


Asghar Ali Gill¹ & Muhammad Hameed Nawaz²

¹PhD Scholar, Department of Education, The University of Lahore, Lahore, Pakistan

²Associate Professor, Department of Education, The University of Lahore, Lahore, Pakistan

KEYWORDS	ABSTRACT
School Environment, Ethical Socialization, Secondary School Students	<p>The aim of this study was to investigate the influence of school environment on ethical socialization of secondary school students. The research employed an observational survey design, utilizing cross-sectional technique to gather data. A self-developed questionnaire was used to collect information from 132 randomly selected school heads (66 from government boys' secondary schools and 66 from government girls' secondary schools) regarding their respective school environments. The quantitative data collected were coded and analyzed using inferential and descriptive statistics over SPSS software. The qualitative data underwent thematic analysis, & codes were assigned. The findings revealed a statistically significant difference in the existence of factors within the school environment based on administrative experience of school heads. Besides, a strong relationship was observed between the school environment and students' ethical socialization, indicating significant impact of the school environment on students' ethical development that provides the clues to policy-makers for revisiting their policies along with direction toward future research.</p> <p style="text-align: center;">  2023 Journal of Social Research Development </p>
Correspondence	Asghar Ali Gill
Email:	asgharaligill@gmail.com
DOI	https://doi.org/10.53664/JSRD/04-02-2023-09-327-338

INTRODUCTION

According to Reiss (1999), the individuals do not exist in the moral or ethical isolation; instead, they develop within specific moral traditions. The adherence to certain moral and civic norms, as well as the display of particular qualities, is contingent upon shared beliefs among nation's citizens (Althof & Berkowitz, 2008). In today's society, technology is exerting major influence while maintaining an upright position, impacting both science and technology (Afzal & Rafiq, 2022). The rapid growth of science and technology in education, coupled with increasing complexity of society, underscores

relevance of moral principles and ethics and their benefits for society (Brown & Penelope, 2012). Throughout the 19th century, schools played a crucial role in the socialization of young individuals worldwide. In sociology, process through which individuals deeply ingrained in society's dominant ways of life attempt towards influence others who are less familiar with them is referred to as the "socialization (Rafiq, Afzal & Kamran, 2022)." Schools serve as socialization agents, with students being the population subjected to this process. Additionally, students familiarize one another with the norms and customs of student life beyond the classroom (Afzal & Rafiq, 2022). Undoubtedly, one of the primary aspects of education, if not the most crucial, is the school environment's effort to facilitate student socialization.

Durkheim, an early sociologist, believed that in contemporary civilizations, the primary purpose of education was to instill good moral habits in children. He suggested that schools should be designed to help children develop self-control, ability to form bonds with others and necessary independence for creativity (Inhorn & Marcia, 2014). Towards the end of 20th century, environmental psychology focused on understanding school environments, particularly in terms of practical aspects such as ergonomics and architecture, considering the physical characteristics of school environment and its role in the teaching-learning process (Kamran, Afzal & Rafiq, 2022). This approach also explored connection amid school environment and academic performance (Holahan, 2008). However, issues in the planning and administration of educational spaces extend beyond conventional challenges related to improving the teaching-learning process. Research has indicated that improvements in physical environment can lead to decrease in harmful or aggressive behaviors commonly observed in schools (Steffgen et al., 2016; Rafiq, Afzal & Kamran, 2022). The physical, social, and academic aspects of school environments, and administrative structure, are linked to the well-being of students (Corral & Verdugo, 2015).

There is an increasing number of empirical studies that highlight influence of educational settings on student ethical socialization. For instance, research has shown significant and robust relationship between the safe school environments and student ethics (Kutsyuruba et al., 2017; Kamran, Afzal & Rafiq, 2022). The physical conditions, including factors such as density, privacy, activity areas, open spaces, and green spaces, play a crucial role in creating the healthy learning environment. Several studies have demonstrated that physical aspects of the school environment, such as noise, lighting, color, temperature, humidity, decoration, and furniture, can impact students' behavior due to the specific properties associated with these factors (Amerigo & Olivos, 2010; Kamran, Afzal & Rafiq, 2022). While evidence of these effects has been found, the findings are not considered conclusive. The architecture of school environment can directly influence children's behavior and cognitive, social, and emotional development (Moore et al., 2010). In other words, classroom is seen as didactic agent that contributes to creating an ideal physical environment for the teaching-learning process, fostering development of students' talents, moral growth & social skills, while promoting autonomy for teachers and students.

