

Research Attitude Among Afghan University Teachers: the Role of Social Support

Abdul Baseer Safi, Dinesh Kumar

Abstract: Much researches has been carried out looking into the role of social support on different variables in educational settings. However, no research has been done to explore the role of social support in research attitude among university teachers. In this research the investigator considered the role of social support in developing research attitude among university teachers. A research attitude is an inclination towards research activities. The social support comprised of the support given by the government in the form of policies as well as given by institution. In addition to, the study explored the level of research attitude and social support with respect to Afghan university teachers. A descriptive survey method was used to conduct a study. Two factors i.e. gender and type of university are considered among demographic factors of university teachers.

For the result, we can see that Afghan university male teachers are having extremely favorable attitude toward research as compared to Afghan university female teachers. The government university teachers have high research attitude as compared to private universities. Furthermore, it is found that university male teachers received greater social support than their female counterparts. But there is no interaction effect of gender and type of university on research attitude. It is found that there is no significant difference in social support on gender and type of university. It is also found that the social support is the weak predictor of research attitude in case of Afghan university teachers.

Index Terms: University Teachers, Research Attitude, Role, Social Support, Afghan Universities

I. INTRODUCTION

A. Research attitude

Initially, attitude is a behavior which every professional needs to acquire in order to have more achievement. Attitude is the stander upon an individual can show his/her performance. Thus, teachers having more performance and innovation is a sign of their attitude toward research. Ivanenkoet, al. quoted by Ushakov explained research attitude as the integral quality of personality. Their study revealed that research attitude generate ability in people to find solutions to new problems and transform the reality based on questioning, skills, knowledge, and capabilities. The very first and basic contribution to the fulfilment of today's education will be the teachers' competency and attitude toward research and investigation for innovative performance in their profession. Research attitude is a special characteristic that educators- even more

than other professionals, support and develop the teaching professions and put one's one the map, that's why a research work is fundamental part of teaching profession. Research attitude is a specific quality needed for highly-educated professionals. This is true in general not only in educational field. On the other hand, educators need to think and work from an inquiring stance, utilize existing researches. Thus, Knowledge and innovative competence are becoming increasingly important in society. Looking at the relationship of teaching and research some writers argues that teachers who spent time in research always convey good knowledge rather than those who only make preparation for their teaching practices ([6]).

A teacher becomes more strong, advance and innovative when he/she practice research-based and reference-based teaching. It's only possible when a teacher has attitude toward research and willing to enhance competency in research and investigation) [13] stated that growing researches in teachers is the evidence of developing their relation with research and upon many have developed their teaching professions by engaging in action researches. Furthermore, scientific attitudes, thoughts, and actions make people to facilitate actual problem solving [9]. People generate more comprehensive terms by practicing research techniques and competencies. Thus, teachers having more performance and innovation is a sign of their attitude toward research.

Research attitude on the other hand, is the integral quality of personality. Research attitude generate ability in people to find solutions to new problems and transform the reality based on questioning, skills, knowledge, and capabilities.

[12] conducted a research to find attitude toward scientific research attitude among pre-service science teachers. The study resulted that there is positive attitude toward scientific research among all science teachers. The study further revealed that there exist no significant difference based on gender, department and class level.

Shaukat et, al [10] conducted a study to assess the attitude of postgraduates toward research. The findings of the study indicated that male scholars had significantly positive attitude for research rather than female scholars. The study further found significant result on different programs, university type and age.

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B. Social support

Human as a social animal always required social support. They need love, satisfaction, sympathy and pleasure. Bringing positive attitude towards research, one of the effective and essential factor on this aspect perceived social support. Social support is a key resource to predict every endeavor in educational settings. It is one of the psychological concepts that have been introduced by scientists of educational science is social support by individuals [8]. Through the history, it was the motivational need of human beings for better performance. Humans can not face crisis, threats and dangers during human history through help by others. Thus, need to close attachment has been established and one can use support from authorities, family, friends and others.

