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TABLE OF CONTENTS

1-	Language Teaching Methods: Comparison Contrast Between Audio-lingual & Direct Methods Authors: Waleed Abdulsalam Abraheem Hamoudah, Baseer Ahmad Yaad	1-6
2-	Understanding the Perception of Digital Citizenship and its impact on Cyber Bullying among Pakistani Youth Authors: Fiza Hussain, Syed Asad Ali Shah	7-18
3-	The Effect of Using Social Media Networks on the Academic Achievement of Students in Tripoli City Authors: Ayman Shuayb, Omar Salem Seed Gebreel	19-31
4-	Covid-19 Pandemic impact on World Economy Author: Zunaira Zahoor	32-49
5-	Effectiveness of Curriculum in Teaching Deaf Student Independent Living Skills: Special Education Teachers Perspective. Authors: Rabea Sani, Kunza Aqdas	50-59

Language Teaching Methods: Comparison Contrast Between Audio-lingual & Direct Methods

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The purpose of this article is to find out differences and similarities between audio-lingual and direct methods. The audio-lingual method is fundamentally a development of direct methods which is considered to have weaknesses, especially in enlightening things that are difficult for students to understand. For this reason, moreover highlighting language teaching through listening. This method is usually applied more in the form of a drill pattern. A Direct method deals with listening and speaking, reading and writing. Also, it concerned with the syntactical structures, grammatical rules and vocabulary. All the methods are effective for teaching English language. Finally, while appreciating these methods, the useful application demands a careful creativity of the language teacher; otherwise the desired result may not be seen. Our study conceptually considers both of these methods, and picks language teacher to enhance a fruitful language teaching and learning.

Method, teaching, learning, audio-lingual, direct, native language, target language.

INTRODUCTION

Generally, over last few decades, researchers in language studies have investigated into finding out numerous ways in which language teaching could be improved. Out of practical experiences in the teaching of language and the challenges associated with such experiences, several methods of teaching language have emerged. Language scholars such as Asher (1977), Krashen (1982), Brown (1994), Olaoye (1998), Rifkin (2003), Anozie (2007) etc., have somehow discussed some of these methods, which we feel that a conceptual approach to this subject matter will not be out of place. While Olaoye (1989) considered only five methods, Anozie (2007) included what he calls the newer methods, and all are highlighted in the works of Krashen (1982).

The purpose of methodology is to develop the process of teaching English by empowering and facilitating teachers to work proficiently. Teaching involves a continuous analysis of one's own work, the experiences of other teachers and the search for new means to improve teaching. Obviously, research is the way of investigation of the methods in the class room. Besides that, how can we remove out-of-date methods and can improve the education system. This research shows the comparison contrast among the world wide

known two methods of teaching and learning, the audio-lingual method and direct method. It is misconception that these methods are same.

All the methods of language teaching and learning have some similarities and differences in the context. As we know that, English is an international language which is recognized widely in the world. There are many administrations or institutions offer scholarship for students who are proficient in English by oral and written context. To achieve this chance is not easy; the students should follow some test and interview, and the teachers should select the proper method for teaching to make them succeed. Basically, a professional teaching and learning of a language needs different, materials, setting, and environment. Therefore, the teachers should try to use different methods in their proper place regarding its needs and usefulness.

Audio-lingual method

Audio-lingual method is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral procedures, and behaviorist psychology. In this theory language is seen as having its own exceptional system. The system includes several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It entails language and learning the rules by which these elements are combined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written.

The audio-lingual method is to improve students speaking ability teachers present the material to the students through dialogs. The dialogs are learned thought drills, such as: repetition, substitution, and question-answer. There is the student-to-student interaction when students perform in chain dialogs prepared by teacher. This method very popular and success achieved in communicative competence. Through memorization and “over-learning” of language, students and teachers were often able to see instant result. Herawati, N. (2012). The Audio-lingual method is used mostly in teaching of listening/speaking classes. It is important to discourse the meaning of audio-lingual method by language teacher in the class, for the sake of the students get motivation to be more active in learning.

The Audiolingual Method corresponds with the USA structuralist tradition of FLT, which became the dominant orthodoxy after World War II. Its origin can go back to the seminal work of Bloomfield, who set up the bases of structural linguistics segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers, and Lado went on applying these principles up to the 1970s with a cause relationship with behaviorism. Bloomfield (1942) became a basic source for the Army Method, which was a response to the need of army personnel after the USA entry into the Second World War. Its main procedure was imitation and repetition.

Brown (2000:74): “The next “revolution” in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The “Army Method” was suddenly developed to build communicative competence in translators

through 6 very intensive language course focusing on aural/oral skills. This combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM)".

Direct method

The direct method focuses on using the target language as a form of instruction rather than translation, with an emphasis on connecting meaning to the language being studied. The direct method works better in language learning. The characteristics of the Direct method, according to Krashen (1982), are: discussion/all classroom for both teacher/learners; inductive teaching of grammar; learners should guess or work out the rules of the language; induction is motivated and facilitated by teachers' questions that can lead the learners into conversation, and so on. This system emphasizes correctness, with mistakes being rectified in class. Cerezal Sierra, F. (1995).

As a result of economic issues accrued in Europe in the late nineteenth century, an increasing number of individuals shifted as refugees to the United States, Australia, and Canada, particularly in the United States of America. Naturally, millions of people had to learn English fast and effectively as a medium of communication in their new country. Because the traditional methods were no longer adequate, the issue of changing language teaching became critical. The term "Direct Method" became well known, and adherents of the method emphasized the necessity of learning spoken language. Here a strategy that did not rely on mother tongue mediation gained traction. No translation was employed in this example since the native tongue was completely banned from the classroom. Direct intuition, representation through drawings, and imagery connected with the foreign word were all used to illustrate the meaning of words. Paraphrasing, synonyms, and antonyms were used to explain abstract concepts, as well as simply deducing the meaning from the text.

It's also known as the Natural and Reform Method because it arose from language teaching technique improvements that emphasize natural language learning principles. As previously stated, his method promises to be able to teach a foreign language without using the mother tongue. It is based on the natural concept that learning a foreign language is similar to studying one's own tongue without the use of any written rules, and other language. Teachers can help students' thinking growth and hence subject understanding and internalization by providing real-life, relevant chances for problem-based learning in language teaching and learning.

Similarities

The goal of using methods in teaching is to improve the learning of language by empowering and assisting teachers in their work. Instruction entails a constant review of one's own work, as well as other teachers' experiences and the search for new ways to improve teaching. The quantity of knowledge, abilities, skills, and habits that students must

acquire during the language learning process are the responsibility of language teachers. It means all the methods have one target, it is to learn a language in its proper way. The audio-lingual method and the direct method are coin-side methods, both of them have focus on language learning through communication, listening and speaking.

Table 1. Discusses similarities between Audio-lingual and direct method.

NO	Audio-lingual Method	Direct method
1	Used as teaching method for language learning.	Used as teaching method for language learning.
2	Emphasizes on the target language using.	Emphasizes on the target language using.
3	Does not underling on native tongue.	Does not underling on native tongue.
4	Emphasize natural language learning principles	Emphasize natural language learning principles
5	Used in second language acquisition.	Used in second language acquisition.

Differences

The language teaching process have widely atmosphere for better, quality, and effective learning. SLA researchers and theorists advised many methods for language teaching and learning. Nearly a century the linguists and theorists trying to invent the proper methods for sub-fields of the target language. Audio- lingual and direct methods are used for specific purposes to learn a language. In this case, one can use the principles upon which English knowledge is founded, as well as the means, methods, fashion, and tactics employed in the classroom to accomplish the desired ultimate target. Learners always follows the rules and regulations what they have learnt, therefore, the teachers are responsible to select the useful methods to fulfil the target of language learning.

Table 2. Discusses differences between Audio-lingual and direct method.

No	Audio-lingual Method	Direct method
1	Focuses on formal forms	Focuses on interaction
2	Instructions in native language are used.	Instructions in target language are used.
3	Mentions the relation between native and target language.	Avoid the relation between native and target language.
4	Emphasize on translation.	Emphasize on speech.
5	Teaches the target language by “Rule”.	Teaches the language by “Use”.
6	Use only literary passages.	Use every type of passages no only related to literature.
7	Vocabulary is learned through practice and translation into native language.	Vocabulary is learned only through daily practice.

Discussion

This research study is the comparison of two teaching methods (Audio-lingual and Direct) of English as a foreign or second language. Here we tried to provide knowledge to the teachers about the suitability of the both methods and how some authors have misconception about the similarities of these teaching methods. Basically, a professional teaching and learning of a language needs different, materials, setting, and environment. Therefore, the teachers should try to use different methods in their proper place regarding its needs and usefulness. Above mentioned methods shows the effectiveness of both teaching and learning methods and how they are similar and different from each other. As we identify that teachers have a key role in a language learning, they are responsible to update themselves in the target language and provide an effective and useful language learning. Every method of language teaching has its own valuable place in language learning and facilitate the learner to learn in proper way. Audio-lingual and direct methods are used for specific purposes to learn a language.

Conclusion

For the teaching English as a foreign or a second language, all the methods are operative to despite rising to these methods. Their practical use requires the language teacher's careful innovation; otherwise, the desired outcome may not be visible. It is important to the teachers to create the real-life set up for an active language learning. Our research evaluates both audio-lingual and direct methods for language teacher to facilitate the creative language teaching and learning. It is also obvious to indicate that no one method is preferred to the other. A language teacher is well skilled, and qualified to choose a method for language teaching. Because there are several factors that regulates what a language teacher does as well as the student's behavior at a particular point in time. The most key point is that how to create a way to the language learning takes place. Basically, a professional teaching and learning of a language needs different, materials, setting, and environment. Therefore, the teachers should try to use different methods in their proper place, regarding its needs and usefulness. Finally, this paper shows the differences and similarities of audio-lingual and direct methods, and their different context of usage.

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Understanding the Perception of Digital Citizenship and its impact on Cyber Bullying among Pakistani Youth

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Abstract

The research paper explores perception of digital citizenship and its association with cyber victimization and cyber perpetuation dimensions of cyber bullying among a sample of 160 Pakistani Youth. Correlation analysis depicts significant negative association of digital citizenship with cyber victimization ($r = -.27, p < .05$) and the qualitative findings imply that digital citizenship is among one of the main factors helping to reduce cyberbullying and family, peers and educational institutions play a crucial role in the development of digital citizenship. These research findings highlight the importance to promote digital citizenship among Pakistani youth and the dire need to focus on the role of educational institutes and government to take initiatives to promote digital citizenship.

Keywords: Digital Citizenship, Cyber Bullying, Cyber Victimization, Cyber Perpetuation, Youth Online Participation

Introduction

In the present era, technology has revolutionized all aspects of dealing society as it aids to differentiate and maintain the societal development processes (Naikoo, Thakur, Guroo & Lone, 2018). Internet technology has a transformative impact on society at multiple levels which includes communication and access to knowledge. Over the last few years, advancement of technology coupled with the rise of social networking sites has not only created opportunities for youth but also prone them from the risks related to individual privacy and abuse (Livingstone, 2008).