The school environment, referred to as "dimensions of school climate," encompasses three primary categories: like physical, academic, and social. These categories form the conceptual framework that represents a multidimensional construction of the elements and conditions necessary for a good or

safe school environment (Rafiq, Afzal & Kamran, 2022). The rapid growth of science & technology in education, coupled with the increasing complexity of society, underscores the relevance of moral principles and ethics and benefits for society (Brown & Penelope, 2012). Students who struggle to acquire these ethical social skills face disciplinary consequences when their behavior deviates from expected norms. The research conducted by Lundberg (2015) found a positive impact of the school environment on students' ethical, moral, & social skills (Kutsuruba et al., 2017). Children in Pakistan spend a significant amount of time in the school, approximately five hours a day for about 243 days each year, totaling nearly 985 hours, excluding extracurricular activities and school-related tasks like homework. This approach explored the connection between school environment and academic performance (Rafiq et al., 2022). Starting from an early age, children often spend the majority of their days, and sometimes their entire lives, in school. Prior to formal education, families play crucial role in socializing children.

In Pakistan, secondary school level incorporates moral education into public education programs, reflecting a longstanding history of ethical and moral education. The early public education system in Pakistan was influenced by Confucian ideas on self-cultivation, intertwining moral knowledge and skills with schooling (Moore et al., 2006). With changes occurring in modern world, including Pakistani culture, the importance of ethical and moral education has become even more prominent (Bauer, 2014). Schools serve as socialization agents, with students being the population subjected to this process. Additionally, students familiarize one another with norms and customs of student life beyond classroom (Afzal & Rafiq, 2022). Moral education in Pakistani schools beyond teaching mental academic objects and places greater emphasis on students' social and moral development. In addition to family and school, significant social institutions such as media, peer groups, religion, and legal system play essential roles in socialization (Rafiq, Afzal & Kamran, 2022). So, it is crucial to conduct study that measures ethical and moral competences in the secondary school students in Pakistan, grounded in both theory and empirical evidence. Thus, researcher has chosen the topic of "effect of school environment on the ethical socialization of students at the secondary school level" (Benner & Nikolova, 2016).

Problem Statement

In Pakistan, there has been an ongoing discussion among the educational leaders, teachers, school counselors, social workers, and other stakeholders about ethical behavior of students both within their peer groups and at home. It is widely believed that schools are currently failing to provide students with the necessary social and ethical skills, resulting in unethical behavior and a lack of moral development. This deficiency in social and ethical skills impacts important moral attributes such as the honor, values, honesty, fairness, responsibility, conscience, integrity, and righteousness. Students who struggle to acquire these ethical social skills face disciplinary consequences when their behavior deviates from expected norms. The school environment plays crucial role in shaping the development of ethical skills in students. However, in Pakistan, educational institutions at all levels are falling short in achieving fundamental educational goals, including the cultivation of moral values, life skills, social skills, economic literacy, religious understanding, and spiritual growth among students. Therefore, the researcher has chosen topic of "exploring the effect of school environment on ethical socialization of students at secondary school level in the Lahore Division" to

gain insights into this issue and understand the impact of the school environment on the ethical development of students.

Objectives & Questions

1. Explore the effect of the school environment on the ethical socialization of students at the secondary school level.
2. Find out the effect of the physical environment of school on the ethical socialization (moral, behavioral, cultural conformity) of students at the secondary school level.
3. Is there any effect of school environment on ethical socialization of students at the secondary school level?
4. How physical school environment effect ethical socialization (moral, behavioral, cultural conformity) of students at the secondary school level?