[1] explored the sources of social support in special education teachers in Jordan. The data was analyzed with Pearson correlation coefficients and ANOVA procedures. The result of the study revealed that there is significant positive correlations between family support and personal accomplishments.

Social support is offered to enjoyment of love, support and attention of authorities, co- workers, supervisor, institutions, family members, and friends. These all are the emotions that connected to social support. As far as university teachers are concerned strong social support to teaching profession develop good interpersonal skills, make teachers productive, and better coping with upcoming challenges. Social support is an aspect that can help the individual to cope up with the stressful situation.

[3] stated that majorly the teachers utilized co-workers whiting institution, friends, family members and even principles instead of spoke to their health care providers about their stress.

[7] investigated the perceived social support in Iranian and Turkish teachers and revealed that there was exist significant differences in both nations. The difference found to be in cross-cultural regarding social integration, opportunity for nurturance and guidance. The study found significant difference between male and female teachers in their perception of subscale of social support. In addition to, the study found marital status is also had an important role participants' perceived social support.

II. NEED FOR THE STUDY

Most of the university teachers in Afghanistan follow compiling procedure for their teaching practices and no innovation are seemed in their teaching materials, innovation in their relevant fields. A very a smaller number of teachers are seemed to do actual researches. The respected Ministry of Higher Education AFG sent applications of research

proposals to all government universities for 2017-18 research round. Being in the picture, the investigator found no teacher in the department to participate in this research round. Even the authority of the universities and respected ministry did not notice why the smaller number of teachers participate in research works. This can lead the teachers for further ignorance of research and innovation. The large number of teachers' absence in research works every year made the investigator to think deeply and find out the effects in retrospect to teachers and help ministry to focus upon these effects. Thus, the researcher felt the lack of attitude toward research in faculty teachers which is the main cause to prevent quality teaching practices. In addition to, the researcher also found the gape by reading many studies which have been done on social support of the school teachers as well as university teachers, however the impact of social support on research attitude has never been researched. Hence, the researcher selected the mentioned variables combined in order to see the impact of social support on research attitude of university teachers in Afghanistan.

III. METHODS RESEARCH DESIGN AND DATA COLLECTION

The sample was derived from Afghan university teachers. Respondents of the study were selected from 16 universities (8 public and 8 private). The investigator considered on two factors of demographic data i.e. gender and type of university (public & private). The study attempted to explore the research attitude and social support and to find out the impact of social support on research attitude of university teachers in Afghanistan. The proposed study was descriptive in nature so descriptive survey method was used to conduct the study. Applying the survey method, the findings and result obtained by the researcher can help to formulate certain principles and go to solution to the problems concerning to the national or international issue.

In the present study purposive sampling techniques was used. The proposed study was conducted on faculties working in different departments in different government and private universities of Afghanistan. 105 males and 55 female teachers were selected for the study. Research Attitude Scale by Dr. Vishal Sood & Prof. is used for data collection. The scale for social support has developed and validated by the investigator before data collection.

III. OBJECTIVES

1. To study the levels of research attitude and social support among Afghan university teachers.
2. To find out the difference in research attitude among Afghan university with respect to gender and type of university.
3. To find out the difference in social support among Afghan university teachers with respect to gender and type of university.



- To explore the impact of social support on research attitude of teachers with respect to Afghan university teachers.

7	Extremely unfavorable	10	6.25%
Total		160	100%

IV. HYPOTHESES

- There is no significant difference in research attitude among Afghan university teachers with respect to gender and type of university.
- There is no significant difference in social support among Afghan university teachers with respect to gender and type of university.
- There is no significant impact of social support on research attitude of Afghan university teachers.

V. STATISTICAL ANALYSIS

According to the purpose of the study the present study has been analyzed by using following statistical techniques.

A. Percentage analyses have been done to explore the levels of research attitude and social support among Afghan university teachers with respect to gender and type of university.

B. Two Way ANOVA has been computed to find out difference in research attitude and social support among Afghan universities teachers with respect to gender and type of university.

C. Regression analysis has been employed to ascertain the impact of social support for research on research attitude of Afghan university teachers.