Increase access to internet and media devices due to globalization has created fear among religious and civic leaders, moralists, and parents, that society is becoming morally loose. So, a concern to attain common morality is an immediate requirement as societies become

diverse and the need of common moral framework for preserving decency to combat crimes becomes more urgent (Kizza, 2014). In recent days, the question about misleading use of internet has been raised which has initiated a role of internet in shaping society (Huizer, Shah, OBE, Okorafor & MacKinnon, 2017). A concern about misuse of internet technology is increasing day by day as different criminal activities including cybercrime, cyber threats, misuse of the Internet by terrorist organizations, and the hacking of mechanical technology are increasingly affecting every country and people's lives ("Cybersecurity and Technology Misuse", 2019).

Cyber bullying among young people is a major problem of public policy in many countries due to unparalleled dilemma, surveillance and educational challenges. Cyberbullying extends from traditional forms of bullying where criminals can conceal their identities with a secret identity. The Internet allows an infinite audience of spectators to participate in publicizing the demeaning insults, spread of false rumors, publicizing of embarrassing jokes and videotapes on social networking sites. These actions are often rooted in different discrimination forms such as racism, prejudice and homophobia (Shariff, 2016).

The progressive usage of media technologies from last few years has greatly influence people specifically youth of Pakistan. On one side, use of new media technology has a positive impact on youth such as making them more politically and socially actives. However, media technology has also engaged youth in different useless activities including looking for indecent content; they transpire to be more intolerant and vicious while participating on different online political activities and have placed social norms and morality of young people at risk. In some worst cases, youth are engaged in cyber-criminal activities such as hacking of various websites and accounts (Zaheer, 2018).

In Pakistan, research was conducted on female students from four universities in Sindh Province to explore how they face cyberbullying. The study has shown that students were repeatedly endangered and blackmailed, while 45 percent of students did not disclose such incidents to their families as they were afraid of being considered immoral. They prioritized to remain silent which hampered their academic life. The results also revealed that students were unaware of the existing laws against electronic harassment, which led them to distrust law enforcement agencies. It was suggested that educational institutions should set up a separate body to create awareness among students as well as reduce bullying among youth

through development of separate governance body at the country level (Magsi, Agha & Magsi, 2017).

Cybercriminal activities are needed to be appropriately regulated through disseminating more information among public about the cyber ethical standards of behavior in cyberspace. The combination of cyber ethics with cyber laws is a potential revolutionary foundation towards secure and safe cyberspace. At Global level, morality and ethics are taught through teaching character education. Education on Ethics takes many forms including formal education and advocacy. Formal Education of digital ethics should start from primary school level and students are needed to be taught about appropriate usage of media devices to combat destroying other people's property or to hurt others. So, it is pertinent that education on cyber ethics has a positive impact on students' behavior as it contributes to lower the rate of abuse and promote socially responsible behavior (Stückelberger & Duggal, 2018).

Digital citizenship is an ethical behavior with respect to the use of technology and a digital citizen is sensitized about ethical use of technological devices and media platforms. Nine general areas of behavior are identified as a framework for digital citizenship which includes etiquette, commerce, responsibility, communication, rights, education, access, digital safety and security (Ribble, Bailey & Ross, 2004). A study conducted by Choi (2016) explained digital Citizenship as a multidimensional concept in relation with offline civic space which is grounded on four different categories including digital Ethics, Media and Information Literacy, Participation/ Engagement, and Acute Resistance. At primary level parents, peers, teachers and school leaders are among crucial leader who play an important role in the development of individual digital citizenship. Education on Digital Citizenship is a new field in education which empowers youth to make informed responsible choices and decisions while participating on digital platforms and to protect their own self from becoming a victim of cyberbullying, violence and online radicalization (Gerhard, 2017). So, the present research is aligned with the previous researches in which significance of digital citizenship among youth is highlighted through investigating its impact on reducing cyber bullying.

Research Questions of Study:

Following are the research questions of present research:

- What is the perception of Digital Citizenship among Pakistani Youth?
- What is the association of Digital Citizenship with Cyber victimization and cyber perpetuation dimensions of cyberbullying among Pakistani Youth?

Method

An explanatory two-phase mix method research design encompassing two distinct sequential phases including quantitative stage followed by qualitative stage to validate statistical findings of quantitative analysis was utilized. In mixed method design, the participant selection model was used in which a quantitative data was collected and analyzed to produce statistical results. Then a researcher identifies and purposefully select participants for in-depth qualitative study. This research design allows researcher to better understand the reasons behind factors that influence participant thinking and practice about digital citizenship by discovering his/her views in greater depth. (Creswell & Clark, 2007).

Youth students of age ranging 15 years to 29 years were invited to participate in research. The age range of youth was further segregated into older adolescents (15-19), young adults (20-24) and middle adults (25-29). Both male and female youth participants studying in public and private colleges and universities of Islamabad and Rawalpindi were included for data collection respectively.

Table 1: *Frequencies and percentages of demographic variables (N=160).*

<i>Demographic Variables</i>	<i>Categories</i>	<i>F</i>	<i>%</i>
Gender	Male	77	48.1
	Female	82	51.3
	Prefer not to disclose	1	0.6
Age Groups	15-19	24	15.0
	20-24	94	58.8
	25- 29	42	26.2
Education	Matriculation	6	3.8
	Intermediate	38	23.8

BA, BSC or equivalent degree	43	26.9
MA, MSC, BS (hons.)	49	30.5
M.PHILL, MS, PHD	24	15

Note: *f*= frequency, %= percentage

Sampling:

A sample of 160 participants was taken for research study youth students from 11 universities, seven colleges and four schools of Islamabad and Rawalpindi was taken for research study. Non-probability, convenient sampling was employed for quantitative data collection to ensure representativeness whereas purposive sampling was used for in-depth-collection of data in qualitative phase of research. The non-probability technique was used due to accessibility, shortage of time, easy availability to subject and cost.

Tools of Data Collection

A questionnaire was developed for quantitative data collection and a survey technique was employed for quantitative data collection. A questionnaire comprised participant information sheet which entails basic information about research study, Consent form to get permit from sample participants to contribute, scales to measure Digital Citizenship and Cyber bullying.

Digital Citizenship Scale (DCS): A scale was developed encompassing 14 items to measure digital citizenship. The items were developed through a review and getting inspiration from previously developed Digital Citizenship Scale (DCS), by Choi, Glassman, and Cristol (2017) which was based on four elements which are digital Ethics, Media and Information Literacy & Participation; and from Digital Citizenship Questionnaire which was based on five elements of Ribble framework of digital citizenship which are Commerce, Etiquettes, Responsibility, Safety and Security (Nordin et al., 2016).

Cyber Bullying Experiences Survey (CES): A scale was developed to measure cyberbullying which encompasses two subscales of cyber perpetuation and cyber victimization. Cyber victimization subscale comprises of 9 items whereas cyber perpetuation subscale encompasses of 7 items. The items of scales were developed through review and inspiration from Cyber Bullying Experiences Survey (CES) consisting of 41 items. The scale assesses experiences of cyber bullying victimization and perpetuation of an individual (Doane, Kelley, Chiang & Padilla, 2013). CES scale was redesigned to make it culturally appropriate to use it in current research.

For Qualitative data collection, Semi-structured interview guide was developed to gauge participants perception about digital citizenship and its impact in reducing cyber-bullying among Pakistani Youth. After quantitative data collection, a sample of 16 youth participants was taken and semi-structured telephonic interview was conducted with them following sequential framework of data collection. Before conducting interview, a consent was taken from them for participation in research study and audio recording the conversation during interviews.

Research Data Analysis

Software Package for Social Science-20 (SPSS-20) was used to clean, process and analyze quantitative data. The distribution and variance of data is calculated through descriptive statistics. For categorical variables, frequency and percentages are calculated while mean, median, mode, standard deviation, skewness and kurtosis were computed for continuous variables. Kolmogorov-Smirnov (K-S) Normality test are applied to assess distribution of continuous data. Reliabilities of scales are explored by calculating Cronbach's alpha (α) reliability. A correlational analysis is performed to find association between variables (digital citizenship, cyber perpetuation & cyber victimization). For qualitative data collection, audio recorded data was transcribed, and initial coding was done. Inductive coding was used in which raw qualitative data was converted in to classified categories and themes were formed from repetitive patterns for thematic analysis. Data tables on Microsoft Word were developed and code books were used for qualitative data coding and themes formation

Result Findings

Reliability of Scales

Cronbach's alpha reliability test (α) was applied to find the reliabilities of scales used in research study. The statistical findings depict that Cronbach reliability of newly developed digital citizenship scale is 0.74 whereas the reliabilities of cyber victimization and cyber perpetuation subscales are 0.71 and 0.8 respectively. 0.6-0.7 is considered as acceptable value for reliable scale whereas 0.8 is considered as greater value (Hulin, Netemeyer, and Cudeck, 2001).

Table 2 Cronbach's alpha reliability (α) of Digital Citizenship Scale and sub-scales of Cyber-bullying Experiences Survey (N=160).

Scales and subscales	Items	M	SD	A	Skewness	Kurtosis
Digital Citizenship	14	44.21	9.23	0.74	-0.33	0.08
Cyber-victimization	9	15.46	5.6	0.71	1.04	0.21
Cyber-Perpetuation	7	12.13	5.5	0.8	1.34	1.53

Note: N= Total number of items, M= Mean score, SD= Standard Deviation, α = Cronbach's alpha reliability.

Perception of Digital Citizenship among Youth

To explore the perception of digital citizenship, participants were asked during interview to define digital safety and digital ethics which are one of the components of digital citizenship framework. Majority of Participants defined digital safety as protection of data through putting passwords on digital device and online accounts, digital safety and measures to ensure privacy of own self and others. Whereas they define digital ethics as training of moral values from childhood, person's ethical behavior during interaction with others, not to make fun of others and interact with other people within a set limit, to respect other person safety and privacy.

While asking participants to share their opinions regarding digital citizenship among Pakistani youth, approximately half of the interviewees shared that more than 50% of youth have less awareness about digital citizenship and they have very low digital citizenship to depict appropriate responsible behavior on digital space. Some of the participants have mixed opinions regarding digital citizenship that youth depicts responsible behavior on digital platforms but Geographical localities, socio-cultural context, generation gap, socio-economic class (upper class) and higher education level are the factors contributing behind

access to digital platforms and depicting responsible behavior. The quantitative analysis of sample depicts that 56.9% of participants scored high digital citizenship on scale whereas 36.9% of participants scored neutral on digital citizenship scale whereas only 6.2% of participants experienced scored low digital citizenship.

The result findings further reveal that lack of education on ethical usage of digital platforms and data protection, lack of monitoring and surveillance by parents on child's content of internet usage are among the underlying factors behind low digital citizenship among youth.

Role of Society in the Development of Digital Citizen

The qualitative results of present research study disclose that family, peer groups and educational institutes are among the important social institutions which contribute in the development of digital citizenship. These results are consistent with previous research literature. Educational institutes (schools) and parents are responsible for moral training of youth through different ways such monitoring and surveillance (Kelly & Caputo, 2011). Moreover, when a person suffers from any incident of cyber bullying, mostly peers help to resolve the situation and they have a potential to help cyber victims to shift their attitude from negative to positive viewpoint (Willard, 2008). So, it can be concluded that societal institutes especially parents and educational institutes may collaboratively contribute in reduction of cyberbullying. Some of the participants also shared that youth learn about digital citizenship through their own experiences and from peer pressure as one participant shared that:

I don't learn about digital citizenship through my educational institute. I learn it from my surrounding through experience. During my initial semesters in university, I did not know about copy rights and mostly I did plagiarism for completion of my assignments. Later, I got to know about plagiarism from my senior at the time of projects.

