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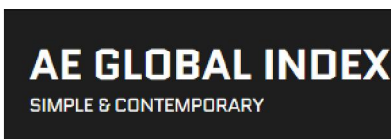# Their Implications
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Contact Addresses

Prof. Dr. Zeki Kaya, Gazi Üniversitesi, Gazi Eğitim Fakültesi, Eğitim Bilimleri Bölümü
Teknik Okullar Ankara/Türkiye
E. Mail: ijonte2010@gmail.com

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Cordially,

1st January, 2020

Editor
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ARTICLES

IMPACT OF ACCREDITATION PROCESS ON QUALITY IMPROVEMENT IN VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN KOSOVO

Assoc. Prof. Dr. Zenun Halili
Faculty of Philosophy, University of Prishtina" Hasan Pristina"- Kosovo

Anita Rukovci
Senior monitoring official at National Qualifications Authority - Kosovo

Abstract

This research work outlines a brief overview of vocational education, at the level of upper secondary education and vocational training, with particular focus on the impact of the accreditation process on quality assurance in Vocational Education and Training Institutions in Kosovo. Accreditation of programs, courses and qualifications/certifications provided to students is very important for quality assurance. Over the last decade, minimum standards for Vocational Education and Training Institutions have become the basis for accreditation of programs in most countries around the world. Program accreditation is defined as a process in which a regulatory body conducts a systematic evaluation of curricula to determine whether they meet or are not in accordance with established standards. Kosovo as a country with a young population, since its independence in 2008, has experienced sustainable economic growth; however, it continues to be one of the poorest countries in Europe. While responsibility for such a situation can be divided into many dimensions, the results of this research work have suggested that the right address to look for solutions to the problem is vocational education and training. Vocational Education and Training Institutions in Kosovo constantly strive to prepare labor market candidates by equipping them with the appropriate skills and treating the quality assurance process as their primary responsibility.

Keywords: VETI, accreditation, quality assurance, validation.

INTRODUCTION

The aim of this research work has been to examine and analyze a hot topic for the time period we are in, such as the impact of the accreditation process on quality enhancement in Vocational Education and Training institutions in the Republic of Kosovo. Vocational Education and Training Institutions aim to prepare students/candidates in the best way they can for the labor market. The Law 04/L-138 on Vocational Education and Training (VET) in Kosovo states that VETs *aim to equip students/candidates with the knowledge, skills and competencies demanded in particular occupations or beyond in the labor market*. Referring to the same law, the functioning and organization of these institutions is regulated by legal documents which provide for the synchronization of theoretical skills with practical work. To see how serious an institution is, besides the professional qualification of the staff, we also take a look at the quality level. In this perspective, according to Law 03/L-60 of the National Qualifications Framework (NQF), quality assurance refers to the process by which the quality and compliance of qualification, assessment and certification standards are maintained. In Kosovo, the National Qualifications Authority (NQA) is an independent public institution responsible for developing and maintaining the National Qualifications Framework (NQF) and delivering qualifications within the framework.

KAA offers opportunities for Kosovo youth to be validated in many professions while their achievements are recognized and accepted by all. So, one of the main criteria of the NQF is matching of qualifications with the labor market demands. The National Qualifications Framework, by its criteria, provides that institutions wishing to develop a qualification must provide evidence that qualification is

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needed in the labor market. The National Qualifications Framework consists of eight levels at which qualifications and modules can be grouped. These levels are defined by formulating the level descriptors and are divided into three components: knowledge, skills and competences.

The National Qualifications Framework (NQF) developed in harmony with the European Qualifications Framework (EQF) constitutes the basis for mutual cooperation and recognition. The NQF and EQF Liaison Process is useful in almost all social, economic and political spheres. EQF is a common European framework of reference, which links the qualifications systems of different European countries and serves as a tool to make qualifications more readable and comprehensible by different European countries and systems. It has two main goals: to promote people's mobility across countries and enable lifelong learning.

The process of accreditation and quality enhancement in Vocational Education and Training Institutions in Kosovo is a challenge for the time we are living in, given their professional qualifications and their relevance to the labor market which is strongly linked to the improvement of knowledge and skills of individuals and their employment. Quality Assurance in Vocational Education and Training in Kosovo is organized through a validation and accreditation process that includes internal and external quality assurance. Although these two processes are interrelated, external quality assurance in Kosovo has only been started by the NQA through experts in the professional field, while internal quality assurance is provided by the VET institutions themselves. VETI is thus subject to external accreditation process, namely institutional and program accreditation. In both cases, vocational education and training institutions prepare application materials and their self-assessment reports, which are then submitted to the NQA for review. In the application review phase, experts in the professional field carry out visits to vocational education and training institutions.

Accreditation is defined as the process *by which the National Qualification Authority designates the institutions that evaluate candidates and issue certificates and diplomas (evaluation institutions) and any other body performing other functions on behalf of the NQA. Accredited institutions should be subject to monitoring and auditing by the KAA* (Law no. 03/L-060). Almost all vocational education and training systems in European countries today are closely linked to the accreditation process in order to increase the quality of their institutions and the efficiency of this process. So, quality assurance is a mechanism that helps vocational schools and all VETIs to improve quality in Vocational Education, through adequate training, self-assessment reports, accreditation and monitoring process, the awareness of the management staff, etc.

METHODOLOGY

This study utilized a mixed research approach with quantitative and qualitative data, which included analysis of policies, laws, administrative regulations, statutes and study programs, as well as the attitudes of directors/coordinators, teachers/trainers. According to Creswell (2012) mixed methods help us in justifying a consistent rationale for both sets of data at the same time. During the analysis of the data collected, mechanisms for quality assurance in Vocational Education and Training and their impact were identified in improving the quality.

Population and sample
The research population constitutes of directors, coordinators and quality teachers/trainers of vocational education and training institutions, and the population was accessed through a random sample, where the respondents have a common characteristic, that is, they are all employees of the institutions of Vocational Education and Training. The research involved 150 participants, 86 teachers, 13 coordinators, 31 trainers and 20 principals.

Table: 1: Description of gender, experience and position**.**

Variable	Frequency	Valid percentage
Female Male	61	40.7%
	89	59.3%
Total	150	100%
Experience in education		
1 - 5 years 6 - 10 years 11 - 20 years 21 or more	19	12.7%
	36	24.0%
	42	28.0%
	53	35.3%
Total	150	100%
Institution		
Public/private provider inst. Private inst. (school) Public inst. (school) Central or local inst.	72	48.0%
	33	22.0%
	9	6.0%
	36	24.0%
Total	150	100%
Function		
Director Coordinator Trainer Teacher	20	13.3%
	13	8.7%
	31	20.7%
	86	57.3%
Total	150	100%

From the data in Table 1, it results that 53 teachers (35.3%) with 21 years and over, 42 teachers (28%) with 11-20 years of educational experience, 36 teachers (24%) with 6- 10 years and 19 or 12.7% of them with initial 1-5 years of experience.

Data collection method
Data collection from directors, coordinators, teachers/trainers was carried out through questionnaire technique in VET institutions. The questionnaire was of closed type with pre-structured answers whereby each question represents a variable. The questionnaire consisted of 12 questions containing statements on the impact of accreditation on quality assurance. The interview was conducted individually, with each director or principal and each coordinator being allowed to reflect in their own way, and the questions were organized into a protocol that was meticulously applied in each interview. Both principals and coordinators reflected on the role of accreditation in enhancing the quality of VET institutions, emphasizing that accreditation ensures the quality, transparency, credibility and value of diplomas/certificates.

Theoretical review
The focus on quality in education and training has increased over the last decade, and this is expected to continue as the demand for transparency, better communication of learning outcomes and improved monitoring and evaluation of education and training is increasing worldwide (Galvão, 2014). Accreditation of programs, courses and qualifications/certifications offered to students is very important, as Vocational Education and Training (VET) can play a central role in preparing young people for work, developing adult skills and responding to labor market needs (Podail&Hrmo, 2013). A study published by the European Center for Vocational Development and Training (CEDEFOP, 2009) states that *the accreditation process is very important for quality assurance.* As this research shows, in

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many European Union countries, the Accreditation Process as an external mechanism has had a significant impact on quality improvement.

It is important to understand that in today's globalization, the development and growth of countries around the world depend on certain conditions. Among those conditions are the educational systems of those countries, including Vocational Education and Training. In an article titled "Quality Assurance in Vocational Education and Training in the Mediterranean Region: Lessons from the European Approach" published in *European Journal of Education* Masson (et. al. 2010) it is found that quality assurance initiatives can promote the quality of systems and support best practices already established in the EU and the Mediterranean region in order to lay the foundations for specific actions at national and regional level. In their work on the impact of the accreditation process as a quality assurance tool, the authors Lisa R. Lattuca, Bety J. Harper and Robert J. Domingo (2007), point out that despite the positive impact of the accreditation process on quality assurance, in some countries the process has faced various challenges. According to them, the challenges for accreditation are not new, but they have rarely been so obvious to the general public. Throughout the history of the accreditation process, accreditation bodies have responded to changing contexts and pressures from within and outside institutions by modifying their processes (Lattuca et.al. 2007).

