Role of Interpersonal Communication in Agenda Setting Analysis of Obtrusive Versus Non-Obtrusive Issues

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ABSTRACT

The study was meant to tap the role and impact for interpersonal communication in agenda setting effects among viewers of cable channels on obtrusive and non-obtrusive issues by using mix method strategy. For content analysis, two elite cable channels; Express and Geo News were selected to check the coverage patterns of the media. By using random sampling techniques, the data was further delimited to news bulletins of 9.00 p.m. and talk shows of 10.00 p.m. for one year. 500 viewers based in Islamabad were asked to rank the most to least discussed issues of the country from a given list of seven issues. Energy crisis, corruption, law and order, were obtrusive issues while memo gate, democratic process, National Reconciliation Ordinance and Pak-US relations were unobtrusive issues. The results reveal that interpersonal communications do have a premier place for reinforcement and furthering the media agenda. The strong impact has been observed to reinforce the people in discussing the obtrusive issues irrespective of the coverage patterns of the media. The more discussed issue was energy crisis while it was fourth and sixth, in terms of coverage, on Geo and Express News respectively. Law and order was remained as second most discussed issue. Third most discussed issue was corruption among seven issues. Results show that all the three obtrusive issues were remained in top three among seven issues while democratic process in spite of maximum coverage remained at place fifth in terms of most discussed issues. Theory of agenda setting was applied to verify the assumptions of the study.

1.   INTRODUCTION & LITERATURE REVIEW

Twenty first century began with the dawn of new and latest technology in the field of telecommunication in relatively less developed countries of the South like Pakistan. These latest technologies paved for new horizons in the field of journalism and communication. Access to internet and cable news channels was not less than a dream for the nation. The media boom especially in the field of electronic media during military rule of General Musharraf, has changed the media production and media consumption patterns of the people drastically. Print media reached at its unprecedented position in terms of strength and volume. They became able to attain a significant autonomy in their business like content generation and dissemination. Since the media could not be able to work like an institution and organ of the state, the sole objective of the journalism and media is yet to be witnessed. However, critics of the media are of the view that Pakistani media is enjoying great freedom in their business.

Gallup Pak[1] reports that about 90 TV cable channels are running in the country and most of them are considered as news channels. These news channels have been major source of information for the people especially less educated. Although, these cable channels are still in dominance in urban areas of the country, however, they are cruising to rural

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CONCLUSION

Global mindedness is the first step towards promoting global values with the global community. Since teachers are the torchbearers, they bear great responsibility in ensuring promotion of humanity. From the present research, it was revealed that teachers are the least global minded in terms of their experience and professional qualifications. Although their theoretical understanding is satisfactory but the practical domain is missing. There is a dire need to include elements of global mindedness in teacher education curriculum. Although teacher education shares global knowledge, however, their pessimism at certain points is an eye opener for the curriculum developers. It is suggested that teacher training institutes should integrate global subjects to strengthen global mindedness. Teacher exchange programs should be launched to promote global exposure among school teachers. Since there was a diverse qualification among the respondents, it is a need of time to streamline equal and competent requirement to hire teachers. The researchers suggest making B.Ed and M.Ed compulsory for the secondary school teachers. The research was limited to two sights, however, the researchers suggest to further expands the horizon by conducting the same level of study on national level so that intersection of ideas can be matched.

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global competency among the teachers due to lack of focus of global mindedness in teacher education curriculum.

Additionally, there is a limited prospect of literature on this area. The analysis of the curriculum in this regard is rarely studied due to which integration of global component in the curriculum to increase the global mindedness among the teachers and prospective teachers cannot be attained to its fullest capacity.