LITERATURE REVIEW

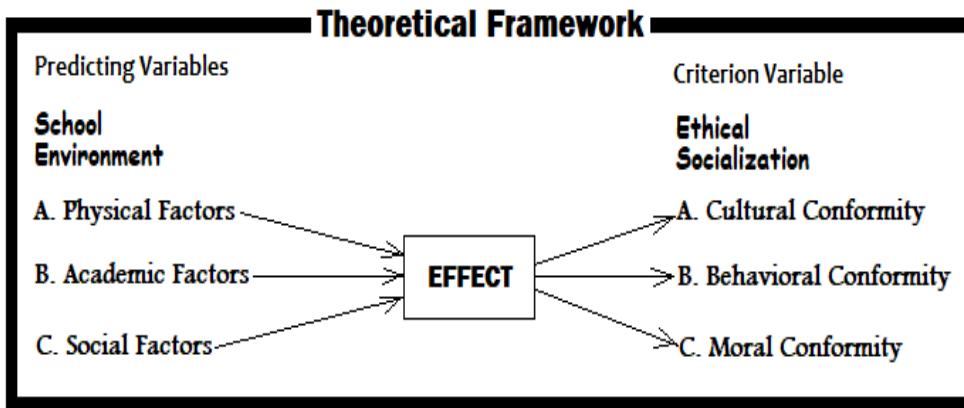
The term "school environment" refers to range of interactions that occur within a school community and are shaped by the structural, individual, and functional elements of the educational institution, giving each school its distinct character (Fraser, 2014). Socialization is an ongoing process through which individuals acquire social skills, values, and expected behaviors that align with specific roles within society. Within school environments, three main categories physical, intellectual, and social directly or indirectly impact students' ability to learn and engage in social and academic settings (Fraser, 2014). Previous research has emphasized the importance of school environment in shaping students' ethical socialization. The classroom serves as a space where essential educational resources are delivered & students and teachers interact, utilizing furniture that supports individual or group study. Recent research suggests that certain aspects of physical classroom environment are linked with student attitudes, satisfaction, and perceptions of course quality (Han et al., 2019). Schoolyard encompasses areas where students engage in the civic, recreational, educational, and food-related activities. Studies indicate that playgrounds have positive influence on children's cognitive growth and their sense of the school connectedness (Basaran & Dilbil, 2017; Zaki, Rafiq & Afzal, 2023). Libraries provide students with a well-equipped space for reading, studying, and accessing school's bibliographic collection.

Research demonstrates that assessing the learning environment of the school library can reveal its positive impact on students' academic achievement and ethical socialization (Schultz Jones, 2011). The teacher-student relationship is vital academic interaction that lies at the core of the teaching-learning process within educational settings. Affective engagement and effective communication between teachers and students are crucial for fostering a supportive relationship and the healthy classroom learning environment (Poulou, 2014; Roorda et al., 2016; Afzal, Rafiq & Kanwal, 2023). Types of Socialization occurs within social structures that act as agents of socialization. In addition to the family and school, significant social institutions such as media, peer groups, religion, and the legal system play essential roles in socialization. The childhood socialization involves two forms: primary and secondary socialization (Fraser, 2015). In this connection, the primary socialization takes place within home, where children develop their unique identity, language, and cognitive skills. Consequently, families socialize children into specific moral frameworks, cultural values, and social

responsibilities. The factors such as socioeconomic status, ethnicity, religion and culture significantly shape primary socialization.

Secondary Socialization: Secondary socialization refers to social learning that occurs when children join other social institutions, such as schools. In educational environments, children's socialization is influenced by the characteristics of the school, teachers, and peer groups. Although the family continues to play significant role in the children's socialization when they start school, other factors become leading as well (Fraser, 2015). Studies have shown that elements of physical environment, such as classrooms and schoolyards, impact students' behavior, attitudes, and academic outcomes (Han et al., 2019; Basaran & Dilbil, 2017; Zaki, Rafiq & Afzal, 2023). Additionally, the quality of student-teacher relationships has been identified as crucial factor in creating a supportive learning environment and fostering students' ethical growth (Poulou, 2014; Roorda et al., 2016; Afzal, Rafiq & Kanwal, 2023). However, there is a growing concern in Pakistan that schools are not adequately addressing social and ethical skills development, leading to unethical behavior among students. The existing educational system falls short in fulfilling the basic goals of moral values, life skills, social skills, and other essential aspects of education (Bertoglia, 2008). This highlights the need for further research to explore the effect of school environment on ethical socialization at secondary school level in the Lahore Division, providing insights into how schools can better promote ethical development among students.