However, the Accreditation and quality assurance system in vocational education and training has encountered several selected approaches. Scholars of the Federal Institute for Training Centers in Germany reorganized the VETI to create more competition and transparency among VET providers and increase the quality of training. Since 2004 VET providers are required to have an internal quality management system, and the criteria must be assessed by a recognized state body. (Vock, 2003). Numerous reports also explain of the quality assurance process in Estonia, stating that the government is responsible for developing VET strategies and implementing state education development plans. Estonia has developed a quality assurance model for VET providers, based on the Common Quality Assurance Framework (CQAF – Common Quality Assurance Framework for VET, since 2009 EQARF European Quality Assurance Framework for VET). In his study of the role of Qualifications Frameworks and the impact of the accreditation process on quality assurance, author David Raffe has presented analytical tools for studying these impacts, distinguishing between different types of framework and between change "with which they strive to achieve their objectives. Based on the evidence presented in this study, in different parts of the world, the impacts of CCCs have been lower than expected, often taking many years to emerge, changing across frames and sub-frames, and they have been negative and positive (David Raffe, 2012).

As noted above, governments in most countries around the world have established quality assurance systems to ensure and improve the quality of service. The main reason why this is the case is an increasing awareness of the key role of Vocational Education and Training in delivering a productive and qualified workforce. The growing challenges facing Vocational Education in the age of globalization and rapid technological development have also generated worldwide concerns for quality improvement in Vocational Education Institutions. Accreditation is a form of external quality assurance process whereby the services and operations of educational institutions or programs are evaluated by an external body (accreditation agency) to determine whether the applicable standards are met. The accreditation process requires institutions and systems to critically evaluate their vision, strategies, priorities, leadership, programs and resources. The process of gaining and maintaining accreditation provides educational institutions and systems with a clear and convincing direction for implementing change to move towards excellence. Three key stages are needed for the impact of accreditation on quality improvement: coherence, organization and organizational action (Desveaux, Mitchell, Shaw, Ivers, 2017).

Global trends of change have also brought new development challenges, which force the vocational education system to change and evolve dynamically as well, to increase the mobility of the workforce, to internationalize standards, to deliver programs internationally, for transferring credits to education

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etc. All of this poses a tremendous challenge to the quality of education. One of the most important mechanisms for quality assurance in Vocational Education and Training is the Accreditation Process. Quality stands between the four education objectives and the 2010 training program and the Strategic Framework 2020 and quality assurance is a clear priority of the Bologna and Copenhagen process. Increasing quality in education and training is a multidimensional objective that encompasses many aspects of learning and qualifications (standards and curricula), resources (teachers, teaching methods and materials), pricing of qualifications (assessment, validation and recognition), etc. OECD (2007) definition of quality system identifies quality assurance as one of the mechanisms that contributes to learning recognition.

As for the impact and importance of the process of accreditation in quality assurance, it was also written by R. Natarjan, Director of the Indian Technology Institute. In his article, Natarjan has emphasized that *quality assurance has always been a matter of concern and important in education, in general and in vocational education, just as technical education is in particular.* The need for continuous quality improvement has led educators to pay close attention to the quality aspect. The author concludes that in recent years the accreditation process has had a positive impact on quality enhancement, as the corporate sector has universally recognized the importance of quality in their products and services for achieving and sustaining competition. (R. Natarjan, 2000). The researchers Visscher et.al. in their study titled "*Guidelines for Quality Assurance of Vocational Education in EU Countries*" they cited some examples of quality assurance indicators such as: student satisfaction with courses offered; dropout rate; employer satisfaction with student skills; student achievement rates; employers' opinions on the quality of course material used and the percentage of qualified teachers. According to them, Institutions should use Quality Assurance indicators that are appropriate to their context.

Impact of Accreditation Process on Vocational Education and Training Institutions in Kosovo

Efforts to ensure quality in Kosovo began with the establishment of the National Qualifications Authority (NQA) in 2008, which marked a significant milestone in the development of internal and external quality assurance mechanisms in the Vocational Education and Training Institutions (VETI) in Kosovo, continuing with the adoption of the Law on National Qualifications and the Qualifications Framework adopted in 2011. Currently in Kosovo there are relevant institutions that develop quality assurance policies that through monitoring and reports evaluate the status of the Vocational Education and Training Institutions. They ensure that their potential matches the demands of the labor market.

The quality assurance committees in each Vocational Education and Training institution (VET) are responsible for: Approval of quality assurance requirements in the institution; Ongoing review of the institution; Fulfillment of NQA requirements related to quality improvement; Guaranteeing international standards for good quality assurance practices of institutions; Providing information necessary for quality assurance mechanisms, and Reviewing institutional guidelines for internal quality assurance.

Chart 1: Quality enhancement

Every institution that claims to be validated and accredited must go through a verification process that aims to measure the level of fulfillment of certain conditions. The main purpose of the National Qualifications Authority is to support vocational education and training institutions in achieving international standards for quality assurance. One of the prerequisites that the institution must possess to enter the process of validation and accreditation is the professional standard. Because the institution must have adopted the Occupation Standard based on the criteria and procedures for verifying the Occupation Standard, which is a document that helps to develop the OS. But if the standard is not developed, the institution should begin the procedures for drafting that standard by first forming a team of experts who formulate the standard and submit it to the Ministry of Education, Science and Technology (MEST) and at the Council for Vocational Education and Training (CVET), whereas the CVET Council forwards this document to the National Qualifications Authority for verification.

Professional standards should be developed directly based on the demands of the occupation assigned to the workplace. So, the employer takes an active part in the process and presents the necessary requirements that the worker must demonstrate to qualify. Saying it shortly, standards are measurable indicators that are set according to qualitative and quantitative criteria and must be achieved by candidates who want to qualify (NQA, 2008).

It should be emphasized that the involvement of stakeholders in setting National Standards for Quality Assurance at national level is of particular importance. The purpose of involving different stakeholders in developing a national approach is to coordinate individual and institutional efforts towards a common goal. By establishing a link between the quality assurance processes and the national strategic plan for quality assurance and involving relevant stakeholders, national authorities are establishing a solid basis for embedding a quality culture within the national context (Feerick, 2014). In Kosovo, as in many other countries, the impact of the accreditation process on quality improvement is irreplaceable, but on the other hand, quality assurance also requires the involvement of stakeholders, such as Municipal Education Departments (MED-s). If vocational schools are not supported by MEDs, both in terms of budget and in terms of services, it is very difficult for them to build capacity or improve their quality.

The VETI Accreditation process in Kosovo goes through several steps: The NQA team of experts assessing the institution during the visit evaluates the application, the self-assessment report and the documentation of the applying institution, following by a site visit. Reports are compiled based on the documents, materials and evidence provided, including visits to institutions and feedback from applying institutions. The final reports are forwarded to the NQA Steering Council for approval or disapproval. Strategic planning for the accreditation of an institution involves the following five steps:

Chart: 2. Strategic planning steps for accreditation

In addition to the accreditation process, the validation process takes place too. Validation and Accreditation inevitably accompany and complement each other. While validation determines that the quality assurance criteria have been met, the accreditation determines whether a particular institution is competent to perform specific tasks. To obtain the title of a validated and accredited institution, it must complete a series of points that reflect the real state of the institution. Validation points are: modules, qualification structure, number of credits, purpose and content of NQF module qualification, theoretical and practical part, professional standards, prior learning knowledge, modes and criteria, assessment and literature. The accreditation process is a presentation of the state of evidence,

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infrastructure and materials, which includes several different items, such as: equipment and tools for practice, cabinets and workshops, financial status, staff and management, criteria for evaluating candidates with specific needs, specialty, safety, health, and certification etc.

In the context of the institution, that institution itself should establish internal mechanisms that enable quality assurance, such as: the self-assessment report, internal quality assurance reports, the presence of the institution's coordinator, performance statistics, maintenance and achievement statistics, annual monitoring reports, minutes reviewing quality assurance, feedback from the NQA. As per applicable standards and laws, all Vocational Education and Training Institutions in Kosovo are obliged to appoint quality assurance coordinators who are responsible for the internal quality assurance process, in accordance with the European Standards and Guidelines for Internal Quality Assurance (ESG).