The table shows that majority of the respondents are willing to take action, if they see any action of government, inappropriate for the country, while 50 respondents are unsure about their decision. Majority of the respondents disagree that their behavior cannot impact the society. According to the researchers, such attitude is the glimpse of pessimism which may hinder growth and development of teachers. Majority of the respondents agree that it is in favor of Pakistan to have global connectedness in order to boost economy, education, socio-cultural ties with the other nations. Majority of the respondents feel that they are the part of the global world however; few of the respondents still lag in feeling their attachment to this global society. Many factors may contribute in hindering such attitude. In view point of the researchers, demagnetizing self from the world may lead to local mindedness which cannot promote global sharing of knowledge with the students. Majority of the respondents feel frustrated, when they hear about the starving condition of the people around the world. According to the researchers, global mindedness does promote ways to tackle with issues; however frustration may lead to violation, which is not the attribute of global minded teachers. Teachers when sharing their knowledge with the students are expected to promote the concept of pluralism besides making students understand the ways to find out the solution to the problems. Majority of the respondents understand their responsibility in contributing their knowledge in solving global issues, however a point to ponder, is a number of the respondents do not understand their responsibility and share local mindedness in their viewpoint. The table shows that there is a domination of culture where the respondents are more concerned towards global mindedness. Majority of the respondents are in view that Pakistan is a multi-culturally enriched society. Relating the global mindedness of teachers with their qualification and experience, it was found that both have major influence on decision making of teachers.

From the analysis of the data, it was revealed that although the glimpse of global mindedness was observed among the respondents, but they show reservations for several items which provide researchers an idea about more inclination of the respondents towards local mindedness than global mindedness. To produce global minded students, a dire need is to bring changes in the curriculum by adopting and including international dimension in it that can coherence with the knowledge of teachers.

FINDINGS/RESULTS

1. Majority of the respondents are under-graduate
2. Majority of the respondents have 1-3 years of teaching experience
3. Majority of the respondents agreed to raise their voice against the policies of government, which are contradictory to that of the views of the respondents
4. Majority of the respondents (38.57%) are inclined towards the view that Pakistan is a diverse society, showcasing the image of pluralistic society.
5. Majority of the respondents (30%) of the respondents disagree that their contribution would not impact solving global issues
6. Majority of the respondents (42.14%) of the respondents agree while (33.57%) strongly agreed that they feel frustration when hear about the starvation issue
7. Majority of the respondents (40.71%) agreed and (25.71%) consider themselves as a part of global community
8. 50% of the respondents agreed that their interconnectivity with the world will give them long term benefits
9. 37% of the respondents agreed that their behavior can impact other people of their country

DISCUSSION

Global mindedness is often referred by scholars as international minded, world minded. This global phenomenon develops intercultural skills in communication and prolonged experiences in cross cultural interaction[27, 28, 29]. It rekindles mind and value civic involvement, which helps to resolve many challenges. Teachers' knowledge and attitude is supplemented by their enriched experiences, which helps to promote global mindedness. Due to limited practical application of the notion of global mindedness, teachers find it difficult to make global connections to local issues[30].

There is a strong relationship between teacher's professional development and learner's learning[31, 32, 33, 34, 35], however the global researchers consider current state of education as least competent in preparing students for globalised world[36].

Personal experiences have a major influence to what a teacher attributes his or her beliefs and values[37]. A research was conducted by Cushner & Mahon[38] in which the impact of prospective teachers' experiences in relation to their professionalism was evaluated. The result revealed that the professional development and global mindedness was improved with the years of experience. In Pakistan, teacher's professional preparedness is closely linked with teachers training, which is least standardized[39] and is being compromised time and again[40].
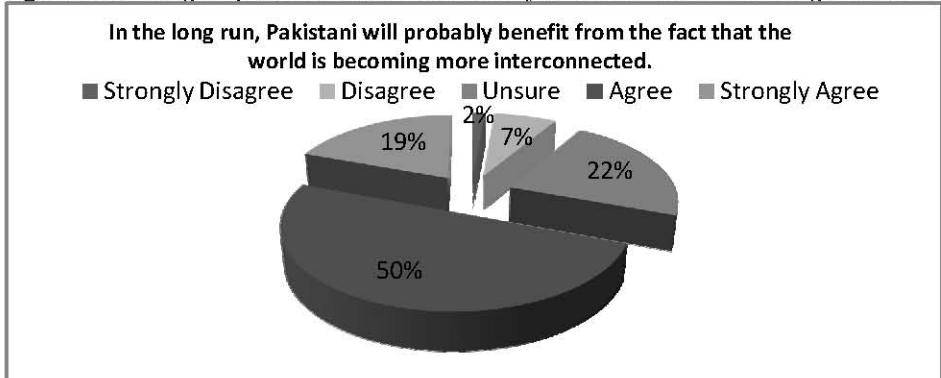
A research was conducted[41] in Pakistan to find the global mindedness of teachers in Pakistan. The research revealed that there was no practical implementation of