Association of Digital Citizenship and Cyber bullying

It was hypothesized that there is a negative association of digital citizenship with cyber victimization and cyber perpetuation components of cyber bullying. Spearman Rank Correlation was conducted on SPSS to explore bivariate correlation. The quantitative result shows a significant negative association of digital citizenship with cyber victimization dimension of cyberbullying. A qualitative research analysis depicts a similar finding as majority of interviewees shared that cyber bullying can be prevented through digital citizenship when get awareness about digital rights and ethics, they ultimately protect

themselves from cyber victimization. Some of participants made comparison of today’s level of digital literacy among youth from last few years back when there was little awareness about digital citizenship among youth but with the passage of time, advancement of technology cyber laws are introduced and sensitization about responsible use of internet has been increased.

Table 3: Association of Digital Citizenship measured by Digital Citizenship Scale with Cyber Victimization and Cyber Perpetuation dimensions of Cyber bullying measured by Cyber Bullying Scale (N=160).

Variable	1	2	3
Digital Citizenship	-	.27*	.67
Cyber Victimization	-	-	.26**
Cyber Perpetuation	-	-	-

Note: ** = $p < .01$, * = $p < .05$.

Table 4 depicts that digital citizenship has negative significant association with cyber victimization ($r = .27, p < .05$) whereas digital citizenship has not significant association with cyber perpetuation. This result depicts the partial fulfillment of this research study hypothesis. Cyber victimization has significant positive association with cyber perpetuation ($r = .26, p = .01$).

Conclusion

It can be concluded from research findings that digital citizenship has a significant positive impact in reducing cyber victimization component of cyberbullying. Youth with high digital citizenship are aware about the responsible usage of digital platforms to protect their selves from the trap of cyber victimization. The results of present study further entail the low digital citizenship among Pakistani youth is due to various underlying factors including lack of awareness and education about digital citizenship, neglected monitoring from parents and difference in upbringing environment. Role of parents, educational institutes and peers are considered as crucial actors in development of individual digital citizenship whereas it is

recommended from participants that educational institutes may need to focus on inculcating digital ethics among youth from primary level.

Limitations of Research

Following are some constraints of research:

- Results expressed by the conducted study cannot be spanned to a larger population due to collection of data from only the specified schools, colleges and universities of Islamabad and Rawalpindi.
- As research data is collected from educated youth, so the results cannot be generalized to uneducated youth and people from other age groups.

Implications and Recommendations

Despite of the limitations, this research has practical implications in the field of development studies, education and information technology. A very limited research has been done on digital citizenship in Pakistan's context, so this study will aid to explore the role of parenting and educational institutes in development of digital citizenship among youth. This research further highlights the significance of teaching digital citizenship in educational institutes from primary level and inculcating digital ethics in educational curriculum which will contribute in development of digital citizenship among Pakistani youth. The research study recommends to not only create awareness among youth about digital citizenship but to practically exercise digital citizenship through ensuring the implementation of legislations and Bills on Cybercrime to reduce the increasing ratio of cyber violence.

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The Effect of Using Social Media Networks on the Academic Achievement of Students in Tripoli City

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ABSTRACT

This study is conducted to examine the effect of using social media networks on the academic achievement of students in Tripoli city from the view of housewives. It was also to Identifying the positive and negative effects of using social media networks on students' academic achievement, Identifying the main reasons why students using social media networks, and Identifying the most common hours that students use social media networks and try to link them to the nature of use. The study used the descriptive approach and employed the questionnaires to collect the data from 223 housewives in Tripoli city. The researcher used the data analysis software SPSS v.22 for the purpose of coding and analyzing the primary data. Results have shown that using social media from the students can be of a positive and effective impact on academic performance if it was used under the control of housewives. So that network users are not able to access them, and the necessity of rationalization, and the moderate use of the Internet by children and youth in order to achieve specific and clear objectives.

Keywords: Tripoli, Libya, Social Media, Students Performance, Housewives

INTRODUCTION

Social networks are the main application under the umbrella of social media, which comes with the Web 2.0 era. Social media is the fastest growing web application in the 21st century. The wide nature of applications like Wikis, video streaming and applications, and social networks makes it the phenomenon of the century. Facebook clients bested every single social media application with more than 955 million clients in 2013, trailed by Twitter with 500 million clients (www.thecountriesof.com). Such a colossal client base is practically identical to nations, which demonstrates the significance of such applications. Then again,

the age appropriation of Facebook clients is focused on the more youthful categories where 300 million clients are 18-24 years of age, and 120 million clients are between 13-17 years of age (www.quintly.com). The past site demonstrated an about the equivalent appropriation of clients among guys and females. At long last, Libya represented 2.5 million Facebook clients toward the finish of 2012, with comparable Internet clients' size (www.internetworldstats.com). The last measurements show that Libyans' use Facebook through their mobiles and the Internet. Such high entrance (38%) is demonstrative of the significance of Facebook and the online networking area for youngsters. On the other side, the utilization of information communication and technology (ICT) is a significant factor that opened entryways for E-learning and remote access to instructive material. Such a marvel is designated "E-Learning", where ICT is utilized as a facilitator of correspondence, task the board, and assignment joint effort in colleges Harb and Abu-Shanab, (2009). E-learning frameworks are turning out to be significant not in a college situation, yet even in schools (Hamam et al., 2008). An examination in Libya presumed that e-learning frameworks are not completely used in Jordan and numerous applications are not utilized by understudies and educators. Such outcomes show that it is essential to reach all students at any place they are, and particularly via social media networks.

Social Networks are turning out to be significant apparatuses for educating, and excitement. Human instinct is excited about collaborating with individuals and discovering regular zones and interests. In educating, two streams are winning: the utilization of social networks as an apparatus supporting exercises esteemed significant with the end goal of educational institutions, students, and instructors.

The subsequent stream is the terrible impact social networks dispense on time management and students' behavior. The accompanying segments will survey the writing identified with the two 2streams and the exhibition issue identified with students. An examination by Abu-Shanab and Al-Tarawneh (2013) investigated the preferences and burdens of Facebook using college students. An example of 206 students reacted to an overview containing 10 points of interest and 10 disservices of Facebook and yielded intriguing outcomes. The investigation didn't concentrate on students' scholastic execution however accepting the issue as a general perspective via the impact of social media networks. This investigation will investigate the connection between performance and the use of social media networks. Research showed the negative impact of Facebook on students, where an investigation by Haq and Chand (2012) used an example of 384 students and reasoned that

Facebook use has an unfavorable effect on the academic performance of students. The investigation saw that males and females invested equivalent energy on the Internet where females utilized Facebook more; however, males had a larger number of companions than females. The significant contrast was that Facebook clients had an unfriendly impact on male's performance than females. The researchers represented such antagonistic execution since males invest more energy in sports and game exercises than females, which caused lost time and an awful effect on performance. A few colleges inserted the utilization of PCs, tablets and another innovation directs in their educational arrangement. An examination that concentrated on the issue of performing various tasks in study halls finished up to the way that students who use ICT and include in performing various tasks (models like content informing, Facebook, web looking, messaging, and texting) would have lower GPA, which means lower academic performance depending on their conduct (Burak, 2012).

Importance of the Study

The importance of the study stems from the same topic that this study is discussing, which is the effects of using social media networks on the academic achievement of the students in Tripoli City/ Libya. The significance of the study can be seen as follow:

- This study derives its importance from the nature and role of the youth within society. This group is considered an important and influential human energy in the entity of society and needs to be cared for and preserved to secure its future.
- Human is social by nature, he does not live in isolation from people and society.
- The study is considered one of the studies and researches that deal with the issues of the times and the growing role of youth in drawing a map of political change in the Arab world.
- It highlights the relationship between the use of social media and academic achievement.
- This study may help specialists in these areas to provide possible assistance, to mitigate the negative effects of this phenomenon, and direct towards active positive use, thus the use of these techniques to improve the academic achievement of students to serve the educational process.
- It is expected that the results of the study, and through recommendations, proposals and the proposed concept that the study will present, will contribute to improving the positive use of social networking sites for improving students' performance.

Objectives of the Study

The study seeks to achieve the following main objectives:

- Identifying the positive and negative effects of using social media networks students' academic achievement.
- Identifying the main reasons why students using social media networks.
- Identifying the most common hours that students use social media networks and try to link them to the nature of use.

Research Hypotheses

H₀: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the effect level of using Social networking sites on the academic achievement of children according to the respondents' living area.

H_a: There are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the effect level of using Social networking sites on the academic achievement of children according to the respondents' living area.

H₀: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the effect level of using Social networking sites on the academic achievement of children according to the respondents' educational level.

Research Questions

What are the effects (Positive/ Negative) of using social media websites on the academic achievement of students in Tripoli city?

LITREATURE REVIEW

The Concept of Social Media Constant changes in social networks make it difficult to assign a specific definition (Kolan and Dzandza, 2018). Jack and Scott (2011) argue that there is no generally accepted definition of social networks. However, some scientists offer different definitions based on their individual opinions. Lee and Louis (2016) describe social networks as different forms of online communication that people use to create networks, communities, and teams to share information, ideas, messages, and other content. This definition distinguishes two things: Social networks are online communication; it depends on the content of the user. With this definition we can understand that social networks are very different things, such as messaging apps like WhatsApp and Viber, profile platforms like Facebook and LinkedIn, video portals like YouTube "and e-mail clients like Gmail

Bryer and Zavatoro (2016) view social networks as technologies that facilitate social interaction, enable collaboration, and enable topics to be discussed with stakeholders. Mensah (2016) describes this as a group of web applications that can be used to create and

share user content. Ezeah, Asogwa and Edogor (2015) view social networks as modern channels of interactive communication through which people communicate, exchange ideas, experiences, photos, messages and information of common interest. These definitions have common similarities: They essentially overlap in three points: This is due to the technology. This is interactive and personalized content.

Many people like to link the history of social networks to the development of communication technology that goes back to the late 19th century. The common starting point is Samuel Morse's first telegraph, which he sent in 1844. Between Washington and Baltimore Pappas,(2013). However, this form of communication is not considered a social network. First, it didn't happen online. Second, telegrams do not contribute to greater community development. Instead, they are used to send individual messages between two people. While it's interesting to think of social networks as a much broader continuity, the real history of social networks with the advent of the Internet dates back to the 1970s. The first two social networks were Six Degrees and Friendster, which no longer existed, although they played an influential role at the beginning of the social media revolution. According to Owusu and Agartha (2015), Six Degrees is the first social networking site that enables people to create individual profiles and involve others in their personal networks. It was officially launched in 1997. A year later, in 2002, Friendster appeared. In this way, users could make contacts as at six degrees and save them as part of a personal network. Users can also share videos, photos and messages with other users and comment on other users' profiles when they are part of each other's personal network. Then the social networks expanded. Websites like Myspace and LinkedIn became famous in the early 2000s, and websites like Photo bucket, Flickr promoted online photo sharing, and YouTube went live in 2005, creating a whole new way of communicating and sharing. Long distances (Pappas, 2013). Pappas (2013) wrote that until 2006 Facebook and Twitter were available to users worldwide. These websites remain one of the most popular social. networks on the Internet Kuppuswamy and Narayam, (2010). Other websites like Tumblr, Spotify, Foursquare and Pinterest have started to fill certain niches on social media.

