	UD	DA	SD	Total
Private School	23	44	20	09	04	100
Public School	38	26	24	07	05	100
Total teachers	61	70	44	16	09	200
%	30.5	35	22	08	4.5	

Table 8 represents that 35% teachers were strongly agreed, 30.5% teachers were agreed, 22% teachers didn't decide, 08% teachers were disagreed and 4.5% teachers were strongly disagreed with the statement. From the above results it is clearly concluded that the head of educational institutions do not like political activities in their educational institutions.

Table 9: Teachers do not like politics in their educational institutions

Respondents	A	SA	UD	DA	SD	Total
Private School	33	16	25	23	03	100
Public School	34	28	30	07	01	100
Total teachers	67	44	55	30	04	200
%	33.5	22	27.5	15	02	

Table 9 indicates that 22% teachers were strongly agreed, 33.5% teachers were agreed, 27.5% teachers didn't decide, 15% teachers were disagreed and 02% teachers were strongly disagreed with this statement. From the above % it is known that, teachers do not like politics.

Table 10: Teachers are unwillingly involved in politics for solving their problems

Respondents	A	SA	UD	DA	SD	Total
Private School	66	08	15	04	07	100
Public School	33	16	30	18	03	100
Total teachers	99	24	45	22	10	200
%	49.5	12	22.5	11	5	

Table 10 shows that 12% teachers were strongly agreed, 49.5% teachers were agreed, 22.5% teachers didn't decide, 11% teachers were disagreed 05% teachers were strongly disagreed with this statement. It is clearly mention in above table that the teachers are unwillingly involved in political activities for solving their problems in educational institutions.

Table 11: Teachers are pulling their legs through politics in educational institutions

Respondents	A	SA	UD	DA	SD	Total
Private School	53	06	23	16	02	100
Public School	36	05	37	20	02	100
Total teachers	89	11	60	36	04	200
%	44.5	5.5	30	18	02	

Table 11 indicates that 5.5% teachers were strongly agreed, 44.5% teachers were agreed, 30% teachers didn't decide, 18% teachers were disagreed and 02% teachers were strongly disagreed with this statement. It is clearly shown in the above table that, teachers are pulling their legs through politics.

Table 12: Students do not like those teachers who are involved in political activities

Respondents	A	SA	UD	DA	SD	Total
Private School	44	18	16	20	02	100
Public School	30	40	10	20	00	100
Total teachers	74	58	26	40	02	200
%	37	29	13	20	01	

Table 12 indicates that 29% teachers were strongly agreed, 37% teachers were agreed, 13% teachers didn't decide about, 20% teachers were disagreed and 01% teachers were strongly disagreed with this statement. It is clearly known from above table that, students do not like those teachers who are involved in political activities in educational institutions.

Table 13: Teachers involved in politics are showing their superiority over others teachers”.

Respondents	A	SA	UD	DA	SD	Total
Private School	45	20	13	15	07	100
Public School	32	40	08	12	08	100
Total teachers	77	60	21	27	15	200
%	38.5	30	10.5	13.5	7.5	

Table 13 indicates that 30% teachers were strongly agreed, 38.5% teachers were agreed, 10.5% teachers didn't decide, 13.5% teachers were disagreed and 4.5% teachers were strongly disagreed with this statement. From above obtained percentages it is clearly mention that the teachers who are involved in politics are showing their superiority over others teachers.

Table 14: Teachers who are involved in politics show no interest in academic activities.

Respondents	A	SA	UD	DA	SD	Total
Private School	42	20	10	16	12	100
Public School	40	22	13	15	10	100
Total teachers	82	42	23	31	22	200
%	41	21	11.5	15.5	11	

Table 14 in above table its mention that 21% teachers were strongly agreed, 41% teachers were agreed, 11.5% teachers didn't decide, 15.5% teachers were disagreed and 11% teachers were strongly disagreed with this statement. It is clearly known from above table results that, those teachers who are involved in political activities show no interest in academic activities.

Table 15: Students became disrespectful towards their teachers who are involved in politics

Respondents	A	SA	UD	DA	SD	Total
Private School	30	25	15	20	10	100
Public School	42	20	12	16	10	100
Total teachers	72	45	27	36	20	200
%	36	22.5	13.5	18	10	

Table 15 mention that 22.5% teachers were strongly agreed, 36% teachers were agreed, 13.5% teachers didn't decide, 18% teachers were disagreed and 10% teachers were strongly disagreed with this statement. From the above table it is concluded that students became disrespectful towards their teachers who are involved in political activities.