All of these parameters contribute to quality assurance in vocational education and training institutions, which is also reflected through the vision of the National Qualifications Authority (2018) that is *"Creating a quality, reliable and transparent system of national qualifications, with the aim of increasing opportunities for national and international mobility."* Although the assessment of VET institutions and their programs is a regular activity of the NQA, consequently all VET institutions must undergo institutional accreditation or validation every three years. Quality assurance aims to promote shared trust, transparency and recognition of competences and qualifications, to increase mobility and facilitate access to lifelong learning, the overarching goal of European Union activities.

Research Outcomes

In order to reach the final results of this research, analyzes were used to enable the presentation of quantitative data, such as descriptive analysis (percentage, average, standard deviation) and reliability. The study included 150 participants from accredited vocational education and training institutions, and the questionnaire contained 12 statements whose responses were coded (*5 = Fully agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Entirely disagree*) and these data were analyzed by SPSS software. To measure the reliability of the questionnaires we used Cronbach's Alpha analysis which reflected a high reliability coefficient of .892, in 12 questions asked to 150 respondents. Based on these results we are observing, we can conclude that the results of the questionnaires are consistent because Cronbach's Alpha enables to measure whether the questionnaire results are consistent at different times.

Table 2: Cronbach's Alpha

Reliability of Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.892	.903	12

After analyzing the facts we can say that the results are positive, since in over 50% of each question, teachers agreed in principle, whether fully or not. Almost all respondents agree that the accreditation process plays a major role in enhancing the quality of vocational education and training institutions. Participants highly value the role of accreditation, where a high percentage is observed towards affirmation *Fully Agree 62%* and affirmation *Agree 36%* (Question 1). When asked if *"Directors/Coordinators know the quality assurance mechanisms"* about *41.3%* of respondents fully agree and 46% agree that the stakeholders in question know the quality assurance mechanisms well.

Table 3: Perceptions of teachers, trainers, coordinators and directors

n=150	Percentage						
	Fully agree	Agree	Neutral	Disagree	Entirely disagree	Average	Standard deviation
Accreditation ensures increase of quality	62%	36%	2%	0%	0%	4.60	.530
Directors/coordinators know the QA mechanisms.	41.3%	46%	12.7%	0%	0%	4.28	.678
Practical work conditions impact the quality assurance	48.7%	36.7%	12.7%	2%	0%	4.32	.771
MEST/NQA give recommendation for QA practices	20%	32.7%	15.3%	8%	24%	3.16	1.46
VETI-s carry out continuous monitoring	28%	54.7%	16.7%	7%	0%	4.10	.682
Adequate trainings enable increase of quality	34%	28.7%	8%	12.7%	16.7%	3.50	1.48
Self-assessment report increases the quality assurance	44.7%	23.3%	17.3%	8.7%	6%	3.92	1.22
Qualification of trainers and teachers impacts the QA	42%	36.7%	7.3%	2.7%	11.3%	3.95	1.27
Following accreditation, number of candidates increases	38%	29.3%	24.7%	3.3%	4.7%	3.92	1.08
Accreditation enables recognition of certificates in national and international level	39.3%	22.7%	6%	21.3%	10.7%	3.58	1.45
Accreditation has an impact on increase of confidence to the employer	39.3%	32.7%	16%	8.7%	3.3%	3.96	.006
Qualification is in compliance with the labor demands	36%	30%	18.7%	8.7%	6.6	3.80	1.20

The results of the question "*Conditions of practical work affect quality assurance*" show that respondents positively evaluate the importance of the practical work conditions, which are necessarily determinants of the positive outcomes of the candidates. Regarding this question, 48.7% of the respondents stated that they *fully agree, while 36.7% of them agree* with this fact. In contrast, 12.7% of respondents have a *neutral attitude* and 2% *disagree.* After analyzing the statement that "*Accreditation enables recognition of certificates nationally and internationally*", there is great skepticism regarding the international recognition of VETI certificates, as 32% of respondents disagree (21.3% *disagree and 10.7% entirely disagree*).

When asked whether the Ministry of Education, Science and Technology and the National Qualifications Authority make necessary recommendations for quality assurance practices, respondents' responses were as follows: "*20% of the respondents fully agree, 32.7% of them stated that they agree, while 15.3% expressed a neutral attitude and negative statement. 8% declared that they disagree, whereas 24% of them entirely disagree*". Even when asked about the impact of accreditation on increasing the number of candidates, respondents' perceptions were different. Regarding this question, "*38% of them stated that they fully agree, 29.3% of them agree, and 24%*

of them have a neutral attitude". When asked if the Qualification is in line with the labor market demands, "*66% of the respondents answered positively, 15.3% answered negatively, and 18.7% of them had a neutral attitude".*

To determine if the individual rating of each teacher is closer to the average, the SPSS program calculates the average of each question and the standard deviation for all 150 respondents (see table no. 3 for each statement).

Table 4: Determining the average of standard deviation for quality assurance

		Average	Standard deviation
Accreditation ensures increase of quality Valid Missing	150 150 0	4.60	.530.

The assertion that "*Accreditation ensures quality assurance*" represents the highest level of teacher agreement, with the highest average among others, avg = 4.60, while the standard deviation for this assertion is expressed as DS = .530.

Table 5: Determining the average of standard deviation for the impact of practical work conditions in quality enhancement

		Average	Standard deviation
Practical work conditions impact the quality assurance Valid Missing	150 0	4.32	.771.

The second in row by average is the opinion that practical work conditions impact the quality assurance, expressed by m=4.32 and standard deviation DS= .771.

Table 6: Determining the average of standard deviation for impact of adequate trainings

		Average	Standard deviation
Adequate trainings enable increase of quality Valid Missing	 150 0	3.50	1.48

Table 6 data at third level (directors/coordinators know quality assurance mechanisms), expressed as avg = 4.28 and SD = .678, indicate that individual perception is close to average, and farther than average is perception of the statement "*Adequate training enables quality enhancement* "with SD value = 1.48.

CONCLUSIONS

The aim of this study was to elaborate on the impact of accreditation on quality improvement in Vocational Education and Training Institutions in Kosovo, referring to the provisions and regulations and concluding with the perceptions of key stakeholders of these institutions. After analyzing the quantitative and qualitative data, we came to the conclusion that "*The accreditation process has a*

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significant impact on quality improvement in VET". The data were processed through descriptive analysis such as: percentage, average, standard deviation and reliability of the instrument.

From the processed data, it results that 98% of our survey respondents highly value the role and impact of accreditation in quality assurance. 87.3% of directors and coordinators know the quality assurance mechanisms, thus showing a positive assessment. Furthermore, a large number of respondents, 48.7% fully agree and 36.7% agree that the conditions of practical work have an impact on quality assurance. It should be noted that 32% of respondents think that accreditation does not necessarily guarantee recognition of certificates, because there is a significant difference between recognition of certificates internationally and accreditation. A considerable number of respondents have expressed negative views on this aspect, suggesting that this is a problem that deserves to be addressed in other studies and discussions. After analyzing the qualitative data, in this case the interview, it turns out that the coordinators and directors positively evaluate the accreditation process which according to them necessarily increases the quality and reliability of the certifications. This implies that the institution concerned has the right contemporary potential for preparing candidates according to the demands of the labor market.

Regarding the impact of reforms in the Vocational Education and Training System in Kosovo, which have been implemented since 2008, initially with the adoption of the Law on National Qualifications and then with the 2011 National Qualifications Framework, to the validation processes and VETI accreditation, the attitude of the respondents was that the reforms are quite visible. According to the respondents, Accreditation of Vocational Education and Training Institutions have a positive impact on the labor market, which is always open to candidates prepared by accredited institutions. It must be noted that today's labor markets are changing faster than ever.

Drawing on European countries' models, we can conclude that reforms in Kosovo should be oriented towards continuous professional improvement and the provision of hybrid training (a combination of full-time school and company-based training) in order to increase quality within the education system. Research has shown that such education can be beneficial to the country's economy. Therefore, it is very important for graduates to be educated to be able to work not only on company product lines but also to manage them. Good vocational education and training can make a significant contribution to improving Kosovo's economy, the country with the youngest population in Europe and the highest unemployment rate.

BIODATA AND CONTACT ADDRESSES OF AUTHORS

Zenun Halili, is associate professor at Department of Political Science, Faculty of Philosophy,University of Prishtina" Hasan Prishtina", Kosovo. He completed his master degree at Texas A&M University - USA and got a doctorate degree at University of Prishtina. His research interests are political science and education reform.