Tuckman (2018) describes academic achievement as an obvious demonstration of human understanding, concepts, skills, ideas, and knowledge. It relates to how students manage their studies and how they perform or perform the various tasks that teachers have assigned them at a specific time or school year (Adane, 2014). The academic performance of a student

is a characteristic and decisive factor for the success and future of a student. He plays an important role in preparing college graduates who will become excellent leaders and workers in the country who will be responsible for the social and economic development of the country? Academic performance determines whether a person is eligible for higher education and, depending on the qualifications acquired, influences the professional career after graduation. Academic achievement is important not only for one person, but also for the prosperity and prosperity of a nation.

The widespread use of computers, the Internet (WWW), the Internet and information and communication technologies (ICT) has contributed to global change in the past three decades. This major change in the world is known as the digital and technological revolution, as historians and social commentators call it, to distinguish it from earlier times (Freeman and Louca, 2001) Rapid technological change and increasing global competition have completely changed the world.

METHODOLOGY AND DATA ANALYSIS

For the purpose of achieving the main objectives of this study, the researcher employed the quantitative research method. According to Creswell (2012), this approach "the quantitative research method is a producer for collecting analyzing the collected data by using one of the data collection tools to understand the researched problem and to fill the research gap. Employing the quantitative research approach helps the researcher to generate a general understanding of the research problem. The quantitative data were collected using the questionnaire as the main data collection tool. Data of the study were collected directly by the researcher himself from 175 housewives who have an account on Facebook. The questionnaires of the study were sent to the samples through the Facebook website and a cover letter was attached to show the main reason for the research so the respondents can contribute positively in providing the main needed data.

The Population and Sampling

The population in this research study was the housewives who have kids using social media networks. Due to the nature of this study, the population of this study can't be identified; therefore, the researcher will employ the convenience sampling method for the purpose of achieving the main objectives of this thesis. The total number of questionnaires that were distributed to the targeted samples was 230.

Participants

The total number of participants' samples in this study was 230. Seven of the respondents' failed to respond to all questionnaire items so these questionnaires were not included in the analysis, thus the valid responses to the analysis were 223. The following table shows the number of questionnaires that were distributed to the samples and the final number of questionnaires under the study.

Table 1: Questionnaires Statistics

The employed sampling method	The distributed of questionnaires	The failed responses	The final number of questionnaire under the study
Convenience Sampling Method	23	7	233

Research Instrument

The survey was employed as the main data collection tool. The survey refers to a tool used to study the main features of the study samples through questioning, which enables the researcher to generalize the obtained results concerning the overall population of the study. The researcher believes that this is the most suitable data collection tool as it enables the researcher to establish the range and distribution of social features to find out how these features may be connected to a certain attitude (Zurmuehlin, 1981).

The questionnaire of Peter Osharive's (2015) to measuring the effect of using social media networks on students' performance was employed in this research study (Appendix 1). The reliability of the questionnaire of the study was checked by using the reliability measurement scale "Alpha Cronbach". To check the reliability of the data collection tool, the Pearson Correlation Coefficient was implemented. A co-efficient value of 0.65 indicated that the data collection tool is reliable to be used for the purpose which was developed for (Osharive, 2015). This is the only available survey that exists to check the effect of social media using on students' performance therefore, it was implemented in the case of the current research topic. However, the current research instrument was used in different countries. Thus, the current research instrument was edited and updated to fit the context of the Libyan society.

Pilot Study

For the purpose of the piloting study, the questionnaire was tested on 30 housewives from a representative sample of potential respondents'. The purpose of conducting the pilot study was to estimate the needed time to answer all items of the questionnaire, to check the feasibility of the conducting survey on the targeted samples, and to check the validity and reliability of the questionnaire. Results of the pilot study indicated that all items of the questionnaire were clear to the targeted sample and didn't make any confusion, the completion rate of the questionnaires that used for the piloting study was 100- all the 30 questionnaires were completely retrieved. There was no problem faced by the researcher during the piloting study. Results of the piloting study make the researcher more confident to rely on the current research survey for the purpose of achieving the main objectives of the current research objectives.

Reliability

Reliability means the overall consistency of a measure (Questionnaire). The data collection instrument is said to be reliable if it produces similar results under the same circumstances. The researcher used the Alpha Cronbach test to ensure that the data collection tool is reliable to be used for the purpose of examining the effect of using social media networks on the academic achievement of students in Tripoli city. The result of the reliability test is shown in below table.

The process of analyzing the collected data started by scored the data, coded, and then insert them into SPSS for data analysis. To achieve the main objectives of this research, the researcher used different kinds of statistical analysis and they are shown in the data analysis section.

Table Cronbach's Alpha

The presented result in the above table 3.2 indicated that the two main variables in this study were higher than the. The presented result in the above table 3.2 indicated that the two main variables in this study were higher than the recommended reliability value (0.700). Moreover, the overall reliability was .989. This means that the current questionnaire items are reliable to be used for examining the purpose which the researcher developed for.

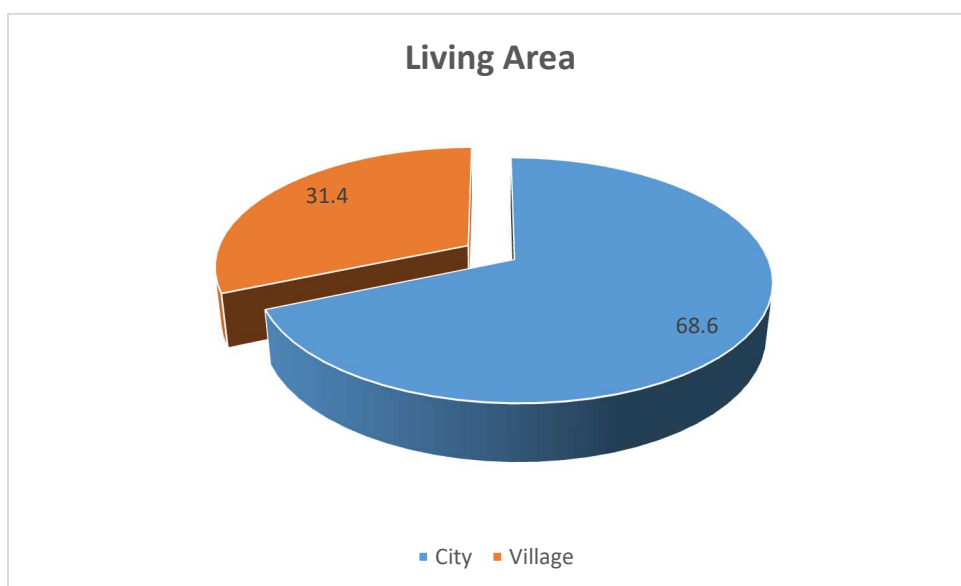


Figure 3.1: Distribution of the samples according to their living area (city, village)

The figure shows that the majority of the study samples 68.6 were living in cities while 31.4 were living in villages.

Table Distribution of the respondents according to their educational level

	Frequency	Percent
High School	54	24.
Vocational	25	11.
Valid Bachelor	101	45.
Master and above	43	19.
Total	223	100

The above table 3.5 shows the distribution of the study samples according to their living area. As indicated 135 out of 223 samples were living in the city and 70 out of 223 were living in the villages

Conclusion

The results of the study indicated that the average overall score for positive effects for social networking sites on the academic achievement of the children in Tripoli city, from the point of view of housewives, have reached (74.80%) which is a medium degree. The researcher attributes this intermediate result to some students' use of social media sites in the educational process, such as exchanging experiences, information, and cooperation in solving homework through these sites, or the use of some students for these sites, as a source of information, this depends on the follow-up of mothers to children, and directing them towards the positive use of social networking sites and determining the use that does not affect the hours allocated to the study. The researcher believes that the educational level of the mother plays an important role in directing the children positively to use these sites. The results of this study in this regard are in line with many other studies which indicated that the students who spend more time on the Internet spend less time on the study and vice versa. This result is logical from the researcher's point of view because the hours spent by the student in using these sites are certainly at the expense of academic achievement and the hours allocated to the study.

The result of the second research hypothesis has shown that there are no statistically significant differences at ($\alpha \leq 0.05$) in the effects of using social media sites on students' academic achievement according to the living area of housewives. The researcher explained this result, as the whole world has become a small village, and there are no longer big differences between the village and the city, especially with regard to internet services, as internet services do not know geographical boundaries, nor time differences, so they are considered to be one of the basic needs and unconscious motivations of the individual, whether at the village or city level, and thus the level of internet and social media use is same at the level of village and city, and accordingly. Therefore, the effects of using these sites are the same.

As for the result of the second hypothesis, that related to the educational qualification of the housewives, it showed differences in the positive effects of social networking sites, on the academic achievement of students, this indicates that that the higher the level of the mother's education, the higher the level of positive effects resulting from the use of social

networking sites among children, and less influence on the academic achievement of kids. The researcher believes that the high educational-level of housewives reflects positively on children because of their awareness of the risks of social media sites, emotional maturity factors, and life experience, and their ability to form good relationships based on acceptance, dialogue, and communication with their kids as an alternative to excessive use of social media sites.

Future Studies

The current study focused on investigating the effect of using social media networks on the academic achievement of students. Therefore, future studies may cover the following research topics:

- The successes factors to adopt social media networks as an educating means.
- The relationship between the positive use of social media networks and improving students' performance.

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Covid-19 Pandemic impact on World Economy

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Abstract

This study is being conducted when the Corona virus spreads around the world and becomes an economic major crisis in 2020. This study answers certain questions, such as how many countries are affected with corona viruses and decrease their economic activities. What are the most effective international monetary and fiscal measures for dealing with the crisis? Is monetary and fiscal policy employed as a vaccination to keep the global economy from collapsing? It's a major topic these days, especially with the globe facing Covid-19. Researchers explain the impact of the Corona virus on the world economy by getting information from Standard & poverty agencies (S&P), Organization of Economic Cooperation and Development (OECD), and from different websites and reports. moreover, researchers obtain information from the International Monetary Fund (IMF). In addition, Explain the losses from one industry to another and concluded that the global economy is confronted by dual crises in nature. The deaths of millions of people are on the one hand and the economy crisis on the other. The first problem comprises saving people from death, and the second in saving the universe against economic crises. But both challenges are inconsistent. If individuals want to preserve lives, a remain at home and a social distance policy are imposed, and the country is shut down. However, we can rescue our citizens living, but the economy collapses fast because all the companies in the country have been shut down. If economic crisis is saved, people are supposed to go out and work as normal, the global economy would boost but soon millions or billions of people are lost who will also have an impact on the economic downturn. Policymakers, doctors and manufacturers of health should work together to identify solutions to benefit both individuals living and saving economic crisis.

Keywords. Covid-19 pandemic, Global Economy, monetary and fiscal policy measures, liquidity provision

1. Introduction

A virus named Severe Acute Respiratory Syndrome (SARS-CoV-2) causes a Corona virus at the end of 2019. The occurrence of this respiratory infection was first exposed in Wuhan city of China. Dr. Li was the first person in the early days of his outbreak to detect corona virus epidemic. During his investigation, he realizes that there is a virus such as SARS that was a global 2003 epidemic. Corona viruses originated in Hunan marketplace for seafood, and victims were hospitalized with quarantine.