VI. RESULTS

A. Research Attitude: Exploration of data on levels of research attitude

The result of percentile analysis of overall sample is measured on seven levels. The data analysis revealed that high percentage i.e. 22.5% of the total sample reported extremely favorable attitude toward research whereas low percentage of overall sample reported extremely unfavorable attitude toward research. Almost a similar percentage i.e. 15% & 15% reported in above average and high average level of research attitude. The percentages of overall seven levels are given in table 1 below.

Table 1: Overall sample distribution on levels of research attitude of Afghan university teachers: number and percentages

Sr.	Levels of Research Attitude	N	Percentage
1	Extremely favorable	36	22.5%
2	Highly favorable	24	15%
3	Above average favorable	24	15%
4	Moderately favorable	31	19.38%
5	Unfavorable	26	16.25%
6	Highly unfavorable	9	5.62%

B. Social Support: Exploration of data on levels of social support

In order to find the level of social support of overall sample, the data is distributed on five levels of social support and percentage analysis is employed in table 2. High percentage of overall sample reported in the category of Average level social support i.e. 35%. The analysis found no teacher that has low level of social support i.e. 0%. It is revealed from analysis of overall sample that no university teachers in Afghanistan has low level of social support. More number of teachers have Average level while less number of teachers have high social support.

Table 2: overall simple distribution on Levels of social support of afghan university teachers: number and percentages

Sr.	Levels of Attitude toward research	N	Percentage
1	High	21	13.12%
2	Above Average	35	21.87%
3	Average	56	35%
4	Below Average	48	30%
5	Low	0	0%
Total		160	100%

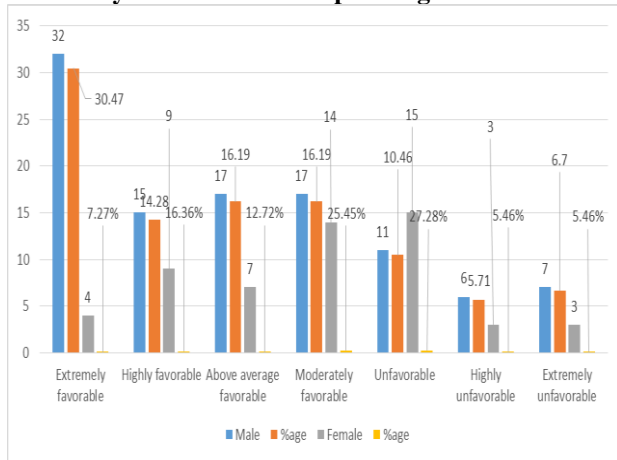
C. Level of research attitude among Afghan university teachers with respect to gender

Graph 1 shows a detailed description of percentage-wise distribution of male and female teachers on seven levels of attitude toward research. Comparing the extremely favorable and extremely unfavorable research attitude of male and female university teachers, the analysis revealed that male university teachers reported high percentage i.e. 30.47% than the female teachers i.e. 7.27%, while the female university teachers reported high percentage i.e. 16.36% in high favorable category of research attitude than male teachers i.e. 14.28%.

In the category of above average favorable attitude of research, male teachers again have high percentage i.e. 16.19% than female teachers i.e. 12.72%. The result further indicates that female teachers in Afghan universities has higher percentage i.e. 25.45% in moderate favorable category than male teachers i.e. 16.19%. Both male and female teachers are almost similar in high unfavorable category level of research attitude while in extremely unfavorable the male teachers reported high percentages i.e. 6.7% than female teachers i.e. 5.46%. The overall results revealed that male teachers are extremely favorable toward research than female teachers. Female teachers have high and moderate favorable attitude toward research in compare to male teachers. There are as well found similar number of both male and female teachers who has highly unfavorable attitude level toward research. Finally, it can be concluded that, Afghan university male teachers are having extremely favorable attitude towards

research as compared to Afghan university female teachers. Graph 1 below is the graphical representation of the levels of research attitude of afghan university teachers with respect to gender.