Table 7: *Showing the responses for the attitude of respondents towards being the part of global world instead of belonging to a particular region.*

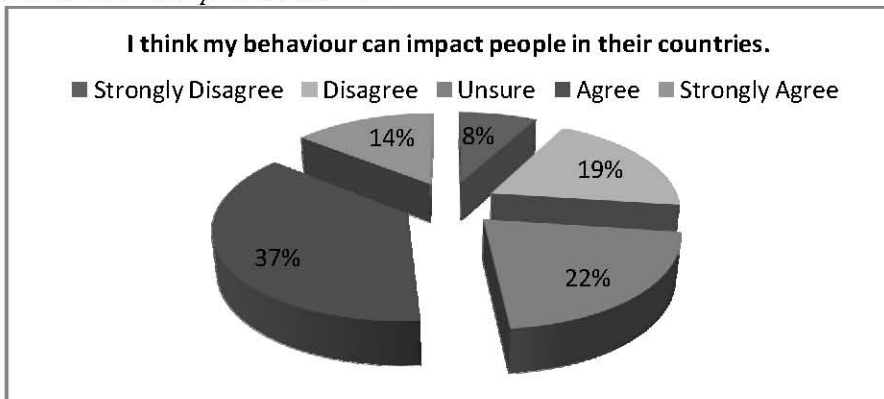|	
Sample Standard Deviation, s:	37.496666518505
Sample Standard Variance, s^2	1406
Total Numbers, N	5
Sum:	280
Mean (Average):	56
Population Standard Deviation, σ	33.538038106007
Population Standard Variance, σ^2	1124.8

Majority of the respondents (40.71%) agreed considering themselves as a part of global community

Figure 1: *Showing responses towards outcomes of interconnection with the global world.*

In the long run, Pakistani will probably benefit from the fact that the world is becoming more interconnected.

■ Strongly Disagree   ■ Disagree   ■ Unsure   ■ Agree   ■ Strongly Agree

2%
7%
19%
22%
50%

50% of the respondents agreed that their interconnectivity with the world will give them long term benefits

Figure 2: *Showing the responses for the attitudes of the respondents towards their contribution in respective countries.*

I think my behaviour can impact people in their countries.

■ Strongly Disagree   ■ Disagree   ■ Unsure   ■ Agree   ■ Strongly Agree

14%   8%
19%
37%
22%

37% of the respondents agreed that their behavior can impact other people of their country

Majority of the respondents agreed to raise their voice against the policies of government, which are contradictory to that of the views of the respondents.

Table 4: *Showing the responses for attitude of respondents towards considering Pakistan as a Diverse Society*

Sample Standard Deviation, s:	35.327043465311
Sample Standard Variance, s^2	1248
Total Numbers, N	5
Sum:	280
Mean (Average):	56
Population Standard Deviation, σ	31.59746825301
Population Standard Variance, σ^2	998.4

Majority of the respondents (38.57%) are inclined towards the view that Pakistan is a diverse society, showcasing the image of pluralistic society.