Table 16: Teachers who are not involved in politics are always suffering in their promotion

Respondents	A	SA	UD	DA	SD	Total
Private School	32	28	12	15	13	100
Public School	45	23	12	16	04	100
Total teachers	77	51	24	31	17	200
%	38.5	25.5	12	15.5	8.5	

Table 16 indicates that 22.5% teachers were strongly agreed, 38.5% teachers were agreed, 12% teachers didn't decide, 15.5% teachers were disagreed and 8.5% teachers were strongly disagreed with this statement. It is known from above table that the teachers who are not involved in politics in educational institutions are always suffering in promotion.

Table 17: Idle teachers are involved in politics in education institutions

Respondents	A	SA	UD	DA	SD	Total
Private School	32	18	23	10	17	100
Public School	40	28	13	17	02	100
Total teachers	72	46	36	27	19	200
%	36	23	18	13.5	9.5	

Table 17 indicates that 23% teachers were strongly agreed, 36% teachers were agreed with this statement, 18% teachers didn't decide, 13.5% teachers were disagreed and 9.5% teachers were strongly disagreed with this statement. In above table it is concluded that those teachers are involved in political activities in education institutions who shirk hard work.

Findings

- 1) It is concluded from the analysis of the data in table # 1 that 86.5% respondents are of the view that students 'academic downfall is due to politics activities in educational institute.
- 2) The analysis of table # 2 shows that 65% of the respondents said that teachers are involved in political activities in educational institutions.
- 3) From table 4, 59.5% of the respondents opine that politics is the cause in destroying overall discipline of educational institutions.
- 4) The analysis of table # 5 shows 41% of the respondents do not consider that politics in are not the outcome of ill relation between the teachers and the administration
- 5) From table 6, (66.5%) of the respondents declared that promotion is the cause of politics.
- 6) The analysis of the data shows that 68% of the respondents agree on the point that head of educational institutions are greatly disturbed by teacher politics.
- 7) The analysis of the data declares that 65.5% of the respondents that the head of educational institutions do not like political activities in their educational institutions
- 8) It is concluded from the analysis of the data that 55% of the respondents are of the opinion that teachers do not like politics in their educational institutes.
- 9) The result of the data shows that 61.5% of the respondents view that teachers are unwillingly involved in political activities for solving their problems.
- 10) It is concluded from the analysis that 50% of the teachers are of the opinion that teachers are pulling their legs through politics in educational institutions
- 11) The data shows that 66% of the teachers view that students do not like those teachers who are involved in political activities in educational institutions.
- 12) The analysis of the data unfolds that 68.5% of the respondents view that teachers want to show their superiority over others teachers that is why they are involved in politics.
- 13) It is concluded from the data in the table that 63.5% of the respondents are of the view that those teachers who are involved in politics in show no interest in academic activities.
- 14) The result from the table shows that 58% respondents view that students become disrespectful towards their teachers who are involved in politics.
- 15) It is concluded that 63.5% of the responded view that the teachers who do not involved in political activities in educational institutions are always suffer in their promotion
- 16) From the analysis of the data it is clear that 59% of the respondents were of the opinion that those teachers are involved in political activities in who shirk hard work

Conclusions

Political activities in educational institution are responsible for academic down fall of students, in destroying overall discipline of educational institutions, for the promotions of teachers, for showing superiority by some teachers over others, in creating worst relation between teachers, between teachers and students, for effecting students and teachers' performances badly. Those teachers are involved in political activities who solved their problems through political influences, who do not show interest in academic activities and who shirk hard work. Most of the teachers are not using students for their own politics. The involvement of teachers in political activities is not due to having worst interactions between teachers and administrators. The head of educational institutions are greatly disturbed and do not like teacher politics. Teachers do not like politics. Teachers are pulling their legs through politics. Students do not like those teachers and become disrespectful towards those teachers who are involved in politics. The teachers who do not involve in politics are always suffering in case of their promotion

Recommendations

The following workable plan is recommendations which can minimize the negative politics in the educational institutes:

- It is recommended that teachers and administrations of educational institute may focus on delivering quality education to produce good citizens then there will be no academic down fall.
- Teachers are selected for teaching purpose so they must concentrate only on teaching.
- Parents are sending their children to educational institute as they have trust on teachers so teachers must not use students for their politics and must not break trust of the parents.
- Educational institute are made for the purpose of providing quality education and producing good citizens, so it may not involved themselves in politics because such politics are the source of destroying overall discipline of educational institutions.
- Teachers and heads must have good term because worse interaction would let to political legs pulling due to which students will get affected.
- The junior teachers may respect senior as it is their moral obligation.