Graph 1: Levels of research attitude among Afghan University Teachers with respect to gender

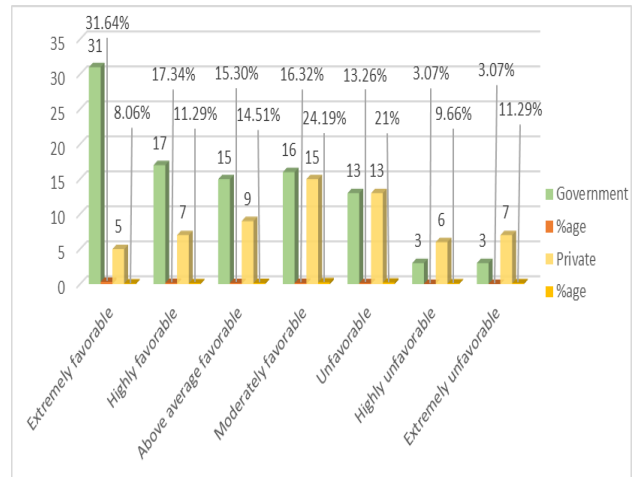


D. Level of Social Support among Afghan university teachers with respect to gender

Graph 2 shows detailed description of percentage-wise distribution of government and private university teachers on seven levels of attitude toward research. Comparing the extremely favorable and extremely unfavorable of government and private university teachers, it has been observed that government university teachers reported high percentage i.e. 31.64% than the private university teachers i.e. 8.06%, while the private university teachers reported high percentage i.e. 11.29% in extremely unfavorable category of research attitude.

In the category of high favorable attitude of research, the government reported high i.e. 17.34% than the private i.e. 11.29%. Both private and government university teacher reported somehow similar in above average attitude toward research i.e. 15, 30%, 14.51%. In addition to less percent of Government University teachers reported highly unfavorable and extremely unfavorable attitude toward research i.e. 3.07% in compare to private university teachers i.e. 9.66%, 11.29%. The overall results revealed that government university teachers have high research attitude level as compared to private university teachers.

Graph 2: Levels of research attitude among afghan university teachers with respect to type of university

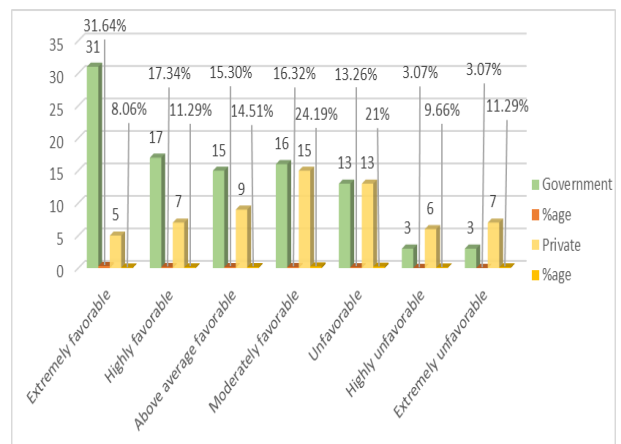


E. Levels of Social support among Afghan University Teachers with respect to type of University

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Graph 3: Levels of Social support among Afghan University Teachers with respect to type of University



F. Research Attitude: Difference between the two gender and type of university

Two way ANNOVA was performed to study the difference in Afghan university teachers regarding research attitude and job satisfaction. The descriptive statistical results for research attitude based on a sample of 160 university teachers is present in Table 3.

Table 3. Descriptive analysis of research attitude of government and Private University Teachers on different types of Gender

Gender	Type of university	Mean	SD	N
Female	Govt	169.393	22.1683	28
	Private	159.333	18.6300	27
	Total	164.455	20.9424	55
Male	Govt	183.986	24.4875	70
	Private	164.086	26.3063	35
	Total	177.352	26.7006	105
Total	Govt	179.816	24.6423	98
	Private	162.016	23.2227	62
	Total	172.919	25.5545	160

To study the main effect of type of university and gender along with their interaction effect analysis of variance (2x2 factorial design involving 2 types of universities i.e. government and private and 2 types of gender i.e. male and female) was applied on mean scores of social support. Descriptive statistical results for social support based on a sample of 160 university teachers is present in Table 5.