Dr. Li sends messages to his fellow medical practitioners, but after three days, Wuhan police urge Dr. Li to stop spreading such misinformation. Later, Dr. Li contracted the Corona virus from one of his patients and died because of it. Later on, Chinese health officials reported the ground facts of this Corona virus, its symptoms, and precautions. It is vital to note that Wuhan is a Chinese mid-city, and the Corona virus begins with China's spring festival. During this event, all Chinese people return to their hometown to see their parents, friends, and

relatives and to celebrate the spring festival with their loved ones by eating and dancing.

This is the busiest times travel season in China. Prior to the Chinese government's formal statement, millions of individuals passed through Wuhan and became infected with the Corona virus. This is one of the main reasons the Corona virus spread so swiftly, with millions of people infected within a day. This rapid spread aroused grave consciousness at the national and global levels, and within weeks, it was recognized as an epidemic by the World Health Organization (WHO, 2021) in Wuhan, and rapidly dispersing in 200 countries worldwide. According to World master info at present on 10 June 2021, total numbers of Corona cases is 175,232,818, out of these 3,778,635 death cases and recovered case are 158,762,858.

Globalization has resulted in incorporating all countries around the world. If something happens in one region of the world, it will have a medium or high impact on the economies of the rest of the world. The world's major economies, particularly China, have a significant impact on the rest of the world's economies. China has the world's second largest economy. It is valued at \$13.6 trillion. China contributes approximately 16% of the global GDP. It is the world's largest exporter. Most of the world's largest corporations rely on China for backward and forward connectivity. Because of the Epidemic Corona virus in China, most factories have shuttered, affecting the global economy.

According to (Bentolila et al., 2018; Morana & Bagliano, 2010) several literatures have been found on the causes of world economy recession because of corona virus in huge amount. However, the world recession 2020, which is called a recession due to (covid-19) is new in the modern history. According to (Radelet & Sachs, 1998) the 1997 Asian debt crisis was caused by a decline in the Thai baht, which created fear and prompted an economic slump and financial crisis in Asia.

Furthermore, in 2008 financial crisis was caused by a fragile monetary policy, a free regulatory system, and significant leverage in the banking sector, according to (Allen & Carletti, 2010). In Nigeria, the recession in 2016 was caused by a balance-of-payments imbalance, and crude oil prices fell to their nadir. However, in this exploratory study, we will analyze how the Corona virus affects various economies around the world.

A number of confirmed cases of corona virus out of which death cases, and recovered cases on all over the world on the can be checked from the (Worldmeter, 2021).

Following table shows the number of confirmed cases, death cases and recovered cases. Of the few countries

Table 1

Countries	Confirmed cases	Confirmed death	Recovered cases
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World	175,232,818	3,778,635	159,059,327
USA	34,264,727	613,494	28,254,091
Spain	3,715,454	3,715,454	3,501,083
Italy	4,237,790	126,767	3,936,088
France	5,725,492	110,202	5,458,349
Germany	3,715,870	90,187	3,563,800
China	91,337	4,636	86,285
UK	4,535,754	127,860	4,281,627
Turkey	5,306,690	48,428	5,179,833
Afghanistan	85,892	3,356	59,871
Pakistan	937,434	21,529	871,669

Source: World meter statistics 10 June 2021

According to World Health Organization (2021) on territory basis or region basis America has the highest numbers of Corona cases as compared to other regions

Territory/Region	Confirmed case	New case	Total death	New death
Western Pacific Region	3,206,476	17,321	48,902	343
European	54,770,591	46,451	1,161,608	1,400
South East Asian	33,101,517	113,472	439,694	6,551
Eastern Mediterranean	10,384,040	30,704	207,111	538
America	68,932,684	152,822	1,810,788	5,090
African	3,593,021	12,199	88,831	246
Total (global),	173,989,093	372,822	3,756,947	14,169

Source: World Health Organization (WHO)

2. Impact of Corona virus on World economy

Initially, it was predicted that the corona virus (covid-19) pandemic would be limited to China. However, because of the movement of people, the corona virus has spread worldwide, with over 200 countries being affected by it. As a preventive move, the World Health Organization has declared that the Corona

virus is spreading over the world and is easily transmitted from person to person. Everyone should keep their distance from one another. They also stated that staying at home was vital to avoid the corona virus.

Every country on the globe took precautionary measures to protect themselves from the Corona virus, which has caused the entire world to be shut down. Instead of some fundamental good generating factories, the entire world's industries lock down. According to (Elliott, 2020; Horowitz, 2020) all countries are detached from one another, which has a negative impact on the aviation business. Along with the cancellation of major sporting events such as the PSL (Pakistan Super League), the sports sector suffers.

According to Covid-19, the 2020 crisis will be not only devastating, but will also have a spillover effect on the global economy due to supply and demand shocks in every area of businesses (El-Erian, 2020).

According to the US Federal Reserve's monetary policy report, the size of the Chinese economy will have a significant impact on the global economy and the US. China's total GDP contribution to the global economy is 13.6 percent, the second biggest after the US economy, which contributes 16.8 percent. Some economists predict that the world's developed economies' GDP would increase less in 2022-2021 than it did in 2019. It is up to the government to decide how to deal with Covid-19. According to John Detrixhe, the world's GDP prediction table is shown below.

Table 3

Forecast for percentage Change in GDP			
Countries	2019	2020 to 2021 GDP	Change %
World	2.9	2.5	-0.5
USA	2.3	1.9	-0.4
UK	1.4	0.8	-0.6
China	1.4	0.8	-0.6
Euro Countries	1.2	0.8	-0.4
South Korea	2.0	2.0	0
South Africa	0.3	0.6	0.3

Source: John Detrixhe forecast for percentage change in GDP

According to above table it has been shown that world's GDP is falling down from 2.9 in 2019 to 2.5 in 2020- 2021. Which shows that decrease in the world GDP with negative 0.5. International monetary fund (IMF) managing director (Tao Zhang) said currently world economy in front of three biggest challenges, which

contain tension on trade front, financial and fiscal risk, how to achieve inclusive growth. He believed global economy sun is still shining. But world largest economy US and China have trade war, diverse models try to access both economy impact on probable trade war, and to mitigate the possible effective measures. But condition truth is much complex than predicted model. Difference or disagreements at all essential points need to resolve with cooperative approach. If not, then trade tension would consequence in global economy losses. Zhang says about financial or fiscal risk, he elaborated that total world debt was recorded \$164 trillion in 2016. But currently in 2021 crisis, it is superior to the level seen in 2008 crisis. Countries must awake of their fiscal conditions and maintain economic growth. Some countries approach like fully employment, government expenditures will definitely reduce the risk to sustainability. Economies should focus on innovative ideas and there is a potential for financial technology and implement these ideas to bring efficiency gain.

The rapid increase the virus in China, shows that over 3000 death and over 80 thousand infected people of the world's 2nd largest economy implicit to lockdown the domestic and international travel. Which result in declining the economy of China and ultimately affects the world economy? According to S&P rating agency, China shows that 20% of worldwide manufacturing output in 2018, which is now expected to decline approximately from 5% to 5.7% because of an outbreak of coronavirus. Government of China injected 1.2tn Yuan into a financial market by reducing the rate of interest to support the economy. Further, China also reduced the tariff by halves on US goods, and taxes also reduced by 5% instead of 10%, now it reduced more from 2.5% instead of 5%. Fed notice Asian economies will affect because of Corona virus spread. According to head of European central bank (Lagarde, 2021) Virus intimidation is a novel risk to economic stance, replacing China-US trade war.

2.1. Impact on the tourism industry

The Corona virus is spread over 200 countries. The situation is panic in the entire world. Government of all countries restrict their people to unnecessary travel, domestic or internationally. Mostly countries suspended tourist visa, residential visa and work visa.

If we take an example of Kingdom of Saudi Arabia (KSA) which is Holy Country for all Muslim world.

Every year millions of people visit Makah (city of Saudi Arabia) to perform Hajj, which is one pillar of Islam. As per the government statistics of KSA, in 2019 before corona approximately 2.5 million Muslim around the world visit for Hajj prayer. But during corona KSA announced to stop Hajj application to prevent people from (covid-19). Same as other countries wholly prohibited inbound and outbound travel. Government forced travel restriction impact on numbers of passenger decreases in the entire world. With a reduction of number of passengers, some airlines stopped their operations, such as polish airline, Baltic airline. These travel restrictions will affect the tourism industry worldwide and approximately \$200 billion losses foreseeable. Aviation industry losses cross the

figure of 113\$billion by IATA estimation. American Airlines Seeks \$50 Billion Compensation.

According to World Travel and Tourism Council (WTTC) mention that because of corona virus pandemic situation over 50 million jobs cut down in travel industry. Tourism industry contributes 10% for Global GDP. After the epidemic of corona virus tourism industry needs 10 months for revival of tourism industry. Further WTTC said that Asia is mainly affected continent.

According to Virginia Messina (WTTC Managing Director) said policies are general and not verified to be effectual to hold the virus. She further said tourism restriction could also affect not only to medical supplies delivery but also on medical expert's travel. Messina said every month over 850,000 citizens take a trip from Europe to USA. This is comparable to \$3.4 billion monthly payment to US economy. She said out of 50 million employments lost, near about 30 million is from Asia, 7 million from Europe, 5 million from Americas and other territories.

WTTC recommends countries should make trouble-free policies regarding visa process, and trim down the taxes on traveling and start incentives later than the epidemic situation.

2.2.Impact of corona virus on global hospitality industry

Hospitality industry affected because of corona virus epidemic situation. Various country's government announced the slogan "social distancing" and "Stay at home" lead to shut down the restaurant, parks, cafes, hotels, to prevent the spread of covid-19. Hotels from all around the world witnessed booking termination value billions of dollars, and the hotel industry bailout \$150bn. Executives of Restaurant and hotel industry lost their jobs and trying to find a new job.

According to Smith travel research (STR) weekly reports show that metrics are ongoing to catch worse because of pandemic Covid-19. This information based on 9.2 million rooms and 68000 properties around the globe. Reports show that in comparisons to last year 2019, tenancy is extremely down approx. 95% in Italy, 67% in UK, 68% in China, 59% down in USA, and in Singapore its down level is 48%. As we know China is an earliest market to deal with corona virus and luckily successfully defeat the Corona virus and now hospitality industry in China is forwarding to stabilization. Now 87% hotels are opened in whole China, which was only 40% in past 2 months. Tenancy is turned to positively. In May it was 10%, at the end of June it increased up to 22% and beginning of July it proximately increases to 30%. But if we talk about the world, still there is worse condition in hospitality industry until they stop covid-19. In USA still tenancy is 30%, which is not a good signal.

The Tenancy in US hotel industry did not fall down quickly as compared to other countries like China, Italy; the reason is US government did not announce lock down policy. Still people traveling in USA, and not practice the social and physical

distancing. That's the reason corona virus infection rate is much high in USA as compared to other countries.

According to Revenue per available room (Rev.PAR) performance measure in hospitality industry, shows statistics that now the hospitality industry falls down more than compared to financial crisis of 2008, and terror attack on 11 September. In China Rev.PAR, declines up to 85%, while in Europe it drops 69.5%, and in US it drops up to 44%.