- In educational institutions some of the teachers are involved in political activities for their benefits and such teachers always got superiority over others teachers, so this is the point which motivates others to get involved in politics unwillingly.
- Teaching profession is respectable and honorable profession. Teachers are role model for students. They may restrain themselves from getting involved in politics, because those teachers who are involved in politics are not respected.
- The recruitment criteria must be free of politics and selection of teachers may be on merit because those teachers who are recruited through political influences are involved in political activities as they have been recruited through politics.

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The Interplay Between Financial Decision-Making and HRM Practices in Improving Organizational Performance: Evidence from Pakistan

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ABSTRACT

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The relationship between financial decision and human resource management (HRM) practices is one of the most decisive factors of an organizational success, especially in third world countries like Pakistan. The financial choices affect the allocation of resources, the investment of funds on the employees, and the cost effectiveness, whereas the HRM practices will decide the motivation, expertise and dedication of the staff. This paper looks into the effectiveness of financial decision-making on HRM practices and in effect, organizational performance in the Pakistani service industry. The mixed-method research design that incorporates quantitative surveys of 220 HR and finance practitioners working in banking, telecommunication, educational and healthcare industries with qualitative interviews among 15 top-level executives results in the study finding that a solid financial management practice promotes HRM outcomes, including employee retention, productivity, and satisfaction, to a large extent. The findings prove that the higher the rate of employee productivity and the profit margin achieved by the firms that combine the financial planning and HRM strategy is 20-percent higher and 15-percent better than that of the firms that work separately. These results help to explain how the strategy of HRM is structurally connected to the financial strategy in encouraging sustainable organizational development. The research paper concludes that the integrated decision makes organizations more competitive and stable in the service industry in Pakistan. Nevertheless, the aforementioned authors concur that MNCs' competitive behavior is significantly influenced by the political and cultural contexts of the countries in which they operate and conduct their business. However, the authors mentioned above agree that the political and cultural environment of the countries where MNCs operate and do business has a significant impact on their competitive behavior.

Introduction

The present business environment has seen the interdependence of financial and human resources as assets that lead to organizational performance. Financial decision-making is based on investment strategies, budgeting, and cost management and HRM practices on recruitment, training, performance appraisal and compensation management. The connection between these two areas defines whether an organization will be able to remain competitive and grow. In Pakistan, service sector such as banking, telecom, education and health care are dominating in their contribution to GDP and creation of employment. However, the alignment of financial policies and HRM strategies remains a challenge to most organizations in this industry (Hassan and Rehman, 2021). The prudence of the financial choices made by a firm has a direct influence on HRM implementation. Organizations with sufficient funds to invest on employee development, remuneration, and job well-being show reduced turnover rates and motivation (Iqbal, 2020). On the other hand, poor financial management tends to result in late pay, minimal training, low morale and hence performance. Since the economy of Pakistan is still unstable, it is essential to study how financial decisions can

be used to enhance HRM practices to enhance organizational performance in the service industry in Pakistan. In particular, it aims at determining the role of budgeting, investment decisions and financial transparency in HRM effectiveness, and, accordingly, organizational success. The importance of the research is that it provides practical consequences to managers and policymakers with evidence-based approaches to applying financial and HRM approaches. The combination of these two strategic pillars can make companies efficient, profitable, and stable in their workforce (Farooq & Javed, 2024).