Figure 1: Conceptual Framework of Study



Bauer and Brown, (2010: 435) describes the ethical socialization as “it is a process through which individual learn social and moral values through their environment to become responsible citizen”. Larson and Ryan, (2009: 65) defines the ethical socialization of students as “ethical socialization is a process over which student learns moral values and social norms through the school environment to become the civilize person of the society” (Dunn & Rouse, 2016). Ethical socialization encompasses three components related to the conformity of an ideal pupil's identity. The first component is moral conformity, which involves learners internalizing desired understanding of good and evil. Teachers play a crucial role in promoting this form of socialization by emphasizing values such as hard work, equality, and kindness (Pierre, 2018). The second component is behavioral conformity, which refers

to the physical self-regulations' students need to adopt in order to fit in with the school community. Examples of behavioral conformity include raising one's hand to ask questions, sitting still during lessons, respecting personal boundaries, and following proper procedures such as queuing for a drink of water (Pierre, 2018). In this linking, the third component is the cultural conformity, through which children learn about the accepted viewpoints and expressive styles within their society. This process exposes them to value the cultural knowledge and societal norms about what is considered valuable (Pierre, 2018).

RESEARCH METHODOLOGY

A descriptive research design was employed in this study, utilizing a survey approach and a cross-sectional technique to collect data. Target population consisted of all 892 government secondary schools in Lahore Division, including 419 government girls' secondary schools and 473 government boys' secondary schools. Data were collected from a randomly selected sample of 132 schools, with equal representation from both genders (66 boys' schools and 66 girls' schools). The school heads of these selected schools completed a self-developed questionnaire to provide the information about their school environment. Besides, researcher observed ethical socialization of 10 randomly selected grade 10 students (5 boys & 5 girls) from each of selected secondary schools using a self-developed observational checklist.

The research instruments were validated by experts from different universities and the research committee of the researcher's university. Feedback received from the experts led to modifications in the tools, which were then used for the final data collection process. The quantitative data collected were organized and coded, while the thematic analysis was conducted for the qualitative data. The codes were assigned to qualitative data, and coded data were entered into computer for analysis. In this connection, based on assumptions, inferential and descriptive statistics were applied using SPSS software version 22 to analyze data. Thus, the results obtained from the analysis are presented in the following tables.

DATA ANALYSIS

Table 1 Correlational analysis to analyze the effect of school environment on ethical socialization of students, (N=132)

Variable	R	SIG
Schools' Environment	.708(**)	.012
Ethical Socialization		

** Correlation is significant at P=.05

According to findings presented in Table 1, the calculated significance value (sig) of .012 is greater than the predetermined significance level of .05. This indicates statistically significant relationship between schools' environment and ethical socialization of students. Moreover, generated correlation coefficient (r) of .708 suggests a strong positive association between the two variables. Based on these results, it can be concluded that school environment has a substantial impact on the ethical socialization of students.

Table 2 Analysis of Variance for Analysis to Determine Demographic wise Differences in Opinion of Schools' Heads' Opinions about School's Environment

Variables		SS	DF	MS	F	SIG	
Qualification	Between Groups	16.477	12	1.373	1.059	.060	
	Within Groups	34.333	119	.289			
	Total	50.811	131				
Experience	Between Groups	91.184	12	7.599	6.579	.000	
	Within Groups	137.444	119	1.155			
	Total	228.629	131				
Gender	Gender	n	M	SD	t	df	sig
	Male	66	92.61	5.044	2.297	130	.123
	Female	66	94.76	5.698	-2.297		

P=0.05

The findings presented in Table 2 provide insights into the analysis conducted. The calculated F-value of 1.059 is lower than the table value of 1.82 at df (132), and the calculated significance value (sig) of .060 is greater than the predetermined significance level of .05. This suggests that there is no statistically significant difference in opinions based on qualification. On other hand, calculated F-value of 6.579 is higher than table value of 1.82 at df (132), and the calculated sig of .000 is less than .05. This indicates that there is a significant difference in opinions based on experience. However, when examining opinions based on gender, calculated t-value of 2.297 is greater than table value of 1.976 at df (130), but calculated sig of .123 is higher than .05, indicating no statistically significant difference. Based on these results, it can be concluded that heads of different qualifications and genders hold similar opinions regarding effect and practices of schools' environment for students' ethical socialization. However, heads with varying levels of experience have differing opinions. To determine which specific experience level yields different opinions about environmental factors, a chi-square test was conducted.