Table 5: Descriptive analysis of Social Support of Government and Private University Teachers on different types of Gender

Gender	TOU	Mean	Std. Deviation	N
Female	Govt	44.929	6.8742	28
	Private	44.370	6.5112	27
	Total	44.655	6.6422	55
Male	Govt	44.786	7.5583	70
	Private	42.514	6.7839	35
	Total	44.029	7.3556	105
Total	Govt	44.827	7.3345	98
	Private	43.323	6.6770	62
	Total	44.244	7.1037	160

Table 4: Summary of Two-Way ANOVA (2x2)

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Gender	3237.118	1	3237.118	5.791	.017*
Type of University	7763.904	1	7763.904	13.890	.000*
Gender * Type of University	837.611	1	837.611	1.499	.223*
Error	87196.407	156	558.951		
Total	4887975.000	160			
Corrected Total	103831.944	159			

*Significant

**Not significant

The result of Table 4 revealed that calculated F-ratio for the main effect of gender on research attitude of public and private university teachers, came out to be $F(1,156) = 5.791$, $p = .017$, which is found significant at 0.05 level of significance. The results revealed that groups of teachers having different gender i.e. male and female differ significantly in their research attitude. Therefore, the study found significant difference in research attitude among Afghan university on the basis of gender. In case of type of university the analysis of Table 4 revealed that F-ratio for the difference between research attitude of government and private university teachers is $F(1,156) = 13.890$, $p = .000$, which is found significant at the 0.05 level of significance. The results indicate that teachers working in different type of universities i.e. government and private significantly differ on the scores of research attitude.

G. Social Support: Difference between the two genders and type of university

Table 6: Summary of Two-Way ANOVA (2x2) for interaction between gender and type of university with respect to social support

Sum of Source	Sum of Squares	Df	Mean Square	F	Sig.
Gender	34.563	1	34.563	.684	.410**
TOU	69.258	1	69.258	1.370	.244**
Gender * TOU	25.389	1	25.389	.502	.480**
Error	7884.682	156	50.543		
Total	321225.000	160			
Corrected Total	8023.494	159			

**Not Significant

The teachers were classified into two groups on the basis of obtained demographic information. It has been observed in the table 6 that F-ratio for the difference between social support of male and female university teachers is $F(1,156) = .684$, $p = .410$, which is found insignificant at 0.05 level of significance. The results indicate that male and female university teachers do not differ significantly in their social support. In case of the type of university the result of table 6 revealed that F-ratio for the difference between social support of government and private university teachers is $F(1,156) = 1.370$, $p = .244$, which is found insignificant at the 0.05 level of significance. The results indicate that teachers working in different type of universities i.e. government and private do not differ significantly on the scores of social support.



H.. Impact of Social Support on Research Attitude among Afghan University Teachers

Regression analysis was performed to study the impact of social support on research attitude. Results presented in Table 7 shows the correlation coefficient of independent variable i.e. Social Support and dependent variable i.e. research attitude was calculated to be 0.239. The Table further revealed that calculated value of R^2 i.e. coefficient of determination was brought about to be 0.057. Therefore the calculated results suggest that independent variable scan explain 5.7% proportion of variance in the dependent variable (research attitude) in case of Afghan university teachers.

Table 7: Summary of regression analysis between independent variables (Social Support) and the dependent variable (Research Attitude) of Afghan university teachers

Predictor Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate
Social Support	.239 ^a	.057	.051	18.8243

a. Predictors: (Constant), Social Support

Table 8 shows that the calculated F-value is found statistically significant at 0.01 level of significance indicating that overall model of regression is a good fit for the present data. The analysis of Table 3.19 revealed that independent variable significantly predicts the dependent variable $F(1,158) = 9.577, p = .002$ i.e. the proposed regression model is a good fit. Therefore, the regression analysis is allowed and feasible.