Assoc. Prof. Dr. Zenun Halili (Corresponding Author)
Faculty of Philosophy, University of Prishtina" Hasan Pristina"
Address: St. "George Bush", n. n., 10 000 Prishtina, Kosovo
E. Mail: zenun.halili@uni-pr.edu

MA. Anita Rukovci is a senior monitoring official at National Qualifications Authority - Republic of Kosovo. She completed her master degree at University of Prishtina"Hasan Prishtina".   Her research interest is education reform.

Anita Rukovci
Senior monitoring official at National Qualifications Authority – Republic of Kosovo
Address: St. "Agim Ramadani" 10 000 Prishtina, Kosovo
E. Mail: Anita.rukovci@rks-gov.net

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CHALLENGES IN DOCTORAL RESEARCH IN ARCHITECTURE IN INDIA

Prof. Dr. Vasudha A. Gokhale
B.N.College of Architecture, University of Pune
Pune- India

Abstract

Undertaking a doctoral study has traditionally considered as a form of academic apprenticeship, and training inevitably has a part to play in producing the well rounded academician. PhD in Architecture is comparatively new in Indian Universities. Present paper discusses what a PhD stands for today with reference to architectural education in India. There are numerous misconceptions about the process and product of doctoral work which is adversely affecting the architectural education as a whole. True meaning of PhD is not known and the role of doctoral research in architectural profession and practice is largely under estimated. There is an urgent need to define PhD education process as well as product in architectural discipline which is aimed at the student's empowerment and transformation as a professional and academician. It is stressed that doctoral study is not just an academic apprenticeship but it possess capability to develop and promote creative talent and enable students to become professional researchers or researching and scholarly professionals. This paper talks about epistemological and methodological considerations in doctoral studies. Various aspects of PhD education are highlighted , characteristic of a good PhD thesis is put forward which essentially is scholarship, which examiners defined as originality, coherence and student autonomy in addition, a well-argued, logical progression of ideas. Various initiatives to promote doctoral research are discussed in addition to its current status in India. The overarching aim of this paper is to provide an overall picture of doctoral studies in architecture in India in the interests of ensuring the best possible form of doctoral education. It has been found that the doctoral research in Indian architectural schools needs a paradigm shift in order to promote research culture in academia and practice holistically. To achieve this adoption of practice oriented research approach is suggested considering the demand of architectural discipline which is a nascent area of concern in current educational scenario in the country.

Keywords: Doctoral, Tacit, epistemological, methodological, apprenticeship.

INTRODUCTION

PhD is essentially training for scientific research for a defined period dedicated for learning tricks of profession and establishing researcher peer among experts. It is aimed to attain mastery of the subject, analytical breadth and mastery of depth which refers to the contribution itself, judged to be competent and original and of high quality. It is the period to learn the art and the science of research, the ethics of research, the intellectual rigour required. It is about how to frame research questions, pursue and mould them, to complete a piece of original research (Mullins, 2000). According to Barnett (1994), modern society requires higher education to prepare students to function effectively in society. The number of science doctorates earned each year grew by nearly 40% between 1998 and 2008, to some 34,000, in countries that are members of the Organisation for Economic Co-operation and Development (OECD). In 2004, India produced around 5,900 science, technology and engineering PhDs, a figure that has now grown to some 8,900 a year. This is still a fraction of the number from China and the United States, and the country wants many more, to match the explosive growth of its economy and population. The hope is that up to 20,000 PhDs will graduate each year by 2020.

Architectural education need to expand their notion of knowledge production from simply the development of 'reliable' knowledge (Gibbons, 2002). PhDs are increasingly not just educated for

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academic research, but for the labour market in general. It is important for knowledge society in which knowledge is seen as the basis for social and economic development where architectural research can play a crucial role. Considering the interdisciplinary nature of architecture it is becoming increasingly necessary to draw on knowledge from other disciplines in meeting the challenges and opportunities of the modern economy and society. Architectural research, in particular, benefits from the inclusion of complementary work in the social sciences and humanities. There is a need to think about ways the practice of interdisciplinary research can be encouraged and facilitated (Howard, 2008). It is still an implicit assumption that the doctorate in architecture is preparation for an academic career only. PhD student gain high-level research, organizational and interpersonal skills, which can open up exciting career opportunities in academia, research institutions or architectural consultancy. Architectural research at PhD level is aimed to test the originality of thought and the determination of the researcher to see a project through. The PhD places an aspiring candidate at the core of the university's intellectual life and at the forefront of its worldwide quest to provide future generations with the necessary flow of new ideas for architectural development. In many countries like Germany, the UK, PhD holders are preferred in the labour market as employers value their ability to work independently and be highly reflective and critical. The motivation for undertaking a PhD is improving one's position in the labour market outside of academia which is not the case in Indian context particularly in the field of architecture.

DOCTOR OF PHILOSOPHY: A HISTORIC BACKGROUND

Doctor of Philosophy is originated from the Latin Philosophiæ, which is a postgraduate research degree awarded by universities. The title PhD is derived from the Greek, meaning "Teacher of Philosophy". In the context of academic degrees, the term "philosophy" does not refer solely to the field of philosophy, but is used in a broader sense in accordance with its original Greek meaning, which is "love of wisdom". PhD degree was started in medieval Europe as a licence to teach in universities. It was established as a research degree in Germany in the early 1800s. German universities started attracting foreign students, notably from the United States. In 1861 Yale University started granting the Ph.D. degree. From the United States, the Ph.D. degree spread to Canada in 1900, and then to the United Kingdom in 1917. University of Yale awarded the first PhD degree in United States to three men in 1861. In 1892 both men and women were allowed to enrol in PhD programmes at Yale. Two years later, the first seven women awarded PhD degree in the year 1894. The Ph.D. in Architecture was one of only four such programs in the United States when it was established in 1969 at University of Michigan and it was the first university in United States to offer the Doctorate in Architecture (Park, 2007).

PhD has been described by scholars in different ways, as "the pinnacle of academic success" (Nyquist 2002), "the zenith of learning" (Lovat, Monfries and Morrison 2004), and "the pinnacle of university scholarship" (Gilbert 2004). PhD is defined as a research degree offered to a student who has acquired the capacity to make independent contributions to knowledge through original research and scholarship (Association of American Universities, 1998). It is aimed to prepare student for a lifetime of intellectual inquiry that manifests itself in creative scholarship and research (Bargar & Duncan, 1982). In United States doctoral education is considered as an academic programme to develop professional researchers' (Bourner et al., 2001). It is referred as a 'critical transition' characterized by a shift from course taker student to independent scholar (Etzkowitz et al., 2000; Lovitts, 2001). PhD programme prepare students for a research or academic career, who can offer advanced research support in industry, civil service, culture, media and the heritage sector.

It is basically the research degree of choice (Park 2005a) which takes a number of different forms in different countries (Noble 1994). In the USA, a doctorate programme usually includes both taking advanced-level taught courses and undertaking academic research, with access to a range of academic advisors and supervisors. In UK, European universities and Australia, this degree is typically based largely or exclusively on research, with the student effectively serving an apprenticeship under

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the guidance of a principal supervisor. In the last century the PhD has considered as a qualification recognised internationally, as the standard qualification for entry into the research and academic professions, and for other labour markets. Today it is supposed to the topmost academic qualification in most countries. PhD facilitates inter-organisational circulation of tacit knowledge as well as inter-generational circulation of knowledge. It serves two main objectives. The first is quite explicit as the student researcher is required to produce an original and substantial contribution to knowledge. The second, who is less explicit, is to investigate and become proficient in the process of doing research in an ethical manner in one's chosen area (Phillips & Pugh, 1990). Hence, doing a doctorate is an experience in learning.

QUALITY OF A DOCTORAL WORK

Doctoral degree is associated with scholarly experience which is to be reflected in the outcome or thesis. What makes a doctoral work worthy of a PhD degree is a point of concern. Traffort & Lashem (Trafford and Leshram 2002 b) referred the term "doctorateness"   which defined as mastery of subject, mastery of analytical breadth where methods, techniques contexts and data are concerned, the mastery of depth which include the contribution itself judged to be competent, original and of high quality. The features which make a thesis scholarly are an intellectually coherent argument, methodologically plausible research design, and quality of writing outcomes and conclusions and contextualization. Doctorateness in a thesis can be achieved if all the components are adequately fitted together to represent an inherent notion of synergy (Fig 5). All these components are supposed to form a mutually interdependent network system of all the parts with a justifiable relationship within the thesis. Thus the whole may be greater than the sum of its parts. It should satisfy the requirement of examiners which include two variables viz. Innovation and development and scholarship. Trafford suggested a matrix having four quadrants:
A- Technology of thesis
B- Theoretical perspective
C- Practice of research
D- D Jointly underpinning Doctorateness

The quadrants display gradation of thinking that moves from practical and technical aspects of producing a thesis (A) through abstraction conceptualization interpretation (Trafford and Leshram 2002). In this matrix the quadrant D is considered the most significant.