Table 3 Chi-square to Know Difference in Opinion of Heads about Availability of Physical Factor (Indicator of Schools' Environment)

Experience	Count	Existence of Physical Factors					Total
		SD	D	N	A	SA	
< 20 Year	Count	0	0	0	1	12	13
	% within Exp	.0%	.0%	.0%	7.7%	92.3%	100.0%
16 - 20 year	Count	8	1	4	10	0	23
	% within Exp	34.8%	4.3%	17.4%	43.5%	.0%	100.0%
11-15 Year	Count	0	1	13	10	0	24
	% within Exp	.0%	4.1%	54.2%	41.7%	.0%	100.0%
6-10 Year	Count	6	16	9	5	0	36
	% within Exp	16.7%	44.4%	25.0%	13.9%	.0%	100.0%
< 6 Year	Count	22	8	6	0	0	36
	% within Exp	61.1%	22.2%	16.7%	.0%	.0%	100.0%
Total	Count	36	21	34	29	12	132
	% within Exp	27.3%	15.9%	25.8%	22.0%	9.1%	100.0%

Chi-square=141.263, DF=4, sig=000

The results presented in Table 3 indicate that calculated chi-square (χ^2) value of 141.263 is greater than the table value of 9.488 at df (4), and the calculated significance value (sig) of .000 is less than predetermined significance level of .05. This advises that there is statistically significant difference in the opinions of school heads based on experience regarding the availability of physical factors (Indicator of Schools' Environment) in their schools. Therefore, school heads with different levels of experience hold varying opinions about presence of physical factors in their schools. Besides, the table shows that school heads with over 20 years of administrative experience strongly agreed that physical factors of school's environment exist in their schools and are being properly implemented for students' ethical socialization.

Among heads with 16-20 years of experience, 43.5% (10) agreed, while 54.2% (13) of heads with 11-15 years of experience remained silent and did not provide a definitive statement regarding physical factors. In contrast, 44.4% (16) of heads disagreed, and 61.1% (22) of the heads strongly disagreed that physical factors of school's environment were present in their schools. In conclusion, it can be inferred that in the schools where a minority of heads are present, physical factors of the school environment exist and are being properly implemented for the students' ethical socialization. In this connection, to further explore the extent to which students are ethically socialized in schools in diverse situations, where physical factors of environment are present and properly practiced, a chi-square test was conducted.

Table 4 Chi-square Analysis for Analysis to Know Students' Level of Ethical Socialization

Existence	Count	Level of Students' Ethical Socialization			Total
		High	Moderate	Low	
Strongly Agree	Count	12	1	0	13
	% within Exis.	92.3%	7.7.0%	.0%	100.0%
Agree	Count	2	9	5	16
	% within Exis.	12.5%	56.3%	31.2%	100.0%
Nuetral	Count	2	15	12	29
	% within Exis.	6.9%	51.7%	41.4%	100.0%
Disagree	Count	1	16	21	38
	% within Exis.	2.6%	42.1%	55.3%	100.0%
Strongly Disagree	Count	0	2	34	36
	% within Exis.	.0%	5.6%	94.4%	100.0%
Total	Count	18	40	74	132
	% within Exis.	13.6%	30.3%	56.1%	100.0%

Chi-square=21.625, DF=2, sig=.020

The results presented in Table 3 indicate that calculated chi-square (χ^2) value of 21.625 is greater than the table value of 5.991 at df (2), and the calculated significance value (sig) of .020 is less than the predetermined significance level of .05. This suggests that there is a statistically significant difference in the level of students' ethical socialization based on the existence of school environment factors. Therefore, the presence or absence of specific factors in school environment has an impact on the ethical socialization of students. Additionally, Table 4 indicates that school heads who strongly agreed that physical factors of the school's environment existed and were being properly practiced

reported a very high level of ethical socialization among their students. This is attributed to a great extent of moral, behavioral, and social conformity observed in these students. Majority of heads who simply agreed that physical factors existed and were being practiced properly reported a moderate level of ethical socialization among students, indicating a significant degree of moral, behavioral, and social conformity.