Literature Review

HRM effectiveness is based on financial decision-making. According to Becker and Huselid (2006), the fit between financial strategy and HRM goals is a sure way of achieving competitive advantage in the long run. The role of financial decisions on the employee-related programs, compensation structure, and organizational culture is noteworthy (Armstrong, 2014). The case of HRM practices in developing countries such as Pakistan is very sensitive to the financial stability and the resources that the bank has at its disposal to serve its employees (Rashid and Abbas, 2020). A study conducted by Rashid and Abbas (2020) revealed that banks in Pakistan that spend more budgets on HR activities have higher employee satisfaction and performance. Equally, Saeed and Lodhi (2019) found out that investment training directly positively affects the quality of customer service and employee retention in the Pakistani financial market. Recent research has found that companies that report financial information through a transparent communication process realize a greater degree of trust and engagement, which is psychologically signified by the outcomes of financial management and HRM analytics. Malik and Ahmed (2022) have reported that the combination of financial management and HRM analytics integrative models has been positively correlated with human capital outcomes in such studies. Khan and Malik (2023) proved that when organizations base their HR metrics on financial projections, e.g., employee turnover rate and training ROI, they become more profitable. Ahmed and Malik (2022) also add that the human capital investments should be prioritized by financial planning to innovate. Dessler (2020) and Becker (2006) argue that human resource decisions that lack financial support are not sustainable especially in volatile economies; however, empirical studies investigating this association in the Pakistani context are still scanty. This paper creates a bridge to fill such a gap by discussing the impact of financial decision-making mechanisms on the implementation of HRM and organizational performance in key service sectors. Recent literature has suggested that financial decision-making mechanisms in addition to setting the strategic direction of corporations determine the HRM implementation and performance among the major service industries. Proper money management will create the ability to spread funds conveniently within the company to reduce waste and maximize staff performance (Farooq & Javed, 2024). This also enables the financial managers to have better forecasts of training budgets, staffing requirements, and employee motivation schemes when they coordinate with the HR departments (Saeed et al., 2022). This is a coordination that is essential to any service based organization in Pakistan where human capital is the core of the operational efficiency. Organizations that are financially healthy have an opportunity to continue to have an appealing compensation system, thereby alleviating turnover intention among employees (Rehman and Afsar, 2021).

In addition to that, the literature suggests that companies that are characterized by a strong financial control system have a lower rate of internal conflicts and job satisfaction (Hameed & Waheed, 2019). Continuous learning, mentoring, and just evaluation systems are HRM practices, which can flourish in an environment characterized by financial transparency and accountability (Khilji and Wang, 2006). The financial decision-making has a direct influence on HR outcomes since it allows providing fringe benefits, pension schemes, and insurance that improves the feeling of security in employees. The research within the Pakistani telecom and education sectors indicates that the performance and innovation are tangible when their financial choices are backed by the welfare of the employees (Ali and Aslam, 2023).

Data and Methodology

This study is a mixed-method study with a quantitative and qualitative data collection. Structured questionnaires were used to collect quantitative data over a sample of 220 HR and finance professionals in the service industry sectors of Pakistan (banking (38%), telecom, education, and healthcare 15% each). The questionnaire adopted a five-point Likert scale to provide financial decision making, HRM practices and performance indicators of the organization. The qualitative data consisted of 15 in-depth interviews with senior managers to obtain more profound information about strategic integration (Niazi, 2021). The stratified random sampling was used to give equal representation to the sectors and the size of the firms. The period of data gathering was January to May 2025 and the organizations included were based in Karachi, Lahore and Islamabad. The ethical issues like confidentiality and voluntary participation were considered as the independent variable and included the budgeting efficiency, investment strategy, and financial transparency. The mediating variable was the HRM practices (HRM) that were evaluated by recruiting, training, and the effectiveness of compensation. The dependent variable was the organizational performance (OP) as measured by the rates of productivity, profitability and retention. The model proved the hypothesis that FDM has a positive effect on HRM that positively affects OP:

$$OP = \beta_0 + \beta_1(\text{FDM}) + \beta_2(\text{HRM}) + \varepsilon$$

Data Analysis and Discussion

The descriptive statistics indicated that majority of firms that were sampled were medium and large companies with an average workforce of 420 and an average age of operation at 18 years. The correlation analysis revealed a strong positive correlation amid

the financial decision-making and HRM effectiveness ($r = 0.73, p < 0.01$). Regression outcomes also showed that FDM led to an explanation of 58 percent of the variance in HRM, and the 64 percent in the variance in organizational performance, which showed that sound financial policies greatly enhanced the results of HR. The companies that had well-developed financial systems also showed better retention and higher innovation capabilities. A line graph of the performance between 2020 and 2025 indicated a gradual improvement with the financial policy changes in Pakistan. Pie chart was used to demonstrate that 35 percent of the sampled firms were more concerned with training, 30 percent with compensation and 20 percent with HR planning.

Table 1: Correlation between Financial Decision-Making, HRM Practices, and Organizational Performance in Pakistan’s Service Industry

Variable	Mean	SD	Financial Decision-Making	HRM Practices	Organizational Performance
Financial Decision-Making (FDM)	4.12	0.65	1.00	0.79**	0.73**
HRM Practices (HRMP)	4.03	0.71	0.79**	1.00	0.81**
Organizational Performance (OP)	4.21	0.59	0.73**	0.81**	1.00

Note: n = 220 firms; $p < 0.01$ indicates significant correlations.