According to STR, Rev.PAR breaks the record of declining of last 30 years. Cumulative data of top 25 markets in USA shows major declining, aggregate occupancy down over 66% to 26%.and Rev.PAR down from 80% to 27%. STR declared about the collapsed of occupancy in his report. According to Jasper Palmqvist STR area director predict the recovery phase hoping it almost takes 6 months for v shaped recovery which also seen in SARS crisis.

2.3.Impact of Corona virus on the global sports industry

The impact of corona virus on sports industry is very high. According to sports global value analysis, currently sports market contributes annually US\$756bn, which includes US\$420bn by USA and remaining by Europe accounted US\$250bn. Below this China is the most growing sports industry which makes US\$415 billion annually. If we see all major sports events in the world from athletes, leagues, teams, media and broadcast stopped or delayed because of pandemic covid-19.

Football leagues in Scotland and England announced to instantaneous postponement of football matches. In USA National Basketball Association (NBA) paused their season and Revenue lost amount is 350 million to 450 million US dollar. The world's biggest sports event is Olympic Games, which is planned in Japan Tokyo at the end of July 2021, but because of corona virus International Olympic Committee (IOC) delayed this event till 2021. Now it starts from 23 July to 8th of August in 2021. Japan suffers a loss approx. 597 billion yen which it already invested to host this sports event.

Marathon's race was listed to get put on 26th April also postponed until October. World Athletics championship planned to organize on August 2021. But now it is delayed in July 2022, to avoid contradictory with the diary of Olympic Games. Formula one also stopped their events because of corona virus. In Portugal government stated emergency in the countryside and Motorsport's game occasion and other events postponed.

World snooker championship also postponed. A cricket league in Pakistan PSL (Pakistan Super league) postponed because of corona virus. In golf sector, LPGA rescheduled its event and resulting billions of dollars Revenue loss. According to (SimonDenyer), chief executive of television and internet sports streaming said, in 75 years it is a biggest disaster in sports industry.

2.4. Impact of Corona virus on global Education industry

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), around 290 million students or learned affected because of corona virus covid-19. Mostly countries have temporarily closed their educational institutions to control the Corona virus from spread. It damages the education industry to \$600 billion. According to UNESCO observation, 188 countries have nationwide or complete closure their educational sectors. And 5 other countries closure educational institutions on local basis. Total impact is 99.4 percent of the world student's population.

Cambridge international Examinations have canceled all their examinations for all levels worldwide. Corona virus had severe impact on those schools wherever the lack of online education platform. A credit rating agency (Moody's) downgrades the USA education system which is an outburst from stable to downbeat. The reason is that over 30% universities and colleges in US have low operating performance. So it is difficult for these institutions to adapt academic and financial changes which are necessary to manage with corona virus. Italy and Spain Nigeria, France, Israel, and Egypt closure all their schools, while Australia closures some of their schools. This worse condition in educational sectors creates unemployment for most of the teachers.

Government of Netherland also temporary suspended all examinations for students. The positivity of this condition is it increases the value of online education and distance learning, but a tiny proportion of institution to provide online educations. In USA only 15% undergraduates who studied online classes and get degrees in 2019. Other countries like Canada, UK bear billions of dollars lost in education Revenue because foreign students suspend their studies and went back home. According to Deloitte report, because of cancellation of Federation of English language teaching organization (FELTOM) monthly financial loss is near about Euro 1.4 million, whereas Malta's economy cost is Euro 3.4 million per month.

2.5. Impact of Corona virus in Health industry

As other sectors, hospital sectors are on the front line to fight with corona virus pandemic. Hospital industry faces supply chain dispute and knocks to its revenue from the termination of elective surgeries. Mostly countries have increased the services with higher level of demand but if we talk about testing, equipment which are in greater numbers in private hospitals.

China has closed all its hospitals in Wuhan, while in Iran hospital are doing more struggles to fight with this corona virus. In Spain government nationalized all

private hospitals and healthcare centers to fight with spreading of corona virus. Singapore has sufficient equipment and health facilities to control corona virus. Further Ministry of health (MOH) in Singapore advised to all doctors in private and public sectors not to accept any foreigner patient.

Pharmaceutical industry suffers billions of dollar losses because supply chain affected of medicine companies. Major drug making companies import ingredient from Chinese companies. Approx. before the Corona outbreak, China produces the 60% ingredients of world pharmaceutical industry. After the outbreak of Corona virus, all pharmaceutical ingredients stopped because of multiple reasons. First, China had shut down its factories which make drugs. And second, there is a big supply chain problem; thirdly various countries canceled their contract to import these ingredients from China. The excessive dependence or trust on

Chinese manufacturer raises the considerable risk to the worldwide pharmaceutical industry, and outbreak of Covid-19 proved it. The rating agency S& P shows that health industry fell down up to 7% at the start of March 2020 which shows that health investor felt industry hit severely. Moody's rating agency shows that cash flow is very low as compared to 2019. further he said nonprofit and public sectors of healthcare go downgraded from stable to negative cause of the Corona virus Covid-19.

3. Policy Responses to Covid-19

Different countries implemented different policies regarding monetary and fiscal policy, human Control policies, and health policies to sustain the economy of their countries. Over 200 countries affected with covid-19. Human control policies which are implemented by all affected countries include shutdown the airbase, sea border and land border. Some countries temporarily release the prisoner from overcrowded prison. Some countries nationwide closed all universities, colleges and schools to break the chain of virus.

Some countries impose "Curfew" in the whole country with slogan to stay at home. Countries suspended all tourist visas, residential visa for temporary time. Some countries ban to travel inside or outside the country. Public health policies include public quarantine, border quarantine, stay at home, social distancing. It is not possible to explain the Monetary and Fiscal Policy responses of all countries around the globe. Research randomly selects some developed and some developing countries, and explains their Policies against covid-19 situation. Below table 4 shows the monetary and fiscal policies of some randomly selected companies.

Table 4

Countries	Monetary Policy Measures	Fiscal Policy Measures
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<p>USA</p>	<p>Lowered 150bp to 0-0.25bp, purchase treasury and agency securities, expand term repos, lower cost of lending discount, reduce swap cost, temporary repo facility for foreign n international monetary, federal reserve support facility flow of credit, which include primary dealer credit facility, mutual market liquidity facility, corporate credit facility, asset back security loan, paycheck protection liquidity facility, street lending program, municipal liquidity facility,</p>	<p>\$2.3 trillion (11% of GDP) relief for corona aid, include 1 time tax rebate to individual is US\$250 billion, unemployment benefit US\$250 billion, food safety US\$24 billion, provide loan, guarantees to corporate bankruptcy prevent US\$510 billion, SME loan US\$359 billion to keep worker, hospital US\$4100 billion, state n local government US\$150 billion, corona virus preparedness at response US\$8.3 billion, families first response at US\$83.4 billion,</p>
<p>UK</p>	<p>Monetary measure includes, decrease bank rate by 65 bps, expand the UK government bond which hold by central banks and also expand the £200 billion of non-financial corporate bonds. Planned new funding scheme to reinforce the rate cut. More incentives for lending to real estate economy. Use of government overdraft account with BOE to provide liquidity. Joint BOE and HM treasury for corporate financial facility with business loan scheme to give loan and guarantees of £330 billion. Activate repo for liquidity facility. Lower UK countercyclical rate to 0 %.</p>	<p>UK fiscal measure includes, £5.7 billion for charities and public services, £27 billion for business support, means property tax holidays, grant for most affected sectors, sick pay leave compensation, £7 billion for social safety for people, introduce corona virus interruption for business loan scheme with the help of British business bank and government, on large and small scale. For next quarter deferred VAT payments, provide 80% earning of self-employed, which is £2500, is given for initial three months. £150 million to IMF for catastrophe relief trust.</p>

Pakistan	<p>State bank of Pakistan (SBP) cut the policy rate from 225bps to 11.0%. Introduce two refinancing facilities. One is (TERF) temporary economic refinancing facility with worth of PKR 100 billion to invest in buying latest manufacturing equipment and plants at 7% fixed for next 10 years. Secondly (RFCC) refinance facility for combating covid-19, SPB took some other measure to sustain economic activities. Reduce capital conservation from 100bps to 1.5%, PKR 180 million for extension of credit to SMEs, 50 to 60 % relaxation on debt ratio.</p>	<p>PKR 1.2 trillion relief package announced by authorities. Remove the import duties on health equipment. PKR 200 billion for daily wages worker, PKR 150 billion allocated to low-income families cash support, PKR 100 billion for export industry to relief from tax refund. PKR 100 billion support to SMEs, PKR 280 billion for wheat procurement resources, PKR 50 billion for utility stores, PKR 70 billion for fuel prices, PKR 50 billion for food and health equipment, PKR 110 billion relief on electricity bill payment. PKR 25 billion for NDMA to buy equipment for fight the covid-19.</p>
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<p>Spain</p>	<p>ECB provide monetary policy support include buy asset (€120 billion) until last of 2020 with APP program, auction of full allotment, fixed rate, liquidity facility at deposit facility rate, €750 billion for asset purchase for pandemic emergency, relaxation for euro system refinancing (MROs, LTROs, TLTROs), provide loans to SMEs, individual and household. ECB allowed institution to operate below pillar 2 guidance. Liquidity coverage ratio, new rule on composition of capital, release countercyclical capital buffer, relaxation for non-performing loan, €100 billion government loan for companies and self-employed, €2 billion for exporter, loan maturity extension for farmers, €83 billion leverage to help private sector, €10 billion for other institutions funding, €400 million 3-month mortgage payment.</p>	<p>13.9% (1% GDP) key measures, contingency budget support fund to health ministry (€1 billion), region health services (€2.8 billion), research funding for covid-19 vaccine and drug (€110 million), unemployment benefits for worker laid off, increase 60 to 75% sick pay for quarantined or infected workers, allowance self-employed workers for suspension of activities, subsidy for household employees up to 70%, monthly allowance €430 to workers for expiring their contract during these emergency days, extra budget fund is €300 million, €25 million for meal of kids affected by school, landlord provide energy provision, 50% exemption for employer social security, deferral tax payment for SME amount (€14 billion),</p>
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<p>Italy</p>	<p>ECB provide monetary policy support include buy asset (€120 billion) until last of 2020 with APP program, auction of full allotment, fixed rate, liquidity facility at deposit facility rate, €750 billion for asset purchase for pandemic emergency, relaxation for euro system refinancing (MROs, LTROs, TLTROs), provide loans to SMEs, individual and household. ECB allowed institution to operate below pillar 2 guidance. Liquidity coverage ratio, new rule on composition of capital, release countercyclical capital buffer, relaxation for non-performing loan, €100 billion government loan for companies and self-employed, €2 billion for exporter, loan maturity extension for farmers, €83 billion leverage to help private sector, €10 billion for other institutions funding, €400 million 3 month mortgage payment.</p>	<p>Government adopted €25 billion (1.4% of GDP), for emergency package. (€3.2 billion) Fund to strengthen Italian health system, €10.3 billion to preserve job and help income laid-off worker, €6.4 billion for deferral tax and postponement of utility bills payment, €5.1 billion for supply of credit, €400billion (25% of GDP) for liquidity decree for state guarantees, €750 billion liquidity for household and business.</p>
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<p>France</p>	<p>ECB provide monetary policy support include buy asset (€120 billion) until last of 2020 with APP program, auction of full allotment, fixed rate, liquidity facility at deposit facility rate, €750 billion for asset purchase for pandemic emergency, relaxation for euro system refinancing (MROs, LTROs, TLTROs), provide loans to SMEs, individual and household. ECB allowed institution to operate below pillar 2 guidance. Liquidity coverage ratio, new rule on composition of capital, release countercyclical capital buffer, relaxation for non-performing loan, €100 billion government loan for companies and self-employed, €2 billion for exporter, loan maturity extension for farmers, €83 billion leverage to help private sector, €10 billion for other institutions funding, €400 million 3-month mortgage payment. Decrease the counter cyclical bank capital buffer to 0%, which was increased from 0.25% to 0.5% which is effective from April. Fully banned on sale of short stock till April.</p>	<p>Authorities announced €100 billion more than (4% of GDP), to fight with corona virus, include liquidity measure, include more €45 billion in annual budget which is expected to introduce 13 April to 17 april,2020, €312 billion) for guarantees of bank loan and credit reinsurance, which include boosting health insurance for caregiver or sick, rise in the health spending, postponed for tax payment for firms, liquidity support for social security, support worker wager under reduced hours schedule, financial help for small enterprises, individual worker and professional, postpone for utility bills and rent for small business, grant exceptional bonuses, extend the unemployment benefits expiration during this emergency</p>
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<p>Germany</p>	<p>ECB monetary policy support + release counter cyclical capital buffer from 0.25 to 0%, further €100 billion refinance for SME to short term liquidity, financial stabilization €100 billion for companies to strengthen capital positions,</p>	<p>Federal government adopted additional budget €156 billion, (4.9% of GDP), include R&D vaccine for covid-19, health care supplies and equipment, short-term worker access, subsidy to preserve jobs and workers income, increase childcare benefits for low-income parents, support of self-employed with income benefits, €50 billion grant for small enterprises and infected patients, tax free deferral for this year, create economic stabilization fund and KFW bank, increase the access and volume to provide loans for all firm sizes. €757 billion for increase the volume, €48 billion for direct support and €63 billion for state level guarantees loans.</p>
<p>Turkey</p>	<p>CBRT decreases the policy rate from 100bps to 9.75% provide liquidity facilities, provide an instrument for longer term at discounted rate. Requirement for reserve of foreign currency decrease by 500bps. Facility for exporter and SMEs. Maturities for exporter inventory extend and give discount credit. Limit of LTV on mortgages increase from 80 to 90%. Provide 3-month moratorium for repayment of bank loans. Companies' bankruptcy has been suspended</p>	<p>Turkey announced TL100 billion packages to support his economy. Which include TL75 billion or \$11.6 billion (1.5% of GDP) used for fiscal measure. Other TL25 or \$3.8 billion (0.5% of GDP) used to increase the credit funds. Some other measures include increase pension of fund, and provide cash to needy families. Employment protection with the help of short-term work allowance rules. Postpone or reduced taxes for different sectors industries which major affected by covid-19. Support Turkish airline. Increase the extension of personal, corporate income tax.</p>