PHD EDUCATION - INTERNATIONAL TRENDS

In 21st century PhD education is characterised by stronger emphasis on the broader social and economic value aimed to develop a knowledge society, and a knowledge economy. The Bologna process suggests a common structure and degree for doctoral education in Europe in order to increase cooperation and mobility across countries ensuring a common approach to quality in doctoral education (Bologna Declaration 1999). Salzburg principles are the ten structuring principles framed to set a standard across the diversity of individual and national systems of PhD education as mentioned in 2005's Salzburg report (European University Association 2005). It is an attempt to retain the traditional core values as well as its application for profession. They stress on originality, diversity, interdisciplinity and development of transferable skills. Nature of research training in different countries is different which has to be streamlined (Kyvik and Tvede 1998). The Bologna Declaration is an attempt to increase harmonisation of the higher education across Europe in which PhD education and training is one of the agendas (van der Wende, 2000) aimed to promote its convergence. Regardless of the differences in research cultures, a PhD research invariably involves critical enquiry, the strenuous intellectual activity of collecting, sifting and analyzing information for the sake of new knowledge'(James & Baldwin 1999). To meet the challenges of modern economy it has became necessary to take advantage of research and knowledge base from a number of disciplines and find out ways to promote interdisciplinary research (Howard, 2008).

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OTHER EUROPEAN INITIATIVES

Two important European initiatives have an impact upon doctoral education viz. Lisbon Agenda, and the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers. Key aims of the Lisbon agenda are to strengthen the research base and competitiveness of Europe , and to increase the training and production of doctoral students (Nilsen 2006). The European Commission (2005) has adopted a European Charter for Researchers, and a Code of Conduct for the Recruitment of Researchers, which are designed to help make research a more attractive career and increase mobility by giving researchers the same rights and responsibilities across Europe. The scope of PhD education and training is not limited to academics which is traditionally considered as a piece of work that changes the course of human knowledge base. In many countries like UK and Australia the doctorate has been reconceptualised as a training period for future researchers (Collinson1998). Universities are "custodians of academic standards and have the responsibility to award the degree. It is designed by universities but is the product of multiple owners or stakeholders (Nyquist 2002).

INDIAN SCENARIO

In India first PhD awarded in science in 1957, by Indian Institute of Technology Kharagpur. Minakshi Cadambi was an aarchaeologist who was the first woman to get a doctorate from the University of Madras in 1936 her topic of research was Pallava history. PhD in architecture was initiated by a few schools of architecture which included, Indian Institute of Technology Khragpur, Indian Institute of Technology Roorkee and few more added later like Vishveshraiya National Institute of Technology Nagpur, Maulana Azad National Institute of Technology, Bhopal, School of Planning and Architecture Delhi. Currently more than 20 architectural schools are offering PhD programme under different University setups.

ROLE OF SUPERVISOR

The doctoral candidates are often become intellectually confused, frustrated and doubtful about the progress. Supervisor resolves their problems and guides them to come out of such a situation. Traditionally, most supervision was based on the 'secret garden' model (Park 2006), in which student and supervisor worked closely together without external scrutiny or accountability. Role of supervisor is very important as it influence the process as a whole. It extends from teacher , trainer. Virtually supervisors not only shape the research but also guide the student through the research experience. The encouragement and inspiration of a supervisor can develop a student's personality as an independent researcher who is able to think creatively. PhD students need interested, available, critical, supportive and encouraging supervisors who provide scientific guidance, psychological support, overall perspective, inspiration when the going gets tough as well as career advice. Indian Universities generally define the qualification of supervisors but their role is not adequately defined.

ASSESSMENT

The PhD education has potentially major implications for the examination process. Most Universities the examination focus almost exclusively on the thesis submitted by the student, through an oral examination but there are diverse ways to conceptualize and operationalize the same (Tinkler and Jackson 2000). Many times examination process become very stringent which as per Mullins and Kiley (2002) there is a need to remind examiners that "it's a PhD, not a Nobel Prize". Indian Universities give the primary emphasis in examining the doctorate based on the product (thesis) rather than on the process (developing the researcher). There is a need to create an appropriate balance between the two. In traditional Indian universities examination is kept open only to the two or at most three examiners and the student, sometimes with the supervisor present as a silent witness. The final

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defence involves an 'examination' to which outsiders sometimes even members of the public are invited which is a good practice.

PROFESSIONAL DOCTORATES

In UK the PhD degree was introduced as "the process of preparation for an academic career in the university" (Blume and Amsterdamska 1987). Professional doctorate programmes are established in response to perceived gaps in doctoral education; such a trend is also evident in the USA (Hambrick 1997) and Australia (Pearson 1999). They are based on development projects which result in substantial organizational or professional change and a significant contribution to practice" (Lester 2004). Architecture is a complex discipline with a long tradition of studying architecture "from the outside" by researchers from other disciplines. Architectural research generally adopts theories and methods from other disciplines without reflecting on the specific character of the architectural field (Lundeqvist, 1999). The practice-based doctorate is a new concept where knowledge is advanced partly by means of practice which in turn based on a continuum from scientific research to creative practice" (Frayling et al., 1997). Practice-led Research refers to the research in which the professional and/or creative practices of art, design or architecture play an instrumental part in an inquiry" (Rust et al., 2007). As per Michael Biggs practice-based research prioritises some property of experience arising through practice, over cognitive content arising from reflection on practice (Biggs, 2004). Such type of PhD is need of the day particularly in Architectural discipline which is not at present available in Indian context. Introduction of such format of PhD in architecture is likely to encourage more candidates to join doctoral programme and contribute to the academics and architectural practice both.

DISCUSSION

PhD in architecture needs an interdisciplinary research which is characterised as "intellectual border crossing" (Metz (2001) and as "most productive in innovation and discovery" Gilbert (2004), which emphasize on relevance to society and knowledge transfer. Although many Indian universities are encouraging interdisciplinary research in architecture still more efforts are needed in this front. The doctoral training has to be designed to cater for, the expectations of candidates as well as expectations and requirements of employers, and transition and mobility. PhD students are a living strength of scientific production who is involved in experiments and knowledge-production that require the use of more complex processes in architectural discipline as compared to others. They contribute towards scientific production, towards teaching and towards relations with the professional/industrial partners which is an important aspect as far as architectural discipline is considered. Researchers are one of the vehicles for the diffusion of tacit knowledge acquired during their training through research. It has been found that the perceptions of stakeholders are remarkably different. Students consider it an "academic passport with international reciprocity" (Noble, 1994). Armstrong state it as a licence to teach at degree level, and an apprenticeship in "proper" academic research (Armstrong, 1994). Many research universities across the globe place themselves at the top of the ladder of academic qualifications (Stauffer, 1990). There are widely articulated tensions between product (producing a thesis of adequate quality) and process (developing the researcher), and between timely completion and high quality research. There is a wide gap between what universities are producing and what employers are looking for in terms of doctoral candidates not just in terms of competencies and transferable skills but also in terms of attitudes and behaviours (Leonard and Metcalfe 2006). This phenomenon is crucial in the architectural discipline which is largely practice oriented.

The meaning and value of the PhD education is to be defined as well as the standards of PhD education need to be explained in order to establish appropriate practices in PhD education in Indian universities offering PhD program in architecture. PhD programme has to be established and developed with utmost care with a flexible nature otherwise it may become cumbersome, restrictive

and wasteful and become a trap for the candidate and a sinkhole for intellectual resources. In Indian context doctoral the students' journey is currently not well planned in most of the architectural institutes and the desirable academic consciousness is found missing. The unstructured nature of the PhD education often make the whole process an outbound struggle in which candidates are supposed to first discover and then overcome. They have to discover elements of the structure of their doctoral work which is aimed not only to satisfy the examiner but also meeting University Regulations.

CONCLUSION

Doctoral studies can help in maintaining a reliable supply chain of researchers which is crucially important, particularly in today's knowledge economy from a national perspective. Researchers are key knowledge workers actively engaged in knowledge transfer. PhD education should locate research education as a ready source of labour and commodities for the new economy, which is said to trade principally in knowledge for the benefit of society (Barnacle 2005). It is true with reference to architectural discipline which deals with people's issues and concerns by and large. The environmental, socio-economic and cultural aspects are the focus of architectural doctoral work which can contribute for sustainable development and quality of life of the society. There is need for investment in developing both the research base and the researcher base, fuelled by an appreciation of the impact of research and development on economic development as well as to maintain the country's competitive position within the increasingly global marketplace for goods and services including knowledge where architectural doctorate has to play an important role. To cope with the rapid growth in PhD candidates, the institutions have to take steps to streamline the PhD education by adapting common guidelines and principles, The PhD training should be aimed to promote good practices in organisation and management with a strong focus on monitoring quality and efficiency. The misconceptions about PhD has to be addressed to encourage the new generation of architects to go for it .The throughput of productive doctoral students is vital to the health of academic disciplines like architecture as they are custodians of the disciplines. It is essential that there must be a sustained supply of architectural doctoral students, not just to grow the next generation of academics but to maintain vitality and research momentum in the discipline.