Table 5: *Showing the responses for the attitude of respondents towards the problems of the world.*

Sample Standard Deviation, s:	23.280893453646
Sample Standard Variance, s^2	542
Total Numbers, N	5
Sum:	280
Mean (Average):	56
Population Standard Deviation, σ	20.823064135713
Population Standard Variance, σ^2	433.6

Majority of the respondents (30%) disagreed that their contribution would not impact solving global issues

Table 6: *Showing the responses for the attitude of respondents towards frustration which is caused to listen about deprivation of people around the world.*

Sample Standard Deviation, s:	48.559242168716
Sample Standard Variance, s^2	2358
Total Numbers, N	5
Sum:	280
Mean (Average):	56
Population Standard Deviation, σ	43.432706570049
Population Standard Variance, σ^2	1886.4

Majority of the respondents (42.14%) agreed while (33.57%) strongly agreed that they feel frustration when hear about the starvation issue

RESEARCH METHODOLOGY

The current study adopts quantitative cross sectional survey research method[25]. The population for the current study consists of all the public and private school teachers currently teaching at secondary level in Sindh and Punjab, Pakistan. Purposive sampling was used to select the total number of ten schools. The total sampling size n= 280 teachers was selected randomly. Quantitative data was collected using HETT Scale[26].The scale was drafted two decades back to measure how well individuals are connected with the global community and understand their responsibilities, through their knowledge, attitude and behavior. The scale was adapted, validated and piloted.

Data is collected through adapted scale. It is later subjected to statistical calculations. For ethical considerations, the respondents were informed about the purpose of the research and it was also shared that the results will not be shared. Consent letter was signed by all the participants to ensure that the results will be shared to the participants in the latter stage. The participation was voluntarily and withdrawal to the research was open for the respondents.

DATA ANALYSIS

Table 1: *Showing the distribution of respondents on the basis of professional qualification*

S.N	Qualification	Number of Respondents
1.	Intermediate	17
2.	Undergraduate	213
3.	Postgraduate	50
	Total	280

Majority of respondents are under-graduate, followed by postgraduate and intermediate.

Table 2: *Showing the distribution of respondents on the basis of experience*

S.N	Experience	Number of Respondents
1.	1-3 years	227
2.	4-6 years	42
3.	7 years and above	11
	Total	280

Majority of the respondents have 1-3 years of teaching experience.

Table 3: *Showing the responses for the attitude of respondents towards action against Government*

Sample Standard Deviation, s:	45.033320996791
Sample Standard Variance, s^2	2028
Total Numbers, N	5
Sum:	280
Mean (Average):	56
Population Standard Deviation, σ	40.279026800557
Population Standard Variance, $σ^2$	1622.4

future. One of the domains of providing global mindedness is global education, which open minds to realities and awaken the world for justice, equity, etc[5]. It has productively helped balancing globalization and enhancing global mindedness[6]. Global education has shifted theoretical perspective to practical implementation, where global awareness is promoted by integrating global topics in education[7]. According to Merryfield[8], it is capable of promoting social actions, which are crucial to prepare youth for multicultural citizenship.

Society looks at teachers to involve in bringing social changes to the world by maintaining healthy interactions and to solve global issues effectively. These interactions demand teachers to have global mindedness so that they can participate enthusiastically to solve issues faced by country people besides expanding the horizon of knowledge by transferring same values to the students.

The training of a teacher is often correlated to the global mindedness of teachers. Whether or not teachers are prepared to face challenges of the world is based on their attitude towards global mindedness. Globally, teacher educator courses are broadening the concept of global competencies for overall improvement of society[9, 10] and making these leaders capable to educate culturally diversified students[11].

Many factors are involved in promoting global mindedness among teachers, which include international exposure and global knowledge[12, 13]. Several studies endorse that those teachers who practice global knowledge influence society at larger scale[14, 15]. These teachers are curious to develop expertise to improve the overall educational condition. According to Haywood[16] global mindedness open attitude towards tolerance and support humanitarian work[17] which expands global awareness among teachers, enrich through experiences[18, 19].

Several studies are conducted globally to find the global mindedness of teachers. Most of the studies indicated that high qualification, age, experience and travelling abroad are correlated to the global mindedness of teachers[20, 21, 22, 23, 24];however, with special reference to Pakistan, this research study was initiated as a pioneer research to find global mindedness among school teachers in Pakistan to know how well teachers are prepared in Pakistan towards global acceptance.