China	Monetary measure includes, decrease bank rate by 65 bps, expand the UK government bond which hold by central banks and also expand the pound 200 billion of non-financial corporate bonds. Planned new funding scheme to reinforce the rate cut. More incentives for lending to real estate economy. Use of government overdraft account with BOE to provide liquidity. Joint BOE and HM treasury for corporate financial facility with business loan scheme to give loan and guarantees of pound 330 billion. Activate repo for liquidity facility. Lower UK countercyclical rate to 0 %.	RMB 2.6 trillion (2.5% of GDP) financing plan announced by China, out of 2.5 GDP, 1.2% of GDP implemented in first quarter of 2020, which include increase the amount on prevention and control from covid-19, to expand medical equipment production, accelerate unemployment insurance disbursement, relief from taxes and social security payment, expand overall fiscal measures. Improvement in public health management system for emergency
Afghanistan	Financial stability committee monitoring risk regarding monetary and showed to bank to provide liquidity. Provide uninterrupted financial services, enhanced foreign currency transaction and remote services which are closure.	1.9billion (0.1% GDP) budget for health emergency, testing lab, medical supplies, 57%rise (0.55%GDP), social relief packages for household, cut down nonessential spending, get finance from World bank, Asian development bank, Islamic development bank, IMF

4. Issues in Policy Responses

The world affected the corona virus pandemic took some policy measure regarding monetary policy, fiscal policy, human control policy and healthcare policies. There are some issues regarding these measures due to which these measures cannot stop the recession. First, if we talk about the monetary policy in which central bank, International monetary fund reduces the rate of interest, to increase the supply of money in market. But on the other side demand for money is not high, people are staying at home, all business shut down. Business executive not interested to take a loan even at low interest rate.

There is a slogan stay at home and social distancing stopped people to go outside and buy anything. If no customer or consumer then there is no business, if no business then no need of capital to invest. Now situation is, banks are ready to give loan, but cannot find an investor to take this loan at low interest rate. So, this monetary policy step is not beneficial for global economy.

Mostly economist said that monetary policy is not a vaccine to stop recession. Various countries took different monetary policies to increase the economic activities. But to save people's life government also imposed stay at home and social distancing. Which result a fear in the mind of people, and all economic agents are powerless to interact with each other regarding economic activities.

Covid-19 is now a big political issue in most of the countries regarding fiscal policy. It is difficult for government to take some fiscal measures, like which sector are more deserving for packages and which sectors are less important. Currently, it is a big debatable issue in developed and underdeveloped economies like USA and UK. Now every sector of the industry trying to get more packages from government to keep sustain from this covid-19.

Some big businesses argue that government is giving more packages to banking industry, education industry, health industry, manufacturing industry as compared to entertainment industry, hospitality industry. They protested against government and saying why government did not consider other sectors like entertainment and hospitality industry significant contributor to the economy

5. Conclusion and recommendation

Entire world is suffering covid-19 and the policy maker in central bank and other biggest institution who introduce new policies to ease the global economy are at high pressure. Previous crisis in 2008 is just a challenge to fight with financial crisis. But currently covid-19 crisis is dual nature. First to save the people, second is to save the economy. Each measure is difficult to achieve because if we choose to save the people means took measure like to stay at home, social distancing, shut down the country to protect our people from death, it is ultimately we cannot save the economy globally. Because all businesses shut down, from lower wages worker to executives suffer from this shut down and economy falls down quickly. But on the other side if we save economy then government needs to ignore the precautionary measure from covid-19, everything is going as usual. No shutdown in the countries. No social distancing and stay at home. With this second step maybe, our economy will go up but we cannot save the lives of people, it is expected millions of people died if they infected with this corona virus. If we see in the long term, millions of people to death will also directly affect the fall of economy. But if we save our people, it is chance we can boost our economy near future. There is a big challenge for policy maker to take such measure which not only save the people but also save the economy. This is a time to work together. All policies failed if there are no health precautionary measures. Doctors, economist, policy maker should sit together and implement those measures which have dual effect like it not only save people but also save economy.

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Effectiveness of Curriculum in Teaching Deaf Student Independent Living Skills: Special Education Teachers Perspective.

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Abstract

The main purpose of this study was to analyze the current practices of curriculum for independent living skills. 50 teacher's opinion were taken from different school of Punjab special education department. The results show that the current syllabus is not up the mark to teach independent living skills for hearing impairment so they can get a job and earn easily. Mostly teachers agree that there is need to be focus on their independent living and rehabilitation rather than academics. Government should make a comprehensive plan for their independent living. One of the greatest impediments to independent living for special person in Pakistan is a lack of policy initiative. Deaf people are among the low paid community because of their disabilities. The majority of people with disabilities are hired as low-level employees such as office assistants, errand runners, messengers, computer operators, typists, and vocational teachers in schools for the deaf, or to work in advertising agencies.

Key words: curriculum, independent living, skills, practice, special education, hearing impairment,

Introduction:

Hearing is the process through which our mind perceive sound. A child with hearing impairment has difficulty in receiving the sound perceiving them or feel difficult y in identifying sound properly. Hearing impairment may be due to some auditory problems or some defect in mind. Hearing impairment can be from one ear is called as unilateral or from both ears called bilateral. Mild hearing loss children have difficult to identify soft sound such as whispering, Moderate hearing loss can stop to hear what conversation is going on normal mode. Moderately effected hearing loss children are unable to clearly locate the loud noises such as doorbell ring Severe magnitude children can only listen to loud noises and sounds such as shouting or airplane noise. Profound magnitude children cannot perceive any sound at all (World Health Organization, 2016).

Govt. of Punjab Multiple Indicator shows that about 17.9 percent of children from 5_17 years old have one or more disabilities in Punjab. In Pakistan special children start schooling very late then their age mate because no early intervention is given to them. According to United Nations About 57 million special children are out of school in the word from total estimated children who have some functional disability. It is estimated that almost 80 percent

developing countries children are not going to school. So, the provision of good quality education for children with special educational needs and disabilities is a challenge for the Special Education Department. To address this challenge, special education has formulated its first ever policy that insure quality education for handicapped children (SEP, 2019).

It is estimated that 2.49% of the total population is disabled in some manner and about 7.40% are deaf. According to the World Health Organization (WHO) the increase in disability is 10% which makes Pakistan appear to have fewer people with disabilities. Many parents often hide the fact that they have a child with a disability or deny the existence of a disability to their children (Khatoon, 2003).

Curriculum planning is part of a student Transformation. To develop this program, the IEP team will work with your child to identify their strengths and interests. The law governing the individual transformation program is the Individual with Disability Education Act (IDEA), which is in line with the No Child Left Behind Act. As stated in the IDEA, transformation services will be available as part of the IEP. These goals mean what your child wants to do or achieve after high school. Objectives can be in four places (National Disability Policy, 2002).

1. Vocational training
2. School education
3. Jobs and Employment
4. Independent living when needed.

Hearing impaired child have difficulties in learning process especially in oral work and calculation. In the absence of adequately managing, child with mild to moderate hearing losses on average is 1 to 4 degrees below their peers. If the appropriate intervention is done early in the education field, students with higher hearing loss typically do not get more skills than the 3rd or 4th level. Students with severe (61_80 dB) to deep (> 80 dB) hearing loss, academic performance is highly compared with age-mate, with one third of students functioning illiterate after secondary school education. Furthermore, a serious deep hearing loss has shown that children have a significant impact on their ability to receive mainstream education (Hauser et al., 2010).

Statement of the problem

Objectives of the Study

The current study was intended the following objectives achieve to:

- Find out the teacher's opinion about role of curriculum in teaching deaf student independent living skills.
- To find out teacher opinion about current curriculum practices in special education department.
- To analyze the role of demographics

Literature review

The supportive learning environment is essential for deaf children. Students using auditory aids can have a hard time adjusting background noise to hear the important thing. Suitable measures can be taken to improve the acoustics of a classroom, including carpeting, the use of soft furnishings like cupboards, curtains, the installation of sound prof rooms such as carpet tiles on walls, and close of doors and windows to remove ambient noise from outside Such facilities help the student to focus and participate in learning. Furthermore, it is also

important to provide a student with an appropriate seat It is often very sensitive for children with hearing impairments to write complex expressions like those with relative clauses or passive voices (Lee, 2007).