BIODATA AND CONTACT ADDRESSES OF AUTHOR

Vasudha A Gokhale is Professor and head of PhD research Centre at B.N. College of Architecture, University of Pune, India. After perusing Doctoral degree from Indian Institute of Technology Roorkee, she is in research in the areas of Disaster Management and Architectural Research. She was invited as Guest professor in University of Melbourne Australia and Victoria University of Wellington New Zealand. Gold Medalist at Under and post graduate level she has been awarded with best teacher award by MASA, award for excellent contribution in academics by IIA Pune Chapter , best teacher award of University of Pune and "Maharshi Karve award for excellence in academics. She is a member board of Studies University of Pune , S.T .University of Nagpur, University of Mumbai. She has more than 85 published articles, research papers on her account.

Prof. Dr. Vasudha Ashutosh Gokhale
Plot No. 2b, Vedant Nagari,
Karve Nagar, Pune. 411052.
India.
E. Mail: gokhale.va@gmail.com

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THE MAIN NEED FOR MIGRATION: EDUCATION OF IMMIGRANTS

Prof. Dr. Sedat Cereci
Hatay Mustafa Kemal University, Communication Faculty
Hatay- Turkey

Absract
The biggest problem in the world recently is migration and one of the most problematic groups is immigrants. While immigrants experience the trauma of migration, they also try to adapt to the new settlement. They need a lot of information and attention. Immigrants must first learn the local language and then adapt to the urban culture. Immigrants who have gone through a difficult process need a serious therapy and integration course. This means a comprehensive training process. Immigrants experiencing psychological trauma, need professional trainers to adapt to the new settlement and change their behavior. Immigrants migrate sometimes for economic reasons, sometimes for political reasons, and sometimes for other reasons. But in any case, all immigrants need serious therapy, language, adaptation and behavioral training. Education ensures the recovery of immigrants and facilitates their adaptation process. A convenient environment and an education with professional educators make it easier for immigrants to adapt to the city in a short time and to quickly grasp the culture of the city. A successful immigration education requires a detailed infrastructure and intensive preparation. In immigrant education, first of all, it is necessary to understand and empathize with the immigrant psychology. It should not be forgotten that the immigrant has a confused, helpless, timid psychology that feels lonely and defenseless. It is the most appropriate way for immigrant education to be carried out by individuals who have special education, knowledge of psychology and who have a wide range of subjects from sociology to urban planning.

Keywords: Education, migration, immigrants, immigrant psychology, urban.

THE PROBLEM OF MIGRATION

The United States of America, Russia, Saudi Arabia, Germany, United Kingdom, United Arab Emirates, France, Canada, Australia, Spain, Italy, India and Ukraine who suffer most from immigration (AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content, 4, 2019). As of 2019, there are more than 100 million immigrants in the world (https://migrationdataportal.org, 2019). All countries that are uncomfortable with immigrants have to take measures and adapt them. Adaptation process and education of immigrants are among the main problems in modern era (Hans-Peter and others, 2016: 58). Immigrants need more education than anyone else.

Migration is the greatest movement and the most terrible result which were caused by industrial revolution in the world. There are unbridled migration and unmeasured expanding at the source of many problems in large cities. The people who have migrated from the provinces gotton established in places around factories that were set in industrial revolution were the first people of the first large cities, but they have just lived by the pride of being citizen of a large city, but they were distant from the conscious of city-dweller. Because there was not a city experience and its vocabulary in their life experience. First of all, immigrants have to learn a language that can communicate with the city people (Gebhardth, 2015: 27). The people of the first cities have just tried to live in inevitable changing of their new world because of they have not known to be city-dweller. Most of them lived in terrible conditions and miserable but they could not turn back to their native land. Almost all large cities were exposed to migration and its terrible results in mankind history.

People have been migrating for various reasons since the early ages. (Below, 2003: 99). Migration is the biggest movement that changed the history of the world. With the migration of thousands, sometimes millions of people, the economy, culture, politics and approaches have changed (Lanati

and Venturini, 2018: 15). Migrants, as well as experiencing problems themselves, put other people and states in trouble.

Most of the cities that were founded in the past have faced immigration. When Byzantium was being established in 395 A.D., many Christian people migrated from surrounding towns and generated a new and hopefull city. In the early Byzantine period, a Byzantine city was merely the continuation of a Roman city which in turn, may have founded in the Hellenistic period or even earlier. The Byzantine period in the life of cities was not marked by any radical change in the layout of the streets, by the system of fortification, of burial or fo the water supply. The most obvious alterations were the erection of churches and the abandonment of the pagan temples; there were also less noticeable developments connected with civic administration, marketing and public entertainments (Mango, 1986, 20). Because public of a new city feel the necessity of gathering and communicate. Immigrants can calculate a lot before they migrate, but there is much more they need to know.

Migration is a movement that has been going on since the early ages (Samir, 2017). Morale was valuable than materiality which generated unity for people in the past. When they have planned a town, they have firstly thought social buildings which have aggregated people around same values and beliefs. People have felt that they have been same parts of same unity. So they have decided that they had to communicate eachother to save that unity and to strengthen. Immigrants naturally often feel weak and helpless (Cobb and others, 2018: 9). Because of this they have tried to build large social buildings and areas in their town to meet, to talk, to enjoy, to act, to learn life etc.

The city is a place full of elements that have never been encountered before, always evoking a sense of foreignness for immigrants (James and others, 1998: 183). It is possible to say that social buildings and meeting areas have been larger and more than private buildings and lands because of importance of social life and communication in mankind history. Xian, Nineva, Babylon, Miletus, Athens have been the largest cities of history and there have been large communication areas throughout with their buildings for their people and communication places placed in their cultures like agoras. Agora was the main public communication place in Helenistic period where is at the center of city and opened all life of places and streets (Wycherley, 1993: 45). People used to meet there to speak, to converse, to pray, to act and etc. People used to meet at agora and share all their life and used to convey what they wanted to tell there.

Migrations change the world and world changes migration (Bempong and others, 2019: 10). Migrations have led to new needs and new measures in many countries. In the course of migration throughout history, the psychological needs of migrants have come to the agenda rather than their physical needs (Browne and others, 2017). Governments have sometimes been helpless, but immigrants have found a way to live.

The world has changed constantly and changed people. Historical experiences have changed social necissities and habits of people into communication facilities during history. Administrators have set colorful and amusing markets for shopping; large temples have been built to pray; weekly fairs or festivals have been arranged to enjoy; sports organizations have been organized to spend their energy etc. (Raymer, 2017: 9). People have communicated when they have shopped, prayed, enjoyed and spend energy; because they need communication. People use every possibility to communicate even they debate or fight or make war like in Crusades. Expanding cities feel the necessity of communication areas and facilities especially for immgrants who are foreigners of city and who are in a psychcological crisis. Providing communication possibilities is directly concerned with urbanization.

Urbanization work loads someone who envisages and applies urbanizaiton the responsibility of providing necessary conditions for social activities for people in city. In one respect, city is a place in where people respond all their social needs. Not only bodies but spirits of people live in a city and want to find all necessities in city even they live in a suburb. Their bodies need taking shelter, and

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nutrition, and wear but their souls need more than them. Soul need morale and culture. Communication is the first need of either human or society (Ahad and Banulescu-Bogdan, 2019: 20). Meeting places, agoras, forum squares, fairs, festivals, art galleries, concert halls, parks have set up because of worry of communication during humanity history.

Previously all people lived in rural areas. Urbanization which was commonly appeared in industrial revolution caused functionality more than beauty (Onur-Tanalı, 2004, 23). Functionality idea which was derived from urbanization has leaved behind philosophies of ornament in urbanization process. This idea has influenced not only building of cities but whole cultural areas and social areas. Some fascinating cities have set up with their magnificent buildings but they could not respond psychological need of people, especially communication. Communication is the main necessity of immigrants who leave all their roots, relationships, beliefs and faiths in their derelict towns. When migrations first began, no one could meet the needs and education of migrants (Young, 2017: 229). In particular, the need for education of immigrants has been quite difficult for governments.