The current research fills the gaps between theory and practice by providing an insight of teachers' preparedness for global competencies. Furthermore, the research will identify the needs of bringing innovations in global teaching practices.

OBJECTIVES
1. To inquire the global mindedness and global preparedness of public and private school teachers in Pakistan
2. To find the relation of global mindedness of teachers with their experience and professional qualification

Study on the Global Mindedness of School Teachers in Pakistan- Globalizing Education for Futuristic Attainments

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ABSTRACT

The world is currently passing through many global-challenges, which demand students to have global competency. This competency is correlated with the intellectual grooming of teachers, who are the last resort to develop aesthetic sense among the future generation. This research study inquires the global mindedness and global preparedness of teachers in Pakistan and its relation with their professional qualification & teaching experience. The population for current study consists of all the public and private school teachers currently teaching at secondary level in Sindh and Punjab, Pakistan. Purposive sampling was used to select the total number of ten schools. Through random sampling n=280 teachers were selected. Hett Global Minded scale was adopted as the major tool for collecting data. For ethical considerations, consent letter was signed by the research participants. Data was analyzed using graphs, tables and statistical calculations, wherever applicable. The results disclosed that the teachers are least global minded in terms of their experience and professional qualifications. Although their theoretical understanding is satisfactory; but the practicality is mislaid. Majority of the participants agreed to have an interaction with multi-cultural society and raise their voice against non-serious attitude of government towards the right of the people. Majority of the participants are willing to adapt values from other cultures, while large proportion of the participant belief that they are part of global society. Based on the results, recommendations are supplemented.
[Note: Findings of the paper was shared in the form of abstract at the International Conference, ICORE, University of Punjab, 2014]

INTRODUCTION

Global societies are increasingly interconnected to the globalized world[1] to fit under the emerging term of "glocalisation". Human experience in this cross cultural society promotes healthy interactions and interdependence, which cannot be over shadowed[2]; however it also brings challenges at slate. Due to diversified engagement and cross cultural interactions, the discourse of global perspective is shifting.

The concept of global mindedness/ world mindedness emerged in the form of global awareness[3]. It fosters critical thinking and gives direction to think beyond the demarked boundary. It brings dialogue opportunities at one consolidated platform[4].

Global issues are now not an isolated term, rather, it is a collective responsibility, where each individual is concerned about the present and the

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For the progress, peace and prosperity of the country the fair sex should be adorned with higher education. Pakistan was created to enforce Islam but even a single Government did not take lead towards this direction. Absolute religious educational values which are based on teachings of Islam should be enforced. Complete Islamic education system should be enforced at every level. In order to improve female education, an awareness program should be launched on massive scale through mass media about importance of female education. Stake holders, planners, decision makers, political, religious leaders and the members of civil society should take initiative to meet the challenge of discrimination against women. They should contribute and encourage women for getting education.

Education system and curriculum should be according to the pressing demand of the society. Decision makers should give importance to female education. To rectify the past, neglecting education and training of the female should be emphasized according to the golden teachings of Islam. A special section for female education should be reserved in all plans and policies. Counseling and guidance program for female should be introduced in all institutions. Job opportunities with lucrative salaries should be provided for female at all levels. Highly qualified females should be appointed at key posts nearest to their dwellings. Corrupt elements and corruption from the education department should be uprooted. Free adult education programs especially for woman should be introduced in all institutions. They should be provided opportunities to improve their qualification. There is also lack of highly qualified and female science teachers. Award, incentive and higher qualification allowance should be granted to all teachers at all levels from PTC to Ph. D. Funds should be properly utilized.

Monitoring cell should be established for the educational safe guard of the women. Relevant female should be involved in the process of formulating developing plans, curriculum development and all educational policies and subsequently for implementation and monitoring. Industrial Arts program and manual work should be introduced at all levels for women. Government should take solid steps to enhance female education. NGO's and Government organizations should work pretty hard together with missionary zest and zeal to impart female education at gross root. By the grace of Allah Almighty and through pretty endeavors of fair sex Pakistan will progress by leaps and bounds.

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