The primary deficiency caused by hearing loss is found to be a high risk of improper language learning in any form when asked how hearing impacts the child's cognitive development. As a group, it is observed that deaf children show same levels of linguistic development in relation to both the timeliness of their development and accessibility. Fewer hearing-impaired children demonstrate a high level of development in language that is similar to listening person. loss have mental imaging, concepts, solving problems, language learning, academic success and everyday navigation difficulties (Foreman, 2004).

Hearing impaired children generally feel isolated because of their low expectations by others and negative attitudes from the society. They are considered as dependent and they need support for a number's times. The lack of support can\ led them to depression so It is necessary to provide them support, engaging them in useful activities and helping them so they could have quality of life as their peer ones. Survey indicate that many deaf children have similarities in their experiences than differences in different countries they have communication barrier, unavailability of support so they feel depressed and isolate (Martha et al., 2010).

Hearing give the child knowledge of physical world. Apart from their contribution to the planning and the evaluation of the new program, the declaration on the rights. Clinical psychologists are entrusted with conducting fair and cultural free psychometric assessments and placing of deaf children. The subsequent increase in referrals from all stake holders to community-based clinical psychologists, concluded that, against its historically racist origins, significant progress has been made in special education and hurdle for this psychometric assessment been removed (Foreman, 2004).

Hearing impaired students may have Very access to disability wise the specific transition preparation, with school offerings designed primarily for general high school or special education populations. The transition preparation they do receive more often is generic and superficial in content (Luftig, 2014).

A positive note is that it has been found that up to 8 years after leaving high school, hearing impaired students interact with friends at least weekly, and the majority participate in some type of community group or activity at least once weekly (Newman et al., 2011).

A key source of networking is the Rehabilitation Counselor for the Deaf, who often has contacts among a variety of agencies and resources that can expedite these linkages. Schools for the deaf are another important resource; they often have expertise in transition (Carlson ,2003)

The study of secondary school programs targeted all services to deaf and hard-of-hearing (D/HH) students at schools listed in. Analyses was made to identify patterns in providing independent living coursework. Result comparisons across the three program categories were not significant, indicating a similar level of services (Luftig, 2014).

While talking about independent living Sajjad (2007) found that the majority of people with disabilities were hired as low-level employees such as office assistants, errand runners, messengers, computer operators, typists, and vocational teachers in schools for the deaf, or to work in advertising agencies. Other jobs include working in a five-star hotel's laundry, as a cook in a five-star hotel, and as an embroidery and handcraft tailor. Employees with

disabilities worked the same hours as non-disabled employees, and there were no particular procedures in place to ensure that they worked in a barrier-free environment. Communication was an issue for the deaf staff. They also require a sound-free atmosphere, something these organizations do not supply.

Umar and Muhammad (2007) concluded that due to their incapacity to speak and society's undesirable attitudes, adolescent deaf boys have emotional problems such as anxiety, social immaturity, hostility, and a poor comprehension of their own and others' feelings. According to their findings, the parents' dominant manner may lead to uncertainty and poor decision-making in these students.

One of the greatest impediments to independent living for special person in Pakistan is a lack of policy initiative. Furthermore, parents and teachers believe that hearing children's educational performance and behavior will suffer as a result of children with special needs diluting their non-disabled children's education. Teachers and parents alike believe that deaf children have lack of policy initiative is one of the major barriers to inclusive education in Pakistan (Bashir, 2003).

Research Methodology

Research Design

Research design for this study is quantitative survey. The main motivation behind the study is to access the opinion of teachers about effect of deafness on cognitive learning and use of nonverbal intelligence test and further recommendation about teaching children with hearing impairment.

population

This study is conducted in southern Punjab so, all the teaching staff of public and private school and centers of hearing impairment institutes constitutes the population of this study.

Sample

Through simple random sampling 50 teachers from special education department Punjab were taken as the sample of this study.

Instrumentation

Self-developed questionnaire was used as tool for this study. Questionnaire was developed while keeping in view the personal advocacy for deaf students, daily living skills and community-based services provided to deaf students. The questionnaire was divided into two sections, the first preliminary information of respondent and second part was consisting of teacher's opinion about effectiveness of curriculum on independent living skills of deaf student on the Likert scale.

Data Collection & Analysis

After the tool development while looking at the ongoing state of the COVID-19 epidemic, the research was conducted online using Google Forms. The data collected was tabulated and analyzed using SPSS software. Descriptive and varied statistics were performed to obtain results. Based on the results, conclusions have been obtained.

Sr#	Respondents	Frequency (f)	Percentage (%)
Gender			
1	Female	15	30%
2	Male	35	70%
	Total	50	100.0
Working experience			
1	1-5 years	21	42%
2	5-10 years	12	24%
3	10-15 years	15	30%
4	15 above	2	4%
	Total	50	100.0
City			
2	PHC	2	4%
3	MCC	4	8%
4	VI	4	8%
5	HI	40	80%
	Total	50	100.0
Qualification			
1	Master	40	80%
2	M.Phil.	10	20%

	Total	50	100.0
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Gender	N	Mean	SD	Df	T	Sig.
Male	15	97.933	8.924	50	.792	.037
Female	35	96.297	5.675	18.772	.658	

**P < .05 Level of Significance*

Table illustrate that t value is greater than the significance value so there is less difference found on the base of gender.

Table 4.4.16 Statistical technique Independent Sample t. test was used to compare the responses of the respondent at the basis of Qualification and results were interpreted in below tables

Qualification	N	Mean	SD	Df	T	Sig.
Master	40	96.000	6.946	50	-1.527	.422
M. Phil	10	99.333	5.382	23.113	-1.752	

**P > .05 Level of Significance*

Statistical technique independent t-test was applied at the qualification to compare the opinions of respondents. Table illustrates that the significant value is .422 which is greater than the standard value of .05, it shows that there is no difference between the opinion of Master and M.Phil. respondents.

Experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	106.157	3	35.386	.773	.515
Within Groups	2197.074	48	45.772		
Total	2303.231	51			

**P > .05 Level of Significance*

Table illustrate that the significance value of .515 is greater than the stander value of 0.5 so statistically no difference is found in teachers' opinion on the base of working experience.

Tool for the study

Sr#	Questions	SA (%)	A (%)	UD (%)	DA (%)	SDA (%)	M	S. D
1	Teaching independent living skills are very much important for students with hearing impairment	11%	33%	1%	6%	47%	2.9	1.24
2	Current curriculum practice is not enough for teaching independent living skills for hearing impaired students.	30%	53%	6%	10%	1%	4.00	.935
3	Current curriculum helps hearing-impaired students at the higher secondary level to learn maximization of performance at the workplace.	26%	56%	7%	7%	4%	3.92	.98
4	Current curriculum helps hearing-impaired students to acquire performance test skills to acquire the job.	26%	26%	9%	32%	6%	3.33	1.3
5	One of the greatest impediments to independent living for special person in Pakistan is a lack of policy.	20%	50%	16%	9%	5%	3.7	1.03
6	Satisfaction about health facilities being taught to the students with hearing impairment.	19%	47%	16%	15%	4%	3.7	1.08
7	Daily life being taught to the students with hearing impairment.	24%	53%	5%	15%	4%	4.06	.966
8	Community-based networking helps the school to plan better for the transition of hearing-impaired students to after-school life	30%	58%	3%	4%	5%	3.9	1.0
9	Guide line for students about available career choices in the areas is very much important for better careers after school.	27%	54%	6%	9%	4%	3.2	1.3

10	Deaf children need more assistance for vocational guide line	21%	28%	15%	25%	10%	4.27	1.09
11	Deaf Children must not teach Written work such as spelling and grammar etc.	53%	37%	2%	5%	4%	4.06	1.02
12	Deaf students need an activity-based curriculum rather than traditional syllabus	33%	53%	8%	5%	2%	4.18	1.14
13	The use of computer as source of earning being taught to the students with hearing impairment.	49%	37%	4%	4%	5%	3.6	1.12
14	statement telling the home address being taught to the students with hearing impairment.	30%	35%	14%	15%	7%	4.12	.966
15	Transitional planning helps hearing-impaired students at the higher secondary level to effectively with co-workers at the job place.	35%	48	4%	1%	10%	3.95	1.24
16	Any other skills for earning rather than education being taught to the students with hearing	36%	52%	6%	3%	3%	3.4	1.23
17	Student with hearing impairment only taught vocational courses so they can earn and live better	24%	36%	9%	21%	7%	3.8	1.22
18	Selling purchasing/transaction of money being taught to the students with hearing impairment.	30%	54%	3%	5%	9%	3.8	1.02
19	Deaf children pose higher intellectual Capacity but our curriculum is not appropriate.	40%	40%	%	9%	3%	3.9	1.07
20	Independent travelling being taught to the students with hearing impairment.	27%	58%	5%	5%	5%	3.31	1.2

1. Findings

Following findings were drawn on the basis of data analysis:

The main focus of this study was to access the special Education teacher narratives about current curriculum practice and independent living skills. Most of the respondents (96.2%) were responded yes to the statement that daily life being taught to the students with hearing impairment. Majority of the respondents (96.2%) were agreed that One of the main hindrances to independent living for special person in Pakistan is a lack of policy by the government.

About (92.3%) respondents were in favor to the statement independent travelling being taught to the students with hearing impairment.

(92.3%) Greatest number of the respondents were in agreed that selling purchasing/transaction of money being taught to the students with hearing impairment.

Maximum number of the respondents (90.4%) were on the opinion that the use of computer being taught to the students with hearing impairment. Almost 96% teachers are on view that Deaf Children must not taught Written work such as spelling and grammar etc. rather than they must teach how to live and warn independently. however, 60 % are in favors of that Deaf children only taught vocational courses so they can earn and live better. Almost number of the respondents (90.4%) were responded to the statement telling the home address being taught to the students with hearing impairment. Large number of the respondents (90.4%) were in favor to the statement awareness about health facilities being taught to the students with hearing impairment. Highest number of the respondents (63.5%) were agreed to the statement that any other skills being taught to the students with hearing impairment. 71 % teachers suggest that Deaf students need an activity-based curriculum rather than traditional syllabus

Discussion & Conclusions

The main purpose of this study was to analyze the current practices of curriculum for independent living skills 50 teacher's opinion were taken from different school of Punjab special education department. Thus, it was concluded that current syllabus is not up the mark to taught independent living skills for hearing impairment so they can get a job and earn easily. mostly teachers agreed that there is need to be focus on their independent living and rehabilitation rather than academics. government should make a comprehensive plan for their independent living as Bashir (2003) concluded One of the greatest impediments to independent living for special person in Pakistan is a lack of policy initiative. Deaf people are low paid person because of their disabilities as Sajjad (2007) found that the majority of people with disabilities were hired as low-level employees such as office assistants, errand runners, messengers, computer operators, typists, and vocational teachers in schools for the deaf, or to work in advertising agencies.

Recommendations

Following recommendations are made on the base of data analysis

1. Training program should be launched for the teachers about how to teach independent living skills.
2. Government institutions are recommended for the necessary action to make possible jobs for of the students with hearing impaired studying after secondary level

3. High-ups of the special education department required to make curriculum arrangement for the provision independent living skills opportunities to the children with hearing.

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