Immigrants know how to live where they migrated but they do not know how they live in their new settlement. They need many knowledge and experience (Edo and others, 2018: 19). When immigrants migrate to a new settlement, they set a little town which resemble their derelict town in their new land, not to miss and want to turn back to their past. This land is obviously out of main boulevard, and far from city center and has not added to urbanization work at the beginning of migration. Immigrants usually communicate with people who live in their own land and do not become closer to city-dwellers who live in city center because of they think that city-dwellers are the others. A certain distance becomes between immigrants and city-dwellers at the beginning of migration. At the end of this process, some different and adverse settlements which can not communicate with city center appear in expanded cities. This can be defined as communication insufficiency.

EDUCATION OF IMMIGRANTS

From the moment of birth, man is an ignorant, inexperienced and defenseless being. One has to learn constantly and gain different experiences to live and he has to be trained to develop her personality (Mißling and Ückert, 2014: 61). In a society, everyone from children to the elderly needs education. Information and approaches change as the ages change and it is necessary to acquire new behaviors to live comfortably and civilized. Therefore, education never ends and lasts life long (Ebert-Steinhübel, 2017: 32). Resident people need contemporary education, but however, immigrants need more education and experience.

Immigrants are special people. They are people who have lost their roots and memories and do not feel like they belong anywhere (Zick, 2010: 521). Immigrants may exhibit abnormal behavior due to the trauma they experience. The immigrant has problems after immigration, no matter how much he is prepared for migration. With the trauma of migration, it is not easy to get used to a new city and culture. The immigrant has to learn a pattern of behavior that he has never known, from saluting in the new culture to walking on the road (Damelang and Haas, 2006: 33). In fact, the immigrant has to be a new person in his new place, he has to create a new character. He needs training for this, for creating a new character.

In some countries, such as the United States, Italy, France, Germany, Sweden and Czech Republic and Canada, immigrants are trained in special ways. Migrants are trained in many subjects ranging from adaptation to the environment to their behavior (Arar and others, 2019: 57). For the first time, immigrants face disappearance in a culture they encounter. First, they have to get to know culture and learn social values and rules. Value education and adoption of rules are a long process (Zajda, 2014: 3). Education continues until the immigrants begin to live comfortably and harmoniously in the new settlement.

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Teachers in public schools can train immigrants, as well as special courses for immigrants. Special attention and education are also given according to the traditional culture, age and character of immigrants. While some information is taught theoretically, some information is taught directly as applied (Merry, 2014: 406). The primary objective of education is to ensure that immigrants join the society and live as harmonious individuals. Immigrants are distributed and educated in environments where local people are present, and environments are selected for education where they can easily observe the language and behavior of local people (Giancola and Salmier, 2018: 313).

BIODATA AND CONTACT ADDRESS OF AUTHOR

Sedat Cereci is professor Communication Faculty in Mustafa Kemal University .Studied radio and television broadcasting at Communication Faculty in the Universtiy of Istanbul between 1982 and 1986. He studied on documentary film at doctorate process at the University of Istanbul between 1988 and 1992. He works at magazines and at newspapers as journalist and as redactor and works at Yuzuncu Yil University as professor and teachs radio and television broadcasting. Wrote many essays, participated in conferences and in symposiums all over the world, worked in international projects, wrote for magazines and for websites. He was assigned as Dean of Fine Arts Faculty at Batman University in 2010 and arranged a multilingual film festival in Batman. He studied classical Turkish music, composed songs in different forms and produced radio programs at TRT Istanbul Radio. He settled a multilingual music group who sings in 5 languages at Fine Arts Faculty and had concerts. He directed documentary films about cultural topics and participate in international film festivals. Beside directing documentary film, he wrote 19 books about communication, and television producing. He also takes photograph and had exhibitions in different cities.

Prof. Dr. Sedat Cereci
Mustafa Kemal University
Communication Faculty
31030 Hatay- TURKEY
E. Mail: s.cereci@gmail.com

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CORRELATION BETWEEN WORK LIFE BALANCE, JOB SATISFACTION AND MENTAL HEALTH: A STUDY ON FEMALE BANKERS OF KARACHI – PAKISTAN

Tooba Atif
University of Karachi
Department of Public Administration- Pakistan

Assist. Prof. Dr. Shameel Ahmed Zubairi
Karachi University Business School (KUBS)
University of Karachi- Pakistan

Abstract

Women need to struggle to maintain individuality as well as skilled professionally. This study attempts to highlight the relationship of work life balance and job satisfaction with mental health. Work life balance and job satisfaction plays a significant role in the fast moving banking environment as they immensely affect social wellbeing and psychological factors of personnel working in banking sector. 135 female bankers were randomly selected from private sector banks of Karachi (Pakistan) ranging age   of 22 to 45 years. The hypothesis stated in the research belong to the relationship of work life balance with mental health, and job satisfaction with mental health. To test the hypothesis correlations and regression were applied. The tools that were used for the study are center of epidemiological studies depression CESD-R-20 scale, burns anxiety inventory and job satisfaction scale developed be Scott MacDonald & Peter MacIntyre (1997), Work life balance scale by Jeremy Hayman (2005). Findings reveal the potential association of work life balance and job satisfaction with depression and anxiety.

Keywords: Work Life Balance, Job Satisfaction and Mental Health.

INTRODUCTION

There has been a rise in the female bankers in Pakistan, which is mainly based on education and greater freedom that girls have acquired over the years. However, females have faced problems while working at a place where males works predominantly, and they have to face discrimination because males have greater privilege in the workplace. Mostly banking sector is also one such sector that is fashioned the same way. Over the years, there has been a greater inclusion of females in the banking sector as more and more women have joined the workforce and are actively working in banks. This has raised concerns about how they are treated, what pressures and burdens they have to face in the workplace, and how they cope with them.

According to the World Health Organization (2017a), mental health has been an important concern over the last years as mental health disorders are on the rise and are becoming a large societal problem worldwide. Depression and anxiety are the two most common mental health disorders worldwide, whose prevalence has been increasing over the last years (World Health Organization, 2017b). Individuals suffering from depression are likely to report symptoms of anxiety at the same time, as those two disorders are related with several common factors (Byllesby, Durham, Forbes, Armour, & Elhai, 2016; Rawal et al., 2014). As it is found in a survey on work life balance Welford R (2008) in Hong Kong believes that there is high percentage of people who feel that work is the reason of mental health problems, specifically anxiety. Working women goes to battle to strike a balance between work and family life. According to Mark Wickham & Simon Fishwick (2008) effective employees' work-life balance involves organizations to identify and feel accountable for the array of work and non-work roles that effect their employees' lives. According to John Ivancevich (2009) employees are found happier and more productive in the organizations with proper work life balance programs. Jennifer Smith, Dianne Gardner (2007) has found linkage between Conflict in work life and

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family life to job dissatisfaction. Job satisfaction defined as employee's analysis regarding work conditions and their level of success together with of the personal values (Yavas, Karatepe, &Babakus, 2013). Based on previous studies job satisfaction is found to be different among females. Intrinsically men are found less satisfied than women McNeely (1984), whereas Purohit and Belal (1996) found that women are more satisfied as compared to men at professional level. Greenberg and Baron (1993) found that it seems as if working women are less satisfied in their work as compared to men.

Banking sector need to recruit personnel not only with high productivity but have to select people with enthusiasm and spark to carry positive personal attitudes in their duty and work dedicatedly (Alshallah, 2004). Well satisfying environment helps in retaining employees and that decreases organization cost of retention (Christian et al, 2011) and it also help in glorify business globally as well (Crawford et al, 2010).

RESEARCH HYPOTHESIS
To conduct this research in its fullest means, following points are hypothesized and set as the foundation for analysis of overall results
- There will be a positive relationship between Work life balance and mental health.
- There will be a positive relationship between job satisfaction and mental health.
- Work life balance predict mental health.
- Job satisfaction predict mental health.

METHODOLOGY

Participants Of Study
The sample of this study consists of 135 female bankers randomly selected .The age range of the participants was between 22- 45 years ($\bar{x} = 2.9$, SD= 1.3). Married and unmarried participant from different socio-economic status were included in the study while divorced and widow participants were excluded.

Procedure
In this study, participants were approached through snow ball sampling technique. This sampling technique is used to identify potential participants. Initially Informed consents were given to the participants containing anonymity, confidentiality, and right to withdraw from the survey. After signing the consent form participants were given to fill the scales. Individual administration was done. The researcher was present to handle any survey queries. Participants who were interested in results of the study were given the email id for further correspondence.

Instruments
The following measures are used in the study. Demographic form: Used to get information about marital status, socio economic status and job details of the sample.