Table 8: ANOVA summary for regression analysis

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression Residual Total	3393.651	1	3393.651	9.577**	.002 ^b
	55988.124	158	354.355		
	59381.775	159			

a. Dependent Variable: Research Attitude
b. Predictors: (Constant), Social Support

VII. DISCUSSION & CONCLUSION

1.The result indicated that the highest percentage of Afghan university teachers fall within extremely favorable level of research. In gender wise distribution majority of male teachers reported higher level of research attitude in comparison to female university teachers in case of access to the internet. Due to university type, majority of government university teachers show high research attitude in comparison to private university teachers. Both government and private university teachers believe that engaging in research enhance their professional career.

- 2.In the social support for research, higher percentage of overall sample reported in the average level the percentage-wise comparison of government and private university teachers on different levels of social support shows that government university teachers reported higher levels of social support for research work in case of (rewards, grants, and promotion). Therefore government university teachers are more engaged in research work as compared to private university teachers. Upon gender distribution analysis both the gender reported almost similar and average level of social support for research engagement in case of (professional career, promotion, and effectiveness) , however majority of female teachers reported below average level of social support in case of (research anxiety, language and social problem).
3. The results of the present study found significant difference in research attitude of government and private university teachers. It was assumed that different type of university teachers i.e. government and private varies upon day to day tasks. Teachers working in government universities have much spare of time to engage in research in compare to teachers working in private universities. On the other hand, motivation found to be another influence that differ government and private university teachers in Afghanistan in their attitude toward research. Government University teachers in Afghanistan get much rewards from conducting a research compare to private teachers. Many Private university teachers reported that research has nothing to give them any type of rewards or motivation accept helping in updating their fields. This finding is similar to the finding their study revealed that more increasing appreciations (rewards) and caring for research correspondence increase research attitude and competence. On the other hand less number of private teachers reported that they are getting much awards by working on research projects. This finding is keeping with the findings of Shaukat et al. [10] which found significant result in research attitude in respect to type of university, different programs, and age.
4. The analysis further revealed that there exists significant difference in both type of university on the basis of gender. The study found that male and female teachers working in government and private universities differ in their research attitude. This finding is similar to the findings of Shaukat et, al. [10], they conducted a study to assess the attitude of postgraduates toward research. The findings of the study indicated that male scholars had significantly positive attitude for research rather than female scholars. The study further found significant result on different programs, university type and age.
5. It was assumed that male and female teachers working in different types of universities do not possess similar views on research attitude.



But both the groups feel that research attitude and research engagement enrich their knowledge in their fields and make their teaching practice update. However, research anxiety, less knowledge of English language, access to internet and command on computer found to be factors that differ in research attitude among male and female teachers. The study also found correlation between research attitude, research competence and research anxiety. The study revealed that as per research anxiety increase, it brings low competence and low attitude in research. On the other hand, male teachers in Afghanistan have reported to have more access to internet rather than female teachers. Therefore, male and female teachers working in government and private universities differ in their research attitude.

- The result of the study further revealed that there is no significant difference in social support among all domains (gender & type of university) in Afghan university teachers. The results further found upon the perception of university teachers on the scores of social support that there is no interaction effect as well on the basis of type of university and gender. On the other hand, the investigator observed that teachers from both gender and type of university obtained very low marks for social support scale in compare to overall marks of the scale. As the scale was specified for social support regarding research, majority of the overall sample are not in favor of supportive environment for research in their universities. Both male and female respondents reported that university teachers don't have supportive environment for research. The lack of sufficient time, recreational programs for research, research workshops, and conferences are found the major factors of getting less marks in social support for research work of Afghan university teachers.
- While studying the role and impact of social support on research attitude, the result of regression analysis clearly shows that Social support of Afghan university teachers effects and contributes weakly to the research attitude and job satisfaction of Afghan university teachers on both domains (type of university and gender) in case of (rewards, grants, promotion, accommodation, positive culture, interpersonal relationships).

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