On the other hand, majority of the heads who did not provide any input regarding the existence and practices of physical factors in the school environment also reported a moderate level of ethical socialization among their students, suggesting some degree of moral, behavioral, as well as social conformity, though to the lesser extent. In contrast, majority of the heads who disagreed or strongly disagreed about the existence and practice of the physical factors reported a low level of ethical socialization among their students, indicating very little or no moral, behavioral, as well as social conformity. It can be inferred that in the schools where a minority of heads are present, physical factors of the school environment exist and are being properly implemented for the students' ethical socialization. In summary, the findings highlight the significant impact of the presence and proper practice of physical factors in the school environment on the level of ethical socialization among students. Therefore, the schools where these factors are acknowledged and implemented properly exhibit higher levels of ethical socialization, characterized by greater moral, behavioral, and social conformity among students.

DISCUSSION

The present study aimed to examine the impact of the school environment on ethical socialization of secondary school students. Findings revealed significant results that contribute to our understanding of the relationship between school environment and students' ethical development. This discussion will focus on the key findings and their implications. The results of the study demonstrated a strong effect of the school environment on students' ethical socialization. The statistical analysis revealed a significant relationship between the school environment and ethical socialization, indicating that the quality and characteristics of the school environment play a crucial role in shaping students' moral values, behavior, and social conformity. This finding emphasizes the importance of creating a positive and supportive environment within educational institutions. An important aspect of the school environment examined in this study was the physical factors. It was observed that physical factors like well-designed classrooms, engaging school yards and well-equipped libraries contribute to students' cognitive development, sense of school connection, and academic achievement. These findings underscore the significance of providing a conducive physical environment that supports students' ethical socialization.

Furthermore, the study explored the role of the teacher-student relationship in shaping students' ethical development. It was found that the teachers who emphasized ethical values, hard work, equality, and kindness had a significant impact on students' ethical socialization. This highlights the influential role of teachers in modeling ethical behavior and instilling moral values in students. The study emphasizes the need for the professional development programs and support for teachers to effectively promote ethical values in classroom. The study also examined the role of school heads in creating and maintaining an ethical school environment. In this linking, the results indicated that

school heads' opinions and actions significantly influence the school environment and subsequently impact students' ethical socialization. Therefore, while no significant differences were found based on qualification or gender, experience-wise analysis revealed varying perspectives among school heads. Those with extensive administrative experience strongly agreed that physical factors of the school environment were present and effectively practiced, leading towards higher levels of ethical socialization among students.

CONCLUSION

This study sheds light on the significant impact of school environment on the ethical socialization of secondary school students. The findings highlight the importance of a positive and supportive school environment in shaping the students' moral values, behavior and social conformity. The study underscores the role of physical factors, such as the well-designed classrooms and engaging school yards, in facilitating students' cognitive development and sense of school connection. Additionally, the study emphasizes the influential role of teachers in modeling ethical behavior and instilling moral values in students. Furthermore, the study reveals the significance of school heads in creating and maintaining an ethical school environment. School heads' opinions and actions are found to significantly influence school environment, and their experience plays a role in their perspectives on the presence and practices of physical factors in school environment. The study highlights the need for continued professional development programs and care for teachers to effectively promote ethical values in the classroom.

Recommendations

Based on these findings, it is recommended that educational institutions prioritize the creation of a positive school environment by providing well-designed facilities & resources. The teachers should be empowered and supported to promote ethical values and social conformity among students. Furthermore, selecting and nurturing school heads who understand the importance of the ethical socialization and are committed to creating a supportive and ethical school environment is crucial. By implementing these recommendations, educational institutions can foster an environment that facilitates the ethical development of the students, contributing to their overall well-being and character formation. Ultimately, the study highlights the significance of the school environment in nurturing the students' ethical values, attitude and behaviors, which are essential for their personal growth and future success.

REFERENCES

- Afzal, A., & Rafiq, S. (2022). Impact of Teachers' Instructional Techniques on Students' Involvement in Class: A Case Study. *UMT Education Review*, 5(2), 184-204.
- Afzal, A., Rafiq, S., & Kanwal, A. (2023). The Influence of Teacher-Student Relationships on Students' academic Achievement at the University Level. *Gomal University Journal of Research*, 39(1), 55-68.
- Benner, K. I., & Nikolova, A. (2016). Textbook Islam, Nation Building, and the Question of Violence. In *Teaching Islam: Textbooks and Religion in the Middle East: Lynne Rienner*, 1-25.