Center for Epidemiologic Studies Depression Scale Revised (CESD-R-20) (Radloff, 1977)
This scale contain 20 items. It is a self-report measure of depression. Questions measure 8 different subscales, including: *Sadness (Dysphoria)*, *Loss of Interest (Anhedonia), Appetite*, *Sleep*, *Thinking / concentration*, *Guilt (Worthlessness)*, *Tired (Fatigue)*, *Movement (Agitation)*, *Suicidal Ideation*. Internal consistency for the CES-D-20 = (Cronbach's α=0.85 – 0.90). Test-retest reliability for the CES-D-20 = (0.45 - 0.70). The CES-D was moderately correlated to the Hamilton Clinician's Rating scale and the Raskin rating scale (.44 to .54).

The Burns Anxiety Inventory (David D. Burns M.D., 1984)
This scale contain 33 items. It is a self-report measure of anxiety. Questions measure 3 different subscales i.e. anxious thoughts, anxious feelings and physical symptoms.4-Point Likert Scale where

1= not at all; 2= somewhat; 3= moderately; 4= A lot. The value of Cronbach's alpha was found to be .92

Work life balance scale (Jeremy Hayman, 2005)
The scale overall includes 15 items. There were three subscales which included set of questions. The reliability of sub scales were found to be: Work interference with personal life having Cronbach's alpha of 0.799. Personal life interference with work having Cronbach's alpha of 0.704. Work personal life enhancement hiving Cronbach's alpha of 0.745. All the three subscales together have Cronbach's alpha of 0.7 that shows high reliability.

Job satisfaction scale (Scott Macdonald & Peter MacIntyre, 1997)
The Job Satisfaction questionnaire includes ten items. The Job satisfaction scale by Scott Macdonald and Peter MacIntyre can possibly be used by different kind of occupational groups. For set of 10 items Cronbach's alpha for these was .77.

RESULT

Table 1: Showing Correlation of work life balance, job satisfaction and mental health (depression and anxiety) (N=135).

Variable	Job satisfaction	Work life balance	anxiety
Depression	.186[*]	-0.035	0
	0	0	-0.805
Anxiety	-0.044	.191[*]	
	-0.137	0	

[**]$p<.01$, [*] $p<.05$

Bivariate correlation coefficient reveals a significant positive correlation of job satisfaction with depression (r=.186, p<.005). Results also reveal that work life balance have a correlation with anxiety (r=.191, p<.005).

Table 2: Summary of Regression Analysis with anxiety and depression as Predictor and work Life Balance as Dependent Variable

Variable	B	St error	β	R^2	F	Sig
Depression	-.064	.157	-.035	.038	2.59	.078
Anxiety	1.11	.499	.191			

**$p<.01$, * $p<.05$
a. Predictor: (constant) anxiety, depression
b. Dependent variable:, Work life balance

Table 3: Summary of Regression Analysis with anxiety and depression as Predictor and Job Satisfaction as Dependent Variable

Variable	B	St error	β	R^2	F	Sig
Depression	.350	.161	.185	.036	2.48	.087
Anxiety	-.260	.512	.043			

**$p<.01$, * $p<.05$
a. Predictor: (constant) anxiety, depression
b. Dependent variable:, Job Satisfaction

DISCUSSION

Females are more inclined to working hard, but at the same time, they need to have a balance in their work lives and personal lives, as both are essential for them. Moreover, they also need to provide

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more family time and considering the social and cultural norms of the country of Pakistan, there are certain regulations regarding the work lives of women in the country. When work-life balance is upset, it can cause females to feel anxious and depressed as they are unable to achieve the needed balance. It is caused by many factors, and eventually, it results in the feeling of dissatisfaction and lack of motivation at work. Job satisfaction is also highly important as it can cause an individual to feel motivated or demotivated to work. Females have experienced that the lack of job satisfaction can lead to a considerable amount of depression and anxiety, and they are unable to give their best at work because of the psychological impact of their job. It is also considered as a given that female employees are sensitive to the stress and pressure that is faced at the workplace, especially within the banking system of the country. The work conditions, along with the demands and requirements can sometimes be quite overwhelming, leading to differential treatment of females and their overall satisfaction with their jobs and their balance of the relationship between work and life (Khalid & Aroosh, 2014). Gender discrimination can make female employees feel that they are not rewarded the same way as their male colleagues although they are doing the same amount of work; yet this prejudiced treatment can cause females to develop depression because of prolonged discriminatory behavior.

Job satisfaction is an as essential factor which can account for the presence of the employees in the workplace and also ensure that they are going to work with dedication and devotion. Female employees can be dissatisfied or satisfied with their jobs for any number of reasons. One of the most important factor of job satisfaction is being paid well, which is the ultimate motivation that an individual might have from their job and the factor which gets them to get up and go to work each day. According to (Ali et al., 2018) if females are paid lesser than men, and there is an unequal distribution of the wealth and resources of the organization, then job satisfaction will decrease. "Fringe benefits" and work itself comes after salary.

Jobs and workplace satisfaction is linked with the treatment of the employees by the organization, and the way they are treated by their superiors and colleagues ensures how they are affected by their work. Sexual harassment in the workplace is an issue which is faced by many people, males and females both. The prevalence of sexual and verbal harassment have several repercussions upon the psychological health of female employees. The correlation between anxiety and workplace sexual harassment can be explored as greater stress upon the females working in banks and their declined performance in their job (Merkin & Shah, 2014). Across all cultures of the world, including Pakistan, sexual harassment in the workplace is a real and alarming issue and stands out as one of the key reasons as to why women feel depressed, anxious and disinterested in their work.

Jobs have been recently structured differently. The redefinition of the tasks and the overwhelming amount of work that is done by bank employees are enough to make them rather agitated and dissatisfied with their jobs (Girogi et al., 2010). Similarly, work-life balance is an issue which is rather stressed because of its importance. Moreover, there are strict arrangements at workplace that results in adverse situations. Mainly work stress is the issue that affects family relation, especially in the lives of the females who are highly involved in their family lives. According to Sarwar & Aftab (2011) work-related stress can make the person rather unsure of how they are doing in life and especially when it comes to females, there are strong chances that women are not going to be able to cope with the challenges of an imbalanced work-life.

Differences between the kinds of experiences that employees have been found in the sectors to which the employees belong. The employees belonging to the public sector will have a different impact as compared to employees who belong to the private sector. According to George & K. A. (2015) the amount of stress that is recorded in the private sector banks is relatively higher in comparison with the public sector banks, and females will generally have a lower amount of satisfaction as well as a balanced work-life relationship when they are working in such a system.

Work-life balance is also harder to maintain for females because of the fact that banking jobs are now becoming more and more challenging, thereby increasing stress and pressure (Ahmed et al., 2018). Females are also exposed to stressors within their workplace, which is mainly workload and a greater amount of commitments at their workplace (Ahmed et al., 2018).

Married females in the banking sector are usually exposed to a number of problems and issues that can usually impact their work-life balance. Married females develop more conflicts and issues in their personal lives because of their work, such as longer working hours in a profession such as banking (Reddy et al., 2010). The constant presence of conflicts and problems in their lives can make them agitated, angry, and frustrated, becoming a precursor to anxiety in their temperament (Reddy et al., 2010)..

According to research by Sultan & Hanif (2013) females are not accommodated according to the ways they can remain comfortable with their home life and other personal priorities, because of which their life at home suffers and they are not able to cope with the challenging lives they live. The incidence of depression and anxiety increases with the fact that a female is constantly battling her need to perform well at work, and simultaneously keep her home in peace.

Hence, female workers in the banking sector in Pakistan are affected by job satisfaction and work-life balance, both of which are not met in their jobs. This research can help researchers and policy makers in future studies. Specific initiatives and well framed policies could improve mental health, job satisfaction and work life balance could improve the working environment for female employees of banks.

BIODATA AND CONTACT ADDRESSES OF AUTHORS

Tooba Atif, currently enrolled in PhD program from University of Karachi, Pakistan. She is MPhil in Management Sciences, Iqra University Karachi, Pakistan. She completed her MBA from University of Karachi, Pakistan. She has served University of Karachi as visiting faculty at Karachi University Business School. Her interest are in human resource management and educational researches.

Tooba Atif
Department of public administration
University of Karachi- Pakistan
E. Mail: write2tooba@gmail.com

Dr Shameel Ahmed Zubairi , (Ph.D marketing ., MBA Hamdard , B.Sc University of Karachi) is assistant Professor in Karachi University Business School . He completed doctorate degree in pharmaceutical advertising. He has served University of Karachi since 2006. He is permanent faculty member at Karachi University Business School. He is supervising various research projects. The interest of the author are brand management, digital marketing, and in the development of new teaching techniques,

Assist. Prof. Dr. Shameel Ahmed Zubairi
Faculty of Karachi university business school (KUBS)
University of Karachi- Pakistan
E. Mail: szubairi@uok.edu.pk

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