Interpretation: There is high positive correlation between financial decisions and HRM practices as well as overall performance on the basis of which firms that have effective financial management demonstrate high HRM efficiency and better performance.

These results are consistent with other researchers who have found that financial planning has a direct influence on HRM efficiency (Ahmed and Malik, 2022; Farooq and Javed, 2024). Open financial decision-making will increase staff confidence and participation, lowering staff turnover rates and job satisfaction. This is supported by Becker and Huselid (2006) framework which claims the use of integrated HR-finance systems promotes flexibility and innovation. The qualitative interviews demonstrated that financial communication in organizations is a very important aspect in creating a perception and commitment among employees. Managers that informed employees about financial performance were higher in morale and loyalty.

Table 2: Relationship between Financial Decision-Making and Organizational Performance

Financial Decision Quality	Low	Moderate	High
Average Performance Score	2.9	3.8	4.6

As can be seen, the overall performance scores of firms based on the quality of the financial decision-making reveal that effective financial decision-making is a facilitator of HRM efficiency and organizational excellence in the Pakistani service industry. When HRM analytics is supplemented with financial understanding, companies will be able to create data-driven policies that will keep the companies profitable and engaged in their work.

Conclusion and Recommendations

This study concludes that financial decision making has a clear positive contribution to the organizational performance through the HRM practices, which consequently leads to the improvement of the performance in the service industry in Pakistan. When firms match HRM to financial strategies, the firms have better productivity, employee satisfaction and long-term sustainability. Financial stability will help organizations to provide competitive remuneration, training and rewards based on performance, which will be enhanced, thereby boosting motivation and retention. It is advisable that organizations have a formal level of coordination between the HR and the financial departments such that there is an integrated budgeting process and decision making. Employee training should be regarded as a strategic financial decision and should not be seen as an operating cost only. Open communication about finance is essential in developing trust among employees and as a way of fostering accountability. This model can be developed to policymakers to create incentives and tax breaks to those firms that engage in a regular development of human capital and future studies can compare the public and the private sector organization, investigate digital HRM tools and the adaptation of financial-HRM in response to the COVID-19 in Pakistan. The results of the current research underline that sustainable performance is based on the coherent strategic approach, according to which financial prudence and strategic HRM practices go hand in hand and jointly define the performance of organizations in the service industry in Pakistan. Stability in finances enables organizations to pursue proactive HRM practices, offer fair remunerations and invest in capacity building. Without financial discipline, there is the possibility that well-structured HR initiatives could not be effective because of inadequate resource allocation or managerial support. Thus, companies need to understand that HRM and finance are not independent silos but complimentary mechanisms that work best when they are strategic (Hassan and Rehman, 2021).

The research study adds to the expanding literature on the necessity of integrated financial-HRM models which should be adjusted to the social-economic background of developing countries. In the case of Pakistan, where the service industries have to deal with such issues as inflation, skills shortage, and migration of employees, the financial decisions made properly can serve as a stabilizing factor that can contribute to the sustainability of HRM (Khan and Qureshi, 2020). Those organisations that base their

HR results on financial indicators, e.g. productivity per employee, turnover cost and training ROI, are able to make better strategic choices. In managerial terms, this study highlights the importance of integrating HR professionals into the financial planning processes to also ensure both short-term liquidity and the talent management process are preserved (Ali & Aslam, 2023). When the HR departments are involved in financial discussions, they obtain the power and the funds to introduce effective staffing programs. On the same note, workforce dynamics are important to financial managers who are able to channel funds appropriately to boost productivity. Practically this cross-functional cooperation facilitates the culture of openness, trust and collective accountability, which contribute to the improvement of organizational performance. In practice, Pakistani companies need to focus attention on financial literacy education of HR managers and implement performance-based budgeting tools. These types of measures provide the assurance that the HR initiatives are not merely well-funded, but also measurable by financial indications. Finally, the policymakers also need to facilitate the reforms that will promote fiscal prudence and workforce development programs, thus, incorporating national economic outcomes and the growth of human capital. When well-coordinated, they create a synergistic system that guarantees profitability and job satisfaction of employees. To ensure that the service industry in Pakistan continues to compete in world markets, the companies should not take finance and HRM as two different entities, but instead they should adopt the oneness of these two fields. Not only an HRM-aware financial policy but also a financially informed HRM strategy becomes the key stone of long-term organizational excellence in the changing economic environment in Pakistan.

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