- Brown, W., & Penelope, A. (2012). *The Cultural Organization of Attention*. In *The Handbook of Language Socialization*, edited by Alessandro Duranti, Elinor Ochs, & Bambi B. Schieffelin, 46-72.
- Calvillo, W. D. (2013). The Emergence of a New Labor Movement in Jordan. *Middle East Research and Information Project*, 264.
- Datnow, K., & Hubbard, L. (2015). *A Functionalist Approach to Shame and Guilt*. New York: The Guilford Press. Price Tangney and Kurt W. Fischer, 2(4), 25-63.
- Dilbil, R., & Basaran, G. (2017). Socialization Practices of Moroccan Families after Migration. *Young*, 15(1), 71-89.
- Fraser, D. (2015). *The idea of an anthropology of Islam*. Occasional Paper Series; Washington, DC: Georgetown University, Center for Contemporary Arab Studies.
- Fraser, D. N. (2014). In *A Companion to Muslim Ethics*, edited by Amyn B. Sajoo, 1-29. Muslim Heritage Series London. 2nd Ed, 191, 543.
- Gage, G. G. (2018). *Globalization, Global English, and World English (es): Myths and Facts*. In *The Handbook of Languages and Globalization*, Wiley-Blackwell, 31-55.
- Han, H. H. (2019). Negotiating Cultural Identities through Language: Academic English in Jordan. *College Composition and Communication*, 62(2), 283-310.
- Hus, E., A., & Grmek, S. (2013). Generational Positions at a Family Dinner: Food Morality and Social Order. *Language in Society*, 2nd, 40, 1-22.
- Kamran, F., Afzal, A., & Rafiq, S. (2022). A Study to Explore Students' satisfaction Level Regarding Support Services Provided by University of The Punjab. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 19(3), 1434-1447.
- Kamran, F., Afzal, A., & Rafiq, S. (2022). Teachers' Behavior Influencing Classroom Participation of University Students. *Journal of Social Research Development*, 3(2), 173-192.
- Keyes, M. J., & Medina, T. (2017). Schools, Skills, and Morals in the Contemporary Middle East. In *A Companion to the Anthropology of Education*, edited by Bradley A.U. Levinson and Mica Pollock, 349-367.
- Kutsyuruba, K. L. (2017). In *Four Lectures on Ethics: Anthropological Perspectives*, Hau Books Masterclass Series, Chicago Hau., 3, 5-52.
- Marcia, C., & Inhorn, W. (2014). In *Everyday Life in the Muslim Middle East*, Indiana Series in Middle East Studies: *Indiana University Press*, 3rd Ed, 143-150.
- Pierre, O., H. (2018). North Africa and the Middle East. In *Handbook of Cultural Developmental Science*, edited by Marc H. Bernstein, New York: Psychology Press Taylor & Francis Group, 3rd Ed, 359-381.
- Rafiq, S., Afzal, A., & Kamran, F. (2022). Impact of School Environment on Students' Academic Achievements at the University Level. *VFAST Transactions on Education and Social Sciences*, 10(4), 19-30.
- Roorda, L. K. (2016). *Language Acquisition and Socialization: Three Developmental Stories*. Cambridge: Cambridge University Press. In *Culture Theory*: 1st, 276-320
- Rouse, W., & Dunn, T. (2016). God is Nothing but Talk: Modernity, Language, and Prayer in a Papua New Guinea Society. *American Anthropologist*, 103(4), 901-912

- Setia, S. M. (2016). Methodology Series Module-3: Cross-Sectional Study. *The Indian Journal of Dermatal*. 61(3), 261-264.
- Steffgen, K. P. (2016). Resituating the Place of Educational Discourse in Anthropology. *American Anthropologist*. 101(3), 59-64.
- Stephen, C., & Levinson, Q., A. (2013). Action Formation and Ascription. In *The Handbook of Conversational Analysis*, edited by Tanya Stivers and Jack Sidnell, 1st, 103-130.
- Verdugo, H. P. (2015). In *Self Conscious Emotions: The Psychology of Shame, Guilt Embarrassment, and Pride: The Guilford Press*, 1(3), 25-63.
- Wentzel, M. R., & Looney, L. (2015). In *Parenting across Cultures: Childrearing, Motherhood and Fatherhood in Non-Western Cultures*, 3rd Ed, 207-212.
- Zaki, K. A., Rafiq, S., & Afzal, A. (2023). Perceived Impact of Teacher-Student Favoritism on Students' Learning Outcomes at University Level. *Journal of Social Research Development*, 4(1), 1-14.